THE APPLICATION OF STAD LEARNING TECHNIQUE TO IMPROVE STUDENTS' STYLISTIC MASTERY IN POETRY ANALYSIS

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Abstract

The aim of this research is to know the application of STAD (students' team achievement division) learning technique to improvee the students' stylistic mastery of poetry amalysis. The research was conducted on the fifth semester students of English Education Sciences Departement, Faculty of Education, Muhammadiyah University of Jakarta. This research uses descriptive method of action research (Classroom Action Research). Class actions are implemented through three cycles of action.
Data collection techniques obtained through observation, interviews, documentation studies, and literature. The results showed that the implementation of STAD learning technique has great impact in improving students' stylistic mastery in the four aspects namely affective, objective, interpretative and evaluative in analyzing poems. The impact of STAD learning technique was proved that unbalancing students' stylistic schemata could be solved by learning in group work. This process also created fun learning situation also incresed the positive characteristics of the students such as be active, sportive, and responsible. Therefore, STAD learning technique recommended as one of cooperative learning method to advance the sylistic mastery in poetry analysis.

Keywords : STAD technique, stylistic mastery, poetry

INTRODUCTION

The literary work is an author's media for pouring creative ideas and experiences of his soul in a aesthetics style of art to be enjoyed by others. Sumardjo and Saini (1988: 5) state that the literary work is a form of recordings with the language to be passed on to others. The ability to appreciate literature is an ability to engage the reader in understanding the soul matters, pervading feelings and imagine a fictional world created by the author. However, this ability is not necessarily controlled by each reader hence the need for training to foster and nurture these skills so that they can enjoy the values in a work of literature as a whole.

One of the activities is the literary appreciation reproductive activities that examine, analyze and imagine what the author's message through his literary work. The ability to examine poetry related to students' knowledge about the elements that build poetry. Furthermore, these elements can assist students in understanding the content of the poem. How to understand and browse feeling permeates the authors set forth through his poetry is a problem experienced by most students. Based on the observations, the writer found the difficulty of the students in understanding the meaning of figurative

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language in poetry and limited knowledge about the intrinsic elements in poetry by making it difficult to interpret the poem in more depth.

In studying poetry hone the necessary existence of a learning method that allows the student to understand and interpret a work of literature, particularly poetry in English. This problem can be solved by improving the learning method study of poetry. In teaching literature appreciation, stylistic study that seeks to dissect the structure of literary works from the aspects of language becomes an important aspect in the review of the content of the poem. The study stylistic used to help students understand the content or message contained in the poem through the analysis of the language used.

Stylistic is a study of the literary discourse that moved from the orientation of the language. Widdowson (1975: 3) states that stylistic seeks to involve criticism of literature and language in the study of a literary work. It aims at linking between components in the style of literary criticism with the language component in stylistic. On the other hands, the study of stylistic is useful to improve the sharpness of the students' poetry analysis, but in enhancing the capabilities required stylistic needs an appropriate learning techniques. This is due to the different students' ability to understand stylistic mastery in the study of poetry.

The approach of cooperative learning techniques which is known as STAD (Student Team Achievement Division) is expected to increase the participation of learners in reading and interacting in class. According to Hill and Hill (1993: 2), STAD technique tends to lead students to help each other in the learning process with the interaction between group members. Assimilation between students who have low skill levels, medium and high is considered able to solve the problem of imbalance in the level of students' abilities. By blending in small groups, students may be able to complement each other's shortcomings.

Formulation of the problem,The details of the formulation of the problem that could be addressed in connection with the subject matter of the above; Does STAD (students team achievement division) learning technique improve the students' stylistic mastery in poetry analysis?

In a framework theory divided as follows : The First, The nature of poetry : Poetry is a literary work that is full of puzzles, interesting and fun to be enjoyed readers. According to Gill (1995: 5), there are three important roles in poetry, namely (1) puzzlement arises when you say: how strange' or 'that's odd', (2) interest arises when we say things such as 'that's intriguing' or how fascinating 'and (3) pleasure is present when we say:' how beautiful 'or how wonderful for someone to say that'. The poetry is a series of words that became an expression of the soul and mind of the author by using symbols or words figuratively as media represent the true meaning. Second, event poetry study will not be separated from the term elements that build up a poem. Frederick (1988: 14) argues that elements of poetry include (1) the words (2) imagery; (3) theme and subject (themes and topics); (4) figurative language (metaphor, simile, personification, symbol); (5) sound: assonance, rhyme, alliteration (sound); (6) the form and structure (form and structure); (7) meter and rhythm (dimension and rhythm). Third,The definition of Stylistic, stylistic studies developed in the 20th century, the goal is to show the characteristics of linguistic techniques in a literary work, such as the structure of the grammar in sentences contribute to the meaning and the effects of certain. According to Barry (1995: 202) is a critical stylistic approach which uses the methods and findings of the science of linguistics in the analysis of literary texts. By linguistics' here is meant the scientific study of language and its structures, rather than the learning of individual languages. In other words, stylistic study is an approach used to analyze the linguistic aspects of a literary work. Aspects of language is not limited to the actual meaning of words or sentences, but more to the grammar and structure so as to describe the true meaning contained in a literary work. Bradford (1997: 15) argues that the scope of the study includes the stylistic of stylistic devices are poetic form; meter; the rhyme and stanza; syntax; metaphor, diction and vocabulary. Purves and Rippere in Brumfit (1991: 13) argue the four components in the review (content analysis). These components are: (1) affective; (2) objective; (3) interpretive; and (4) evaluative. On the affective component, a factor to be considered is the ability of students in addressing and responding poems they read. The ability to respond to a work related to the maturity level of both ways of thinking and knowledge of students in response to a work. The second component is the objective, is the objective is students' ability to perceive, describe, or recounting

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poetry reading. The next component, explained the students' skills in interpretation. In interpreting the meaning and intrinsic elements in poetry required the ability to think critically and sentiment to express ideas that poured the author in his work. Besides, in the process of interpreting the poem is expected to sharpen the accuracy and sensitivity of students in a pervading feeling of meaning contained in the elements of poetry. The latter is evaluative; the meaning of the evaluation is the ability of students in assessing the benefits contained in the literature for readers. In addition, this component also demanded upon ability of students to express their views argumentative. And a fourth is The definition of STAD Learning Technique , shaw in Kessler (1992: 8) argues that STAD (Student Team Achievement) is based on subject matter that may be divided into discrete units of work. Each unit has four components: teaching or presentation to the whole class, teamwork, individual quiz, and finally a process by which individual progress is charted, team aggregates recorded and significant progress recognition. STAD learning technique is defined as a learning technique that divides the process of learning activities into units of work. In implementing the ideal learning activities and integrated hence the need for the procedure of learning activities that refers to learning techniques directed and arranged accordingly. Slavin (2009: 143) found STAD technique consists of five main components; the percentage of the class, team, and quiz, scores of individual advancement and recognition of the team. Slavin (in Sharan) suggested STAD technique is a series of learning techniques which are based on the idea of students learning in cooperative learning groups to understand the lessons. Therefore, STAD technique focuses on the performance of students together to learn about and be responsible for the material being studied. In STAD learning techniques, students are divided into small groups who have a diversity of ability, gender and ethnicity.

The formation of the group in STAD learning techniques must be accompanied by the division of tasks or roles of each member of the group so as to maximize the success of learning outcomes either individually or in groups. According to Hill and Hill (1993: 11), the role of group members in the learning process can be divided into several categories; observer, recorder, questioner, summarizer, encourager, classifier, organizer, and time-keeper.

METHODOLOGY

This study uses action research or action research. Foreign term action research is action research. According Mill (2003: 5) action research is any systematic inquiry conducted by teacher, researcher, principals, school counselors, or other stakeholders in the teaching / learning environment to gather information about how Reviews their particular school operate, how they teach, and how well students learn. Action research Engages teachers in a four-step process: (1) identify an area of focus, (2) collect the data, (3) analyze and interpret the data, (4) develop an action plan.

Data Analysis Cycle I : a). Learning Outcomes Data Analysis Group,the data analysis of learning outcomes as a group in the first cycle is presented in the following table. In every cycle there are three groups of participants and do the problems with aspects of the assessment study poetry in the form of affective aspects, objectives, interpretive and evaluative.

Table 1 Score of Stylistic mastery in poetry analysis (LKS 1) Cycle I

NO	PARTICIPANT CODE	SCORING ASPECT				TOTAL
		1	2	3	4	
1	GROUP 1	2	4	3	1	10
2	GROUP 2	1	2	8	2	13
3	GROUP 3	2	3	9	2	16
	TOTAL	5	9	20	5	39
	AVERAGE	1.67	3	6.67	1.67	13

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Tabel 2 Score of Stylistic mastery in poetry analysis (LKS 2) Cycle I

NO	PARTICIPANT CODE	SCORING ASPECT				TOTAL
		1	2	3	4	
1	GROUP 1	4	2	7	2	15
2	GROUP 2	4	1	6	3	14
3	GROUP 3	3	2	7	3	15
	TOTAL	11	5	20	8	44
	AVERAGE	3.67	1.67	6.67	2.67	14.67

The table above shows the achievement scores were quite volatile in every stylistic aspect in poetry analysis. When compared with the scores on the achievement of preliminary studies, the achievement scores in the first cycle have increased quite satisfactory.

Data Analysis Cycle II : b) Learning Outcomes Data Analysis Group, the data analysis of learning outcomes as a group in the second cycle is presented below.

Table 3 Scores Stylistic mastery in poetry analysis (LKS 1) Cycle II

NO	PARTICIPANT CODE	SCORING ASPECT				TOTAL
		1	2	3	4	
1	GROUP 1	3	3	8	2	16
2	GROUP 2	3	2	5	2	12
3	GROUP 3	3	5	9	2	19
	TOTAL	9	10	22	6	47
	AVERAGE	3	3.33	7.33	2	15.66

Based on the above table worksheet, achievement scores were done in groups increased sharply. With the number of items 20, three aspects have increased the percentage of scores varied. But the last aspect of the evaluative aspect decline. This is due to differences in the number of items on the evaluative aspect compared to the number of items on the cycle I.

Data Analysis Cycle III, a) Learning Outcomes Data Analysis Group The data analysis of learning outcomes as a group in the second cycle is presented below.
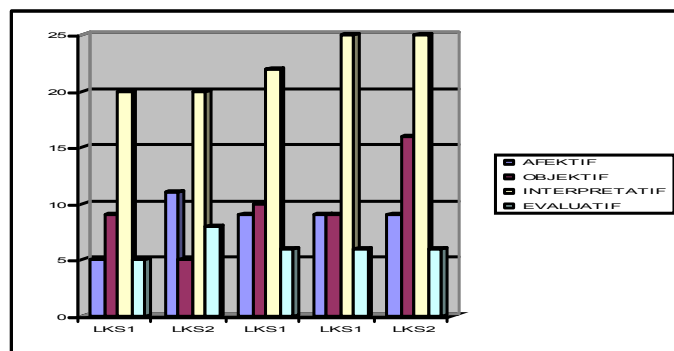
Table 4. Score Stylistic mastery in poetry analysis (LKS 1) Cycle III.

NO	PARTICIPANT CODE	SCORING ASPECT				TOTAL
		1	2	3	4	
1	GROUP 1	3	3	8	2	16
2	GROUP 2	3	3	7	2	15
3	GROUP 3	3	3	10	2	18
	TOTAL	9	9	25	6	49
	AVERAGE	3	3	8.33	2	16.33

Table 5 Score Stylistic mastery in poetry analysis (LKS 2) Cycle III

NO	PARTICIPANT CODE	SCORING ASPECT				TOTAL
		1	2	3	4	
1	GROUP 1	3	5	9	2	19
2	GROUP 2	3	6	7	2	18
3	GROUP 3	3	5	9	2	19
	TOTAL	9	16	25	6	56
	AVERAGE	3	5.33	8.33	2	18.66

In the third cycle, improving every aspect of poetry appreciation looks quite dynamic. With the number of items 20 numbers, two aspects have increased, while the other two aspects of scoring position stable. Based on the obtaining a score on the first aspect which remains stable at 3%. The second aspect is also increased by 1,17%. While the third aspect increased by 0.84%. The last aspect obtaining a stable score which is equal to 2%. Then the percentage achievement of the percentage of the total score on the outcome of the study group was 2.0%. Data improvement of every aspect of the above is presented in the following graph.

RESULTS

In the first cycle, the majority of respondents have had stylistic mastery in poetry that includes four aspects of the category 'good', the review of stylistic in poetry analysis is 'enough'. In general, participants were still experiencing difficulties in all aspects of poetry appreciation. The most prominent problem is the objective aspect. Based on the answers of individual worksheets found some mistakes on how participants understand the content of descriptive poetry also disclosure of the ideas contained therein. Similarly, the mastery of the elements of poetry looks still not good enough. The average score on this cycle is 14, 58, with a highest score of 17 and the lowest were 13 of the total 20 items.

In the second cycle, almost all participants have been able to master stylistic in poetry. The average score obtained in the second cycle is 16,08 with a highest score of 18 and a score as low as 14 of the total 20 items. Nevertheless, there are some participants who still did some mistakes. Three participants are still experiencing difficulties in describing the ideas contained in the poem. In addition, the participants are still difficulties in identifying the elements in poetry.

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In the third cycle to the achievement scores are also on the rise. The average score on this cycle is 18.67, with a highest score of 20 and the lowest score 16 of number of 20 items. Based on the analysis of the third cycle is clearly illustrated that STAD technique (Student Teams Achievement Division) has great impact in stimulating student interest in improving stylistic mastery in poetry analysis at the same time bridging the gap between individual ability in the classroom.

DISCUSSION

Based on the research conducted, STAD technique has a major contribution to the student. The first benefit is obtained poetry appreciation process easier and focused. Stylistic through the poetry study, the students focused on the analysis of the elements of poetry. In other words, the identification of these elements can assist students in uncovering the affective aspect (message poet or philosophical values) as outlined poet through words, word choice, figurative language and even the selection of sounds. In addition, the objective aspect (ideas in the world of poetry) can be revealed through an understanding of the elements of words, word choice, figurative language, sound patterns, patterns of syntax and rhythm patterns in a poem. While the evaluative aspects contained in the meaning of the poem as a whole that requires students to be able to draw a line between allusions conditions in the poetry world into the real world. It may be information, advice, warnings, or simply a description containing profound meaning.

The learning method with STAD technique is more fun than with self-learning pattern. Mechanical STAD technique collaborate function group discussions and self-employment. It plays a role in the discussion group to train responsible attitude and sportsmanship for each member of the group. As for an individual, the role of discussion trained understanding of the matter and the media to share knowledge and ideas. Thus it can be said that stylistic study and STAD technique can train analytical abilities and social skills.

CONCLUSION

Based on the research findings, we can conclude the following points. Mechanical STAD technique and stylistic study facilitate mastery in poetry so that students more easily understand the content of the poem and reveal the message of the poet and philosophical values. Further, the technique of STAD can train students' ability to identify the elements in poetry.

The application of the techniques STAD (Student Team Achievement Division) in the form of group learning activities to train students to be able to interact in exchanging ideas, knowledge and English language skills among group members. The application of this technique can facilitate students to understand the content of the poem more quickly and effectively. Limitations of knowledge, skills and understanding of the English language can be mutually-complete with a media discussion so that each member of the group can obtain a very useful contribution to their individual capabilities later.

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