The Effectiveness of STAD, TPS, and CIRC Learning Strategies on Writing Skill

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This study aims to test the effectiveness of STAD, TPS, and CIRC strategies in learning to write news texts. The study is a type of quantitative research with a quasi-experiment method. The study was designed to use a control group pre- and post-test. The population of this study were eighth-grade students of SMP Negeri 3 Godean, SMP Negeri 2 Prambanan Klaten, MTs Negeri Goedan, and SMP Negeri 1 Seyegan in the Academic Year of 2015/2016 in Indonesia. The determination of the sample of this study was carried out by a simple random sampling technique. Before using the test instrument, writing the news text would first be tested for its validity and reliability. The data analysis technique used was the t-test with the help of the SPSS 16.0 version. The results of this study revealed that STAD, TPS, and CIRC strategies are effective in learning to write news texts.

Keywords: *Strategy of STAD, TPS, CIRC, Writing, News Text*

Introduction

Indeed, writing skills are needed. Writing activities aim to transform the writer's ideas into writing. A person can devote, develop, and process everything that exists in him through writing activities. Furthermore, writing is needed to tie the knowledge that has been obtained. Knowledge will be more useful and durable if it is enshrined in written form. It is because the written language has a very strong documentation value.

Suryaman (2009, p. 43) states that the biggest and fundamental problems in learning Indonesian are problems relating to the abilities and habits of reading and writing. The ability to write or compose is the most difficult language skill to do (Darmadi, 1996, p. 2). Nurgiyantoro (2013, p. 422) argues that writing activity is the most recent manifestation of language competence mastered by language learners after listening, speaking, and reading

competencies. Compared to the other three language competencies, writing competence, in general, is more difficult to master.

One of the basic competencies found in the Education Unit Level Curriculum (KTSP) of Indonesian Language subject for eighth-grade students of Junior High School is writing news texts. Students are required to be able to write short, concise, and explicit news texts. Writing news texts is not an easy activity because it requires continuous skills, knowledge, and practice. These skills can not be obtained instantly but need to be learned and do not depend on the talent someone has in writing.

The learning strategy is a plan that contains a series of activities designed to achieve specific educational goals. The use of strategies in learning is essential. In this case, the teacher acts as a facilitator for the achievement of learning objectives. A teacher must be selective in using learning strategies. The choice of strategy must be adjusted to the learning material and the condition of students in the class. It is done to create active and fun learning.

There are several writing learning strategies introduced by experts. Some of these strategies include the Cooperative Integrated Reading and Composition (CIRC) strategy, Student Team Achievement Division (STAD), Think Pair and Share (TPS), and Problem Based Instruction (PBI). Writing learning strategies are rarely known the effectiveness in learning to write, especially writing news texts.

The purpose of this study was (1) to know the effectiveness of STAD strategies in learning to write news texts for eighth-grade students of Junior High School; (2) to know the effectiveness of TPS strategies in learning to write news text for eighth-grade students of Junior High School; and (3) to know the effectiveness of CIRC strategies in learning to write text news from eighth-grade students of Junior High School.

Hakim (2005, p. 15) argues that writing is essentially an effort to express what is seen, experienced, felt, and thought into written language. This opinion emphasises that the writing activity as an attempt to express and produce an article. Something that is expressed in this case is everything that is around, whether it is seen, experienced, felt, or thought. Furthermore, Nurudin (2010, p. 4) defines writing activities from another perspective that writing is a whole series of activities carried out by someone to produce writing to express ideas and convey them through written language to others so that they are easily understood.

According to Ishwara (2005, p. 52), the news is real; news is also fresh events, or events that have just happened, plus and minus. It means that news is a fact of reality that is also in the form of hot, new events or events that just happened. Furthermore, Charnley (cited in

Kusumaningrat, 2006, p. 39) defines news as "the timely report of facts or opinions that hold interest or importance, or both, for a sufficient number of people."

Sumadiria (2005, p. 65) defines news as the fastest report on the latest ideas or facts that are true, interesting, and important for most audiences. The report is then broadcasted through periodic media, such as newspapers, radio, television, or internet media. As such, the news not only refers to the press in the strict sense but also to radio, television, or the internet. This opinion is supported by Oramahi (2012, p. 2), who states that news is new information that has significant significance, influences anyone who hears or reads it, and appeals to the listener (radio), the viewer (television)), and readers (print media).

Bleyer, as quoted by Barus (2010, p. 26), argues that the news is an actual event obtained by journalists to be published in newspapers because it is interesting or has meaning to the reader. The same thing is expressed by Maulsby (cited in Barus, 2010, p. 26), which stated that the news is a true and impartial narrative of facts that have essential and recent significance that can attract the attention of the readers of the newspaper contained it. Barus (2010, pp. 26-27) concluded that news is all reports about events, occurrences, ideas, facts that attract attention, and it is important to be conveyed or published in the mass media so that they are known or become public awareness.

The purpose of a news publication in the mass media is to make specific events or ideas, which are essential, new, and interesting, can become public awareness and known to the public. Barus (2010, p. 36) states that in journalistic practice, experts guide writing news by using a 5W+1H formula. This guideline is also often referred to as a condition for completeness of news.

Cooperative learning type of Student Team Achievement Divisions (STAD) developed by Robert Slavin and his friends at John Hopkin University (cited in Slavin, 1995) is the simplest cooperative learning; it is cooperative learning suitable for use by teachers who are just starting to use learning cooperatively. Meanwhile, Student Team Achievement Divisions (STAD) is one of the simplest types of cooperative learning. Students are placed in a learning team consisting of four people who are mixed according to their level of performance, gender, and ethnicity. The teacher presents the lesson, and then students work in teams to ensure that all team members have mastered the lesson. Finally, all students are subjected to a quiz about the material with notes; when doing quizzes, they should not help each other.

The STAD Cooperative Learning Model is a Cooperative Learning approach that emphasises the activities and interactions between students to motivate each other and help each other in mastering subject matter to achieve maximum achievement. Teachers who use STAD submit new academic information to students every week using verbal or text presentations.

According to Slavin (1995), there are five main components in the STAD method of cooperative learning, including:

a. Class Presentation

Class presentation is the presentation of material made by the teacher classically using verbal or text presentations. The presentation is focused on the concepts of the material being discussed. After presenting the material, students work in groups to complete the subject matter through tutorials, quizzes, or discussions.

b. Assigning students in groups

The group becomes significant in STAD because, in the group, a cooperative work must be created between students to achieve the expected academic abilities. The function of group formation is to ensure that each group member can work together in learning. More specifically, it is to prepare all group members for individual tests. The group formed should consist of one student from the upper group, one student from the lower group, and two students from the middle group. The teacher needs to consider that conflicts between members in one group do not occur, although it does not mean students can determine their group of friends.

c. Tests and Quizzes

Students are given individual tests after carrying out one or two class presentations and working and practising in groups. Students must realise that their efforts and success will later make a valuable contribution to group success.

d. Individual improvement score

Individual improvement scores are useful for motivating to work hard to get better results compared to previous results. Individual improvement scores are calculated based on basic scores and test scores. Basic scores can be taken from the most recent test scores students have and the pre-test scores performed by previous teachers in carrying out cooperative learning methods of STAD.

e. Group recognition

Group recognition is done by giving rewards for the work done by the group during learning. Groups can be given certificates or other forms of appreciation if they can achieve the criteria that have been set together. The awarding depends on the creativity of the teacher.

f. Returning the first set of quizzes

The teacher returns the first set of quizzes to students.

Furthermore, think pair and share is a way of learning that emphasises interaction between students. This learning model of think pair and share is a class discussion learning that can give students more time to think, respond, and help each other (Trianto, 2009, p. 81).

In line with the above opinion, Arends (cited in Trianto, 2009, p. 81) states that the think pair and share learning model is an effective way to vary the atmosphere of classroom discussion patterns.

Another opinion regarding the think pair and share learning model is also expressed by Huda (2014, p. 132) that the think pair and share model is a learning model that asks students to discuss the results of their thinking together with the group. From some of the above opinions, it can be concluded that the think pair and share learning model is a learning model of class discussion to discuss a problem. Besides, the think pair and share learning model can also give students more time to think, respond, and help each other between individuals and groups.

There are several steps in using the think pair and share learning model. The steps, according to Trianto (2009, p. 133), are as follows.

1) Think
The teacher asks a question or problem that is related to the lesson and asks students to take a few minutes to think for themselves answers or problems.

2) Pair
The teacher asks students to pair up and discuss what they have gained. During the time provided, students can put together answers if a question is raised, or they can put together ideas if a specific problem is identified.

3) Share
In the final stage, the teacher asks students in pairs to share with the whole class about what they have talked.

Think pair and share learning models can be said to be very simple, but very useful because this type of cooperative learning model greatly optimises student participation in learning (Huda, 2015, p. 136). The application of the think pair and share model in learning to write news is as follows.

1) Students are asked to think about news shows and look for headlines in the form of 5W+1H.

2) Students are asked to pair up with their peers and express their findings regarding news items.
3) Students write down the headlines that have been found.
4) Students in groups write a news text based on news items that have been found using their language.
5) Each group reads the news text that has been discussed.

Learning to write news texts using the CIRC strategy is expected to be able to motivate students to be able to write news texts to the maximum. Students are expected to play an active role and feel happy during the learning process. In addition, learning is also more meaningful with the implementation of the CIRC strategy, which places more emphasis on reading and group work. Thus, student achievement in learning to write news texts can be maximised. The CIRC strategy has the following implementation steps (Huda, 2014, pp. 221-223).

1) Step 1: Introduction to Concepts
In this phase, the teacher begins to introduce a new concept or material. The introduction can be obtained from the teacher's information, textbooks, or other media.

2) Stage 2: Exploration and Application
This stage provides opportunities for students to reveal initial knowledge, develop new knowledge, and explain the events they experience with the guidance of the teacher. It causes cognitive conflict, so they need to discuss it. The purpose of this phase is to arouse students' interest and curiosity and apply students' initial concepts in learning activities. The application of the concept is carried out with writing activities. Students are asked to write data related to the topics they obtain into a draft (outline). Furthermore, the draft is developed into complete and complete writing.

3) Step 3: Publication
In this phase, students can communicate the results of their writing. In this case, students must give and receive responses in the form of criticism or suggestions to improve their writing.

CIRC strategy is a cooperative strategy so that each stage is done in groups. Each group member issues ideas for understanding one another and completing assignments, so long-standing understanding and learning experiences are formed. The application of the CIRC strategy in learning to write news texts will be described more clearly in the following Table 1.

Table 1: The Application of the CIRC Strategy in Learning to Write News Texts

No.	CIRC Strategy Steps	Activities
1.	Introduction to Concepts	a. The teacher explains the material writing news texts. b. The teacher divides students into reading groups, each group consisting of 4 students. c. The teacher gives examples of news texts from newspapers that are in accordance with the topic or material being taught. d. Each student in the group reads a sample news text that is shared by the teacher. e. Students identify the headlines in the form of 5W1H in the sample news text that has been read. f. Students with teacher guidance discuss the headlines (5W + 1H).
2.	Exploration and Application	a. Students discuss identifying surrounding events related to the topic. b. Students collect data and information related to agreed events from sources provided by the teacher. c. Students arrange news items (5W+1H) based on the data obtained. d. Students develop headlines (5W+1H) into full news text by paying attention to the structure of the news (headline, the core of the news, the body of the news, and end of news) and spelling.
3.	Publication	a. Each group attaches the results of writing a news text in front of the class. b. Students do work visits between groups, two students as group presenters, and two students visit other groups. c. Two students who visit must respond to the form of notes attached to the writings of other groups.

Research Methods

This study used a quantitative approach that was directed towards searching quantitative data with a quasi-experimental design. The dependent variable in this study was learning to write news texts, while the independent variables in this study were STAD, TPS, and CIRC learning strategies.

The population in this study were eighth-grade students of SMP Negeri 3 Godean, SMP Negeri 2 Prambanan Klaten, MTs Negeri Goedan, and SMP Negeri 1 Seyegan in the Academic Year of 2015/2016. The determination of the sample in this study was done by a simple random sampling technique to determine the class that would be used as the experimental class and the control class. This random sampling was carried out by drawing all eighth classes of SMP Negeri 3 Godean, SMP Negeri 2 Prambanan Klaten, MTs Negeri Goedan, and SMP Negeri 1 Seyegan to determine two classes as research samples. The two classes would get different treatment.

The instrument used in this experimental study was in the form of a performance test for writing news texts. This instrument aimed to measure students' initial and final abilities in writing news texts. The test instrument used was an instrument made by the researcher and was compiled based on the Education Unit Level Curriculum (SBC). The score obtained from the instrument would be used as material for analysis. The aspects assessed in the student news text following the assessment criteria included content, organisation, vocabulary, language use, and mechanics.

Test the validity of this research was to use expert judgment. Researchers tested the validity of the instrument by consulting the instrument to those who were competent in the field concerned. The expert judgment in this study was a lecturer at the Indonesian Language and Literature Education Study Program, FBS UNY. The instruments in this study were guided by the Education Unit Level Curriculum (KTSP) and in accordance with the learning material for writing news texts for eighth-grade students of junior high school. Furthermore, instruments that have been approved and declared valid were ready to be given to students at the time the research took place.

Before the analysis, normality of data distribution and variance homogeneity was tested as a prerequisite for data analysis, with a significance level of 5%. The data analysis technique used in this study was the t-test. The t-test calculation that would be conducted in this research was the free sample t-test and the related sample t-test. Free sample t-test calculations and related sample t-tests were performed with the help of the SPSS computer program version 16.0. A free sample t-test was conducted to prove whether there was a difference in the ability to write news texts between the control group and the experimental group. The results of the free sample t-test were shown by t-test calculations in the Independent Samples Test table. Data requirements are significant if the t-count is higher than the t-table, and the p-value is smaller than the 0.05 (5%) error level.

Results and Discussion
Comparison of Results Description Statistics of STAD, TPS, and CIRC Technique

Descriptive data provides a general description of the central tendencies of values that reflect students' abilities. The most important data to see the description of the condition of the ability of these students is the mean score. From the results of the comparison of the three strategies used, students who were given the STAD strategy gained the lowest score. Meanwhile, the CIRC strategy showed that the highest mean score was 77.53 in the post-test of the experimental group.

Table 2: Comparison of statistical descriptions of STAD, TPS, and CIRC strategies

Strategy	Statistical Analysis	Pretest Control Group	Experiment Group Pretest	Control Group Posttest	Experiment Group Posttest
STAD	Subject	20	20	20	20
	Mean	64,3	60.95	70,8	70,9
	Median	64	70,5	60	70
	Modus	68	60	73	70
TPS	Subject	31	31	31	31
	Mean	70,06	70,45	80,1	73,97
	Median	70,00	71,00	80,00	75,00
	Modus	71	69	80	77
CIRC	Subject	32	32	32	32
	Mean	74,28	73,62	75	77,53
	Median	74	74	75	77,5
	Modus	72	75	76	75

Test Results for Normality and Homogeneity of STAD, TPS, and CIRC Techniques

In experimental research, analysis prerequisite tests are necessary. It is because the results of the data from the sample are generated into a general picture of the population. Therefore, the data must be normally distributed and meet the homogeneity requirements because the sample is chosen randomly. From the normality and homogeneity test data, all data samples have met these requirements, as indicated by the test significance. The following presents the data from the three strategies.

Table 3: Normality Test Results of STAD, TPS, and CIRC Strategies

No	Data	Kolmogorov Smirnov (*sign/p*)	Explanation
STAD	Control Group Pre-test	0,112	*p*> 0,05 = normal
	Control Group Post-test	0.197	*p*> 0,05 = normal
	Experiment Group Pre-test	0,115	*p*> 0,05 = normal
	Experiment Group Post-test	0,179	*p*> 0,05 = normal
TPS	Experiment Group Pre-test	0,126	P > 0,05 = normal
	Control Group Pre-test	0,200	P > 0,05 = normal
	Experiment Group Post-test	0,143	P > 0,05 = normal
	Control Group Post-test	0,200	P > 0,05 = normal
CIRC	Control Group Pre-test	0,200	*p*> 0,05 = normal
	Experiment Group Pre-test	0,183	*p* > 0,05 = normal
	Control Group Post-test	0,200	*p*> 0,05 = normal
	Experiment Group Post-test	0,200	*p*> 0,05 = normal

Table 4: Homogeneity Test Results for Strategies STAD, TPS, CIRC

Strategies	Data	Levine Statistics	df1	df2	Sig.	Explanation
STAD	Pretest	0,135	1	38	0,715	Sig. > 0,05 = homogeneous
	Posttest	0,635	1	38	0,430	Sig. > 0,05 = homogeneous
TPS	Pretest	0,007	1	60	0,931	Sig.>0,05 = homogeneous
	Posttest	0,007	1	60	0,936	Sig.>0,05 = homogeneous
CIRC	Pretest	0,081	1	62	0,777	*Sig.*> 0,05 = homogeneous
	Posttest	2,000	1	62	0,162	*Sig.*> 0,05 = homogeneous

STAD, TPS, and CIRC T-Test Results

Analysis of the data used for data processing in this study was t-test because each research still involved two variables and with a small or limited sample. The results of the three studies can be summarised as follows.

Table 4: T-Test Results for STAD, TPS, CIRC Strategies

Strategies	Data	t-count	Df	P	Explanation
STAD	Pre-test of control group and experiment group	0,948	38	0,349	P > 0,05= not significant
	Post-test of control group and experiment group	2,210	51	0,004	p< 0,05 = significant
	Pre-test and posttest of control group	5,730	19	0,002	p< 0,05 = significant
	Pre-test and posttest of experimental groups	8,564	19	0,001	P <0,05 = significant
TPS	Pre-test of experimental group and control group	-0,262	60	0,794	Sig. (2-tailed) > 0,05
	Post-test of experimental group and control group	4.834	60	0,000	Sig. (2-tailed) < 0,05
	Pre-test and posttest of control group	-9.272	30	0,000	Sig.(2-tailed) < 0,05
	Pre-test and posttest of experimental group	-25.067	30	0,000	Sig.(2-tailed) < 0,05
CIRC	Pre-test of experimental group and control group	0,829	62	0,410	p> 0,05 = not significant
	Post-test of experimental group and control group	2,992	62	0,004	p< 0,05 = significant
	Pre-test and posttest of control group	4,776	31	0,000	p< 0,05 = significant
	Pre-test and posttest of experimental group	20,880	31	0,000	p< 0,05 = significant

For the STAD strategy, the t-test results of the pre-test and post-test data of the experimental group's news text writing skills with the help of SPSS version 16.00 showed a t-count of 8.564, df = 19, and p = 0.001 at an error level of 0.05 (5%). The data showed that the p-value was smaller than the error level of 0.05 (0.001 <0.05), so the alternative hypothesis (Ha), stating that the STAD strategy is effectively used in learning to write news texts in eighth-grade students of SMP Negeri 2 Prambanan Klaten, was accepted.

For the TPS strategy, based on the results of the related sample t-test, the null hypothesis (H0), which states that the think pair and share (TPS) strategy is not effective in learning to write news texts, was rejected. Meanwhile, the working hypothesis (Hα), which states that the

think pair and share (TPS) strategy is effectively used in learning to write news texts, was accepted.

For the CIRC strategy, learning to write news texts in the two groups has proven to be effective, but the level of effectiveness of the two groups was different. It is indicated by the results of calculating the gain score in both groups. In the control group, the gain score obtained (0.72) was smaller than the experimental group (3.91). The results of these calculations indicate that the CIRC strategy was effectively used in learning to write news texts so that it can be concluded that the results of the second hypothesis test are as follows.

H_0: The CIRC strategy is not effectively used in learning to write news texts; it was rejected.
H_a: The CIRC strategy is effectively used in learning to write news texts; it was accepted.

The Effectiveness of STAD, TPS, and CIRC Strategies in Learning to Write News Texts

The effectiveness of the use of STAD strategy in learning to write news texts for eight grade students of SMP Negeri 2 Prambanan Klaten can be known by looking at the results of the t-test increase in the results of pre-test and post-test of learning to write news texts in the experimental group and the difference in the average value of pre-test and post-test (gain score) of the two study groups. Based on the results of the t-test calculation, the samples related to the experimental group obtained a t-count of 8.564, df = 19, and p = 0.001 at the error level of 0.05 (5%). The p-value was smaller than the 0.05 error level (0.001 <0.05). The results of t-test calculations showed that the STAD strategy was effectively used in learning to write news texts.

The results of the calculation of the gain score of the writing text news learning in the experimental group showed a gain score of 10.2, while in the control group showed a gain score of 6.5. The data showed that the difference in the average pre-test and post-test (gain score) of the experimental group was higher than the control group with a difference of 3.7.
At the time of the treatment, the experimental group seemed more enthusiastic and skilled in writing news texts than the control group. It shows that the STAD strategy could foster enthusiasm and honed the students' ability in learning to write news texts because it could help students to find the main points of news information, compose their writing design so that they did not get out of the main topic and produce writing systematics well, and develop key concepts. Students in the experimental group were considered able to develop and analyse the main material news information points into a good news text.

The STAD strategy made students able to write news texts without leaving the initial subject matter to produce a short, concise, and clear writing in accordance with the SK (Competency standards) and KD (Basic competencies) indicators of Indonesian Language in eight-grade of

Junior High School in the even semester with 2006 Curriculum. Based on the description above, it can be concluded that the STAD strategy was effectively used in learning to write news texts for eight grade students of SMP Negeri 2 Prambanan Klaten. The results of this study support the results of research conducted by Endah Gina Asri (2013) that the STAD strategy was effectively used in learning to write poetry.

The effectiveness of the think pair and share (TPS) strategy in learning to write news texts can be known by looking at the results of the t-test results of the pre-test and post-test learning to write news texts in the experimental group and the difference in the average scores of the pre-test and post-test (gain score) of the two research groups. Based on the results of the t-test calculation, the samples related to the experimental group showed a t-value of -25.067, df = 30, and Sig. (2-tailed) = 0,000 at an error level of 0.05 (5%). These data indicate that the value of Sig. (2-tailed) was smaller than the error level of 0.05 (5%) (0,000 <0.05). The results of calculations from the t-test showed that the think pair and share (TPS) strategy was effectively used in learning to write news texts.

Based on the explanation above, it can be concluded that the think pair and share (TPS) strategy was effectively used in learning to write news texts. It is consistent with the opinion of Arends (via Trianto, 2009: 81), who stated that the think pair and share strategy was an effective way to vary the atmosphere of the class discussion patterns. In addition, the strategy of think pair and share is a class discussion learning that can give students more time to think, respond, and help each other (Trianto, 2009, p. 81).

The effectiveness of the CIRC strategy in learning to write news texts can be seen after the experimental group learned by using the CIRC strategy. Based on the results of the t-test analysis of the pre-test and post-test data of the control group, it was obtained t-count of 4.776, with df 31, and p of 0.000 (p <0.05 = significant). The results of the t-test analysis of the pre-test and post-test of the experimental group obtained a t-count of 20,880 with df 31, and p of 0,000 (p <0.05 = significant). The results of the t-test showed a p-value smaller than the significance level of 5%. Thus, it can be concluded that learning to write news texts using the CIRC strategy or without the CIRC strategy has proven to be effective.

Learning to write news texts for the control group and the experimental group has proven to be effective, but the level of learning effectiveness of the two groups was different. It can be proven by the gain score value or the difference in the increase in the average score of each group. The score of the control group was 0.72, while the gain score of the experimental group was 3.91. It shows that the mean score of the experimental group was higher than the group control. Thus, it can be concluded that learning to write news texts using the CIRC strategy was more effective than learning without the CIRC strategy. The results of this study

support the results of previous research by Renny Intan Kartika (2015), which also proves that the CIRC strategy was effectively used in learning writing skills.

Conclusion

Based on the results of research and discussion, it can be concluded as follows.
1. The STAD strategy was effective in learning to write news text for eighth-grade students of junior high school.
2. The TPS strategy was effective in learning to write news texts for eighth-grade students of junior high school.
3. The CIRC strategy was effective in learning to write news texts for eighth-grade students of junior high school.

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