

**THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT
DIVISION (STAD) TO IMPROVE STUDENTS' ABILITY IN WRITING
RECOUNT TEXT AT THE FIRST GRADE OF SMAN 3 BANDAR
LAMPUNG**

(A Script)

By

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**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE STUDENTS' ABILITY IN WRITING RECOUNT TEXT AT THE FIRST GRADE OF SMAN 3 BANDAR LAMPUNG

By

Fikha Okta Maulani H

The aims of this research were to find out whether there was an improvement of students' ability in writing recount text after being taught by using Student Team Achievement Division (STAD) at SMAN 3 Bandar Lampung and to investigate the most improved aspect of writing after the implementation of the technique. This research is a quantitative research which used one group pretest-posttest design.

The subjects of this research were the students of SMAN 3 Bandar Lampung Grade X. The researcher chose one class as the research sample which consisted of 28 students. The researcher administered a pretest, treatments, and a posttest. The instrument used in this research was writing test. To analyze the result, the researcher compared the mean of students' pretest and posttest scores by using Paired Sample T-test. The validity of this researcher was based on content and construct validity. This study used inter-rater reliability in order to avoid the subjectivity of giving score with the result 0.92 for pretest and 0.96 for posttest.

The result of the research showed that the mean of students score in pretest was 63.30 and the posttest was 73.75. It could be seen that the improvement of students' writing ability was 10.45. Besides, the result of computation showed that t-ratio was higher than t-table ($25.67 > 2.040$) which meant the H1 hypothesis was accepted. Then, it proved that there was an improvement of students' ability in writing recount text after being taught by using STAD and the aspect that improved the most was content.

From the result, it could be concluded that Student Team Achievement Division (STAD) improved students' writing recount text ability. STAD could help the students to be more motivated to write and can decrease their pressure in writing by working as a team. Therefore, STAD also could make them learn and get greater information from their team and it could help them easily to consider their mistakes in writing. It can be concluded, STAD technique is effective to improve students' ability in writing recount text.

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LAMPUNG**

By:

Fikha Okta Maulani H

A Script

**Submitted in a Partial Fulfillment of the Requirements
for S-1 Degree**

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**English Education Study Program
The Language and Arts Education Department of
Teacher Training and Education Faculty**



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BANDAR LAMPUNG
2017**

Research Title : **THE IMPLEMENTATION OF STUDENT TEAM
ACHIEVEMENT DIVISION (STAD) TO IMPROVE
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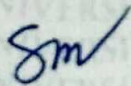
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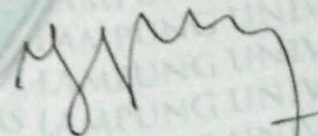
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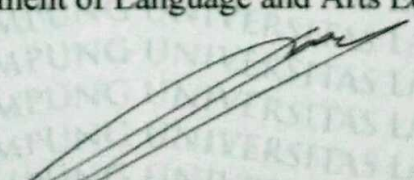
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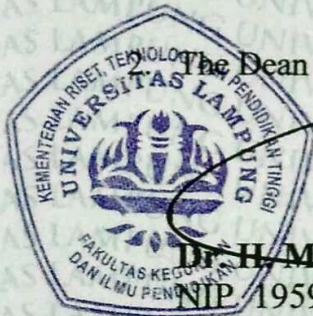
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CURRICULUM VITAE

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DEDICATION

This script is fully dedicated to:

My incredible parents

Ikrom Hutagalung and Herawati

My beloved sisters

Siti Bella Dinna H and Mega Putri Yuniar H

My best friend

Satrio Fatturahman

My Almamater, Lampung University

MOTTO

Two things define you. Your patience when you have nothing, and your attitude
when you have everything.

(Anonymous)

Then which of the favors of your Lord will you deny?

(Arrahman:55)

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The praise and countless gratitude to the Most Gracious and the Most Merciful, Allah SWT for giving His blessings to the writer's life. *Shalawat* and *Salaam* to our Prophet Muhammad SAW and his family. This script is made to fulfill one of the requirements in accomplishing the S-1 degree at the Language and Arts Department of Teacher Training and Education Faculty of Lampung University.

The writer also would like to express her deep gratitude and respect for those who have been willing to help, support, and send their prayer to the writer to finish this script.

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Hopefully, this script would give a positive contribution to the educational development of those who want to carry out further research.

Bandar Lampung, 02 August 2017

Fikha Okta Maulani

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I. INTRODUCTION

This chapter presents a brief explanation of introduction which consists of the background, research questions, objectives, uses, scope, and definition of terms.

1.1 Background

Four basic language skills in English that should be mastered by the students are listening, speaking, reading, and writing. One of the aims of mastering those skills is to build the communicative competence in oral and written optimally. To have a good communicative competence, students not only need knowledge but also skill. Writing belongs to the productive skill that demands the students to produce their thoughts, ideas, and feelings or to convey message to the reader in written form. As Harmer (2004:31) states that writing is a language skill that is used for indirect communication. The students communicate their ideas and thoughts to others through written form such as letter, message, or invitation for communication.

Writing plays a very important role in humans' daily life. Many information, announcement, letters, invitation, or even warnings are made in the form of writing. At school, the students also have many writing works such as, making a note, making list, and making any kinds of writing texts like descriptive, recount,

narrative, spoof and etc. By writing, all of the information can be shared easily and the social relationship in communicating can be maintained. In addition, most of the important official documents are made in written form. So, as Rahmawati (2014:2) states that people are consciously or unconsciously engaged with a lot of part of writing in life and it makes writing becomes very important in humans' life.

All the explanation above is proved that writing is very important. According to Peha (2010:58) writing is a communication of content for a purpose to an audience. Therefore, writing can be said as a process of giving and putting ideas or messages into words. So that when someone writes, the expressions that are produced should be meaningful and coherent. It aims to make the reader or the receiver get the message of their writings without any miscommunication.

However, writing seems to be the most difficult skill among others. It needs a long process to start from brainstorming up to final product. In writing, a conscious mental effort is required by students to write well with interrelated components of writing. We can say that writing is a complicated process to write that combines some elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling. In line with the statement, Bell and Burnaby in Nunan (1998) states that writing is an extremely complex cognitive activity in which the writer is required to deliver control of a number of variables simultaneously. These include control of content, sentence structure, vocabulary, spelling, mechanic, punctuation, and letter formation.

Since writing has a lot of difficulties, it is definitely assured that the students face many problems to write, for example in writing recount text. Most of students get confused of expressing their thoughts and ideas in written forms or actually they have ideas in their mind but they feel hard in arranging their words coherently. They also do not master the construction of grammatical sentences well. Therefore, they usually produce meaningless sentences. These statements are strengthened by Campbell (2002) that the biggest problem the students have in writing is that they cannot put their ideas and facts into paper since they are afraid if their ideas cannot be written correctly in terms of vocabulary and grammar. In addition, Chakraverty and Gautums (2000) also claims that one of the students' problems is they have difficulties in arranging information or ideas logically to achieve coherence in their writing.

Meanwhile, according to Depdiknas (2007), one of the standard competence and basic competence for English subject in Senior High School is the competence that should be mastered by students as the objectives of learning English is writing expressing meaning in short functional text and simple essay with the form: recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context. From that statement, in the case of recount text material, the students are hoped to be able to write recount text well in terms of the elements of writing. However, with all the obstacles, the expectation cannot be reached yet.

A good technique or method can be the way to deal with this kind of problem. The teacher needs to provide techniques which can motivate the students and should have make them feel enjoy in learning language. One of the techniques is cooperative learning. According to Cinelli (1994), Cooperative learning motivates the students to learn and encourages students to work together to maximize learning. Richard and Renandya (2002:49-50) also state that cooperative learning promote better learning because of some advantages such as it has a greater motivation for learning, a more relaxed atmosphere so it brings enjoyment to the students, more negotiate of meaning, and a greater amount of comprehensible input. In addition, Alwasilah (2007: 44) states dividing a big class into some small groups can help the students to develop their own potential in writing a text for example in developing their ideas.

Cooperative task require the learners to communicate with each other to fill in missing information and integrate it with other information. One kind of cooperative learning is Student Team Achievement Division (STAD). Student Team Achievement Division (STAD) is a cooperative learning method developed by Slavin and his colleagues at John Hopkins University. Palmer (1998:1) describes that STAD is the easiest technique to be applied in the classroom among the other cooperative learning techniques. In STAD approach, students are divided into small group consisting of four-five members who have different levels of ability and different gender to work together to accomplished a shared learning goal. Newman and Thompson (1987) claims that STAD is the most successful cooperative learning technique to improve students' achievement.

Novitarini (2009) conducted a research to see the effectiveness of Student Team Achievement Division (STAD) technique to improve students' ability in writing Descriptive Text. The findings of this research showed that students' progress during the teaching and learning process by using STAD technique was good. Since this research used Junior High School students as the subject, the researcher applied STAD to teach first year students of senior high school.

Moreover, Hayatunisa (2013) also conducted a research using STAD to investigate the effectiveness of the technique in teaching writing narrative text at one senior high school in Serang. The findings of this research revealed that STAD technique is effective in teaching writing Narrative text. The data showed the improvement in students' writing skill in Narrative text. In addition, Another previous research conducted by Nursyifarani, et al. (2013) with the title improving students' ability in writing procedure text through Student Team Achievement Division (STAD) for the tenth grade students of SMK Negeri 1 Ciomas. The result of the research indicates that STAD technique can improve students' ability in writing procedure text. Different with this previous research, the researcher applied STAD as teaching technique to teach recount text.

Referring to the explanations above, this research applied Student Team Achievement Division as a teaching technique in teaching writing recount text for the first year students of senior high school. The aim of this research was to find out whether the students' ability in writing recount text is significantly improved

or not after being taught by using STAD, and also to see the aspects of writing which most improved after STAD technique applied in teaching learning process.

1.2 Research Questions

As reference of the explanation of the background above, the research question presented by the researcher are as follows:

1. Is there any improvement of students' ability in writing recount text after being taught by using Student Team Achievement Division (STAD) technique?
2. What aspect of writing does improve the most after the implementation of STAD?

1.3 Objectives

From the statement of research question above, the objective of this research are:

1. To find out whether there is an improvement of students' ability in writing recount text after being taught by using Student Team Achievement Division (STAD) technique.
2. To see the aspect of writing that improves the most after the implementation of STAD.

1.4 Uses

The findings of this research are hopefully can be useful for both theoretically and practically:

1. Theoretically, this research will support the theory about the use of Student Team Achievement Division (STAD) as a technique in improving students' ability in writing recount text.
2. Practically, the findings of this research are expected can be used as a consideration for English Teacher to use STAD as a good technique in teaching writing and as the contribution to the further educational research development.

1.5 Scope

This research was conducted at SMAN 3 Bandar Lampung for the first year students. There are 8 classes and the researcher used one class which consists of 28 students as the experimental class. This research focused on the use of Student Team Achievement Division (STAD) technique in improving students' ability in writing recount text. This research measured five aspects of writing such as content, language use, vocabulary, organization, and mechanics on students' writings. The material was taken from students' handbook. The material only focused at a kind of writing text which is recount text.

1.6 Definition of Terms

As a prevention of such a misunderstanding from the reader, the definitions of terms which are used in this study are provided as follows:

1. Writing

Writing is a process of delivering and expressing the ideas, thoughts, and feelings with correct sentence structure in the written form.

2. Recount Text

Recount text is a kind of text which tells about the experiences happened in the past.

3. STAD technique

Student Team Achievement Division (STAD) is a kind of cooperative learning technique in which the learners are divided into small group to work cooperatively to master the material.

4. Writing Ability

Writing Ability is the ability of expressing the feelings, thoughts, and ideas in correct sentence structure and meaningful in the form of writing.

5. Improvement

Improvement is the process of getting better.

That is all about the explanation of this chapter which consists of Background, Research Questions, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of Terms.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study. It consists of writing, aspects of writing, teaching writing, recount text, Student Team Achievement Division (STAD), procedure of STAD, teaching writing recount text using STAD, advantages and disadvantages of STAD, theoretical assumption, hypothesis testing.

2.1 Writing

Writing is a process of producing the ideas and sharing the information or message in written form with grammatically correct sentences and appropriate vocabulary. Writing is considered as a difficult skill to be mastered at school where the students have to put their ideas on a paper by using correct procedure, for instance in creating any kind of text. There are some definitions of writing proposed by experts in terms of language learning.

Linderman (1983:11) defines writing as a process of communication which uses a conventional graphic system to convey message to readers. In this process, in order to have writing skill, one should know the step of arranging letters, words, sentences, paragraph by using knowledge of structure, vocabulary, organization, etc. Richards and Renandya (2002) proposes that writing is the most difficult skill

for second language learners to be mastered. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

Bell and Burnaby in Nunan (1998) assumes that writing is an extremely complex cognitive activity in which the writer is required to deliver control of a number of variables simultaneously. These include control of content, sentence structure, vocabulary, spelling, mechanic, punctuation, and letter formation.

According to Carino (1992), writing can be taught in two ways; as a thing and an activity. A product is important because it can communicate the writer purposes and the message to the reader clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the reader understand the message. Furthermore, at the end of the writing process, the writer will produce a product of writing. It will be as the form of essay, a paper, or a story.

Meanwhile Brown (2001:207) states that writing is also considered as a boring activity among the four skills in English. A lot of exercises are required to acquire writing skill and to produce a good result. Therefore, the appropriate teaching learning method is very important to help the students to be skillful in writing. This is because a process of writing requires a set of competencies.

Based on the explanations about writing proposed by some experts above, it can be said that writing is a complex process of expressing ideas to the readers in

written form with many interrelated components that should be considered in order to convey the ideas without any miscommunication.

2.2 Aspects of Writing

In creating a good piece of writing in order to convey message to the readers without any miscommunication, the students need to pay a close attention to the aspects of writing. There are several aspects of writing proposed by some experts. They will be explained below:

First, From Jacobs et al (1981:90) there are five components of writing, namely: content, organization, grammar, vocabulary and mechanics. These components are related to another in order to produce a good result in writing. Here are the explanations of each aspect:

1. Content

It defines as a substance of writing. It can be identified from the topic sentence that express the main idea and reflect the entire paragraph.

2. Organization

It refers to the coherence of the text. It is how the writer arranges their ideas in order to make those ideas run smoothly within paragraph.

3. Grammar/ Language Use

It deals with the use of correct grammar and syntactical pattern. It is seen by seeing the construction of well-formed sentences. Firdanti (2015) states that knowing about grammar will help to understand what makes sentences and paragraph clear, interesting, and precise.

4. Vocabulary

It refers to the selection of the suitable words for the content. It is identified by seeing the clarity of word choice in paragraph.

5. Mechanics

It deals with the use of graphic conventional of the language. It is identified from the usage of spelling, punctuation, capitalization, and some others related.

Second, According to Harris (1979:68), five aspects of writing should be considered to create good writing are grammar, form, vocabulary, mechanic, and style. Each following aspect will be given a brief explanation as follows:

1. Grammar

Grammar is the employment of grammatical form and syntactic pattern.

2. Form

Form means the organization of the content. The idea should be clarified and cleared so that the reader can deduce some organization well. Organization means there is a communication between the reader and writer.

3. Vocabulary

Vocabulary deals with the choice of appropriate words for the content. It is really important in writing because by delivering the ideas with the right vocabularies, the writer can make readers understand what she or he is telling about.

4. Mechanics

Mechanics deal with the conventional devices used to clarify the meaning.

5. Style

Style is related to the choice of structure and lexical items to give a particular tone of flavor to the writing.

The last who proposed a theory of writing aspects is Heaton (1997:138), he states that writing skills are complex and difficult to teach, requiring mastery not only grammatical and rhetorical devices but also the conceptual and judgment element. These four main areas of skill are needed for composing such a good writing, they are as follows:

1. Grammatical skill refers to the ability to write sentences correctly.
2. Stylistic skill deals with the ability to use language effectively and manipulate sentences.
3. Mechanical skill is the ability those conventions peculiar to the written language such as punctuation, spelling, and capitalization.
4. Judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, and also an ability to select, organize, and order the relevant information.

It can be inferred that writing is a complex activity which has some aspects that need to be paid a close attention by the writer in order to have a good writing composition. In this case, by seeing the explanation about writing aspects above, the researcher prefers to Jacob et al's opinion about aspects of writing to be used

in this research. The researcher believes that the students can compose a good writing by considering these aspects.

2.3 Teaching Writing

Teaching writing is activity to teach the students in expressing and delivering their ideas, thoughts, feeling or imagination in written forms. To be success in writing, the teacher should provide the material that is able to increase students' interest and motivate them in learning writing. The material should be suitable for the students' needs, capacities, interest, and ages so that those can motivate students to learn and they are able to make a good writing compositions, (Raimes 1983: 149-150). Then, it can be said that providing the materials which are relevant to the students' interest, needs, and ages is important.

Besides choosing the suitable material, the teacher also should apply some improvisations if needed to make the teaching learning process interesting for students, for instance a selection of a good technique, so the students can achieve the basic purpose of learning writing. According to Brown (2001), teaching is showing or helping someone to learn how to do something providing with knowledge and good technique and causing to know or understand. Referring to that statement, teacher's guidance and help is very important to make them know, understand, and can do something well.

In relation to teaching writing, Harmer (1984: 40) states that there is certain particular consideration that needs to be taken into account in teaching writing

such as sentence, language use, vocabulary, organization, and mechanics. From that statement, it can be said that teaching writing is not only guide the students to write but also make them aware of the certain aspects in order to make them organize their ideas into written form properly.

In practicing their writing and to make their writing more effective, there are three steps of writing stated by Edelstein and Pival (1988: 11):

1. Pre-writing

The preparation before starting to write is needed. Pre-writing is aimed to gives warming up to the brain to gather the ideas in mind to write.

2. Writing

Writing is the second step. In this stage, the writer set the ideas in his mind and put it into words, sentences, and paragraph on the paper.

3. Re-writing

In this stage, the writer evaluates his/her writing by correcting the content, grammar, vocabulary, punctuation, spelling, organization, and etc.

In addition, Harmer (2004) describes there are four main elements in writing process. They are:

1. Planning

Before starting to write, writers plan what they are going to type. This may involve making detailed notes or a few jotter words.

2. Drafting

Drafting can be referred to the first of a piece writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later.

3. Editing (Reflecting and Revising)

For this stage, the writes have produced a draft. Reflecting and revising re often helped by other readers (or editors) who comment and make suggestion.

4. Final Version

The writers will produce their final version after they have edited their draft, making the changes they consider to be necessary. This final version may look different from the original plan and the first draft, since things have changed in editing process.

Referring to the considerations of teaching writing where the English teacher should help and guide the students to write well and also should provide the material which relevant to the students' interest, needs that appropriate to the situation and condition. We know that the interesting activities can motivate the students to learn and enjoy the process of teaching learning activities. In this case, STAD technique will be good to motivate them and make them enjoy in learning process. The researcher will use process approach based on the Harmer's opinion about writing process which consists of planning, drafting, editing (reflecting and revisions), and final versions.

2.4 Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD) is a kind of cooperative learning proposed by Slavin and his colleagues at John Hopkins University which demands the students to work cooperatively to learn and accomplish a shared learning material. Referred to the statement that STAD as teaching technique is based on the idea of having the students to work cooperatively as team to learn and master the material presented by teacher, then the students' task are not to do something as a team but to learn something as a team.

The emphasizing of the STAD as teaching technique is also on the use of team goal and team success. It can be achieved if all members of the team learn the objectives being taught. So that the students will work cooperatively until all members in the team understand well about material being studied. If the students do not master the material, they will not perform better in the quiz. Slavin (1995: 33) stated that STAD technique is one of the simplest and most flexible of the cooperative learning method. This technique can be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, the students are assigned to four or five members in groups with each mirroring the others to make up the class in terms of ability, background, and gender.

Based on that statement, the team in STAD technique must be formed heterogeneously. The group consisting of four-five members should be mixed in different level of performance and different gender. One of the aims of mixing the

students in different level is that the smart students are expected to share his/her knowledge to the average students until they understand well and master the material presented. In STAD, the students are not permitted to choose their team by themselves.

2.5 Components of STAD

In applying STAD, there are five components proposed by Slavin (1995: 72), they are Class presentation, Teams, Quizzes, Individual improvement score, and team recognition.

1. Class Presentation

The first stage of applying STAD in the teaching learning process is class presentation. Class presentation is done by the teacher about the material. Actually, class presentation is just the same as the usual teaching. The difference is that the teacher must be clearly focused on the STAD unit. Then, as the result, the students will pay attention during class presentation because they know it will help them to do well while discussing in the team and do the quizzes and also their team score will be determined by their individual score.

2. Teams

Team is the most important features in STAD since this technique is about cooperative learning. The team will be composed into four-five members with different level of ability and gender. The team meets to study the worksheet given by the teacher after the teacher presents the material. The study involves students' discussion of problems together, comparing

answers and corrections of any misconception if their teammates made mistakes. As a team, each member should ensure that all the members are learning and understand about the material and it will help them to do well on quizzes because their team score will be determined by their quiz score.

These following steps are made to assign the students into team:

1. Make copies of team summary sheets: Copy the sheets for every team.

The students have work sheet and answer sheet in their team to practice the material being taught.

2. Rank students: The students are ranked from the highest to the lowest for mixing the students into team. The researcher uses whatever technique to do this.

3. Decide on the number of teams: To decide the number of teams, it depends on the amount of students in class. The team should consist of 4-5 students.

4. Assigning students to team: The team should be balanced. Each team should consist of student with high performance.

5. Fill out the summary sheet: Fill the name of students on each team summary sheet in the blank space.

3. Quizzes

In this stage, the students will be given an individual quizzes after experiencing the teacher presentations and team practice. This is aimed to prove that each member of the team has responsible for mastering the material and also to motivate the students more in learning by telling them that there will be a winning team for the team with highest score and their

performance in quiz will determine the winning team. The students are not permitted to help one another in taking the quiz.

4. Improvement Individual Work

The idea of individual improvement work is to give a chance to each student to reach a higher performance goal than before if they work harder and perform better in the quiz. So, in Student Team Achievement Division technique, the students' performance was not only examined in team but they also experience the individual performance in the quiz phase.

5. Team Recognition

The team will be received the rewards if their average score exceed a certain criteria.

In conclusion, there are five components of the STAD technique which will be applied in the teaching learning process. They are class presentation, teams, quizzes, improvement individual score, and team recognition.

2.6 Recount Text

Recount text refers to a text which aims to tell about the event happened in the past such as, accident, holiday, experience, and etc. In similar vein, Anderson and Anderson (1997) states that recount text is a text that tells about something happened or retells past events or activities and has a purpose to give detailed information about what and when of that events. Since the purpose of recount text is to tell something happened in the past, the language used to tell the ideas is using simple past tense. Besides that, the uses of conjunctions *after*, *then*, *finally*

are the characteristic of recount text. Recount text has three main factors or usually called as generic structure, they are orientation, event, and re-orientation.

The brief explanation will be given below:

1. Orientation refers to the introduction to the event, such as the figures occurred in the event, the place occurred in the event, the time when the event occurred, the situation, and etc.
2. Event refers to the accordance of the steps of an event.
3. Re-orientation refers to the summary or cover story of the event.

Recount text also as language features. The language features usually used in recount text will be explained below:

1. Nouns and pronouns instead of persons, animal, or things. For examples, We, Risa, the bear, etc.
2. Action verbs such as go, sleep, etc.
3. Past tense. For example, we *went* to the library. We *were* so tired but happy.
4. Conjunctions and time connectives which order events or actions. For examples, but, then, finally, etc.
5. Adverbs and adverb phrase to tell the location, time, and manner, such as last week, in my house, etc.
6. Adjectives to modify nouns, like beautiful, wonderful, funny, etc.

The function of recount text is not only to retell something happened in the past but also to entertain the reader. There are three types of recount text devised by

Dereweinka ((1994) namely: Personal recount, Factual recount, Imaginative recount.

1. Personal Recount

Personal recount is to retell the events that the writer or the speaker is personally involved or the writers' experiences, such as oral anecdote, diary entry, and etc. Personal recount usually uses the first pronouns (I, We). Here is the example of personal recount:

Going To Sanur Beach

Last holiday our family went to Bali to have picnic. We went there by plane. We were in Bali for six day, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali beach hotel near Sanur beach.

When we came to the hotel, we didn't come to our room directly but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day we visited Sanur beach. We just took a walk because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourist's activities. They were lying on the beach, while others were having massage or surfing. When we felt tired, we took a rest to have some meals and drinks; and at 2.0 p.m. We went to the hotel. It was tiring but we were happy.

Taken from (<http://www.belajardasarbahasainggris.com/2015/10/16/>)

2. Factual Recount

Recording the particulars of an incident is the type of factual recount. For instances, police report, news report, historical account, report of a science experiment, and etc. Factual recount usually uses the third person pronouns (she, he, it, their). In factual recount, it is appropriate to include explanations and justifications. Here is the example of Factual recount text:

Children's Day

On Children's Day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first time and they were very interested. The company hoped to conduct many more such training sessions for these children. They felt that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

Taken from [http://www.text-types.com/2011/03/example-of-recount-terrible railway.html](http://www.text-types.com/2011/03/example-of-recount-terrible-railway.html)

3. Imaginative Recount

Taking on an imaginary role and giving details events is the type of imaginative recount. This type of recount is usually written in the first pronoun. Here is the example of imaginative recount:

A Day in My Life without Feminism

To imagine a day in my life without feminism is nearly impossible. I was born in 1991, and by the time I became an adult, decades had already passed since women in the United States gained their rights.

I've been fortunate enough that I have not had to experience the full extent of the oppression of women. I'm a very opinionated, outspoken woman, and if I did not have feminism, there would be many limitations on my means of self expression. No female in this country would have any of the rights they have today.

As strong-willed as I am, I value my right to vote dearly. Not only am I pleased that I can vote, but also that I'm able to engage in serious political conversations or run for a political office, if I'd like. If the Women's Rights Movement had not occurred, I would not be eligible to vote or run for office. Moreover, any opinions I may offer regarding politics would be instantly dismissed.

I imagine that I would feel as if my government thinks I am not important, which would likely cause me to rebel, after which I would be imprisoned, as so many women.

Taken from (<http://www.text-types.com/ExampleofRecount>)

It can be inferred that recount text is a text which aims to retell and entertain the reader about the events happened in the past. From the three types of recount text, the researcher will choose personal recount text and imaginative recount as the material in this research because it seems the most suitable for the students.

2.7 Teaching Writing Recount Text through STAD

As a foreign language learner, the students will spend more time to be a good writers, for instance in writing recount text as a kind of genre. The students with good knowledge are probably good in writing, but it is different for the students with medium knowledge, they sometimes will feel hard to develop their ideas and put it into a paper.

To deal with those problems, the writer gives the alternative teaching technique. STAD is the technique. Using STAD as a teaching technique, the students with different level of ability especially in writing are involved in discussing the problem in writing recount text together, sharing information about writing recount text, correcting each other mistakes, and etc.

In applying STAD as technique in teaching writing recount text, the activity begins with class presentation by the teacher about STAD technique, why it is important and what is actually meant by working in group. Then it will be continued with class presentation of the material will be taught. By presenting the material, the students will clearly know what they should do and it facilitates them to understand well about the material. After giving a class presentation, the

students will be assigned into groups/teams consist of four or five members. The team members should be mirroring one to another in terms of ability, background, and gender.

After dividing the students into teams, it is the time to study. Each group will be given work sheet to practice and to access themselves and their teammates. They should work cooperatively, share their knowledge and solve the problems together based on the instructions so that they can write recount text well. The team members should ensure that all members take responsible for knowing and mastering the material because there will be a quiz after they finish their final versions of their work sheet. The students will be asked to prepare a writing based on the topic and the instructions given. They take the quiz individually and not permitted to help each other. After taking the quiz, there will be team recognition. The team with good result will be given a reward. The team's score depends on each member's score while taking individual quiz.

2.8 Procedure of Teaching Writing Recount Text through STAD

Based on the Edelstein and Pival (1988: 11) opinion about writing process, it can be inferred that this study will use three steps in teaching recount text by using STAD technique. Those steps can be described as follows:

1. Planning

- a. In the first stage, the activity using STAD technique begins with the class presentation by the teacher about STAD, why it is important and what is actually meant by working cooperatively.

- b. Then, it will be continued with the class presentation of the material being taught. The material being taught is recount text. The teacher brainstorms the students' by asking several questions to lead them to write. The teacher asks the students related to their holiday, such as "Did you have an unforgettable holiday?" "Where did you go?" "When did it happen?" "With whom did you go in your holiday?" "How was the place?" and etc.
- c. Teacher explains the correlation between those questions and the material they will be discussed. The explanations include the generic structure of recount text, the language features, the words connector usually used in recount text, etc.

2. Drafting

- a. The next stage of teaching writing using STAD is the teacher assigns the students into teams where the team members should be mirroring one to another in terms of ability, background, and gender, then ask them to do the worksheet (prepare to write based on the topic given) with their team.
- b. Students write compositions based on teacher's instructions on their worksheet.
- c. Teacher asks the students to submit their writing as group (First draft).

3. Editing (Reflecting and Revisions)

- a. After having their writing work as group, the teacher asks the students to switch their work to others team. Then the teacher asks the students to make a note of students' mistakes in their paper.
- b. After correcting the friends' work, the students need to revise their work still as a group. (Second draft)

4. Final Versions

- a. The teacher asks the representative of each group to submit their final versions of their works.
- b. After having a team study, the next stage of teaching writing using STAD is the teacher asks the students to take the individual quiz to make sure that they have mastered the material being taught.
- c. In the quiz, the students should write compositions based on the teacher's instructions on their sheet.
- d. Teacher asks the students to submit their writing.
- e. By taking the quiz, the teacher sees the students' individual work based on their score in the quiz.
- f. The students' individual score in the quiz will determine their team's score. The team with highest average score exceeds certain criteria will be received rewards.

To make the teaching writing recount text more effective and as well as expected, the teacher should conduct the teaching learning activities based on the procedure above

2.9 Advantages and Disadvantages of STAD

In cooperative learning, there are some advantages and limitations. According to Muslimin Ibrahim (2000: 41-42) the advantages and disadvantage of STAD are as follows:

2.9.1 Advantages of STAD

1. Improving the positive relation among the team members and the environment in the classroom will be more relaxed.
2. Group has greater information and resources than individuals.
3. Work in group will foster learning and comprehension of the ideas discussed.
4. Developing and using critical thinking and group cooperation
5. Team members will gain a better understanding since they interact with each other.

2.9.2 Disadvantages/ Limitations of STAD

1. An individual group member may dominate the discussion or some members may rely too much on others to get the job done.
2. Some students might be confused because they are not accustomed to this treatment.

It could be concluded that STAD technique will give greater information resources and make students faster to master the material. STAD will bring the relaxed environment to the class, so that the students will enjoy the process of teaching learning activities. While the limitations of STAD is that some students tend to dominate the discussion or may rely too much on others since it is a kind of cooperative learning method.

2.10 Theoretical Assumptions

A good technique is necessary for helping the teacher to achieve the aims of the teaching learning process. Based on the theory has been explained above, cooperative learning technique can help the students in developing their potential and using their critical thinking in writing a text especially in developing their ideas since by learning cooperatively the students will get greater information and a more negotiation of meaning. In this case, STAD is a kind of cooperative learning technique which is considered as a good technique to be applied in teaching learning activities because STAD emphasizes the use of team success, so the students will help each other in mastering the material. It means by using this technique, the students are able to explore the ideas to write.

Besides that, STAD also bring the relaxed environment to the students which can motivate the students to learn and increase their interest and give positive relation among the students. Then, in the stage of STAD, there is quiz which aim to see the students' individual performance. The quiz can make the students realize that they should learn seriously in team study in order to perform better in this stage. So, the researcher assumes that STAD is good to be applied in teaching learning activities and can improve students' ability in writing recount in all aspect of writing especially for content.

2.11 Hypothesis

In reference to the theories and the theoretical assumptions that have been discussed in this study, the hypotheses formulated by the researcher are as follows:

1. There is an improvement of students' ability in writing recount text after being taught by using STAD.
2. The aspect of writing that improves the most is content.

So, it could be inferred that there will be a difference of students' ability in writing recount text after the implementation of STAD and content will be the aspect of writing that STAD will help most.

Thus, those explanations above have been explained in this chapter. There are writing, aspect of writing, teaching writing, STAD, component of STAD, recount text, Teaching Writing Recount Text through STAD, procedure of teaching writing recount text through STAD, advantages and disadvantages of STAD, theoretical assumption, and hypothesis.

III. METHODS

This chapter presents the explanation of research design, population and sample, variables, data collecting technique, research procedure, instrument, scoring criteria, validity and reliability, data analysis, data treatment, and hypothesis testing of the research. All of the subtopics describe about the method used in this research.

3.1 Research Design

This research is a quantitative study. In conducting this research, the researcher applied one group pretest-posttest design. The pretest was conducted to know the students' preliminary ability before the treatment given while the posttest was conducted to see how far the improvement of their skill after the treatment given. The treatment was given by using STAD technique and conducted into four meetings of activities and each meeting will take 2x45 minutes. The design used one class as the experimental class. The research design is presented as follows:

T1 X T2

T1 refers to the pretest before treatment

T2 refers to the posttest after treatment

X refers to the treatments which the teacher teaches recount text writing using Student Team Achievement Division (STAD) technique. (Setiyadi, 2006: 143).

3.2 Population and Sample

The population of this research was the second grade students of SMAN 3 Bandar Lampung in academic year 2015/2016. There are 8 classes which consist of 28 students in each class. One class was taken from the population as the sample or the experimental class of this research. The researcher used lottery technique to choose the class which will be the experimental class, so each class has the same chance to be sample of this research.

3.3 Variables

According to Hatch and Farhady (1982), variable is an attribute of person or an object which varies from person to person or from object to object. In this study, the variables are divided into two they are dependant variable (X) and independent variable (Y). STAD technique is considered as the independent variable (X) because this variable will be investigated. Then writing skill is considered as dependant variable (Y) because this variable is measured to see the effect of STAD as teaching technique.

3.4 Instrument

Arikunto (2006:160) states that an instrument is a tool or facilities used in collecting data in order to make the work easier and better result. In other words, the result is complete and systematic, so it will be easy to be processed.

Instrument used in this research is writing test. The test is used to see the students' improvement of writing recount text. The data is gained by comparing the pretest and posttest. Then the students' improvement of writing recount text will directly be revealed.

3.5 Data Collecting Technique

The researcher gained the data from students in order to see the use of Student Team Achievement Division (STAD) technique in improving students' ability in writing recount text and the students' opinion of STAD technique itself. The data was collected from:

1. Pre-test

The pretest was conducted to find out the students' basic ability in writing recount text before given the treatments. In the pretest, the students were asked to write a text in form of recount based on the topic given. The test was finished in 90 minutes.

2. Treatment

The treatment was conducted after pretest to teach the students in using STAD. There were three meetings in giving the treatment. Each meeting was lasted for 90 minutes. The researcher used STAD technique to teach recount text.

3. Post-test

The posttest was conducted to measure the improvement of students' ability in writing recount text after given treatments. In the posttest, the

students were asked to write a text in form of recount based on the topic given. The students should finish their test in 90 minutes.

3.6 Research Procedure

These following steps are the procedure in collecting the data. They are:

1. Determining the Population and Sample

The researcher chose the second grade students of SMAN 3 Bandar Lampung as the population and sample of this research. One class was taken as the experimental class.

2. Selecting the materials

The material used in this research was some samples of recount text which was taken from students' handbook and internet.

3. Administering Pretest

The pretest was given in the first meeting which means before being given the treatment. It was conducted to see the basic ability of students' ability in writing recount text. In this stage, the students were assigned to write a recount text based on the topic given. The time allotment was 90 minutes.

4. Conducting Treatment

After giving pretest, the researcher conducted treatment by using STAD technique for the experimental class. The researcher also explained about the objective of the instruction, social function, and generic structure of recount text. The treatment was held three times. Each treatment lasted for 90 minutes.

5. Administering Posttest

The posttest was administered in the last meeting or after the treatment given. The aim of the posttest is to see the improvement of students' ability in writing recount text. In this stage, the students were assigned to write recount text based on the topic given in 90 minutes.

6. Analyzing the test result

After conducting the pretest and posttest, the score of students' pretest and posttest will be revealed. Certainly, the improvement of students' ability in writing recount text will be appropriately found out.

3.7 Scoring Criteria

In giving the students a score from the test, the researcher uses the following criteria:

1. Content that refers to the substance of the writing, the idea expressed will be scored as much as 30%.
2. Organization that refers to the well-organized of the content (coherence) will be evaluated as much as 20%.
3. Vocabulary that refers to the selection of suitable words for the content will be scored as much as 20%.
4. Language Use that refers to the employment of grammatical form and syntactical patterns will be scored as much as 25%, and
5. Mechanic that refers to the conventional device used to clarify the meaning like spelling, punctuation, and capitalization will be scored as much as 5%.

The scoring criteria are adopted from Jacobs et al (1981:90) as follows:

Table 3.1 Scoring Criteria

Aspect s of Writing	Score	Criteria
Content	27-30	Excellent to Very good: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	22-26	Good to Average: Some knowledge of subject, Adequate range, Limited development of thesis, mostly relevant to topic, but lacks in detail.
	17-21	Fair to Poor: little substance, limited knowledge of subject, inadequate development of topic.
	10-16	Very Poor: non-substantive, not pertinent, not enough to be evaluated.
Organization	18-20	Excellent to Very good: Well-organized, logical sequencing, cohesive, the ideas are clearly stated and supported.
	15-17	Good to Average: The sequence is logical yet incomplete, loosely organized but main ideas still stand out.
	10-14	Fair to Poor: The ideas are confusing and disconnected. Lacks of logical sequencing and development.
	7-9	Very Poor: No organization, does not communicate, and not enough to be evaluated.
Vocabulary	18-20	Excellent to Very good: Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register.
	15-17	Good to Average: Adequate range, occasional errors of word/ idiom choice and usage but meaning not obscured.
	10-14	Fair to Poor: limited range, frequent errors of word/ idiom choice and usage. Meaning confused and obscured.
	7-9	Very Poor: little knowledge of English vocabulary.
Language Use	22-25	Excellent to Very good: Almost no errors in of tense, number word order or function, agreement, preposition, pronouns, and etc. Effective complex construction.
	18-21	Good to Average: Effective but simple construction, several errors of agreement, tense, preposition, pronouns, number word order or function.
	11-17	Fair to Poor: Many errors of tense, agreement, number word order or function, pronoun, and prepositions. Major problems in simple/complex construction.
	5-10	Very Poor: No mastery of sentence construction. Dominated by errors of tense, preposition, and etc. Not enough to be

		evaluated
Mechanic	5	Excellent to Very good: Almost no errors in spelling, capitalization, punctuation, and paragraphing.
	4	Good to Average: Occasional errors in spelling, capitalization, punctuation, paragraphing but the meaning is not obscured.
	3	Fair to Poor: Frequent errors in spelling, capitalization, punctuation, paragraphing. The meaning is confusing and obscured.
	2	Very Poor: Dominated by errors in spelling, capitalization, punctuation, and paragraphing. Poor handwriting and not enough to be evaluated.

3.8 Validity and Reliability

The instrument used in this study is valued in terms of validity and reliability.

Here are the explanations:

3.8.1 Validity

Validity is an extent to which an instrument measures the particular skills or the objectives which intended to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). It means that the test is considered to be valid if it measures what is supposed to be measured. This research used two basic types of validity they are content validity and construct validity.

1. Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. To get the high level of the content validity, the materials given was suitable with the curriculum. In this case, the researcher gave recount writing test which supposed to be comprehended by the first grade students of senior high school. The test was considered to have high level of the content validity since it represented the language skill and structure and the material chosen was

referred to the English Curriculum of 2013 for the first grade students of senior high school.

2. Construct validity is concerned with the test that is actually in line or reflects with the theory of what it means to know the language that is being measured. The instrument of this study was considered to have high level of construct validity since it was examined by referring the certain aspects that in line with the theories of aspects of writing namely content, grammar, organization, vocabulary, and mechanic.

3.8.2 Reliability

Reliability refers to extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Shohamy, 1985: 70). To ensure the reliability of scores and to avoid the subjectivity of giving the score, this study used inter-rater reliability. Inter-rater reliability is where the score on the test was estimated by two or more judges. Barhnhardt et al. in Turkkorur (2005) assumes that using more than one experienced rater to carry out portfolio independently can enhance assessment reliability.

This study used two raters. They were the researcher itself and the English teacher of SMAN 3 Bandar Lampung where the researcher conducted her research. In scoring the students' recount text writing, the two raters had the same criteria. Hereby, the two raters in this study used the scoring criteria devised by Jacobs et al. (1981). The reliability of students' score was examined by using *Rank Order Correlation* with the formula:

$$R = 1 - \left(\frac{6 (\sum d^2)}{N (N^2 - 1)} \right)$$

Notes:

R : Reliability

d : The difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the coefficient of rank correlation was analyzed with the standard of reliability as follows:

1. 0.80000 – 1.0000 : very high reliability
2. 0.60000 – 0.7900 : high reliability
3. 0.40000 – 0.5900 : Average reliability
4. 0.20000 – 0.3900 : Low reliability
5. 0.00000 – 0.1900 : Very low reliability

Referred to the standard of reliability, the writing test is considered reliable if the test reaches the range of 0.60-0.79 which means high reliability.

Table 3.2the Result of Reliability of Pretest and Posttest

Test	Reliability
Pretest	0.92063492
Posttest	0.96168582

From the table, it is seen that both pretest and posttest reliability is considered as very high reliability because it range from 0.8 until 1.0. Thus, it could be inferred that the result of the test could be used in this research.

3.9 Data Analysis

The data was analyzed to see the improvements of students' ability in writing recount text by comparing the average of pretest and posttest. Researcher analyzed the average of pretest and posttest by using the formula as follows:

$$M = X/N$$

Notes:

M refers Mean (the average score)

X refers to the total of students' score

N refers to the total number of students

The steps used by the researcher to analyze the data are as follows:

1. Scoring the students' pretest and posttest
2. Calculate the score using SPSS to prove that there is an improvement of students' ability in writing recount text after being taught by using STAD.
3. The researcher used statistical Calculation to analyze the data using statistical computation i.e. Repeated Measures T-Test of Statistical Package for Social Science (SPSS).

3.10 Hypothesis Testing

The use of hypothesis testing is to see whether the hypothesis is accepted or not.

The hypotheses are:

H_1 : There is improvement of students' ability in writing recount text after being taught by using STAD technique.

H_0 : There is no improvement of students' ability in writing recount text after being taught by using STAD technique.\

Content is the most improved aspect after the implementation of Student Team Achievement Division.

From the explanation, the hypothesis is accepted if $p < 0.05$ which means the probability of error is only 5%. Then, content is the most improved aspect after the implementation of this technique if content aspect has the highest gain score.

Briefly, research design, population and sample, variables, instrument, data collecting technique, research procedure, scoring criteria, validity and reliability, data analysis, and hypothesis testing are the components of this chapter.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the research findings and suggestions for English teachers and future researchers who are pleased to use STAD as teaching technique in writing class or to conduct a similar research using this technique.

5.1. Conclusion

The aims of this study is to find out whether there is an improvement of students' ability in writing recount text and to find out which aspect of writing that improves the most after being taught using STAD technique. Referring to the findings of the data analysis from the previous chapter, the researcher comes to the following conclusions.

1. There is an improvement of students' ability in writing after being taught by using STAD. Some stages in STAD could help the students to increase their ability in writing.
2. STAD technique is very useful to improve students' ability in writing recount text in all aspects of writing especially in content aspect. Because by using this technique, the students will be much easier to develop the ideas of their writing. They will share their knowledge and information. Then, by interacting each other, it will sharpen their critical thinking.
3. Teaching writing by using STAD is very helpful for both teachers and students because the students will be more active. Since STAD

emphasizes on the use of the team success which means each members in team will ensure that they have mastered the material. This technique is also believed as one of the best way to motivate students to write and can decrease their pressure in writing by working as a team. Besides, working in team could make the students more active by interacting students-students and students-teacher, easier to solve the problems, and enjoy in learning writing.

5.2. Suggestion

The researcher would like to give some suggestions related to this study. The researcher hopes the suggestions will be useful for:

1. The writer suggests for the English teacher to give more attention to the students who remained silent when they were having a discussion. The teacher also should ask the students to bring dictionary because what the writer have experienced, the students too often asked the meaning of the English words then the class atmosphere was not really good.
2. This study applied Student Team Achievement Division (STAD) technique to improve students' ability in writing recount text. The findings of this study are expected to be used as starting point for further researcher to conduct this technique in different field or text types. And hopefully, the further researcher would be use STAD technique not only in writing but also in other language skills.

That is all the explanations of this chapter which consist of conclusion and suggestions.

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