



## Cooperative Learning Type of Student Team Achievement Division on Learning Outcomes Writing Explanation Texts of Hufs Korea Students

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**Abstract:** This research aims to determine the effect of using student team achievement division type cooperative learning on the ability to write explanatory texts in Intermediate class students at Hankuk University of Foreign Studies, Korea. The method used is a Quasi Experimental type experimental method using two classes, namely the experimental class which is given treatment in the form of a cooperative learning method of the student team achievement division type and the control class which is not given treatment as a comparison class. The data collection technique uses essay writing tests and questionnaires to determine student responses to the student team achievement division type cooperative method. To analyze the data using the t test with a significance level of 0.05. The research population was all Intermediate class students, totaling 60 students. After being given cooperative method treatment, student team achievement division type, students' ability to write explanatory text increased. It can be concluded that accepting H1 rejects H0, thus it can be said that there is an influence of the use of cooperative learning methods of the student team achievement division type on the ability to write explanatory texts in the intermediate department class of Malay-Indonesia Hankuk University of Foreign Studies Korea

**Keywords:** *Cooperative Type Student Team Achievement Division*

### INTRODUCTION

The role of education is very important in educating the nation's life, producing reliable and quality human resources. Education is also needed to improve the standard of human life, therefore learning outcomes are needed that can influence changes and the abilities of students in a better direction. These changes can take the form of changes in knowledge, habits, attitudes and skills.

According to Djumhana (2020:92) there are several characteristics in the cooperative

learning model, each individual has a sense of responsibility to complete the work that is the responsibility of the group so that learning outcomes become better. Each group member must learn from each other and encourage each other to achieve the goals and tasks given. to the group can be understood by group members.

Human education has knowledge and creativity, is independent in developing its abilities and develops its personality in accordance with the values of society. Every learning process will obtain learning outcomes.

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Achieving good learning outcomes depends on students who experience the learning process. According to Sudjana (2009:22) states that, "Learning outcomes are the abilities that students have after they receive their learning experience". Learning outcomes are a change in students' abilities in a better direction through their learning experiences.

According to Aryana (2020:356) Learning outcomes are the measurable capacity of desired individual changes based on their inherent characteristics or variables through certain teaching treatments. Learning outcomes can be measured by measuring the changes that can be seen in them through certain characteristics or teaching treatment variables. Human education has knowledge and creativity, is independent in developing its abilities and develops its personality in accordance with the values of society. Every learning process will obtain learning outcomes. Achieving good learning outcomes depends on students who experience the learning process.

Explanatory text is a text that is of a natural nature related to causal phenomena, the cause or effect in the text is a collection of factual events. Lidiasari (2022:19) explanatory text is a text that explains a complete phenomenon and social process that is structured and taking place around us. So, explanatory text is a text that explains the process of forming a natural phenomenon and social event. Kosasih (2019: 65) explanatory text is a text that explains processes or events related to the origin, process or development of a phenomenon, in the form of natural, social and cultural events. So, explanatory text is text that contains information about an event that occurs around us. Hudhana (2019: 265) explanatory text is a text that describes the process of natural, social and cultural phenomena. Which is described systematically, presenting complete information and facts. So, explanatory text is text that shows the process of a natural, social and cultural event. Which is presented factually and completely.

The function of explanatory text is to obtain information about events around us. Kosasih (2019 : 76) explains that the function of explanatory text is to provide information or increase insight into the process by which a natural, social and cultural phenomenon occurs. And the topics are written sequentially according to cause and effect. Rahman (2017: 97) the function of explanatory text has a social or social environmental function that provides an explanation to the public about the process of something happening, ordered according to the principle of cause and effect. Hudhana (2019:31) the function of explanatory text is in our environment. This phenomenon occurs naturally and occurs due to human intervention. As well as having a sequence of causes and effects of an event. The linguistic characteristics of explanatory texts are using causal conjunctions or chronological conjunctions, using pronouns, using technical words, using passive verbs, and using scientific terms. Writing explanatory texts must go through several stages, namely determining the theme or topic, creating a framework, and developing it. It is important to remember that explanatory text is text that explains the relationship between events or the process by which something occurs.

## **METHODS**

The research method used is the Quasi Experimental method. Sulaeman (2019: 37) Quasi Experiments are experiments that are not carried out as fully or strictly as those carried out in laboratories. Give post-test questions to the experimental class and control class.

### **Research plan**

Group	Pretest	Treatment	Posttest
Experiment	Y	X	Y1
Control	Y	-	Y2

The data collection technique used in this research was an instrument in the form of an objective test. In this research, what was used was an objective type of essay writing test. By collecting pretest data, initial values before learning and posttest scores on learning results

after learning using the STAD type cooperative learning model.

Data analysis in this research was carried out by means of description on the basis of quantitative data processing and then processed using statistics. Data analysis techniques are used to answer research problems and test hypotheses. The STAD learning model is a teaching model that emphasizes activity and interaction between students to motivate each other and help each other master the subject matter in order to achieve maximum results.

The STAD model gives students the opportunity to participate more actively in learning and express ideas, students participate with other students in solving a problem, exchange ideas and discuss the problem to find a solution. Activities carried out by groups in solving problems will help students have more

opportunities to utilize their knowledge and skills in writing explanatory texts.

## FINDINGS AND DISCUSSION

### a. Experimental Class Posttest

From the data on students' final abilities or posttests, data was obtained on the results of learning to write explanatory text for students who were given the Student Team Achievement Division (STAD) learning model on the material about recognizing sensory organs which was carried out in the experimental class tested with 30 students, namely class A1 Intermediate as the experimental class, so The score range was between 55 and 90 with a sample size of 30 students. Median of 72.5; mode of 73.7; The average score is 72.1, and the standard deviation is 8.57.

The class intervals and frequency distribution of students' abilities before treatment in the experimental class are:

**Table 4.1**

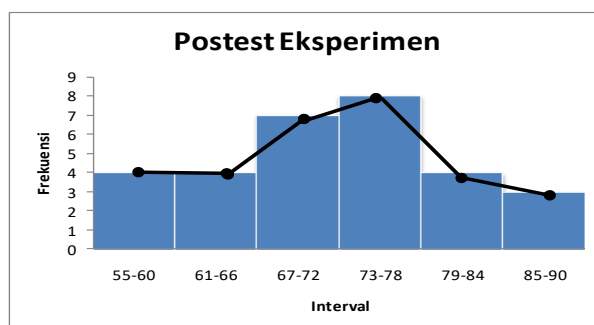
Absolute Frequency Distribution

Lots of classes	Intervals	Absolute Frequency	Relative frequency
1	55 – 60	4	13.3 %
2	61 – 66	4	13.3 %
3	67 – 72	7	23.3 %
4	73 – 78	8	26.7 %
5	79 – 84	4	16.7 %
6	85 - 90	3	6.7 %
<b>Amount</b>		30	100%

From the table it can be seen that the intervals obtained are 55-60 with an absolute frequency of 4, 61-66 with an absolute frequency of 4, 67-72 with an absolute frequency of 7, 73-78 with an absolute

frequency of 8, 79-84 with an absolute frequency of 4, 85-90 with an absolute frequency of 3 .

**Figure 4.2**  
**Histograms and Polygons**



From the graph above, it can be seen that the highest frequency is occupied in the interval

between 73-78 and the lowest is occupied in the interval 83-90.

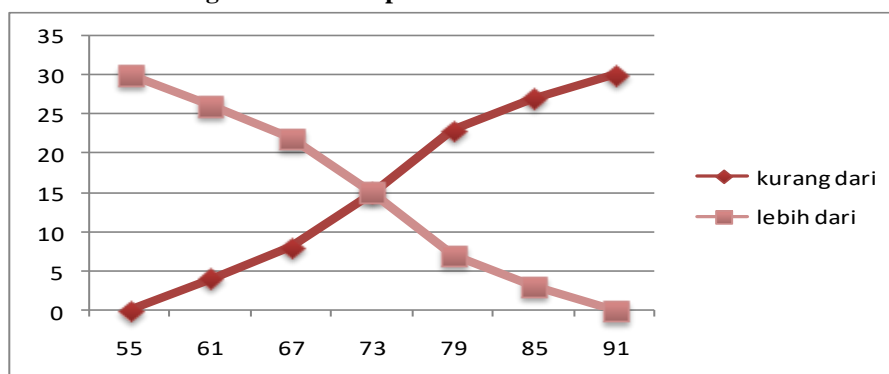
**Table 4.3**  
Cumulative Frequency Distribution

Intervals	Cumulative frequency	Intervals	Cumulative frequency
Less than 55	0	55 or more	30
Less than 61	4	61 or more	26
Less than 67	8	67 or more	22
Less than 73	15	73 or more	15
Less than 79	23	79 or more	7
Less than 85	27	85 or more	3
Less than 91	30	91 or more	0

From the table above it can be seen that the cumulative frequency intervals that are less than start from 55,61,67,73,79,85,91, as well as intervals that are more than. From data less

than, the cumulative frequency is 0,4,8,15,23,27,30 and or more 30,26,22,15,7,3,0.

**Figure 4.4**  
Ogive Posttest Experimental Class



From the graph above it is known that the middle value is at number 73.

**Table 4.5**  
Measure of centering of experimental class posttest data

Class	Intervals	F	Class Mark (x)	fx	f.x2
1	55 – 60	4	57.5	230	13225
2	61 – 66	4	63.5	254	16129
3	67 – 72	7	69.5	486.5	33811.75
4	73 – 78	8	75.5	604	45602
5	79 – 84	4	81.5	326	26569
6	85 – 90	3	87.5	262.5	229687
Amount				2163	158305.5

From the table above it is known that the total fx is 2163 and f.x2 is 158305.5. After knowing the data, the average score is 72.1, and the standard deviation is 8.57.

**b. Control Class Posttest**

From the students' final ability data or students' posttest, data was obtained on the results of students' learning to write explanatory texts without being given treatment or using the lecture method, tested with 30 students, namely

class A2 Intermediate as the Control class, so a score range was obtained between 50 to 85 with a sample size of 30 students. Median of 68.5; mode of 70.5; The average score is 67.99, and the standard deviation is 9.50.

The class intervals and frequency distribution of students' abilities after using the lecture method are:

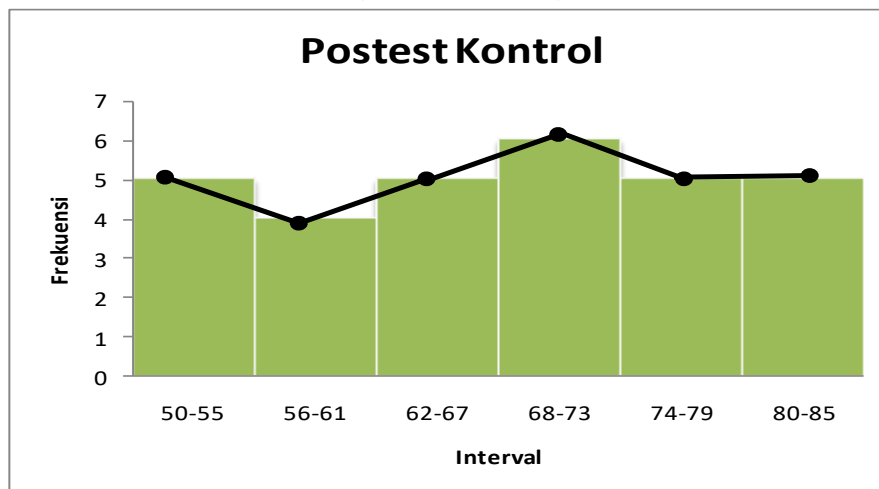
**Table 4.6**  
**Absolute Frequency Distribution**

Lots of classes	Intervals	Absolute Frequency	Relative frequency
1	50 – 55	5	16.7 %
2	56 – 61	4	13.2 %
3	62 – 67	5	16.7 %
4	68 – 73	6	20 %
5	74 – 79	5	16.7 %
6	80 – 85	5	16.7 %
<b>Amount</b>		30	100%

From the table it can be seen that the intervals obtained are 50-55 with an absolute frequency of 5, 56-61 with an absolute frequency of 4, 62-67 with an absolute

frequency of 5, 68-73 with an absolute frequency of 6, 74-79 with an absolute frequency of 5, 80-85 with an absolute frequency of 5.

**Figure 4.7**  
**Histograms and Polygons**



From the graph above, it can be seen that the highest frequency is occupied in the interval

between 68-73 and the lowest is occupied in the interval 56-61.

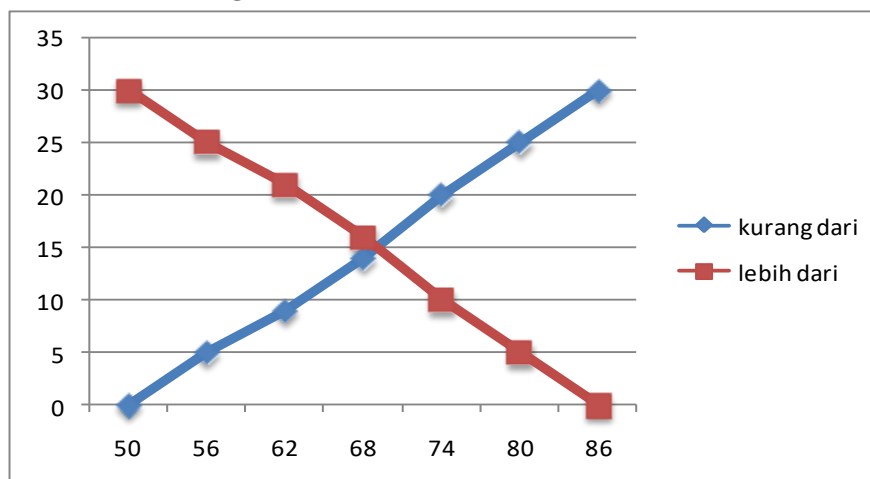
**Table 4.8**  
**Cumulative Frequency Distribution**

Intervals	Cumulative frequency	Intervals	Cumulative frequency
Less than 50	0	50 or more	30
Less than 56	5	56 or more	25
Less than 62	9	62 or more	21
Less than 68	14	68 or more	16
Less than 74	20	74 or more	10
Less than 80	25	80 or more	5
Less than 86	30	86 or more	0

From the table above it can be seen that the cumulative frequency intervals that are less than start from 50,56,62,68,74,80 and 86, as well as intervals that are more than. From data

less than, the cumulative frequency is 0,5,9,14,20,25,30 and or more 30,25,21,16,10,5,0.

**Figure 4.9**  
**Ogive Posttest Control Class**



From the graph above it is known that the middle value is 68.

**Table 4.10**  
Measure of centering of control class posttest data

Class	Intervals	F	Class Mark (x)	fx	f.x <sup>2</sup>
1	50 – 55	5	52.5	265.2	13781.25
2	56 – 61	4	58.5	234	13689
3	62 – 67	5	64.5	322.5	20801.25
4	68 – 73	6	70.5	423	29821.5
5	74 – 79	5	76.5	382.5	29261.25
6	80 - 85	5	82.5	412.5	34031.25
<b>Amount</b>				2039.7	141385.5

From the table above it is known that the total fx is 2039.7 and f.x<sup>2</sup> is 141385.5. After knowing the data, the average score is 67.99, and the standard deviation is 9.50.

**Research Discussion**

The hypothesis that has been formulated states that there are differences in learning outcomes to write explanatory texts using the STAD learning model and the lecture method. From the calculations, the calculation results obtained are  $t_{count} = 1.73 > t_{table} 1.67$  with a significance level  $\alpha = 0.05$ . Causes H<sub>0</sub> to be rejected and H<sub>1</sub> is accepted so that there are differences in science learning outcomes using the STAD type cooperative learning model,

material on understanding the senses and the lecture method.

By accepting H<sub>1</sub>, it can be concluded that there are differences in students' learning outcomes for writing explanatory texts using the STAD type cooperative learning model and the lecture method. The results of this test also prove that the difference in students' learning outcomes for writing explanatory texts is not a coincidence, but is due to differences in treatment given to the experimental and control classes. So it can be concluded that the STAD learning model can have a positive influence on learning outcomes for writing explanatory texts, and the efficiency of the teaching and learning process for writing explanatory texts



can be improved by using the STAD type cooperative learning model.

## CONCLUSION

The results of the research can be concluded that the results of calculating the hypothesis test using the t test showed that the calculated t was = 1.73 while the t table = 1.67. Thus  $t_{count} > t_{table}$  ( $\alpha = 0.05$ ), then  $H_0$  is rejected and  $H_1$  is accepted. Based on the learning results obtained, it can be concluded that there are differences in learning outcomes in writing explanatory texts for students who study using the STAD type cooperative learning model with the lecture method.

The results of the research that has been carried out show that the STAD type cooperative learning model has an effect and can improve student learning outcomes. Its application in the classroom can make students more active and help each other, because studying in groups can improve higher thinking in each student and students can respect each other's opinions. The teacher's ability to train students in learning to work together and in groups is also very necessary when learning to write explanatory texts cooperatively so that a problem will feel lighter if done together.

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