Asatiza : Jurnal Pendidikan

Enhancing Writing Interest through the STAD Model and Pakalating Media in Grade V Students

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Abstract

This study aims to enhance students' interest in writing and participation in learning activities related to direct and indirect sentence materials by utilizing the STAD (Student Teams Achievement Division) model supported by Pakalating media. The research employs a Classroom Action Research (CAR) methodology, conducted over two cycles, with each cycle comprising two sessions. The study was carried out in the fifth-grade class of SDN 2 Mayonglor. Data were collected through interviews, observations, questionnaires, and documentation, and analyzed using a combination of quantitative and qualitative descriptive methods. The findings reveal a significant improvement in students' interest in writing. The questionnaire results indicate that the average percentage of students' interest in writing increased from 35.9% in the first cycle to 81.5% in the second cycle. Similarly, observations of student learning activities show an increase from an average of 68% in the first cycle to 92.2% in the second cycle. These results highlight the effectiveness of the STAD model combined with Pakalating media in fostering enthusiasm, motivating students, and significantly enhancing their interest in writing.

INTRODUCTION

Writing is a skill that is closely related to basic human skills, namely language. Sukirman (2020), explains that there are four types of language skills, namely listening, speaking, reading and writing skills. One thing that needs to be considered in writing language skills is interest in writing. The writing skills possessed by students are not necessarily possessed by students, but rather through stages that enable students to develop writing skills. A person's writing is evidence of expressing ideas, thoughts, feelings about something to other people in writing (Ayu Romadhona & Ristiyani, 2022). According to Nugroho et al., (2023), Good quality learning processes will foster an important role in the learning experience, including practicing good speaking and writing skills, having a positive impact on learning outcomes, learning activities and students' own self-confidence. One of the students' learning interests is the interest in writing, using media that supports the interest in writing

can foster a sense of enthusiasm for learning in the students themselves Ismail & Kartini (2023), explained that writing is an integral part of the entire learning process carried out by students while studying and writing is also said to be a skill that requires continuous practice. Interest in writing is one of the language skills that is commonly heard and is related to basic human skills. High interest will make it easier for students to achieve learning goals (Fatimah et al., 2021). Ayu et al, (2022), adding that a person's writing is evidence of expressing ideas, thoughts, feelings about something to other people in writing. Several explanations according to the problems in this research, this research discusses the problem in grade 5, namely the students' low interest in writing. This is evidenced by the fact that student material and assignment books are still empty, and students' attitude is indifferent to the material provided by the teacher regarding writing material or also assignments to write sentences.

Media is a means of support for effective learning and can liven up the class and make students comfortable and happy to receive material from the teacher. According to Qona'ah et al. (2023), The learning media used must be in accordance with the learning model so that the use of learning media can help convey learning messages during the learning process. According to Fathurohman (In Ningrum et al., 2023), explained that learning media is a tool used to channel messages from teachers to students so that learning is more effective and efficient. Nurrahman (2022), explained that the advantage of learning media is that positive behaviors can be developed in learning and make it easier for teachers to explain the material being taught to students. Maximizing the learning process, teachers use learning media to increase student activity in the learning process in class (Ciptaning Tyas et al., 2024). Apart from that, according to Kironoratri (In Cahyani et al., 2023) The use of learning media is a help when implementing learning, because the media itself is able to help teachers convey material to students, and students also more easily understand the material the teacher has presented in front of the class. The learning process occurs if there is a reciprocal relationship between teachers and students to achieve predetermined educational goals. Mukarromah & Andriana (2022), explained that it is easy for teachers to teach if they use learning media which has the role of a tool when teachers teach, and is also a way for students to be more active in learning. As well as Briggs (In Khuluq & Ristiyani 2022), adding that media is any system device that conveys messages and encourages students to learn.

In this research, Pakalating media was the media chosen to support and increase students' interest in writing. Pakalating media itself is a board-based media that can display sentences that have been composed by students themselves with instructions for filling in questions, so that learning activities feel different and fun which ultimately can increase students' own interest in writing. Afifah & Nurhabibah, (2024) explains related media which is almost the same as pakalating media, namely smart board media which is

used and designed to stimulate students' interest in achieving learning goals.

Learning Indonesian is learning that contains several skills that students must master. Cahyono et al., (2021), explained that the aim of Indonesian language lessons is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing. The function that can be felt in learning Indonesian is as an introduction or can help students to convey ideas and problems they face. According to Agustin et al., (2022), the right program for students in the current era can increase students' interest in reading and writing in elementary school. Meanwhile, according to Mursidik (In Elya Anastasya et al., 2020), he explains that creative thinking abilities are still low and must be improved with more active, creative, effective and fun learning.

In the current era, learning models are really needed by teachers, one of which is the STAD learning model which is closely related to the learning model which produces ideas by discussing between group members. This learning model can improve students' language skills, namely writing. According to Wulandari (2022) STAD learning is a learning model in which students learn and work together in small groups collaboratively consisting of 4-5 people in one heterogeneous group. Ardiyanti (In Nur Yuliana et al., 2023), Adding that the STAD model is useful in motivating students to be enthusiastic about learning, encouraging students to think creatively and master the material provided by the teacher.

In the pre-research carried out by researchers at SDN 2 Mayonglor, problems were found in students' interest in writing, especially in class V when learning Indonesian and in the pre-research it was also proven by the results of the percentage of agreeing statements of 11,9%, statements sometimes of 64,7%, and disagreeing of 23,4% so that the pre-research interest in writing data was said to be still low and further action had to be taken. The results of these observations are also supported by students who are less interested in learning and pay less attention to the learning process. In line with this problem, this research aims to increase interest in writing direct and indirect sentences using the STAD model assisted by Pakalating media for fifth grade students. Researchers using the STAD model with the help of pakalating media is the right solution because the learning process using the STAD model can increase students' enthusiasm, creativity and motivation in the learning process, and is collaborated with pakalating media, namely media that is used by writing, so that these two things (the STAD model and pakalating media) are very suitable to be used as solutions to the problems in this research.

METHOD

The research design used by researchers is classroom action research. This design is research carried out on the learning process in the classroom with the aim of improving the quality of learning and activities in the form of actions that can be trusted to be better than activities that are usually carried out. This research design uses a cycle model where in each

cycle the researcher uses two meetings in the cycle and the researcher targets the research to reach cycle two. The design of this research uses a classroom action research model which according to Arikunto (in Hartinah, 2023) includes (1) Planning, (2) Implementation, (3) Observation, (4)Reflection. This research was conducted at SDN 2 Mayonglor, Jepara with implementation in the first semester of the 2024/2025 academic year.

This classroom action research involved 23 students in class V of SDN 2 Mayonglor, consisting of 13 boys and 10 girls. Classroom action research uses data results in the form of fact or figures as a data source. According to (in Siregar, 2021), explains that data is a collection of rows of facts that represent an event in the physical environment before being processed into a format that people can understand and use. The data itself is divided into two, namely qualitative data and quantitative data. Qualitative data according to Miles & Huberman (In Rijal Fadli, 2021), explains that the most frequently used presentation of qualitative data is narrative and aims to make it easier to understand what is happening. Quantitative data according to Waruwu (2023), quantitative data is the result of quantitative research in the form of numbers and exact knowledge to answer hypotheses. In quantitative data analysis, researchers analyzed students' interest in writing so that their interest in writing increased. In qualitative analysis, researchers systematically search and organize what is obtained from the interview results and then draw up conclusions from the interview results.

Data collection techniques in this research include observation, interviews, questionnaires and documentation collection.

Classroom action research was carried out in two cycles. There are 4 steps in each cycle described as follows.

At the planning stage, the researcher determines the focus of the problem that needs attention and determines the basic instruments for obtaining data during the implementation of the action. At this stage, the researcher found a model that suited the problem, namely the STAD learning model and with the help of the learning media that would be used, namely Pakalating media. At the action implementation stage, researchers can try to carry out actions according to the plans that have been designed, namely implementing actions combining the STAD learning model with Pakalating learning media in every implementation of the learning process, because the suitability between plans and actions is the most important thing that must be considered during the reflection stage. The observation stage is carried out simultaneously during the action implementation activities. At this stage observers are required to obtain data from the implementation of actions, namely the learning process using the STAD model combined with Pakalating media which will then be used as a basis for improvements in the next cycle. In the final stage, namely reflection, the researcher conveys a general description of the implementation of the action. At this stage, the researcher and observer discuss the implementation of actions, and the

results of observations related to the process in each cycle using the STAD model with the help of Pakalating media.

The following is a table of criteria for assessing students' writing interest,

Table 1. criteria for assessing students' writing interest

Mark	Criteria	Letter
85-100	Very good	A
70-84	Good	B
55-69	Enough	C
40-54	Not enough	D
0-39	Very less	E

(Source: Pantas & Surbakti, 2020).

Meanwhile, qualitative data analysis in this research uses three types, (1) Data reduction, namely summarizing, selecting the main things, focusing on important things, looking for themes and patterns and eliminating unnecessary things. (2) Data display, namely the presentation of data aimed at making it easier to understand what is happening, and (3) Conclusions, namely taking from the beginning of data collection, flow, cause and effect, and so on.

To answer the research objectives, below are presented the research results from pre-cycle to several cycles. The results of conducting research in class V at SDN 2 Mayonglor using the STAD model assisted by Pakalating media from pre-cycle to cycle II which was carried out in class V at SDN 2 Mayonglor have conducted research from pre-cycle to cycle II, each cycle there are two meetings with a time allocation of 2×35 minutes.

Pre-cycle

During pre-cycle activities, researchers tried to obtain data related to students' writing interest before the treatment. The researcher gave a questionnaire sheet containing 8 statements which students would fill in with answers of agree, sometimes, and disagree. Giving the questionnaire after learning without treatment or the desired learning method is the STAD learning method or model.

In the pre-cycle stage, researchers have summarized the results obtained in the following tables and diagrams.

RESULT AND DISCUSSION

Result

Table 2. pre-cycle results

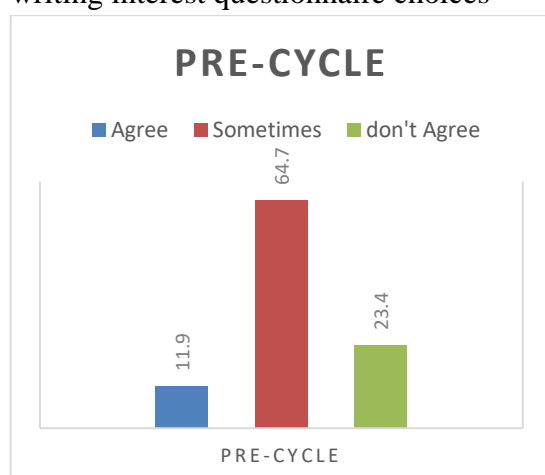| Pre-cycle			
	Number of Choices		
Information	**Agree**	**Sometimes**	**Don't Agree**
Indonesian is easy for me because too much reading and writing is not an obstacle	2	15	6
I paid attention to the teacher who was explaining direct and indirect sentence material	2	16	5
I took part in learning Indonesian, namely direct and indirect sentences, with a feeling of joy	3	14	6

I actively participate in group discussions and practice in Indonesian lessons about direct and indirect sentences	2	14	7
I ask the teacher when I have difficulty regarding direct and indirect sentences	3	14	6
I study direct and indirect sentences independently at home	4	14	5
I didn't feel discouraged when working on Indonesian practice questions on direct and indirect sentences	3	17	3
I had practiced writing the night before learning Indonesian the next day.	3	15	5
Number of statement answers	**22**	**119**	**43**
Answer if you answer all	*184*	*184*	*184*
Percentage	*11,9*	*64,7*	*23,4*

These results can be processed into percentages and grouped based on answers agree, sometimes, and disagree as in the tables and diagrams below.

Table 3. Average results of students' writing interest questionnaire choices

Statement Average	Percentage	Information
Agree	11,9%	Very less
Sometimes	64,7%	
Disagree	23,4%	

Figure 1. Average results of students' writing interest questionnaire choices

Based on the table and diagrams above, the results of students' interest in writing before the treatment or during the pre-cycle were 11.9% who chose a questionnaire that agreed with the criteria information, which was very poor, so students interested in writing in class V must carry out classroom action research using treatment or using the STAD model assisted by Pakalating media.

Cycle I

In cycle I, two meetings were carried out in one cycle with a time allocation of 2x35 minutes for each meeting. Implementation in cycle I used a questionnaire sheet to assess how students' interest in writing increased. In cycle I, meeting 1 and meeting 2, the results of the student writing interest questionnaire were found as follows.

In cycle 1, meeting 1 and meeting 2, the researcher summarized the results of his research in the form of tables and diagrams as follows:

Table 4. Results of cycle I, meeting 1

Cycle I- First Meeting

Information	Number of Choices		
	Agree	Sometimes	Disagree
Indonesian is easy for me because too much reading and writing is not an obstacle	1	22	0
I paid attention to the teacher who was explaining direct and indirect sentence material	13	10	0
I took part in learning Indonesian, namely direct and indirect sentences, with a feeling of joy	18	5	0
I actively participate in group discussions and practice in Indonesian lessons about direct and indirect sentences	9	14	0
I ask the teacher when I have difficulty regarding direct and indirect sentences	7	16	0
I study direct and indirect sentences independently at home	1	22	0
I didn't feel discouraged when working on Indonesian practice questions on direct and indirect sentences	6	17	0
I had practiced writing the night before learning Indonesian the next day.	2	21	0
Number of statement answers	**57**	**127**	**0**
Answer if you answer all	*184*	*184*	*184*
percentage	*31*	*69*	*0*

Table 5. Results of cycle I, meeting 2

Cycle I- Second Meeting

| Information	Number of Choices		
	Agree	Sometimes	Disagree
Indonesian is easy for me because too much reading and writing is not an obstacle	5	18	0
I paid attention to the teacher who was explaining direct and indirect sentence material	14	9	0
I took part in learning Indonesian, namely direct and indirect sentences, with a feeling of joy	20	3	0
I actively participate in group discussions and practice in Indonesian lessons about direct and indirect sentences	10	13	0

| **18**

I ask the teacher when I have difficulty regarding direct and indirect sentences	9	14	0
I study direct and indirect sentences independently at home	6	17	0
I didn't feel discouraged when working on Indonesian practice questions on direct and indirect sentences	8	15	0
I had practiced writing the night before learning Indonesian the next day.	3	20	0
Number of statement answers	**75**	**109**	**0**
Answer if you answer all	*184*	*184*	*184*
percentage	*40,8*	*59,2*	*0*

These results can be seen in percentages and grouped based on answers agree, sometimes, and disagree as in the table and bar chart below.

Table 6. Average results of students' writing interest questionnaire choices Cycle I

Statement Average:	Meeting 1	Meeting 2	Information
Agree	31%	40,8%	Increase 9,8% Average 35,9%
Sometimes	69%	59,2%	Decline (-9,8%)
Disagree	0%	0%	

Figure 2. Average results of students' writing interest questionnaire choices Cycle I
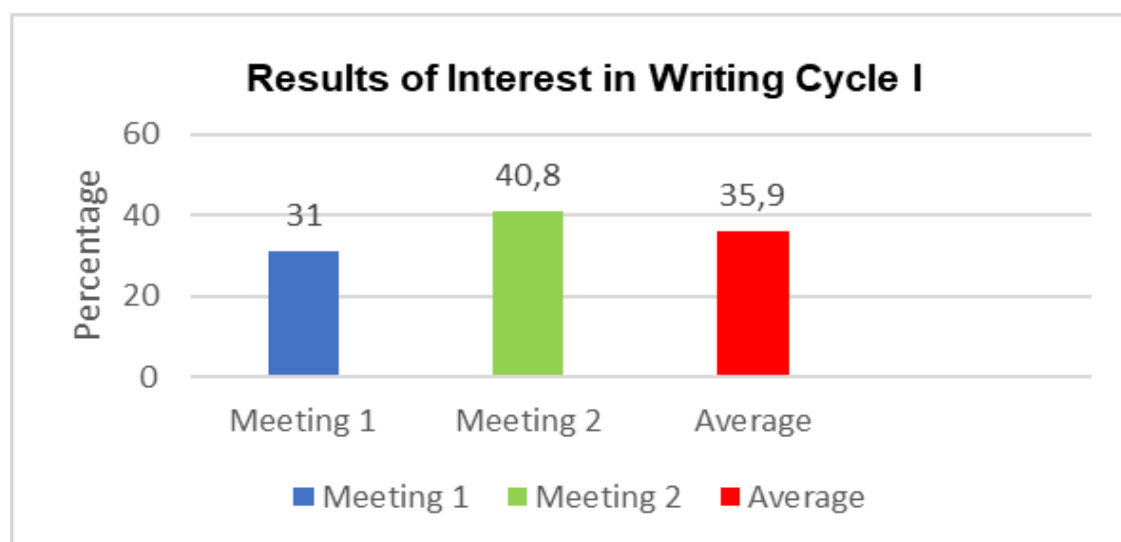
The table and figure above is the result of a questionnaire sheet on students' interest in writing in cycle I. It can be seen in the table that the average statement that chooses to agree is 35.9% with very poor criteria, which is still far from the desired value, namely ≥75% with good criteria, and These results are also supported by changes in students who initially had no enthusiasm in the learning process before the treatment in cycle I, but students' enthusiasm was not yet fully in this class

as a result of the research being continued to the next cycle so that there would be an increase in enthusiasm, students' interest in writing, and the results obtained. obtained also increased.

Cycle II

The implementation of cycle II is the same as the previous cycle I with a time allocation of 2x35 minutes in two meetings. In cycle II, this is the final cycle because in this cycle students are more enthusiastic and students' interest in writing increases, because the learning methods and media used are more structured in their implementation and use so that the patterns used in the learning process are more focused. This is proven by the results data in cycle II which have been summarized in the form of tables and diagrams below:

Table 7. Results of cycle I, meeting 1I

	Cycle II- First Meeting		
Information	**Number of Choices**		
	Agree	**Sometimes**	**Disagree**
Indonesian is easy for me because too much reading and writing is not an obstacle	7	16	0
I paid attention to the teacher who was explaining direct and indirect sentence material	19	4	0
I took part in learning Indonesian, namely direct and indirect sentences, with a feeling of joy	20	3	0
I actively participate in group discussions and practice in Indonesian lessons about direct and indirect sentences	15	8	0
I ask the teacher when I have difficulty regarding direct and indirect sentences	15	8	0
I study direct and indirect sentences independently at home	18	5	0
I didn't feel discouraged when working on Indonesian practice questions on direct and indirect sentences	14	9	0
I had practiced writing the night before learning Indonesian the next day.	18	5	0
Number of statement answers	**126**	**58**	**0**
Answer if you answer all	*184*	*184*	*184*
percentage	*68,5*	*31,5*	*0*

Table 8. Results of cycle I, meeting II

|	Cycle II- Second Meeting		
Information	**Number of Choices**		
	Agree	**Sometimes**	**Disagree**

Indonesian is easy for me because too much reading and writing is not an obstacle	13	10	0
I paid attention to the teacher who was explaining direct and indirect sentence material	23	0	0
I took part in learning Indonesian, namely direct and indirect sentences, with a feeling of joy	23	0	0
I actively participate in group discussions and practice in Indonesian lessons about direct and indirect sentences	23	0	0
I ask the teacher when I have difficulty regarding direct and indirect sentences	23	0	0
I study direct and indirect sentences independently at home	23	0	0
I didn't feel discouraged when working on Indonesian practice questions on direct and indirect sentences	23	0	0
I had practiced writing the night before learning Indonesian the next day.	23	0	0
Number of statement answers	**174**	**10**	**0**
Answer if you answer all	*184*	*184*	*184*
percentage	*94,6*	*5,4*	*0*

These results can be seen in percentages and grouped based on answers agree, sometimes, and disagree as in the table and bar chart below.

Table 9. Average results of students' writing interest questionnaire choices Cycle II

Statement	Meeting 1	Meeting 2	Information
Agree	68,5%	94,6%	Improvement 26,1% Average 81,5%
Sometimes	31,5%	5,4%	Decline (-26,1%)
Disagree	0%	0%	

Figure 3. Average results of students' writing interest questionnaire choices Cycle II
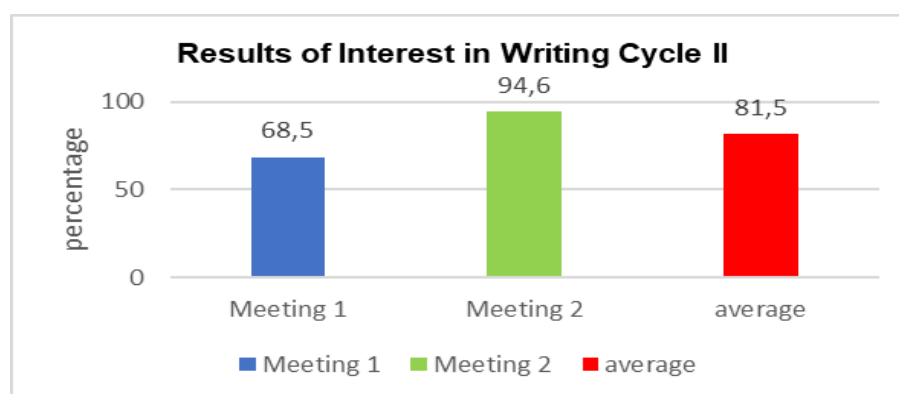
The table and figure above are the result of the student writing interest questionnaire in cycle II. It can be seen in the table that the average statement that chooses to agree is 81.5% with good criteria which has reached an assessment level of ≥75% with good criteria. So, the research was completed in cycle II.

Discussion

The results of the research also contain problems faced by researchers, including a lack of enthusiasm from students when learning, students often ignoring the teacher in the learning process, and assignments given by teachers in the form of writing, students are reluctant to write, so this gives rise to problems in students' interest in writing and students' enthusiasm in the learning process. This problem was overcome by researchers by using a learning model, namely using the STAD model, the implementation of which involves active students in the form of groups consisting of 4-5 students and also in the learning process the use of pakalating media as a learning support. These two things are the solutions used by researchers to solve these problems which are applied in each cycle.

Based on this explanation, the researcher tried to analyze the research results, namely students' interest in writing before being given action treatment using the STAD model with the help of media and after being given treatment using the STAD model with the help of pakalating media, the results showed that students' interest in writing in the pre-cycle was very low, namely an average agreement of 11.9%. These results are very far from the success indicators desired by researchers, namely ≥75%. Meanwhile, after treatment, there was a change in students' enthusiasm through the advertising media used. It cannot be denied that there has been no use of media that is almost similar to pakalating media in the previous learning process, so the effect of using pakalating media in the learning process can increase student enthusiasm which ultimately can increase students' interest in writing. However, this cycle did not meet the researchers' expectations and finally the researchers continued the research in the next cycle. This explanation can be proven by the values obtained in the research results in this cycle, as follows. After the treatment in the first cycle to the second cycle, there was an increase in students' interest in writing. In the first cycle, the average statement of agreement was 31%, in the second meeting the average statement of agreement was 40.8%. The results of the first cycle were still the desired indicators of success, but there was an increase from pre-cycle to the first cycle and continued in the second cycle. And after treatment in cycle II, there were very good changes, including students' learning motivation in groups and students' enthusiasm for participating in learning increased more than in the previous cycle I. This is because the effects of the Pakalating media and the STAD model in cycle II are more systematic and structured, so that the media and models used are better understood and can also be applied to students. This explanation is supported by the results of research in this cycle, as

follows. In the second cycle of the first meeting the average statement of agreement was 68.5%, the second meeting the average statement of agreement was 94.6%. The results of the second cycle were different from the previous cycle and there was an increase that exceeded the success indicators desired by the researchers.

To make it easier to see the results from the pre-cycle to the second cycle of the second meeting, the following is a data table of the results.

Table 10. Increasing Students' Writing Interest Scores Using the STAD Model Assisted by Pakalating Media
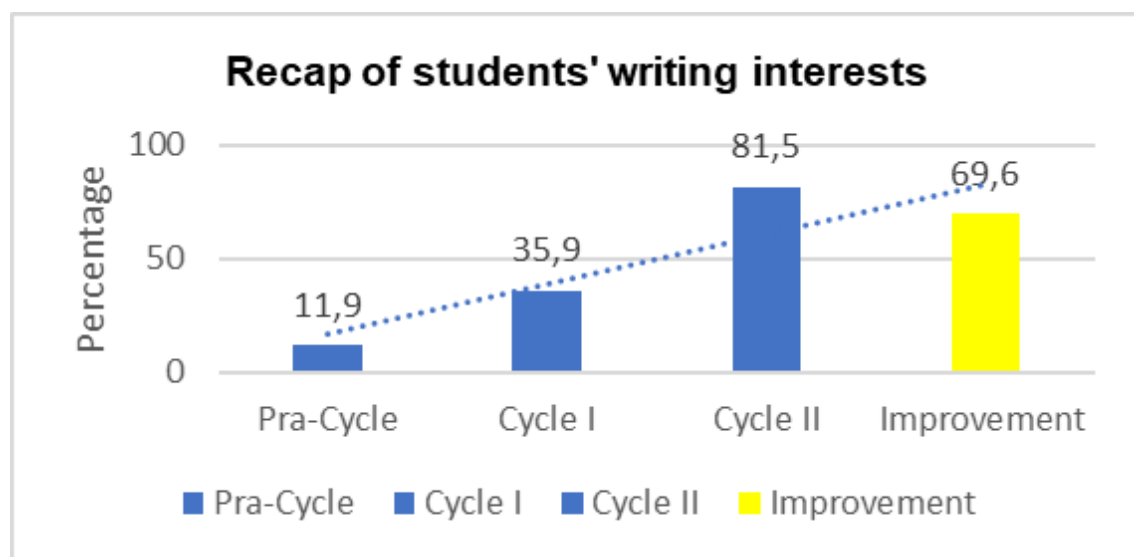
Cycle	Pre-Cycle	Cycle I		Cycle II	
		1	2	1	2
Average percentage	11,9%	31%	40,8%	68,5%	94,6%
Completion percentage	≥75%	≥75%	≥75%	≥75%	≥75%
Qualification	Very poor	Very Poor	Not enough	Enough	Very good

Based on these results, researchers created average results data according to the cycle which can make it easier to see the increase between cycles, both from the pre-cycle to the second cycle and the increase from the pre-cycle to the second cycle. The following table summarizes the average students' writing interest scores from pre-cycle to Cycle II.

Table 11. Recap of the results of the student writing interest questionnaire from pre-cycle to cycle II

Pre-Cycle	Cycle I	Cycle II	Improvement (Precycle-Cycle II)
11,9%	35,9%	81,5%	69,6%

Figure 4. Recap of students' writing interests

In the table and third photo, the increase in students' interest in writing from pre-cycle to cycle II was 69.6%, namely in pre-cycle it was 11.9%, cycle I was 35.9% and cycle II was 81.5% and students' interest in writing was said to have increased, as well as exceeds the success indicator, namely ≥75%. Increasing students' interest in writing is supported by reflection and improvement in each cycle.

CONCLUSION

From the results of research conducted by researchers using the STAD model with the assistance of pakalating media, the aim of which is to increase students' interest in writing. The results of the research show that students' interest in writing when learning Indonesian after using the STAD model assisted by pakalating media has increased. At the pre-cycle stage, students' interest in writing was still low with the results obtained an average percentage of agreement of 11.9% in the very low category. After acting through cycle I, student interest increased to 35.9% in the very low category. In cycle II, student interest succeeded in increasing rapidly until it reached an average of 81.5% in the good category, and these results exceeded the research success indicator, namely ≥75%. This increase shows that the STAD model and Pakalating media can motivate students and increase students' interest in writing through a collaborative and fun approach. However, this research also faces obstacles, such as limited time in carrying out research in both cycle I and cycle II, and students themselves have their own characteristics which require different treatments and approaches.

The results of this research indicate that the use of the STAD model assisted by Pakalating media can be an effective alternative learning method in increasing students' interest in writing. This has implications for teachers to make more use of innovative learning media and also adopt collaborative learning strategies in the classroom.

Schools can consider teacher training to integrate interactive media in the learning process, this can create a more interesting teaching and learning atmosphere and increase student motivation.

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