



Improved Ability To Study Persuasion Structure Using The Student Teams Achievement Division Learning Model

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Abstrak

Penelitian ini bertujuan meningkatkan kemampuan siswa menelaah struktur teks persuasi menggunakan model pembelajaran *Student Teams Achievement Division*. Subjek penelitian ini adalah siswa kelas VIII-A SMP Negeri 2 Gunungsitoli Utara semester genap berjumlah 25 orang, laki-laki berjumlah 8 orang dan perempuan berjumlah 17 orang. Penelitian ini menggunakan model Penelitian Tindakan Kelas dengan prosedur pelaksanaannya adalah perencanaan, tindakan, observasi, refleksi. Kegiatan penelitian ini dilaksanakan dengan dua siklus dengan menggunakan teknik pengumpulan data, lembar observasi, dan lembar penilaian. Berdasarkan hasil penelitian, ternyata ada peningkatan kemampuan siswa menelaah struktur teks persuasi dengan menggunakan model pembelajaran *Student Teams Achievement Division*. Hal ini terlihat pada hasil siklus I adalah nilai terendah 43,75 dan tertinggi 75 dengan nilai rata-rata 57,25. Sedangkan siklus II diperoleh nilai terendah 56,25 dan tertinggi 93,75. Hasil observasi peneliti siklus I pertemuan pertama yaitu 69,23% dan pertemuan kedua yaitu 84,62%. Sedangkan hasil observasi peneliti siklus II pertemuan pertama yaitu 92,31% dan pertemuan kedua yaitu 100%. Berdasarkan hasil penelitian, dapat disimpulkan bahwa model pembelajaran *Student Teams Achievement Division* (STAD) dapat meningkatkan kemampuan siswa menelaah struktur teks persuasi siswa kelas VIII-A SMP Negeri 2 Gunungsitoli Utara.

Kata Kunci: menelaah struktur teks, teks persuasi, STAD

Abstract

This study aims to improve students' ability to study the structure of persuasion texts using the Student Teams Achievement Division learning model. The subjects of this study were 25 students of class VIII-A of SMP Negeri 2 Gunungsitoli Utara, totaling 25 students, 8 male students and 17 female students. This study uses a Classroom Action Research model with the implementation procedures of planning, action, observation, and reflection. This research activity was carried out in two cycles using data collection techniques, observation sheets, and assessment sheets. Based on the results of the study, there was an increase in the ability of students to study the structure of persuasion texts using the Student Teams Achievement Division learning model. It can be seen in the results of the first cycle that the lowest value is 43.75, and the highest is 75, with an average value of 57.25. In contrast, the second cycle obtained the lowest value of 56.25 and the highest of 93.75. Based on the study results, it can be concluded that the Student Teams Achievement Division learning model can improve students' ability to study the structure of persuasion texts for class VIII-A students of SMP Negeri 2 Gunungsitoli Utara.

Keywords: *examine the structure of the text, persuasion text, STAD*

INTRODUCTION

Language skills are divided into four parts: listening, speaking, reading, and writing. These four aspects are very close and related to each other in supporting the learning process (Laoli, Dakhi & Zagoto, 2022). Reading is one of the language skills that must be possessed to improve the quality of learning (Riana, & Gulo, 2022).

Reading is a cognitive activity that seeks to find various information contained in writing. Riana (2020) suggests that Reading is the pronunciation of words and the acquisition of words from printed material. This activity involves analyzing and organizing a complex range of skills, including learning, thinking, reasoning, combining, and problem-solving, which means explaining information to the reader.

Based on the above opinion, it can be concluded that Reading is an activity to find various information obtained through the pronunciation of words or the acquisition of words through printed materials by involving the analysis and organization of various complex skills that are useful for providing clarity of information for the reader.

The basic competencies that students must master at the Class VIII Junior High School (SMP) education level in the 2013 Curriculum are to examine the structure and linguistic rules of persuasion texts, with KI 3: Understanding and applying factual, conceptual, procedural, and metacognitive knowledge at the technical and simple specifics based on his curiosity about science, technology, art, culture with human, national, and state insights related to visible phenomena and events. Basic Competence (KD) 3.14: Examine the structure and language of persuasion texts in suggestions, invitations, and

considerations about various actual problems (environment, social conditions, cultural diversity, etc.) from various sources that are heard or read. (Indicators) achieved 3.14.1: Analyzing the structure of the persuasion text. KKM (Minimum Completeness Criteria): 65.

Persuasion text contains an invitation, appeal, suggestion, prohibition, or inducement to someone to follow or do something in accordance with the written text (Gea & Harefa, 2022). According to Arida, Susetyo & Yulistio (2020); Zebua & Harefa (2022), that persuasion text is a text that aims to invite, order, or persuade the reader to do something in accordance with what is conveyed by the author.

Based on the results of observations and consultations with Indonesian language teachers in class VIII of SMP Negeri 2 Gunungsitoli Utara, it was found that students were less able to study the structure of persuasive texts. The minimum Completeness Criteria (KKM) in studying the structure of persuasion texts is 65. Based on the results obtained, learning to study the structure of persuasion texts is said to have been unsuccessful.

Problems faced by students in studying the structure of persuasion texts, namely, students need help to determine the parts of the structure in persuasion texts, and students are less motivated by studying the structure of persuasion texts during the learning process (Zagoto, 2022). While the factors causing the low ability of students to study the structure of persuasive texts are student factors and teacher factors. Factors from students, namely student interest in learning persuasion text materials, tend to be lacking (Dakhi, 2022; Mendrofa & Buulolo, 2022). In comparison, the factors from the teacher are the use of traditional learning

models and the lack of reference books in schools which are less supportive of the teaching and learning process in the classroom (Dakhi et al., 2022; Israil, 2019; Zagoto, Yarni & dakhi, 2019; Zebua, Harefa & Riana, 2022).

Efforts are being made to improve students' abilities in studying the structure of persuasive texts by using more innovative, interactive, and creative learning models that can grow students' potential to think critically and avoid teaching methods that tend to be conventional or still teacher-centered. Based on the problems above, the researchers tried to overcome the various difficulties experienced by students in studying the structure of persuasion texts, namely by using the STAD (Student Teams Achievement Division) learning model. The STAD (Student Teams Achievement Division) learning model is a collaborative learning strategy in which students will form teams or small groups with various levels of ability and different backgrounds to work together to achieve learning objectives (Telaumbanua, Zega & Halawa, 2022). STAD cooperative learning focuses more on collaboration between these small groups (Telaumbanua & Harefa, 2022). By helping each other without differentiating the background of each student, the group can achieve the desired results (Kusumawardani, Siswanto, & Purnamasari, 2018).

METHOD

This research conducted by implementing Classroom Action Research (CAR). The subjects of this study were 25 students of class VIII-A of SMP Negeri 2 Gunungsitoli Utara, totaling 25 students, 8 male students and 17 female students. This study uses a Classroom Action Research model with the implementation procedures of planning, action, observation, and reflection. This research

activity was carried out in two cycles using data collection techniques, observation sheets, and assessment sheets.

RESULTS AND DISCUSSION

Based on data analysis conducted by researchers on students' ability to examine the structure of persuasion texts using the Student Teams Achievement Division learning model in cycle I and cycle II, the following results were obtained:

The results of the data analysis of the assessment of students' ability to study the structure of persuasion texts using the Student Teams Achievement Division learning model in the first cycle was 57.25, with the lowest score of 43.75 and the highest score of 75. While in the second cycle of 83.75, the lowest score was 56.25 and the highest score was 93.75.

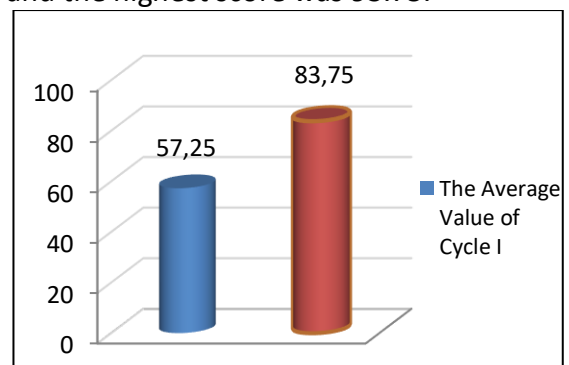


Figure 1. Average Value of Student Learning Outcomes in Cycle I and Cycle II

Students who completed the first cycle were 5 students with a percentage of 20% and 20 students who did not complete with a percentage of 80%. Meanwhile, in the second cycle, 23 students completed the course with a percentage of 92%, and 2 students still need to complete it with a percentage of 8%.

The results of the researcher's observations in the first cycle of the first meeting, activities carried out were 69.23%, activities that were not carried out were 30.77%, and activities carried out in the second meeting were 84.62%, and activities that were not carried out were 15.38%. While in the second cycle of the

first meeting, the activities carried out were 92.31%, and the activities that were not carried out were 7.69%. In the second meeting, the learning activities were carried out 100%, and the activities that were not carried out did not exist.

Students' activeness in the first cycle of the first meeting was 72.31%, student inactivity was 27.69%, and in the second meeting, the results of student activity were 76%, and student inactivity was 24%. While in the second cycle, the student activity obtained at the first meeting was 86.77%, and student inactivity was 13.23%. The second meeting obtained the results of student activity of 93.85% and student inactivity of 6.15%.

Interpreting research findings covering all objects of action taken by researchers in class VIII-A of SMP Negeri 2 Gunungsitoli Utara using the Student Teams Achievement Division learning model. Based on the results of observations during the learning process to examine the structure of persuasion texts at SMP Negeri 2 Gunungsitoli Utara, there are still students who still need to study the structure of persuasion texts and are less enthusiastic in participating in classroom learning.

It can be seen in students' ability to examine the structure of persuasive texts. The average score in the first cycle is 57.25, which shows that the level of student ability in studying the structure of persuasion texts has yet to reach the KKM set, which is 65 in the material for studying the structure of persuasion texts. Based on these results, the researchers reviewed learning by reflecting on the material and learning model of the Student Teams Achievement Division so that in cycle II the researchers optimized learning activities, provided guidance to students in the form of repetition of learning, and motivated students to study the structure of persuasive texts.

Based on the results obtained, the achievement of students' abilities, especially in studying the structure of persuasion texts, has increased based on tests conducted by researchers on students in studying the structure of persuasion texts using the Student Teams Achievement Division learning model with an average value of 83.75.

The findings of this study imply that research that has been applied in Class VIII-A of SMP Negeri 2 Gunungsitoli Utara can help students in the learning process received by the teacher so that there is positive interaction between students with one another and with researchers. The research findings can also impact researchers that success in a study affects the results obtained in the field so that it can be used as a comparison of research that will examine the next.

CONCLUSION

Based on the description of the results of the analysis of research results, it is concluded that using the Student Teams Achievement Division learning model can improve students' ability to examine the structure of persuasion texts for class VIII-A students of SMP Negeri 2 Gunungsitoli Utara in the 2021/2022 academic year.

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