

**DEVELOPING WRITING ACHIEVEMENT BY USING STUDENT
TEAMS ACHIEVEMENT DIVISION IN THE EIGHTH GRADE OF
JUNIOR HIGH SCHOOL MTS DARUL A'MAL METRO**

(A Thesis)

By

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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM

LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

LAMPUNG UNIVERSITY

BANDAR LAMPUNG

2018

ABSTRACT

DEVELOPING WRITING ACHIEVEMENT BY USING STUDENT TEAMS ACHIEVEMENT DIVISION IN THE EIGHTH GRADE OF JUNIOR HIGH SCHOOL MTS DARUL A'MAL METRO

BY

TITIS ARSIWI

Writing skill is often assumed as the most difficult language skill compared to other language skills because it requires a higher level of productive skill control than the others. Students can see the weakness of their own writing. One way to increase student's ability in writing is Student Teams Achievement Division (STAD). It has been proven to be one of an effective way to improve student's writing. This study has been examined in Mts Darul A'mal Metro. Students may find difficulties in writing in a form of good and right English. The purpose of the research is to find out the student's writing ability by using STAD by students of Mts Darul A'mal Metro. All the students are female. This research was conducted by using quasi experimental time series design. The subject of the research were 30 students of the eighth grade in class of 8A of Mts darul A'mal Metro. Then the writer used writing test and observation sheet to obtain the data. Firstly, to find out whether there is a significant effect of STAD related to the student's ability in writing before and after giving STAD. Secondly, to find out which topic of writing is mostly influenced by using STAD. And Thirdly, to find out how STAD is implemented in teaching writing. The researcher analyzed the data by using descriptive statistic namely One Way Anova and Observation Sheets. The result shows that STAD can increase student's writing ability based on the result score in descriptive writing. The finding of the research implies that there is effect of STAD on student's writing with difference topic.

Keywords: writing, STAD.

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A Thesis

Submitted in a partial fulfillment of

The requirements for S-2 Degree



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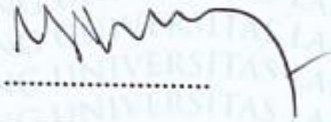
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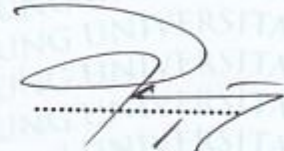
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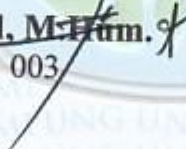


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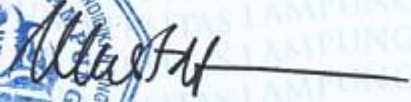
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LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul “Developing Writing Achievement by Using student Team Achievement Division in The Eighth Grade of Junior High School Mts Darul A'mal Metro” adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme
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Yang membuat pernyataan,



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The writer's name is Titis Arsiwi. She was born on May 18th, 1975 in Metro. She is the sixth daughter of Drs. Saiful Parjono and Sumarsih.

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DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved husband, Agung Wijkongko and my son, Ananda Raihan Ahnaf.
- My beloved parents, Drs. Saiful Parjono and Sumarsih.
- My beloved sisters and brothers.
- My beloved friends in Mts Darul A'mal Metro.
- My beloved friends Sulastri, Intan Thrine Chodija, Ernaini, Arifa Hanafiah, Endah Dwi Rahmawati, Efi Litaria, Rizki Fitria Mulyadi and my fabulous friends of the 2nd batch of Master of English Education
- My Almamater, Lampung University.

MOTTO

“Tidak ada kesuksesan melainkan pertolongan dari Allah (Not a success but a help and God).”
- Q.S HUUD 88 -

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Gratitude and honor are addressed to all persons who have helped and supported the writer until completing this thesis, since it is necessary to be known that it will never have come into its existence without any supports, encouragements, and assistances by several outstanding people and institutions. Therefore, the writer would like to acknowledge his respect and sincere gratitude to:

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Finally, the writer fully realizes that this thesis may contain some weaknesses. Therefore, constructive comments, criticisms, and suggestions are always appreciatively welcomed for better composition. After all, the writer expects this thesis will be beneficial to the educational development, the reader, and particularly to those who will conduct further research in the same area of interest.

Bandar Lampung, 6 June 2018
The writer,

Titis Arsiwi

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I. INTRODUCTION

In this part, some sub chapters are presented. They are background of the problems, problems of the research, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of the Problems

Language plays an important role in our life. Language is used to communicate with each other. Communication means a process of sending and receiving messages which can be verbal or non verbal. There are four major language skills that should be mastered by the students. Those skills are listening, reading, speaking and writing. Listening and reading are receptive skills, while speaking and writing are productive skills. Those skills should be well mastered by the students, especially productive skills such as speaking and writing. By mastering these productive skills, the students can effectively express their ideas and thoughts, and communicate to others. The distinction between these two productive skills are emphasized in the interaction. If in speaking there is a direct interaction between speaker and listener, in writing there is no direct interaction. This study is intensively focused on writing skill as one of productive language skills.

Writing is a means of communicating ideas and informations. It is a very special form of communication. When students do writing, they have more time to think than they do in speaking activities. Even, some students use dictionary or other sources to help them in composing the text, by writing they can convey many informations to the reader. If students do not have any bravery to directly convey those information, it can be entirely written by organizing it in a cohesive and flowing manner. Harmer (2004: 31) stated that writing encouraged learners to focus on accurate-language use and it may well provoke language development as they resolve problems which the writing puts into their mind.

A good writing reflects an expanded knowledge of the students. So, a good student has to improve his/her quality of writing and it can be improved by more reading. Writing is closely related to reading. Actually, what they write is the manifestation of what they have read. When the students read many contexts variously, the writing produces by the writer will be various, as well. An advanced reading text will guide the students to produce advanced writing. On the other hand, the students can not produce an advanced writing when he/she just read an elementary (basic level) reading text. The more the students read, the better writing can be produced.

Writing skill is often assumed as the most difficult language skill which is compared to other language skills because it requires a higher level of productive skill control than the others. This statement "Writing skill also requires careful planning and revision if the writer wants to produce a better writing" refers to Harmer's suggestions (2004: 3) about the process of writing. He suggested that,

at least, the writer has to consider four steps in writing. Those steps are planning, drafting, editing and final draft or final version. In this case, the teacher has to be able to motivate the students not to worry about this. The most important factor is that they have to try to practice writing.

It is not easy for the teachers to make their students become good writers. Some teachers will face some problems when they have to teach writing. The biggest problem is students do not know what they have to write. It happens because they do not have any idea to write because their grammar and vocabulary is not good. So, they are not confident to use their own language. The students feel that teaching learning process are monotonous and uninteresting. This condition makes the students get bored. The problems is also caused by the way teacher's teach. The teacher should make the students feel motivated while they are learning. It is important because if they have high motivation, it will be easy for the students to reach the goal of learning.

Based on those reasons, it is clearly seen that writing becomes one of the difficult skill to be mastered by the students. To overcome the student's problems in learning writing, teacher should be able to choose an appropriate cooperative learning to be used to teach particular material. One of the effective ways of teaching where the students have to work in group and share their knowledge, one of the effective forms of cooperative learning is Student Team Achievement Divisions (STAD). According to Slavin (1995:5), STAD emphasizes the use of team goal and team success. Harmer (2001: 260) stated that writing in groups can be greatly motivating for students. The students can work cooperatively to

compose a good writing. It becomes a good model to be applied in classroom because it can encourage the learner to learn the subject. The main idea behind STAD is to motivate the learner to encourage and help each other to master the skill which presented by the teacher.

In the previous research Istiaq, Ali & Salem (2015) shows that there is a significant difference between the experimental group and the control group in favor of the experimental group. Suryani and Azlim (2018) shows that the writing component which have been improved by using STAD is the content component. In addition, through STAD the students have the opportunity to work together in a group to share and learn in order to produce good writing then the students are able to show more knowledgeable in their writing.

The next researcher is Tiantong & Teemuangsai (2013) in their research the learning achievement of the pre test scores are found to be significantly different from the post test. In conclusion, the Student Teams Achievement Division technique can be applied through the moodle to enhance learning achievement on computer programming course successfully. Meanwhile Suhartono, Nurkamto, Slamet & Suwandi (2014) found first, there is difference between writing competence of students who study with STAD method, IBL, and expository. Writing competence of students who study with STAD method is better than the students who study with Expository method. Second, there is a difference between writing competence of students who have a low interest in reading and students who have a high interest in reading. Students who have a high interest in reading have a better writing competence than students who have a low reading interest.

Third, there is no interaction between learning method and the reading interest to the writing competence.

Differ from the some previous research which compare between STAD method with other method, in my research focussed on writing learning by using STAD by developing a lesson plan.

1.2. Problems of The Research

In relation with the background of the study, the researcher identifies the problems as follows:

- A . Some of teachers use conventional method in teaching writing.
- B . Some of teacher gives uninteresting topic to the students in teaching writing.
- C . Some of student's ability in making sentence is low.
- D . Some of student's vocabulary is limited.
- E . Some of student's grammar mastery is poor.
- F . Some of students have low confidence in writing english sentences.
- G . Some of students are embarrassed to write english sentences.
- H . Some of students feel afraid of making mistakes in writing english.
- I . The process of teaching in the classroom is not provide enough in writing.

1.3. Formulation of The Problems

In order to narrow the aspects of that are investigated, the writer formulates this research into three:

1. Is there any significant effect of STAD in student's writing ability?
2. Which topic of writing is mostly influenced by using STAD ?
3. How is the implementation of STAD in teaching writing ?

1.4. Objectives of The Research

The objectives of the research are as follows :

1. To find out whether there is a significant effect of STAD related to student's ability in writing.
2. To find out which topic of writing is mostly influenced by using STAD.
3. To find out how STAD is implemented in teaching writing.

1.5. Uses of The Research

The research will be useful both practically and theoretically:

1. Theoretically, this research will complete the previous findings and previous theories that concentrate in developing writing activities through STAD and minimize the problems in writing activities through STAD.
2. Practically, this research finding hopefully gives contribution for the students, english teachers, researchers, and the other practitioners to use STAD. For the students, hopefully it will help the students to improve their writing skill. For the teachers, hopefully teachers will improve their teaching process not only

in STAD but another cooperative learning. For the researcher, hopefully the researcher will understand deeply about the way how to improve student's writing activities by using STAD. For other practitioners, hopefully they will implement STAD in the process of writing.

1.6. Scope of The Research

This research has been conducted in Madrasah Tsanawiyah Darul A'mal Metro through quasi experimental time series design. The sample of this research was the students of the eighth grade of Mts DA which consisted of 30 students. The activities by using STAD were facilitated students writing activities. The material has been adopted from the junior high school standard curriculum. Then the researcher used writing test and observation sheet to obtain the data.

1.7. Definition of Terms

Definition of terms will be useful in order to avoid misunderstanding of the terms and limit the width of the research.

1. Writing

Byrne (1997: 1) states that writing is producing a sequence of sentences arrange in a particular order and links together in certain ways.

2. Student Teams Achievement Division

STAD stands for Student Teams Achievement Division, it is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. It was devised that

in STAD the students are assigned in groups. A group consist of four or five members that are mixed in performance, level, gender, and ethnicity. The teacher presents a lesson and then students work within their team to make sure that all team members have mastered the lesson. Finally, the students take individual quizzes on the material at which time they may not help one another.

II. LITERATURE REVIEW

There are many theories related to writing skill which are really important in supporting the research. In this part, the writer presents definition of writing, definition of STAD, previous studies and also hypothesis.

2.1. Definition of Writing

Writing is the production of the written word that result a text, but the text must be read and comprehended in order for communication to take place". It means, communication can take place eventhough through a text. The writer communicates his/her ideas in the form of written text from which a known or unknown reader will eventually extract the ideas and their meaning. Through writing, we can convey ideas to the others through the organizing words and sentences so that the readers understand what we intend to say.

Writing is considered as a productive skill along with speaking Harmer (2007: 265). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Writing a text is not as simple as the people think. But, it may be easier when people practice to write any kinds of text as much as they can. Hyland (2003: 9) defines text as a series of appropriate grammatical structures, and so instruction may employ “slot and filler” frameworks in which sentences with different meanings can be generated by varying the words in the slots. Since writing skill is assumed as a communicative activity, people should practice it much in order to make the communication (between writer and reader) to be more effective.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Before students do writing, some experts say that topic is one of important part to make good quality product of writing. In the field of writing, the use of choice was also gaining ground. Topic choice believed that when students were allowed to choose their own topics, they wrote on the things that they know best. Teachers must overcome the strong temptation to overcontrol the writing of students who are not competent in the target language.

2.2. Writing Process

Harmer (2004: 12) reveals that the process of writing is a way of looking at what people do when they compose written texts. In composing a written text, the writer has to consider the steps in order to produce a good text. Harmer suggests the four main steps in writing. Those steps are:

1. Planning

Experienced writers plan what they are going to write. When planning, writers have to think about three main issues. Purpose is the first thing that the writer has to consider. It influences not only the type of the text that they produce, but also the language they use and the information they choose. Next is audience which influences the shape of writing and the choice of language. And the last thing, the writer has to consider is the content of structure. It includes how best to sequence the facts, ideas, or arguments.

2. Drafting

The piece first version of writing is draft. When writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

The drafts that have been composed will be edited to produce a good writing. Perhaps the order of information is not clear, ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

4. Final Version

Once writers have edited their draft, then they make a change if they think that it is necessary to produce their final version. This may look considerably

different from both the original plan and the first draft, because things have changed in the editing process.

Based on the explanation above about process of writing, briefly it can be concluded that the goal of writing process is helping the students to organize and develop their ideas well because the students have a plan about the ideas that will be expressed in written form before they come to the actual writing. The important thing is that the teacher can think of interesting topics related to daily life and can help the students to express their ideas in their writing.

2.3. Writing Assessment

Starting from the very beginning of the study, the researcher tries to attract the student's attention to the importance of the following aspects of effective writing:

1. Paragraphing

It is important for the students to avoid too much eye strain when the students do writing. A piece of writing has to be interesting to attract the reader about new pieces of information. A good paragraph is achieved when a topic sentence is intelligently chosen, the knowledge of choosing a good topic sentence for each paragraph helps students arrange the sequence of their information in a logical order.

2. Ideas

They are the soul of writing. One cannot achieve writing without ideas. The first step of writing is to choose a topic sentence as the controlling idea. The main idea of your piece is a single sentence that sums everything up and expresses the one most important thing you want your readers to know. It

should be something that is important to you and then you will think that it is important for your readers as well. The key detail are the vital pieces of information for your readers in order to “unlock” or understand your main idea Peha (2003: 7). The next step is to develop the controlling idea. To be explicit, ideas should logically be arranged and coherently connected to each other. Thus, readers can easily understand the presented information and get interest in it.

5. Grammar and Spelling

They are essential for communicating correct and clear meaning. Abbot (1898: 6) states that writing clearly does not imply thinking clearly. The arrangements of words is concerned like adverbs, conjunctions, prepositions, and auxiliary verbs, placed and repeated according to definite rules.

6. Punctuation

Betham (2011: 37) points out that “Punctuation is an essential element of writing and it is useful”. Punctuation marks give meaning to words as pauses and change in tone of speech do. Several studies have revealed that punctuation marks may change the meaning of words if they are incorrectly used, and they may reveal mystery when they are correctly used.

7. Handwriting

In business, you might be impressed by one’s personality through her/his handwriting. For students, handwriting is a reason of failure or success because teachers do not waste time to decipher what a student has written. Readability of letters and good spacing between words and within the word lead to legible

handwriting. Moreover, the right direction of drawing letters without lifting the pencil helps accelerate writing.

Assessment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on student's performance. According to Hyland (2003: 21) assessment is used to collect information on a learner's language ability or achievement. Hyland (2003: 212) states that assessment also provides data that can be used to measure student's progress, identify problems, suggest instructional solutions, and evaluate course effectiveness. This reflection enables the learners to take more control of their learning and to be responsible.

Brown (2004: 4) states that assessment is an ongoing process that encompasses a much wider domain. The wider domain here such as; the student's respond to a question, offers a comment or the student's performance. Moreover, one of the techniques to assess students' test is using analytic score Cohen (1994). He states that analytic score assessing consist of five components of the texts: Content, organization, vocabularies, grammar, and mechanics. The more detailed the analytic score by Cohen (1994) is presented below:

Table 2.1. Assessing Writing Rubric

| Aspect of Writing | Range | Score | criterion |
|-------------------|-------|-----------|--|
| Content | 5 | Excellent | Main Ideas stated clearly and accurately, change opinion very clear |
| | 4 | Good | Main Ideas stated fairly clearly and accurately, change opinion relatively clear |

| | | | |
|--------------|---|-----------|--|
| | | | |
| | 3 | Average | Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak |
| | 2 | Poor | Main Ideas not clear or accurate, change opinion statement weak |
| | 1 | Very poor | Main Ideas not at all clear or accurate, change opinion statement very weak |
| Organization | 5 | Excellent | Well-organized and perfectly coherent |
| | 4 | Good | Fairly well-organized and generally coherent |
| | 3 | Average | Loosely organized but main ideas clear, logical but incomplete sequencing |
| | 2 | Poor | Ideas disconnected, lacks logical sequencing |
| | 1 | Very poor | No organization, incoherent |
| Vocabularies | 5 | Excellent | Very effective choice of words and use of idioms and words forms |
| | 4 | Good | effective choice of words and use of idioms and words forms |
| | 3 | Average | Adequate choice of words but some misuse of vocabulary, idioms, and word forms |
| | 2 | Poor | Limited range, confused use of words, idioms, and word forms |
| | 1 | Very poor | Very limited range, very poor knowledge of words, idioms, and word forms |

| | | | |
|-----------|---|-----------|--|
| Grammar | 5 | Excellent | No errors. Full control of complex structure |
| | 4 | Good | Almost no errors, good control of structure |
| | 3 | Average | Some errors, fail control of structure |
| | 2 | Poor | Many errors, poor control of structure |
| | 1 | Very poor | Dominated by errors, no control of structure |
| Mechanics | 5 | Excellent | Mastery of spelling and punctuation |
| | 4 | Good | Few errors in spelling and punctuation |
| | 3 | Average | Fair number of spelling and punctuation errors |
| | 2 | Poor | Frequent errors in spelling and punctuation |
| | 1 | Very poor | No control over spelling and punctuation |

Adapted from Cohen (1994: 328)

Another scoring profile from Jacobs et al.'s (1981). The table below:

Table 2.2. ESL Composition Profile

| ESL COMPOSITION PROFILE | | | |
|-------------------------|--------|--|----------|
| STUDENT | DATE | TOPIC | |
| SCORE | LEVEL | CRITERIA | COMMENTS |
| CONTEI | 30-27 | EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development of thesis • relevant to assigned topic | |
| | 26-22 | GOOD TO AVERAGE: some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail | |
| | 21-17 | FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic | |
| | 16-13 | VERY POOR: does not show knowledge of subject • non-substantive • not pertinent • OR not enough to evaluate | |
| ORGANIZATION | 20-18 | EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive | |
| | 17-14 | GOOD TO AVERAGE: somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing | |
| | 13-10 | FAIR TO POOR: non-fluent • ideas confused or disconnected • lacks logical sequencing and development | |
| | 9-7 | VERY POOR: does not communicate • no organization • OR not enough to evaluate | |
| VOCABULARY | 20-18 | EXCELLENT TO VERY GOOD: sophisticated range • effective word/ idiom choice and usage • word form mastery • appropriate register | |
| | 17-14 | GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscured</i> | |
| | 13-10 | FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured</i> | |
| | 9-7 | VERY POOR: essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate | |
| LANGUAGE USE | 25-22 | EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions | |
| | 21-18 | GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i> | |
| | 17-11 | FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured</i> | |
| | 10-5 | VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate | |
| MECHANICS | 5 | EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing | |
| | 4 | GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i> | |
| | 3 | FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured</i> | |
| | 2 | VERY POOR: no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate | |
| TOTAL SCORE | READER | COMMENTS | |

It can be concluded that a piece of writing can be seen as good or bad by its quality of good writing. Therefore, content, organization, vocabulary, grammar, and mechanic are five important aspects to measure writing quality.

2.4. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is adapted from the ‘Team-Game-Tournaments Approach’ (Slavin, 1986). Students meet in four to five member in teams to master a set of worksheets on the lesson. Then each student takes a quiz on the material. The scores that the students contribute to their teams are based on the degree to which the student have improved over their individual past averages. The teams with the highest scores are recognized in a weekly class newsletter.

2.5. The Concept of Student Teams Achievement Division

STAD (Student teams achievement division) is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD also add an extra source of learning with in the groups because some high achievers act as a role of tutor, which result in high achievements. Finally, it enables the students according to the requirements of the modern society by teaching them to work with their colleagues competently and successfully. To advance our understanding of STAD, we discuss in the following section about the different methodologies which is used in investigating the effectiveness of STAD, and how previous findings might inform a feasible field for future study.

2.6. Working of STAD

It consists of five major components. They are class presentations, teams, quizzes, individual improvement scores, and team recognition.

1. Class Presentations.

STAD material is introduced in direct instruction or discussion way, but involves audio – visual presentations. Students must pay attention carefully during the class presentation, and then students can do the quizzes well afterward to gain good scores for their teams.

2. Teams.

Teams consist of four or five students working in heterogenous teams according to academic performance. The team meets to study worksheets, discuss problems together, compare answers, and correct misconceptions. The major function of the team is to promote its members to do best on their work.

3. Quizzes.

Students take individual quizzes during the quizzes that are not allowed to help each other. This makes sure that every student is responsible for knowing the material.

4. Individual Improvement Scores.

Students quiz scores are compared to their past average. The students earn points for their teams based on how much their scores could exceed their previous quizzes. When students make progress on their quizzes, the whole group's performance will be improved.

5. Team Recognition.

If student's average scores exceed a certain criterion, teams deserve to get certificates or other reward.

The students are placed in small groups or teams. The class in its entirety is presented with a lesson and students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. It is basically a team work, but students are graded individually according to their contribution that they make towards their team. Usually in STAD students are assigned 4 to 5 members in a group that are mixed in performance level, gender and ethnicity. The teacher teaches a lesson to the students and they then work in teams and ensure that they have mastered the lesson. Then finally students take individual quizzes on the material, at which they may not help each other. Then their scores are compared to their own past averages and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. It encourages the students to take up responsibility for other members in their group as well as themselves. Thus in this way it is guaranteed that all group members with different levels are equally motivated to do their best.

2.7. Descriptive Text

Descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Descriptive text

is a text which says what a person or a thing is like. Its purpose or function is to describe and reveal a particular person, place or thing.

A descriptive text is used to create a vivid image of a person, place, or thing. It drawn on fall on all the senses, not merely the visual. The purpose is to enable the reader to share the writer's sensory experience of the subject Salem (2001: 325).

The generic structure of descriptive text as follows :

1. Identification: Identifying the phenomenon to be described
2. Description: describing the phenomenon in parts, qualities, or/and characteristic.

Descriptive text is usually also used to help researcher develops an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

2.8. Previous Studies on Writing through STAD

Many studies are conducted which concern to writing through STAD. In this study, the researcher will only review the following studies that focus on writing descriptive text through STAD.

The first research is conducted by (Sari Febri Anita & Drs. Fahri, M.A, 2015), they focussed on reading. The subjects were the English teacher and the students of VII. The data of this study were the result of field notes, the result of student's reading tasks, and the result of interview. From the results, the researcher concluded that Student Team Achievement Divisions (STAD) technique was interesting for the students. It could build the student's motivation and interests in

learning descriptive text. Besides, STAD technique can help students in improving their reading ability, especially the ability of reading descriptive text.

The second research is conducted by Jony Anto et al (2012). They focused on reading. This study was an experimental research which aimed at identifying the effect of implementation of Student Teams Achievement Division (STAD) and learning motivation toward students' reading competence. The research used 2x2 factorial designs. The data collected through test and analyzed by using statistical Two-Way Anova and Tukey Test. The population was grade VIII SMP in which 2 classes were chosen as the sample of the study. The choice of two classes as a sample used intact random sampling.

The results of the research were first, there was a significant different effect between the students taught by using STAD method and conventional method. Second, there was an effect of learning motivation toward student reading competence. Third, there was a significant interactional effect between implementation of Student Teams Achievement Division (STAD) and learning motivation toward students reading competence. Fourth, there was a significant different between the students who had having high motivation were taught by using Student Teams Achievement Division (STAD) and conventional method. Fifth, there was a significant different between the student having low motivation taught by using Student Teams Achievement Division (STAD) and conventional method.

Based on the previous research above, the researcher tries to conduct the research and focus only on writing descriptive text by using an interesting one of cooperative learning which is called STAD by developing the lesson plan.

2.9. Theoretical Assumptions

Writing is one of important language skills that should be mastered by the students. There are five aspects of writing that students need to be considered. They are content, grammar, organization, vocabulary and mechanic. A good text usually includes of five aspects of writing above. The reason why the researcher used STAD in writing because STAD can made the student's improve their writing skill. After following the procedures of the research, the researcher assumed that STAD can made the student's writing better than before.

Student Teams Achievement division (STAD) is one of Slavin's basic methods of cooperative learning. STAD is better and easier ways for the teacher to teach student in the group because in the group the student more active and they can share their knowledge each other in solving the problems. The students felt motivated and interested in teaching learning process.

As Johnson and Johnson (1994: 21) stated that work collaboratively tends to increase their motivation to learn and to encourage each other to achieve.

Interaction among students on learning tasks will lead to the improvement of student's achievement. Different from the previous research which focussed on student's speaking by using STAD, in my research focus on writing learning by using STAD.

2.10. Hypothesis

Based on the literature review and the previous studies above, the hypotheses has been formulated as follows:

Hi: There is a significant effect of student's writing ability after being taught through STAD.

Ho: There is no significant effect of student's writing ability after being taught through STAD.

III. RESEARCH METHOD

In this chapter tells about the method that will be used in the study to answer the research question and reach the objective of the research and it deals with a description of research design, population and sample, research procedure, data collecting technique, data analysis, advantage and disadvantage, validity and reliability.

3.1. Research Design

In conducting this research, the researcher used Quasi experimental times series design to explain that the use of STAD can develop student's writing ability of grade VIII students of MTS Darul A'mal Metro. There was one group as the sample of the research. The sample of this research was grade VIII students of MTS Darul A'mal Metro. The design of this research proposed by Setiyadi is as follows:

T1X1T2

T3X2T4

T5X3T6

T1 = pre test 1, X1 = treatment 1, T2= post test 1

T3 = pre test 2, X1 = treatment 2, T4= post test 2

T5 = pre test 3, X1 = treatment 3, T6= post test 3

The variables in this research are as follows:

1. Independent variable is STAD (X)
2. Dependent variable is writing activity(Y).

3.2. Setting of The Research

In this research, the population was the students of the eighth grade of MTS Darul A'mal Metro which were consist of 6 classes, they are A, B, C, D, E, F classes. Each class consisted of 30 students. The researcher took a sample by using purposive random sampling. The writer uses VIII A as experimental class. The reason for choosing this school as the location for research was because the researcher has observed MTS Darul A'mal and found that the students felt difficult when they were asked to write, especially in writing text.

3.3. Research Procedures

In doing the research, there are some procedures that have been done. They are as follows:

1. The STAD is designed and prepared.
2. Conducting the series of pre tests, threathments and post tests three times in three meetings to ensure the reliability of the instrument.

3. Preparing sheets for classroom observation in order to know the situation of teaching writing by using STAD.
4. Analyzing the data.

3.4. Data Collecting Techniques

There are two ways in collecting the data.

1 . Writing Test

The reseacher gave pre and post-test in the form of writing. The test topic has been given based on the teacher's classroom material. The result of both tests was compared to find significant difference of writing and also the student's skill ability.

4. Observation Sheet

The researcher distributed an observation sheets in order to know the process of STAD in teaching writing.

3.5. The Advantanges and Disadvantages of STAD

According to Slavin in Hartati (1997: 21) cooperative learning has advantages and disadvantages as follows:

Advantages:

- 1) Can develop student achievement, both in results of teacher-made test as well as a standard test.
- 2) Student's self-confidence increased, students feel more controlled for academic success.

- 3) Cooperative strategy provides an impressive development in interpersonal relationships between members of different ethnic groups.

Disadvantages:

- 1) If teachers are not reminding students to always use the skills cooperative in the dynamics of the group, it will stuck.
- 2) If the number of groups is not considered, that is less than four, for example three, then a member would tend to withdraw and less active during the discussion and if the number of groups more than five, then chances for them to be passive in task completion.
- 3) If the chief of the group can not resolve conflicts that arise constructively, it will be less effective for group work.

3.6. Validity and Reliability of The Instrument

To get the valid data and reliable then the instrument of this research should fulfill the validity and reliability.

3.6.1. Validity

Validity of instrument is a test to measure whether the instrument is good or suitable or not for doing research. If the measurement has been representative whole aspects which are measured, it can be fulfilled with content validity and construct validity.

Content validity is validity test which measures the content of instrument based on whole aspects. The questions must be representative with the material which is

measured. In this test, the students write short descriptive text with the different topic, they are about animal, place and person.

Construct validity is the process of determining the extent to which test performance can be interpreted in terms of one or more constructs. In this research, the writer administered a writing test by using one of interesting cooperative learning calls STAD and gave the scores of the student's writing based on the instruments of writing ability. There are some aspects which are measured in writing. Below is in detail.

Table of Specification of Writing Ability:

1. Content Use a good content in writing ability
2. Organization Use a good organization in writing ability
3. Vocabulary Use a good vocabulary in writing ability
4. Language Use a good language in writing ability
5. Mechanics Use a good mechanics in writing ability

Based on both validity above, the material that has been taught were about descriptive text. In writing descriptive text, the students discussed different topic about animal, thing and person. The English Curriculum of KTSP for the second year junior high school students on 2006 were used. The students were asked to write descriptive text individually and in a group based on the aspects of writing. And the test result was administered by seeing aspects of writing.

3.6.2. Reliability

In order to find out the reliability, the researcher analyzed the student's writing based on two raters. The first rater was one of English teacher in Mts Darul A'mal Metro and the second rater was the researcher itself.

Hatch and Farhady (1982) explained that reliability refers to the extent to which a test produces consistent result when administered under similar condition. The researcher is going to use Cohen's Kappa formula in assesing student's writing. The value of Kappa form score from rater 1 and rater 2 is very high (Kappa=0.953). This indicated that there is very high reliability between rater 1 and rater 2. The output of Cohen's Kappa analysis in SPSS is as follows:

Table 3.1. Cohen's Kappa (K) output from SPSS

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| ,953 | 2 |

The result of computing by using Alpha Cronbach shows that the coefficient of reliability is high since the result is 0.953. It means that the result from both of raters can be trusted.

Note:

Alpha < 0.7 = inadequate

Alpha > 0.7 = good

Alpha > 0.8 = excellent

3.7. Data Analysis

In order to answer the first and second research questions, the reseacher used paired sample t-test to see the significant effect of STAD on student's writing, and

to see the most influence topic. The researcher gave an observation sheet to the teacher and also the students In order to get reliability of student's writing.

V. CONCLUSIONS AND SUGGESTIONS

This chapter consist of two sub chapters. They are conclusion and suggestion of the research.

5.1. Conclusions

Based on the research findings discussed in the previous chapter, it is concluded that :

1. STAD gave significant effect in each different topic on students's writing. The significant effect can be seen from the mean score of students's pre test and post test of writing. The students will learn easier and get better understanding when they are taught by using STAD.
2. Animal topic is the most influence topic in students writing. The students's writing score was high when they were taught writing by using STAD. Students felt that animal topic is easy for them because most of the vocabularies are familiar for them and they can imagine that the animal topic is close to them.
3. By implementing STAD in teaching writing, the teacher made the students are easier to understand the material and the students are also more confidence in finishing their work even in group or individual.

5.2. Suggestions

Based on the result of the research and the conclusion stated previously, the researcher would like to propose some suggestions as follows:

Based on the evidence that the students do not know what they have to write. It happens because they do not have any idea to write because their grammar and vocabulary is not good. So, they are not confidence to use their own language. The students feel that teaching learning process are monotonous and uninteresting. This condition makes the students get bored. The problems is also caused by the way teacher's teach. The teacher should make the students feel motivated while they are learning. It is important because if they have high motivation, it will be easy for the students to reach the goal of learning.

Based on those reasons, it is clearly seen that writing becomes one of the difficult skill to be mastered by the students. To overcome the student's problems in learning writing, teacher should be able to choose an appropriate cooperative learning to be used to teach particular material. One of the effective ways of teaching where the students have to work in group and share their knowledge, that there is significant effect of students's writing when they taught by using STAD. It is suggested for english teacher to apply STAD in their writing.

It is suggested for further researcher to give some topics or materials which is close to the student's surroundings in order to make the students easier in making a piece of writing descriptive text.

The researcher also suggested to the English teacher to use some vocabularies for the low levels which related to the topic so there is a guideline for the students when they write the descriptive writing.

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