3 rd Nura I-Con
The 3rd International Conference of Nusantara Raya
"Locality of Language, Literature and Culture in Global Development"
Volume 3 October 2024

The Effectiveness of Student Team Achievement Division (STAD) and Group Investigation (GI) on News Text Writing Skills with Event Image Media in Grade VIII Junior High School Students

Nawang Sistiani[1], Bayu Suta Wardianto[2]

Corresponding author. Email: sistianawang@gmail.com

SMP Negeri 17 Kota Tegal[1], Universitas Amikom Purwokerto[2]

Abstract

This study purpose to determine the effectiveness of the model *student team achievement division* (STAD), determine the effectiveness of the model *group investigation* (GI), and compare the degree of effectiveness of the *student team achievement division* (STAD) and *group investigation* (GI) to the skill of writing a news text with the media images of events at class VIII JHS. This research is a quasi-experiment and using *matching pretest-posttest comparison group design.* The result of this study indicate that the *student team achievement division* (STAD) effectively applied, model of *group investigation* (GI) effectively applied, and model of *group investigation* (GI) is more effective than the applications of the model *student team achievement division* (STAD) the skill of writing news text with the media images of events at class VIII JHS with the results $t_{count} > t_{table}$ or 2,19 > 2,00.

Keywords: model of *student team achievement division* (STAD), model of *group investigation* (GI), the skill of writing news text, and media images of events.

1. Introduction

The skill of writing news texts is a skill that is needed and must be possessed to be able to write a news text. Good news is news worth reading. According to Suryawati (2014:67), news texts that are classified as worthy are information that is factual, actual, accurate, objective, important, and of course attracts the attention of readers. Writing a good news text is not easy, so a writer must go through the process of learning and practicing continuously. Writing news texts in a short, concise, and clear manner is one of the basic competencies taught to junior high school/MTs grade VIII students.

In the learning process, there are two aspects that can be used as teaching aids, namely learning models and learning media (Kustandi and Bambang 2013:19). Choosing the right learning model and learning media can help teachers to achieve their success in delivering material to students. Learning to write news texts in a short, concise, and clear manner can be done with various learning models. One of them is the cooperative learning model.

Shoimin (2014:45) said that cooperative learning is learning that emphasizes the importance of good cooperation in small groups. Student team achievement division (STAD) is one of the learning models that is included in the type of cooperative learning (Trianto 2007:52). This learning model can be used to practice news text writing skills in students by grouping students into small groups. Students write news based on information obtained from images of events, then communicate the written news text to their classmates.

In addition to STAD, the learning model that is included in the type of cooperative learning is Group Investigation (GI). This learning model can help students in news writing skills because students conduct direct searches for information about objects that will be written into news. The GI model involves students in planning learning topics as well as ways to conduct investigations (Arends 2013:73). Through this model, students are required to be able to think more critically, then convey the information they have obtained and be able to pour their ideas and thoughts into a news text.

According to Dalman (2014: 86-88), the stage of preparing an essay is determining a theme, topic, or title, collecting materials, selecting materials, making an essay outline, and developing an essay outline. The steps taken in learning the skills of writing news texts with the media of event images with the application of the STAD and GI models are determining important things, compiling the news text framework, developing the news text framework, and writing the news text in its entirety.

Based on this, the following problems can be formulated (1) how effective is the Student Team Achievement Division (STAD) model on the skill of writing news texts with the media of images of events in grade VIII students of SMP Negeri 29 Semarang; (2) how effective is the Group Investigation (GI) model on the skill of writing news texts with the media of images of events in grade VIII students of SMP Negeri 29 Semarang; and (3) how does the effectiveness of the Student Team Achievement Division (STAD) and Group Investigation (GI) models compare to the skills of writing news texts with the media of images of events in grade VIII students of SMP Negeri 29 Semarang.

2. Research Methods

This study uses an experimental research method with a quasi-or pseudo-experimental research type and uses a matching pretest-posttest comparison group design. The sample was selected from eight classes in SMP Negeri 29 Semarang, namely class VIII F as the experimental class I which was treated using the STAD model, class VIII G as the experimental class II which was treated using the GI model, and class VIII H as the control class using the lecture model. The data collection techniques used in this study are test and non-test techniques. The test technique is used to test the level of students' ability in news writing text skills, while the non-test technique is used to find out students' activities during the learning process of news text writing skills. The data analysis technique in this study was carried out in two stages, namely pre-research data analysis and research result data analysis. The analysis of pre-research data includes homogeneity tests and normality tests. The data analysis of the research results included a homogeneity test, a normality test, and a difference test between two averages.

3. Results and Discussion

3.1. Hasil Penelitian

The implementation of the research was carried out in 3 stages, namely pretest, treatment, and posttest. The entire stage refers to the same basic competencies, namely the skill of writing news texts. The learning of news text writing skills using the STAD model with event image media was carried out in the first experimental class, namely class VIII F. The effectiveness of the application of the STAD model in the first experimental class can be seen based on the observation results and the results of the test of the difference between the two averages between the experimental class I and the control class. The observation results showed that the experimental class I was better than the control class. The test results of both classes can be seen in the following table.

Table 1. Results of the t-Test Posttest Score of Experimental Class I and Control

Class	Average	Standard Deviation (s)	t-count	t-table
Experiment I	82,3	7,07	2,51	2,00
Control	77,7			

From the table above, it is known that the average score of the posttest in the first experimental class is 82.3, while the average score in the control class is 77.7. The standard deviation of the two classes is 7.07. Based on the standard deviation, tcount = 2.51 and ttable = 2.00 were obtained. This shows that the tcount > ttable or 2.51 > 2.00. Because t is in the area of Ho's rejection, Ha is accepted and it can be concluded that the student team achievement division (STAD) model with the media of event images applied to the skills of writing news texts in the experimental class I is effective and better than the control class. After analyzing the data of observation results and learning outcomes with a t-test, then hypothesis testing was carried out. Based on these results, it can be known that hypothesis I testing is as follows.

$Ho : \mu 1 = \mu 2$
$Ha : \mu 1 \neq \mu 2$
$\mu 1 \neq \mu 2$

So, Ho was rejected and Ha was accepted. This means that there is a difference in the results of the application of the student team achievement division (STAD) model applied to the experimental class I and the lecture model applied to the control class. The student team achievement division (STAD) model is effectively applied to the skill of writing news texts with the media of images of events in grade VIII students of SMP Negeri 29 Semarang.

The learning of news text writing skills using the GI model with the media of event images was carried out in the experimental class II, namely class VIII G The effectiveness of the application of the GI model in the experimental class II can be seen based on the results of observation and the results of the test of the difference between the two mean differences between the experimental class II and the control class. The observation results showed that the experimental class II was better than the control class. The test results of both classes can be seen in the following table.

Table 2. Results of the t-Test Posttest Score of Experimental Class II and Control

Class	Average	Standard Deviation (s)	t-count	t-table
Experiment II	86,4	7,49	4,53	2,00
Control	77,7			

From the table above, it is known that the average score of the posttest in the experimental class II is 86.43, while the average score in the control class is 77.7. The standard deviation of the two classes is 7.49. Based on the standard deviation, tcount = 4.53 and ttable = 2.00 were obtained. This shows that the tcount > ttable or 4.53 > 2.00. Because t is in the area of Ho's rejection, Ha is accepted and it can be concluded that the group investigation (GI) model with the media of event images applied to the skill of writing news texts in the experimental class II is effective and better than the control class.

After analyzing the data of observation results and learning outcomes with a t-test, then hypothesis testing was carried out. Based on these results, it can be known that hypothesis II testing is as follows.

$Ho : \mu 1 = \mu 2$
$Ha : \mu 1 \neq \mu 2$
$\mu 1 \neq \mu 2$

So, Ho was rejected and Ha was accepted. This means that there is a difference in the results of the application of the group investigation (GI) model applied to the experimental class II and the lecture model applied to the control class. The group investigation (GI) model is effectively applied to the skill of writing news texts with the media of event images in grade VIII students of SMP Negeri 29 Semarang.

Based on the research that has been conducted, there is a comparison of the effectiveness of the application of the student team achievement division (STAD) model and the group investigation (GI) model on news text writing skills with event image media. This is evidenced by the results of observation and learning outcomes.

The learning results were proven in the two-level difference test between the experimental class I and the experimental class.

Table 3. Results of the t-Test Posttest Score for Experimental Class I and Experiment II

Class	Average	Standard Deviation (s)	t-count	t-table
Experimen I	82,3	7,36	2,19	2,00
Experimen II	86,4			

From the table above, it is known that the average score of the posttests in the first experimental class is 82.3, while the average score in the second experimental class is 86.4. The standard deviation of the two classes is 7.36. Based on the standard deviation, tcount = 2.19 and ttable = 2.00 were obtained. This shows that the tcount > ttable or 2.19 > 2.00. Since t is in the area of Ho's rejection, Ha is accepted and it can be concluded that experimental class II is better than experimental class I.

After analyzing the data of observation results and learning outcomes with a t-test, then hypothesis testing was carried out. Based on these results, it can be known that hypothesis III testing is as follows.

$Ho : \mu 1 = \mu 2$
$Ha : \mu 1 \neq \mu 2$
$\mu 1 \neq \mu 2$

So, Ho was rejected and Ha was accepted. This means that there is a difference between the results of the application of the student team achievement division (STAD) and group investigation (GI) models on the skills of writing news texts with the media of event images in grade VIII students of SMP Negeri 29 Semarang. The application of the group investigation (GI) model is more effective than the application of the student team achievement division (STAD) model to the skill of writing news texts with the media of event images in grade VIII students of SMP Negeri 29 Semarang.

3.2. Pembahasan

The student team achievement division (STAD) model is effectively applied to the learning of news text writing skills with event image media in the experimental class I. This is proven by the comparison of observation results and student learning outcomes in the experimental class I and the control class. The observation results showed that the experimental class I was effectively applied compared to the control class by obtaining a better number of observation results in four aspects.

In terms of learning outcomes, the average score of the posttest results of the first experimental class reached 82.3 while the control class only reached 77.7. The application of the student team achievement division (STAD) learning model which is considered effective is in line with the results of Ardiyati's (2016) research entitled "The Effectiveness of the Student Team Achievement Division (STAD) Model in Learning to Write News Texts in Grade VIII Students of SMP Negeri 2 Prambanan Klaten". The results of the study show that the STAD learning model has proven to be effective in learning to write news texts in grade VIII students of SMP Negeri 2 Prambanan Klaten.

The application of the STAD model in learning to write news texts is able to have a positive effect on students' writing skills individually. This is because before students start writing news texts individually, first practice with the group so that students in the group help each other and cooperate with the goal of all students in the group mastering the material being studied. This is a function of forming groups in the STAD learning model. The social goals in the STAD model are group work and cooperation (Handamaya 2014:115).

Rusman (2013:214) said that if students want the group to get a prize, they must help their group mates in learning the subject matter. In line with Rusman, Arends (2013:73) stated that in the STAD learning mode, students in heterogeneous teams help each other by using various cooperative learning methods and quiz procedures.

In the process of implementing the STAD learning model, the teacher presents the subject matter and then the students work in teams to ensure that all team members have mastered the lesson. Finally, all students were subjected to a quiz about the material with notes, during the quiz they were not allowed to help each other. The quiz scores of each group member can determine the score on their group. Shoimin (2014:185) explained that in the application of the STAD learning model, each team member in the group uses activity sheets or other learning tools to complete their subject matter and then helps each other to understand the subject matter through tutorials, quizzes, each other, and/or discussions.

In addition to using models, this learning also uses event image media. Arsyad (2007:3) explained that learning media is a means to improve teaching and learning process activities. Event image media is used as a tool in the learning process of writing news texts because the media contains three series of images with five different events. Event image media can also be used as material for students in writing news tests because it contains events that can be used as elements in news texts.

The group investigation (GI) model is effectively applied to the learning of news text writing skills with event image media in the second experimental class. This is proven by the comparison of observation results and student learning outcomes in the experimental class II and the control class. The observation results showed that the experimental class II was effectively applied compared to the control class by obtaining a better number of observation results in five aspects.

In terms of learning outcomes, the average score of the posttest results of the experimental class II reached 86.4 while the control class only reached 77.7. The application of the group investigation (GI) learning model which is considered effective is in line with the results of Rosiani's (2016) research entitled "The Effectiveness of Learning to Write Community Service Posters using the Group Investigation Model and the Problem-Based Learning Model with Clipping Media in Grade VIII Junior High School Students". The results of the study show that the application of the group investigation model with clipping media is more effective than the application of the problem-based learning model with clipping media.

The application of the GI model in learning to write news texts is able to have a positive effect on students' writing skills individually. This is because the GI model is the most complex cooperative learning model using small groups in its application. Rusman (2013:222) said that the cooperative learning model is seen as an active learning process, because students will learn more through the process of formation (contructing) and creation, working in groups and sharing knowledge and individual responsibility remain the key to learning success.

In the GI model, students choose the news topics presented, conduct an investigation or investigation on the topic they are interested in, then write a news text based on what has been obtained from the results of the investigation, and then present the news text that has been written in front of the class. This statement is emphasized by Huda (2013:292) who explains that in the GI learning model, students choose the topics they want to study, follow an in-depth investigation of various subtopics that have been selected, then prepare and present a report in front of the class as a whole.

The GI model combines the principles of democratic learning where students are actively involved in learning activities, both from the beginning to the end of learning, including students having the freedom to choose the material to be studied according to the topic being discussed. This is in accordance with the opinion of Shoimin (2014:80) who stated that the GI learning model is a learning model that emphasizes more on student choice and control rather than applying teaching techniques in the teaching classroom. In addition, it also combines the principles of democratic learning where students are actively involved in learning activities, both from the beginning to the end of learning, including students having the freedom to choose the material to be studied according to the topic being discussed.

In addition to using models, this learning also uses event image media. The learning media is used as a tool in the learning process of writing news texts because the media contains three series of images with five different events. Event image media can also be used as material for students in writing news tests because it contains events that can be used as elements in news texts. The statement of learning media used as a tool to help the learning process is in line with the opinion of Kustandi and Bambang (2013:8) who state that learning media is a tool that can help the teaching and learning process and functions to clarify the meaning of the message conveyed, so that it can achieve learning goals better and perfectly.

The observation results and posttest analysis results of experiment class I and experiment II showed different results. Both results showed that the first experimental class using the student team achievement division (STAD) model was not better than the second experimental class using the group investigation (GI) model. Both models have made students more active. However, in classes that apply the GI model with event image media, it has another advantage, namely providing students with the opportunity to choose their own topics to be used as news texts.

The GI model can increase student motivation in learning. This is because with the topic that has been chosen, students are enthusiastic to master the material and conduct searches by collecting information based on the topic that has been chosen. Students are motivated to be able to solve problems independently. They competed to dig up information to then write it into a news text. These advantages are what cause the second experimental class to be better than the first experimental class. Experimental class II obtained a better number of observations in four aspects than experimental class I.

The difference can also be seen from the average score of the two classes. From the learning results, it is known that the average posttest score of the experimental class I is 82.3, while the average score of the experimental class II is 86.4. In addition, the completeness of learning outcomes and the percentage of

completeness of learning outcomes of the two classes showed significant differences. Based on the learning completeness test, the experimental class I obtained a completion percentage of 83% with the number of students in the completeness criteria as many as 25 students. Experimental class II obtained a completion percentage of 93% with the number of students in the completion criteria as 28 students. This proves that the difference in student learning outcomes in experimental class I and experiment II is influenced by the provision of learning models. The comparison of the average increase in pretest and posttest scores of experimental classes I and experiment II can be seen in the following diagram.

This can also be seen based on the results of the t-test which obtained tcount = 2.19 and ttable = 2.00. This shows that the tcount > ttable or 2.19 > 2.00. Because t is in the area of Ho's rejection, Ha is accepted and it can be concluded that the second experimental class is better than the first experimental class.

4. Conclusion

Based on the results of the research that has been carried out, the researcher can conclude the results of the research as follows: (1) the student team achievement division (STAD) model is effectively applied to the skill of writing news texts with the media of event images. This is evidenced by the results of the process assessment and the difference test of the two averages. The results of observation of students' attitudes showed that the experimental class I was more effective than the control class. Based on the results of the t-test calculation, tcount = 2.51 and ttable = 2.00 were obtained. This shows that the tcount > ttable or 2.51 > 2.00. From these results, t is in the area of Ho's rejection, then Ha is accepted; (2) the group investigation (GI) model is effectively applied to the skill of writing news texts with the media of event images. This is evidenced by the results of the process assessment and the difference test of the two averages. The results of observation of students' attitudes showed that the experimental class II was more effective than the control class. Based on the results of the t-test calculation, it was obtained that tcount = 4.53 and ttable = 2.00. This shows that the tcount > ttable or 4.53 > 2.00. From these results, t is in the area of Ho's rejection, then Ha is accepted; and (3) the group investigation (GI) model is more effective than the student team achievement division (STAD) model on the skill of writing news texts with the media of event images. This is evidenced by the results of the process assessment and the difference test of the two averages. The results of observation of students' attitudes showed that the experimental class II was more effective than the experimental class I. Based on the results of the t-test calculation, tcount = 2.19 and ttable = 2.00 were obtained. This shows that the tcount > ttable or 2.19 > 2.00. From these results, t is in the area of Ho's rejection, so Ha is accepted and it can be concluded that the second experimental class is better than the first experimental class.

References

Arends, Richard I. 2013. *Belajar untuk Mengajar.* Jakarta: Salemba Humanika.

Ardiyati, Syahfira Mahfuzi. 2016. Keefektifan Model *Student Team Achievement Division* (STAD) dalam Pembelajaran Menulis Teks Berita pada Siswa Kelas VIII SMP Negeri 2 Prambanan Klaten. Skripsi. FBS. UNY.

Arsyad, Azhar. 2007. *Media Pembelajaran.* Jakarta: Raja Grafindo Persada.

Dalman. 2014. *Keterampilan Menulis.* Jakarta: Raja Grafindo Persada.

Handamaya, Jumanta. 2014. *Model dan Metode Pembelajaran Kreatif dan Berkarakter.* Bogor: Ghalia Indonesia.

Huda, Miftahul. 2013. *Model-model Pengajaran dan Pembelajaran.* Yogyakarta: Pustaka Pelajar.

Kustandi dan Bambang Sutjipto. 2013. *Media Pembelajaran; Manual dan Digital.* Bogor: Ghalia Indonesia.

Rosiani, Rosa. 2016. *Keefektifan Pembelajaran Menulis Poster Layanan Masyarakat menggunakan Model Investigasi Kelompok dan Model Pembelajaran Berbasis Masalah dengan Media Kliping pada Siswa Kelas VIII SMP.* Skripsi. FBS Unnes.

Rusman. 2013. *Model-model Pembelajaran.* Jakarta: PT. Raja Grafindo Persada.

Shoimin, Aris. 2014. *68 Model Pembelajaran Inovatif dalam Kurikulum 2013*. Yogyakarta: Ar Ruz Media.

Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Suryawati, Indah. 2014. *Jurnalistik Suatu Pengantar.* Bogor: Ghalia Indonesia.

Trianto. 2011. *Model Pembelajaran Inovatif Berorientasi Konstruktivistik.* Jakarta: Prestasi Pustaka.