

The Effectiveness of STAD Model Assisted with Animation Film in the Learning of Writing Folklore of Grade IV Students

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Abstract

The purpose of this study was to determine the difference between the effectiveness of folklore writing learning taught by using the STAD model assisted with animated films and conventional learning. This study applied a quantitative research method with the research type of Quasy Experimental Design. The quasi-experimental design used in this study was pre-test – post-test Nonequivalent control group design. The sample of this study was SD N 207 Dampang as the experimental class and SDN 232 Dampang as the control class. Data collection technique was done by using test and non-test techniques. The results showed that there was a significant difference in the average score of learning folklore writing between the control class and the experimental class with a significance level of 0.05 and the N-gain value of the experimental class 0.37 in the medium category and that of the control class is 0.26 in the low category.

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INTRODUCTION

Writing is one type of skill that must be mastered by students. One type of writing skills found in Indonesian language learning is writing folklore. Setiawanti (2014) describes folklore which is oral literature that grows in the community by spreading word of mouth. In line with Nursa'ah opinion (2014) that folklore is an oral story that has long lived in the tradition of society.

In the learning of writing, students are required to be skilled at writing, especially writing folklore. However, currently, there are many problems in learning folklore writing skills. Students assume that folklore writing skills are activities that are considered complicated. Based on interviews with the fourth grade teachers at SD Gugus Dampang Elementary School, Gantarang, Bulukumba, South Sulawesi obtained information that errors were still found in the presentation of the text content of the story that is not appropriate and not presented as a whole and there were still writing errors such as the use of punctuation, vocabulary, and spelling in the learning of writing skill. In line with the fact that research was discovered by Ulfah & Soenarto (2017) that when students write folklore, the plot is less coherent and the story ideas are less detailed. In addition, the problems found in learning to write stories can also be seen in terms

of writing, both in terms of spelling, vocabulary, and punctuation.

Based on the problems faced, an educator is expected to have the skills in choosing a learning model that is appropriate with learning to write folklore. However, currently, educators are less innovative in choosing learning models that are in line with the characteristics of students. The use of a variety of learning models is still rarely done, causing students to be less interested in learning to write folklore.

One of learning model that can be applied in learning to write folklore is the Achievement Group Team or Student Teams Achievement Division (STAD). Cooperative learning type STAD is all student learning activities to improve the abilities that have been owned and to improve new abilities, both abilities in the aspects of knowledge, attitudes, and skills (Harahap, 2013).

Kordaki, Daradoumis, Frigidakis & Grigoriadou (2012) define STAD type cooperative learning as one of the effective approaches used in cooperative learning. Students are placed in teams based on academic achievement, race, and nationality. By doing the task in the team, students work together, motivate each other, so that it will encourage them to achieve common goals. The activities that were trained students to write folklore from the syntax of STAD model can be seen in Table 1.

Table 1. Activities Trained to Students in the Learning of Folk Story Writing from Syntax STAD

Syntax STAD	Activities trained to students in learning writing of folk story
Delivering learning goals and motivating students	Students listen to the teacher's explanation of the learning objectives
Presenting/ delivering information	Students listen to the explanation of the material from the teacher
Organizing students in study groups	Students form groups according to the teacher's instructions and work on LKS
Syntax STAD	Activities Trained to Students in Learning Writing of Folk Story
Guiding groups to work together and learn	Students ask for teacher guidance if they experience difficulties in completing assignments. Students together with their group present the results of their group discussions. Students begin writing by determining the title of the story to be written and creating an outline of the essay. Students write stories according to the composition of the essays that have been made. Students present the results of their work while providing input. Students revise the writing based on the input given. Students present again the revised results
Evaluation	Students evaluating the work

By using the STAD model is expected to be effective in improving learning to write folklore. The advantages of the STAD model,

students can work together, help each other in a team, learn from each other by exchanging thoughts, experiences (Wijayanti, 2013). With

the existence of mutual cooperation, students help each other identify the elements contained in folklore as a preliminary picture before students write folklore.

Several studies related to the successful use of the STAD model are described by Hilal, Soesanto & Wahyudi (2015) which explains that the difference in learning outcomes by using the STAD model is greater than that of the direct learning model. The same thing was also stated by Suroso, Sunarso & Sugianto (2015) that the learning outcomes of students who were taught using learning with STAD strategies were better than that of students who were taught using conventional models. Istiana, Sarwi & Masturi (2016) in her research shows that the STAD cooperative learning model can improve the mastery of students' concepts. Besides, by applying the STAD cooperative learning model, students' process skills experience significant development.

The results of the research conducted by Prihatin (2013) showed that generally, students have a high response to STAD type cooperative learning activities. Indraswari (2014) in her research showed that the STAD type cooperative model is effective to improve the reading skills as evidenced by the increase in student learning outcomes during the research process. Pujiyanto, Nuryatin & Subyantoro (2015) which states that the use of the STAD model is effectively applied in learning writing skills for students.

In order to maximize the use of the STAD model, educators can modify their own learning model that is applied by utilizing learning media that is appropriate to the classroom situation being taught. According to Mariya, Zaenuri & Pujiastuti (2013), the use of learning media combined with learning media will add a variety of learning models that are more interesting, fun, involving students, increasing student activities and cooperation. The type of learning media that can be combined with the STAD model is animated films. According to Prabowo & Warjiyono (2014) with animated films, the story or information will be easier to understand since it has been visualized into motion and sound images. Some successes of animated films on

student learning outcomes are shown by the research of Anjarsari, Kurniati & Utami (2016) showed that the results of learning folklore between the experimental class and the control class indicated that there are significant differences.

Based on the background that has been explained, the effectiveness of the STAD model assisted by animated films will be tested on learning to write folklore in fourth grade elementary school on theme 8 basic competencies 3.9 examine the characters found in fiction and 4.9 convey the results of identification of the characters found in fictional text verbally, in writing, and visually.

METHODS

The research design used in this study was quantitative with the type of research of quasi-experimental design. The form of quasi-experimental design used in this study was the pre-test – post-test of nonequivalent control group design. The population in this study was taken from the fourth-grade students that applied the 2013 curriculum in Gantarang, Bulukumba which consisted of five schools, namely SDN 233 Dampang, SDN 232 Dampang, SDN 207 Dampang, SDN 330 Dampang, and SDN 45 Dampang. Meanwhile, the sample of the study was taken by using purposive sampling method. After selecting the sample, therefore, SD N 207 Dampang and SD N 232 Dampang were selected as the sample of the study which consists of 30 students for each class. SD N 207 Dampang as the experimental group will be treated by using STAD model assisted with an animated film, whereas, SD N 232 Dampang as the control group treated by using conventional learning.

The data collection technique was done by using test and non-test techniques. The test consists of two, namely the initial test and the final test. Initial tests are carried out before the final treatment and tests are given after treatment. Whereas, the non-test technique was carried out by using observation and documentation. Data analysis techniques consist of (1) Normality test,

(2) Homogeneity test, (3) test independent sample t-test; and (4) N-Gain test.

RESULTS AND DISCUSSION

The results of the study were in the form of a description of the effectiveness of the STAD model assisted with animated films on folklore writing learning which includes the content/ideas, sentences, writing rules, and neatness of writing. The results of several data tests are as follows.

Prerequisite test

Normality test

The result of the normality test of the experimental class and control class can be seen in the following Table 2.

Table 2. The Normality Test of Data

	Kolmogorov-Smirnov		
	Statistic	F	Sig.
Experimental class	.228	6	.200*
Control class	.166	7	.200*

* = significant for 0.05

Based on the results in Table 2, the value of Sig results from the pre-test of the experimental class was 0.200, whereas the results of the pre-test of the control class showed a Sig value of 0.200. Data is said to be normally distributed if Sig > significance level which is 0.05. Therefore, it can be said that the control class data and the experimental class data are normally distributed.

Homogeneity test

The result of the homogeneity test is presented in the following Table 3.

Table 3. The Result of Homogeneity Test

Levene statistic	df ₁	df ₂	Sig.
0.000	1	58	.100

Based on the result of the homogeneity test in Table 3, obtained Sig value of 0.100 > 0.05, therefore, it can be said that bot of the sample class is homogeneous.

The Average Difference Test of Folklore Writing Learning

The average difference test was used to test the differences in learning to write folklore students between the experimental group and the control group. This test uses an independent sample t-test. The following Table 4 presents the results of calculations related to different tests on average folklore writing skills in the experimental class and control class.

Table 4. The Result of the Average Difference Test of Folklore Writing

Sig. 2 tailed	Significance level	Mean experiment	Mean control
0.00	0.05	12.57	9.90

Based on the results in Table 4, obtained Sig by $0.00 < 0.05$, then according to the basis of decision making test independent sample t-test it can be concluded that H_0 is rejected and H_a is accepted, meaning that there is a difference between the average learning of writing folklore experimental stories and control class. In the box, the mean can be seen for the average learning of folklore writing in the experimental class of 12.57, while the mean of writing folklore students in the control class is 9.90. From these results, it can be seen that the average learning of writing folklore students in the experimental class is higher than the average learning to write folklore students in the control class. This is because in the experimental class using the STAD model can provide an opportunity for active students to be actively involved in each learning activity such as active to present the results of group discussions, activating students to ask questions, students also more actively interact to work together in solving problems. The following are the activities of students when conducting group activities can be seen in Figure 1.

Based on Figure 1, it can be seen that students appear to be actively working together, discussing and exchanging ideas in group activities to solve problems. In the STAD learning process, students are grouped heterogeneously based on their level of achievement and gender. In group activities, there will be mutual learning activities with each

other so that this activity will accelerate students' understanding. In addition, in the STAD model learning, there is an award to the team that has the best performance for the effort that has been done. With the awarding of the team, each team will be motivated to show the best performance.



Figure 1. Students Work Together in The Group

In the learning process, the use of the STAD model is assisted with learning media. The learning media in question is animated films. Utilization of animated films is very suitable to help students in learning. Ginting, Putra, Negara (2017) argues that the use of animated films can make learning fun and material that is taught easily understood by children. This is because animated films can give a meaningful impression so that students will more easily put their ideas and ideas into writing. In addition, Astuti & Mustadi (2014) argue that animated films are very suitable to be applied in learning to write folklore because they have backgrounds, characters, and events or events (grooves) so that students will easily determine the elements contained in folklore as an illustration. early writing folklore.

Unlike the case with the control class which only uses conventional learning, the results obtained are lower compared to the experimental class that uses the STAD model with animated films. This is due to the conventional learning model of the learning process which is less active for students. This can be seen from the learning process activities that are more dominated by the teacher as a transfer of knowledge for students so that students become more passive, namely accepting whatever is explained. In addition, not all students have the best learning method by

listening to the teacher's explanation so that the absorption capacity of students is low. This is also supported by the research conducted by Widiastiti (2014) the results showed that the learning outcomes of students by using the STAD cooperative model assisted with audiovisual media was better than the conventional learning model.

In the learning of writing folklore, there are four aspects of indicators that need to be considered in the achievement of writing folklore including content, ideas, sentences, writing and neatness of writing. The achievement of the four aspects of the indicator writing skills in folklore in the experimental class can be seen in Figure 2.

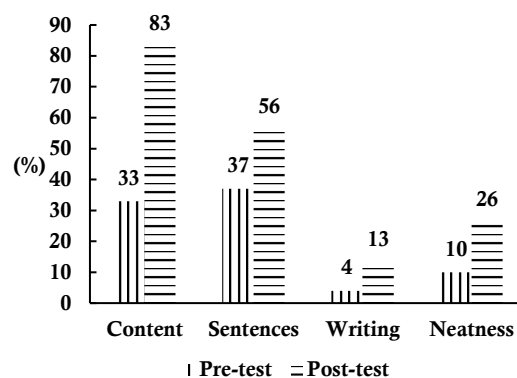


Figure 2. The Percentage of Improvement of Writing Aspect in The Experimental Class

Based on the data from Figure 2, it can be seen that the percentage of students learning writing stories increases in the experimental class. In the aspect of content by 33% and increased to 83%. The results shown in sentence aspects were 37% and increased to 56%. The writing aspect shows the results of 4% and increases to 13%. The aspect of writing neatness was 10% and increased to 26%. From these results, it can be seen that the results of post-test learning to write folklore students by using animated film STAD model is better than the pre-test. Furthermore, the achievement of the four aspects of the indicators of learning folklore writing in the control class can be seen in Figure 3.

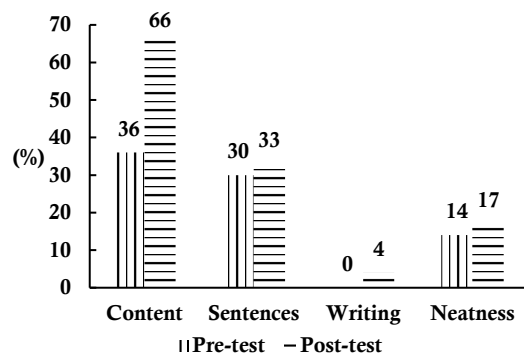


Figure 3. The Percentage of Improvement of Writing Aspect in The Control Class

Based on the data from Figure 3, it can be seen that the percentage increase in learning to write folklore students in the control class on the aspect of content was 36% and increased to 66%. The results shown in the sentencing aspect were

30% and increased to 33%. The writing aspect shows 0% results and increases to 4%. The aspect of writing neatness was 14% and increased to 17%. From these results, it is known that there is an increase in every aspect of learning folklore writing using conventional models before (pre-test) and after treatment (post-test).

The results of the pre-test and post-test of four aspects of learning to write folklore of students in the experimental class and the control class have increased. This is because the experimental class and control class are given treatment using the STAD model and conventional models. The following are the results of the pre-test four aspects of learning to write folklore from one of the students in the experimental class can be seen in Figure 4.

Aspect	Pre-test results
Content	<p>1. Ia Dana adalah orang adil yang tinggal di Tanah Toraja</p> <p>2. Ia Dana menghadiri pesta kematian</p> <p>3. Ia Dana baik baik karena ia memiliki banyak uang karena ia adalah...</p>
Sentences	<p>Sementara itu ia memiliki data banyak ladang yang digunakan untuk</p> <p>membuatkan data ia Dana dengan data temannya bagaimana</p>
Writing	<p>Disabuh desa Tinggialah sebuah pemuda yang bernama</p> <p>Ia Dana dan seorang anak petani yang tinggal di tanah Toraja</p> <p>ia sangat adil dengan kerabatnya ia dapat memper orang</p> <p>dengan kerabatnya.</p>
Neatness	<p>Disabuh desa Tinggialah sebuah pemuda yang bernama</p> <p>Ia Dana dan seorang anak petani yang tinggal di tanah Toraja</p> <p>ia sangat adil dengan kerabatnya ia dapat memper orang</p> <p>dengan kerabatnya.</p>

Figure 4. Pre-test Results of Four Aspects of Learning Folk Story Writing in experimental Classes

Based on Figure 4, it can be seen the results of the pre-test four aspects of learning to write folklore from one of the students in the experimental class. The results of the pre-test on the aspect of content, the presentation of the contents of the story are presented in its entirety. The results of the pre-test on the aspect of the sentence there is one sentence that is not cohesive so that the paragraph needs to be corrected. The results of the pre-test aspects of the writing system still have writing errors such as the use of punctuation, vocabulary and the use of capital letters. The neatness aspect of writing from pre-test still has graffiti but is easy to read. While the

results of the post-test four aspects of learning to write folklore from one of the students in the control class can be seen in Figure 5.

Based on Figure 5, it can be seen the results of the post-test four aspects of learning to write folklore from one of the students in the experimental class. The results of the post-test on the aspect of content, the presentation of the contents of the story are presented in its entirety. The results of the post-test on the aspect of the sentence preparation are presented in a cohesive and coherent manner. The results of the post-test aspects of the writing system still have writing errors such as the use of punctuation, vocabulary

and the use of capital letters. While the neatness aspect of writing post-test still has graffiti but is easy to read. The results of the pre-test four

aspects of learning to write folklore from one of the students in the control class can be seen in Figure 6.

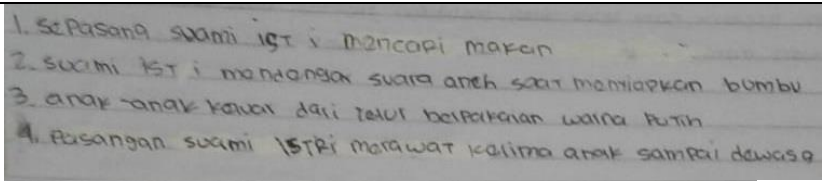
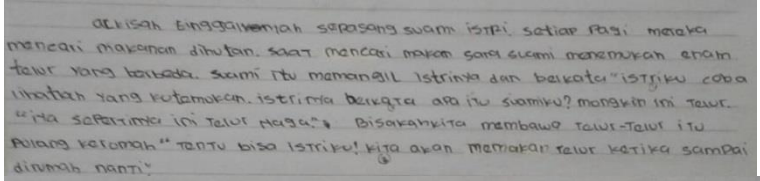
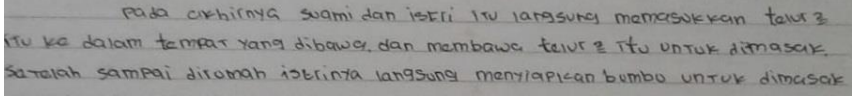
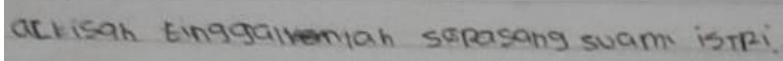
Aspect	Post-test results
Content	 <ol style="list-style-type: none"> 1. Sepasang suami istri mencari makan 2. Suami istri mencari makan saat mencari makan 3. anak-anak kawat dari telur berpelekan warna putih 4. Pasangan suami istri mencari makan sampai dewasa
Sentences	 <p>adikah binggaiwanah sepasang suami istri setiap pagi mencari makan di hutan. saat mencari makan sore suami menemukan telur yang berwarna. suami itu memanggil istrinya dan berkata "istrimu coba lihat yang kutemukan. istrimu berkata apa itu suami? mungkin ini telur. "itu seperti ini telur Haha". Bisakah kita membawa telur-telur itu pulang rumah? tentu bisa istrimu! kita akan memakan telur ketika sampai rumah nanti."</p>
Writing	 <p>Pada akhirnya suami dan istri itu langsung memasukkan telur 2 itu ke dalam tempat yang dibawanya dan membawa telur 2 itu untuk dimasak. Setelah sampai di rumah istrinya langsung menyiapkan bumbu untuk dimasak.</p>
Neatness	 <p>adikah binggaiwanah sepasang suami istri.</p>

Figure 5. Post-test Result of Four Aspects of Learning Folk Story Writing in Experimental Classes

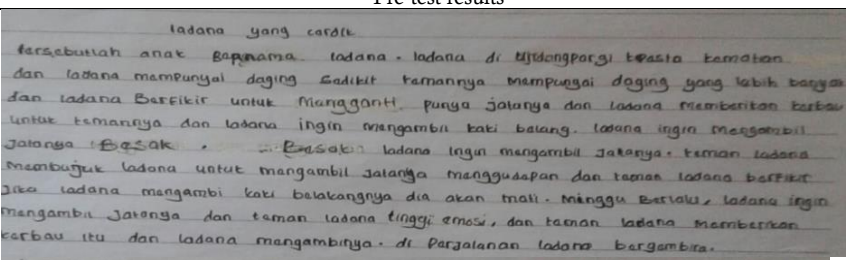
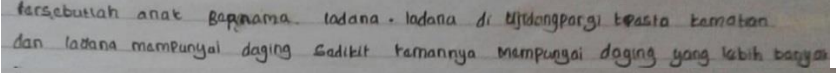
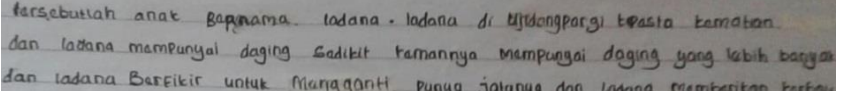
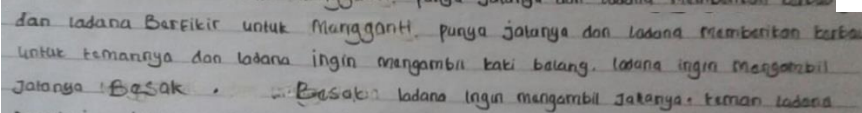
Aspect	Pre-test results
Content	 <p>ladana yang cerdik tersebutlah anak Bapama ladana. ladana di Ujungpangi kasta kematan dan ladana mempunyai daging sedikit tamannya mempunyai daging yang lebih banyak dan ladana Berfikir untuk Mengantri. punya jalanya dan ladana memberikan kerbau untuk tamannya dan ladana ingin mengambil kaki belang. ladana ingin mengambil jalanya. Esak. Esak. Esak. ladana ingin mengambil jalanya. teman ladana membantu ladana untuk mengambil jalanya menggendong dan teman ladana berfikir jika ladana mengambil kaki belakangnya dia akan mati. Minggu Berlatu, ladana ingin mengambil jalanya dan teman ladana tinggi emosi, dan teman ladana memberikan kerbau itu dan ladana mengambinya. di perjalanan ladana bergembira.</p>
Sentences	 <p>tersebutlah anak Bapama ladana. ladana di Ujungpangi kasta kematan dan ladana mempunyai daging sedikit tamannya mempunyai daging yang lebih banyak</p>
Writing	 <p>tersebutlah anak Bapama ladana. ladana di Ujungpangi kasta kematan dan ladana mempunyai daging sedikit tamannya mempunyai daging yang lebih banyak dan ladana Berfikir untuk Mengantri. punya jalanya dan ladana memberikan kerbau</p>
Neatness	 <p>dan ladana Berfikir untuk Mengantri. punya jalanya dan ladana memberikan kerbau untuk tamannya dan ladana ingin mengambil kaki belang. ladana ingin mengambil jalanya. Esak. Esak. Esak. ladana ingin mengambil jalanya. teman ladana membantu ladana untuk</p>

Figure 6. Pre-test Results of Four Aspects of Learning Folk Story Writing in Control Classes

Based on Figure 6, the pre-test results from the aspect of content, the presentation of the story text was presented in an unclear, not coherent and not presented as a whole. The pre-test results from the aspect of the sentence have incoherent sentences since there were sentences that deviate from the main idea. Written aspects of the pre-test of writing such as capital letters. The pre-test result from the aspect neatness is that there were graffiti but easy to read. While the results of the

post-test four aspects of learning to write folklore from one of the students in the control class can be seen in Figure 7.

Based on Figure 7, the post-test results from the aspect of content, of the story text were presented in a coherent and overall manner. The post-test results from the aspect of the sentence have an incoherent sentence so that the paragraph needs to be corrected. Written aspects of the post-test contain errors in the use of capital letters and

errors in the use of vocabulary. The post-test result from the aspect neatness is that there were graffiti but easy to read.

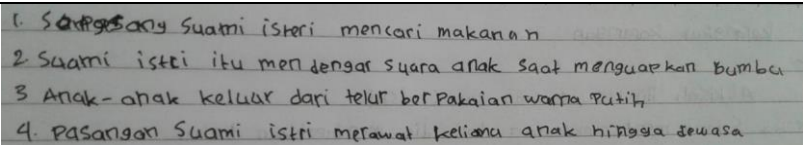
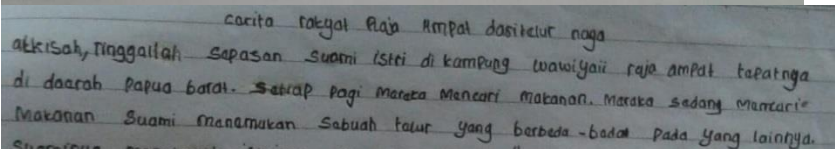
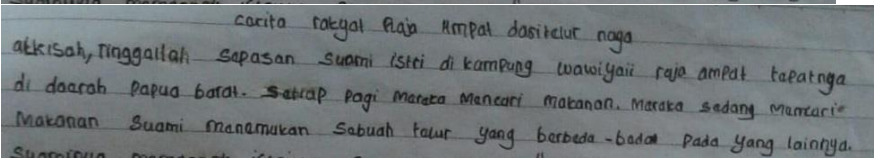
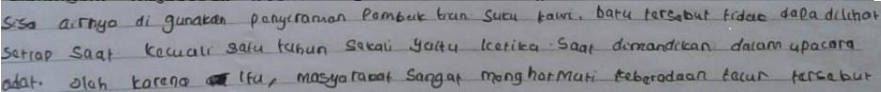
Aspect	Post-test results
Content	 <p>1. Seorang Suami istri mencari makanan 2. Suami istri itu mendengar suara anak saat mengeluarkan buncu 3. Anak-anak keluar dari telur berpakaiannya putih 4. Pasangan suami istri merawat kelian anak hingga dewasa</p>
Sentences	 <p>cerita rakyat Raja Ampat dari telur naga atkinsah, tinggallah sepasan suami istri di kampung wawiyai raja ampat tapatnga di daerah papua barat. Setiap pagi mereka mencari makanan. Mereka sedang mencari makanan suami menemukan sebuah telur yang berbeda-beda pada yang lainnya.</p>
Writing	 <p>cerita rakyat Raja Ampat dari telur naga atkinsah, tinggallah sepasan suami istri di kampung wawiyai raja ampat tapatnga di daerah papua barat. Setiap pagi mereka mencari makanan. Mereka sedang mencari makanan suami menemukan sebuah telur yang berbeda-beda pada yang lainnya.</p>
Neatness	 <p>Sisa airnya di gunakan penyiraman pembuk bun suku pawl. batu tersebut tidak dapat dilihat Setiap saat kecuali satu tahun sekali yaitu ketika saat dimandikan dalam upacara adat. Oleh karena itu masyarakat sangat menghormati keberadaan telur tersebut</p>

Figure 7. Pre-test Results of Four Aspects of Learning Folk Story Writing in Control Classes

The increase in the results of the pre-test and post-test in each aspect of learning folklore writing experimental class by using the STAD model is better than the control class by using conventional models. This is due to the STAD learning model emphasizes the activeness of students in learning both individually and in groups. Although in the learning, students work together, students are individually responsible for understanding the material. This is in line with the opinion of Chalimah (2014) stating that in cooperative groups students will automatically overcome the problem, because in cooperative learning even though students work together, students individually are responsible for their own learning. The use of the STAD model in the learning process is assisted with learning media namely animated films. The use of this learning media aims to attract the attention of students and increase the learning motivation of students in the experimental class. Dewi, Nugroho & Sulhadi (2015) have conducted research to determine the effectiveness of the use of instructional media, the results of his research indicate that the use of instructional media can affect the learning motivation of students. Whereas in the control class, learning activities

using conventional models, students have low interest so that it can affect the success of learning (Anifah, Suryani & Haryati, 2014). The use of conventional models less activates students in learning. The classroom atmosphere tends to be teacher-centered so that students become passive. Students only as recipients of learning material.

The Improvement Test of Folklore Writing Learning

The N-Gain test was used to determine the increase in learning to write folklore of students before and after treatment in the experimental class and control class. The results of the N-Gain test can be seen in Table 5.

Table 5. N-Gain of The Control Class and Experimental Class

Group	Result			Criteria
	Pre- test	Post- test	(g)	
Experiment	82.32	70.62	0.37	Moderate
Control	69.39	71.87	0.26	Low

Based on Table 5, it can be seen that the increase in the average learning of experimental class folklore writing by 11.7 with N-Gain in the category of being an increasing the average

learning of folklore writing by 1.25 is in a low category. This shows that the acquisition of learning to write folklore students in the experimental class is higher than the control class. This finding is supported by the results of research conducted by Ikhsanudin (2014) the higher STAD cooperative model assisted by the Wingeom program compared to those using conventional learning.

CONCLUSION

Based on the results of the research described, it can be concluded that the STAD model assisted with animated film media is more effective than conventional learning on folklore learning. It can be seen that there is a difference in the average score of writing folklore learning and the acquisition of N-Gain grades.

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