



The Effectiveness of Student Team Achievement Division Method with Gitmind in the Teaching Writing for Junior High School Students

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Abstract

Writing is one of the language skills that middle school students need to have. The purpose of this study was to determine the effectiveness of using the Student Team Achievement Division Method with Gitmind in the teaching of writing for 7th grade students at Junior High School. In this study, a quasi-experimental design was used. The sample includes two classes (groups), an experimental class of 25 students and a control class of 24 students. Meanwhile, writing tests (pretest and posttest) were used as the instrument of this study. Before the treatment, Pretest was given to both groups to check the pre-existing differences of students' writing ability. Then the treatment was applied; Group Achievement Division method with Gitmind Application was implemented for experimental group, while grammar translation method was applied for control group. In the end, this study used the AN-COVA formula to analyze data. Research shows that instructional students who use Gitmind and the Student Team Achievement Division method have better academic results.

Keywords: descriptive text, effectiveness, gitmind, student team achievement, writing

Introduction

English is a widely used communication tool around the world. As an international language, English is used in many countries around the world as an official or second language. In Indonesia, English is developing as a foreign language. People rarely communicate in English. This is why learning English in the classroom is emphasized. English will be useful in students' lives and in their future jobs. Students must learn and master four English skills: listening, reading, speaking and writing.

Each language skill has its own challenges, but many students have more difficulty with writing. Meanwhile, in English classes, especially in college, many writing skills are used. According to (Harmer, 2007), writing is a means of creating language and expressing ideas, emotions, and opinions. Writing lessons aim to write down students' ideas, feelings, and opinions. We hope that writing classes can develop students' creativity.

Especially for 7th grade students, they begin to learn more complex English lessons than in elementary school. Therefore, teachers

need to find creative and modern teaching methods. One method that teachers can apply is to divide the achievements of groups of students. (Wulandari, 2022) states: Student Team Achievement Division Method is a learning model in which students learn in small groups of four or five members at different levels. To master the material, each member works cooperatively in groups to help students understand the lesson. To achieve more effective learning results, using teaching aids is essential in the learning process. The Gitmind app is a vehicle that can be used with the Student Team Achievement Division (STAD) method. Gitmind is a free mind mapping tool that is accessible via the web or can be downloaded. This is a useful application that helps students create mind maps, concept maps, diagrams and other types of diagrams.

Based on the statement problems above, the researcher conducted the research to find out the effectiveness of Student Team Achievement Division with GitMind Application in teaching writing for Junior High School Students.

Materials and Method

Writing

Writing is one of the basic language skills. According to (Brown, 2008) (Knapp & Watkins, 2008), writing is a process of writing ideas down on paper to convert ideas into speech, distill main ideas and give them a coherent structure and organization.

Furthermore, (Troudi & Nunan, 1995) describe writing as the mental process of generating ideas, deciding how to communicate them, and structuring them into sentences and paragraphs that the reader can understand. Writing can be used to communicate with others, convey information, express thoughts, feelings and reactions, entertain and persuade.

In short, writing is a process by which a writer conveys his or her thoughts, feelings, and ideas in a good paragraph. However, writers must consider certain essential factors (message, purpose, and audience) when writing.

Purposes of Writing

The purposes of writing are many. The most common are to educate, entertain, clarify or persuade. There are many other abilities, such as the ability to communicate emotions, explore ideas, evaluate them, negotiate solutions, and solve problems.

According to (Brown, 2008), students write to achieve a variety of goals and use a number of different genres to do so. The purpose of the text determines the nature of the purpose for planning and composing a work that meets the task. Genre determines the style the researcher will use and suggests choices regarding the language and structure of the work. Scholars who are fluent in a variety of genres have a broader knowledge of writing skills and a better understanding of the value of writing for interpersonal communication, recording important ideas, and to achieve their own goals compared to those who do not.

Writing Process

There is never only one step to writing. It involves continual creativity. According to (Oshima & Hogue, 2007) there are essentially four steps in the writing process:

1. Pre-Writing

Pre-writing can help you generate ideas. You choose a topic and gather information to describe it. You can use many different methods to generate ideas. Writing the topic at the top of a piece of paper and then

immediately listing the words or phrases that come to mind is called a list.

2. Organization

Providing a brief overview of concepts is the next step in the writing process.

3. Writing

The next step is to write a draft according to your outline. Write your first draft as quickly as possible without paying attention to spelling, grammar, or punctuation. Just write your thoughts down on paper. Your draft may contain many errors.

4. Polishing

You polish your writing in this step. This process is also known as editing and revision. Polishing works best when done in two stages. First, let's focus on important issues of content and organization (editing). Then focus on the smallest grammar, punctuation, and mechanical (editing) errors.

Descriptive Text

(Oshima & Hogue, 2007) states that "descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds". Descriptive text is a kind of text with a purpose to give information. The context of this text is the description of particular thing, animal, person or others.

According to (Anderson & Anderson, 1997), descriptive writing describes a specific person, place, or thing. It indicates that a person, a place, or thing is the focus of a descriptive text. Additionally, they used descriptive text to explain a topic by outlining its features without expressing personal viewpoints.

This indicates that descriptive text provides specific information about something or someone in order to change the reader's perception and expand their understanding.

Generic structures

Based on (Rosa Indah, 2022), two elements make up the general structure of descriptive text. They are identification and description. Identification introduces the things as the first step in the beginning structure of descriptive text. Second is description. This section explains about physical features, the personality, and the way he/she dresses. This part sets the description itself about any features of the object

Language features

(Knapp & Watkins, 2008) state that language features commonly used in the descriptive text:

1. Focus on Specific Participant

A specific participant is something that has a specific, unique, and uncommon audience. The target audience is also specific. For example, my English teacher and my favorite food.

2. The Use of Simple Present Tense

Simple present tense sentences use a verb to express an action in progress. It tells the truth of the described object.

3. The Use of an Adjective

An adjective is a word used to describe a noun or pronoun, which can be a person, place, animal, object, or abstract concept. For example, brown eyes and a beautiful piece.

4. The Use of Action Verb

Actions that describe an activity, process or possession are called verbs or action verbs. When a subject (person, animal, or object) uses an action verb, they are performing a physical or mental activity.

Student Team Achievement Division

Based on (Rahmatika, 2019), a cooperative learning approach called Student Team Achievement Division places an intense focus on students acquiring the content through group learning, and the group is accountable for its members. In Student Group Performance, students are provided with learning resources that they use as a group to master information while teachers teach content or skills in large group activities in the usual way, such as direct teaching and modeling.

The primary goal of the Student Team Achievement Committee is to inspire, support and help students develop the skills their teachers teach them. Students must help their teammates learn the content, motivate them to give their best, and convey the idea that learning is worthwhile, interesting, and meaningful if they want their team to receive team rewards. Students collaborate in their groups to ensure that each group member understands the lesson as the teacher lectures. Next, each student takes an individual test on the topic; During this time, they are not allowed to consult each other.

The Advantages of Student Team Achievement Division

According to (Khan & Inamullah, 2011), the decision to take advantage of Student Team Achievement Division was made due to the stu-

dents' positive interactions with one another, their improved attitudes regarding the subject, their improved self-esteem, and their improved interpersonal skills.

The Disadvantages of Student Team Achievement Division

However, Based on (Arsyad et al., 2022), this learning model has several disadvantages. First, it can be challenging for teachers to recognize heterogeneous groups. Second, there is an imbalance between each student in one group since weaker students feel subordinate when matched with stronger ones. Third, occasionally only a small group of students participate in it, while others simply add to the conversation. In order to gain an unfair advantage throughout the evaluation process, students lastly cheat from their peers.

Grammar Translation Method

Grammar Translation Method is the oldest way of teaching language, but it is no longer the main method of teaching. Based on (Chang, 2011) With Grammar Translation Method, the teacher presents language structures, the students then practice them through spoken or written exercises before using them in less regimented speaking or writing tasks.

According to (Natsir & Sanjaya, 2014), For the purpose of assisting pupils in reading and appreciating foreign language literature, Grammar Translation Method is used. To be able to read literature in the target language is in other words the primary goal of learning a language. In conclusion, Grammar Translation Method is an approach which emphasized in translating the text into native language.

The Advantages of Grammar Translation Method

The grammar translation method has been used since the 8th century. However, it still has some advantages in teaching and learning activities. According to (Hago, 2020), since translation is possible with this method, the main advantage is comprehending phraseology, which includes abstract terms, idioms, phrases, metaphors, similes, etc. As a result, students can better understand difficult ideas.

The Disadvantages of Grammar Translation Method

Based on (Hago, 2020) as the classical method, this method also gives some disad-

vantages, they are: In the classroom, students do not actively participate, communication is diffused, material is not given much consideration, and occasionally misleading translation is the main focus.

Gitmind

Gitmind is one of the mind mapping software. Through mind maps, students can break things down and make topics easier to understand. Typically, mind maps take the form of colorful, shaped graphs. The main idea is connected to related ideas or concepts through a mind map.

(Bhattacharya & Mohalik, 2020) also state that free mind maps can be created online with GitMind. It gives us the ability to create new theories, specify objectives for assignments, and present an introduction. Online mind mapping program GitMind looks intriguing. Students can use this tool to generate mind maps, concept maps, diagrams, and many types of flowcharts. In addition, it is a flexible program that is available on all significant operating systems, including Windows, Linux, and Mac. Since practically all online applications do the same functions, being online software has offered a free service.

Research Method

The research used in this study is a quasi-experimental research using a pretest-posttest non randomized control group design. It is quantitative research as it deals with a specific amount and collection of data. According to (Helwig et al., n.d.) an experimental is a specific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of manipulations on the dependent variables.

The study was divided into two groups: experimental and control. The experimental class will be taught using Student Team Achievement with Gitmind, while the control class will be taught using conventional techniques.

Time Allocation

With the permission of the English teacher, the researcher had two meetings in each group to complete the lesson. Each meeting lasts 2 x 40 minutes. Experimental research takes place in the second semester. Students learned how to use the method of dividing student group achievements in the experimental group. After that, students taught using the

grammar translation method in the control group.

Variable

Regarding the hypothesis of the study, two variables must be observed. There are independent and dependent variables. The independent variables are the Student Group Performance Division method with Gitmind Application and the grammar translation method. What depends is on student outcomes as represented by their scores at the end of treatment using these two instructional methods.

Subject of Study

The researcher took the subject from the first grade of Junior High School. The researcher used two classes. The first class as experimental and control group is second class.

Instrument

A test was employed as the research tool in this study to collect data. According to (Helwig et al., n.d.) Researchers should be careful when choosing an achievement test to ensure that it is valid and reliable for measuring several aspects of achievement. Because paragraph writing is easy to prepare and assess, it was chosen as the test format. At least two conditions must be met for the test to be considered good and the results to be accurate. This is value and reliability.

Validity

Based on (Helwig et al., n.d.), the most crucial factor in creating and evaluating measuring instruments is validity. If a test achieves its objectives, it is said to be valid. The researcher used Pearson correlation to measure the validity of the test. To evaluate the validity of the test, the researcher used factor analysis in which the scores of each test number were related to the total score. Correction for the total number of items was also used by the researcher.

Reliability

(Helwig et al., n.d.) has stated the consistency with which a measuring device analyzes the object being tracked is a measure of its reliability. Any type of measurement requires this quality. Reliability is a prerequisite for validity.

In this study, the researcher used the Spearman Brown formula to determine time reliability. Before calculating the data in Kuder Richardson (KR), the data were calculated using the bisection technique and using the Pearson Product Moment formula.

Techniques of Data Collection

The researcher used paragraph writing

tests because they help measure the effectiveness of specific learning goals. Students' pre-test and post-test written test scores were used. Collect data for this study. Here is the search process to collect the data:

Pretest

Before the researcher taught the material using the Student Group Performance Department with Gitmind application to teach writing descriptive text, the researcher gave a pretest to the pretest group experiment and control. The main purpose of the pre-test is to determine the student's ability.

Treatment

Treatment design uses a quasi-experimental approach which means we are comparing two groups and each group will receive a different treatment. The experimental group will be processed using the Student Group Achievement Division method with Gitmind Application, while the control group will be processed using the grammar translation method.

Post-test

The researcher's purpose in conducting the post-test is to study the effects of two methods on students' writing results. Finally, the scores obtained in the post-test will be analyzed

Results and Discussion

Research results based on data collected during the research process are presented in this chapter. The effectiveness of the Student Group Achievement Grouping method using Gitmind to teach descriptive writing in Junior High School was discovered. Before performing ANCOVA, two hypotheses need to be tested: a. linearity (to see if there is a linear correlation between the post-test variable as the dependent variable and the pre-test variable as the covariate) and b. homogeneity of the regression slope.

Testing of Linearity

Many methods can be used to determine the test hypothesis of a linear relationship between the dependent variable and the covariance for each group. This time a point cloud was used.

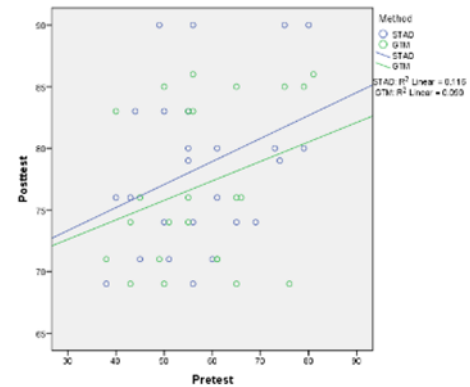


Figure 1. Scatter Diagram

Based on Figure 1, the R^2 value of the Student Team Achievement Division method $R^2 = 0.116$, while the R^2 value of the Grammar Translation Method $R^2 = 0.090$. So there is a strong correlation between the casual variable and the effect variable.

Testing the Homogeneity of Regression Slopes

The test for regression slope homogeneity is used to assess the interaction between the covariate and the factor (independent variable) in the prediction of the dependent variable. If the interaction is substantial, ANCOVA should not be used because the results are not relevant. Table 1 is the result of the homogeneity:

Table 1. Homogeneity

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	236.444 ^a	2	118.222	3.026	.058
Intercept	9229.195	1	9229.195	236.237	.000
Method * Pretest	236.444	2	118.222	3.026	.358
Error	1797.107	46	39.068		
Total	298125.000	49			
Corrected Total	2033.551	48			

Estimated Marginal Means

Table 2. Estimated marginal means

Dependent Variable: Posttest

Method	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
STAD	78.474 ^a	1.237	75.984	80.964
GTM	56.963 ^a	1.213	64.421	75.506

a. Covariates appearing in the model are evaluated at the following values: Pretest = 57.55.

Based on the Table 2, the alternative hypothesis states that students following the Student Group Achievement Division approach will perform better than students following the grammar translation approach.

For the discussion, the interpretations of research finding are divided into two points of view; statistical and practical view. From the statistical point of view, the finding of the research showed that statistically the students taught using Students Team Achievement Division method with Gitmind showed significant higher achievement than those taught using GTM. It is supported by the estimated marginal mean for the two groups, which is 56.963 for the grammar translation method, and 78.474 for students taught using the Student Group Achievement Division with Gitmind method.

From the practical view, the research finding indicated that Students Team Achievement Division method with Gitmind can contribute to the improvement of students' writing skill. This was probably because students feel more fun in learning and; this encouraged them to be motivated to write. These findings supported (Juhelmi & Hasan, 2021) who conducted similar research in implementing STAD to improve their students' writing ability. They found that STAD method can create a variety of fun learning activities to reduce student bored during their learning process in the classroom. It improved the students' confidence to write and to be more active in the classroom activities.

However, the use of Gitmind also gives more contribution to the improvement of students' motivation in writing. GitMind enables students to imagine complex issues, and to deliver an introduction in pre writing stages. It supported the research by (Bhattacharya & Mohalik, 2020) about Digital Mind Mapping Software: A New Horizon in the Modern Teaching Learning Strategy. Gitmind as one of digital mind mapping software gives learners the ability to engage directly in the learning process by developing digital mind maps. Since this research elaborated the use of digital modern strategy and STAD method, and revealed positive result which supported the previous studies done by other researchers, this can be introduced, practiced and implemented in writing

classes by English teachers.

Conclusions

The results are discussed in light of the problem, objectives, and hypotheses stated in the previous chapter of this study. The following conclusions are drawn:

First, the good result from testing the homogeneity of regression slopes assumption indicates that the assumption has not been violated, therefore this study is statistically significant. The Method*Pretest significant result indicates that it is 0.358, which is greater than 0.05, as can be shown.

Second, the ANCOVA analysis, which included studying differences in the treatment of the two groups, yielded positive results. Based on the information in the following table, it appears that the significance value is less than 0.00 to 0.05. According to the results, it is necessary to reject the null hypothesis that the two approaches (student group achievement method and grammar translation method) are equivalent. Third, based on the estimated marginal means, the results are 78.474 for the Student Group Achievement Method (experimental group) and 56.963 for the grammar translation method (control group). The Student Group Achievement Division method is found to be more effective in junior High school teaching writing than the Grammar Translation method.

Suggestions

According to the conclusion above, the researcher has some suggestions which are useful for those who will conduct the same research to improve English achievement in teaching writing, there are:

For Student

The researcher hopes that the students should use Student Team Achievement Division Method with Gitmind application as a fun way to enhance their motivation and achievement in writing. This method is suggested for intermediate students because it can assist them in expanding their prior knowledge of a subject and providing greater detail in their writing as a consequence of group discussion.

For Teacher

The researcher urges more teachers to use Student Team Achievement Division method with Gitmind into their lesson plans. Exposing students to visual media is advantageous since it can stimulate their brains. Writing should not be difficult, but rather enjoyable and stress-free. If

students lack motivation and are afraid, they will not do their best work.

For the Other Researcher

Researchers can apply this method to students in many grades, including senior high school, for other researchers who find interest in using Student Team Achievement Division Method with Gitmind application. It is also possible to use other texts, including narrative writing. Additionally, giving the students more treatments will help them become more accustomed to it.

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