THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 01 SIMPANG PEMATANG

(Undergraduate Thesis)

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ABSTRACT

THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE TEXT AT THE TENTH GRADE OF SMAN 01 SIMPANG PEMATANG

By

Fadhiya Istiqomah Salwa

There are several techniques that can be used to teach writing. Student Team Achievement Division (STAD) is one of the techniques that can be used to teach writing. Therefore, the aim of the research was to find out the significant improvement of the students' writing achievement of descriptive text after the implementation of the Student Team Achievement Division (STAD) technique. This research is a quantitative research using one group Pretest and Posttest design. The subject of this research was the tenth grade students of SMAN 01 Simpang Pematang. The researcher chose one class as the research sample which was X-2 with 35 students. Writing test was used as the instrument. The data were in the form of scores taken from the pre-test and posttest. The results showed that students' writing score gain was 8.96 from 62.71 in pretest to 71.67 in posttest. The significant improvement was analyzed by using Paired Sample t-test. The result showed that p-value score is 0.00. It means that there is significant improvement of students' achievement in writing descriptive text since $p\text{-value} < 0.05$. From the result, it could be concluded that STAD technique improves students' achievement in writing descriptive text.

Keywords: *Descriptive text*, *Students' achievement*, *Student Team Achievement Division (STAD) technique, Teaching Writing, Writing.*

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By:

Fadhiya Istiqomah Salwa

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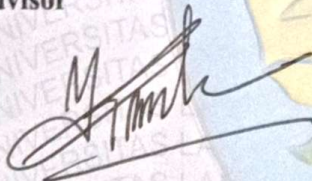Study Program : English Education

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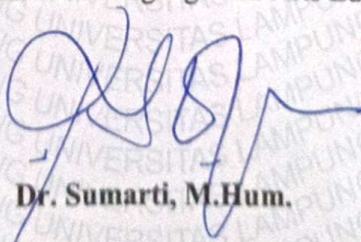
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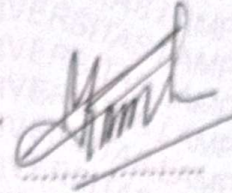
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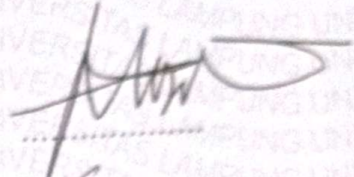
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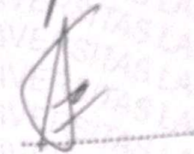
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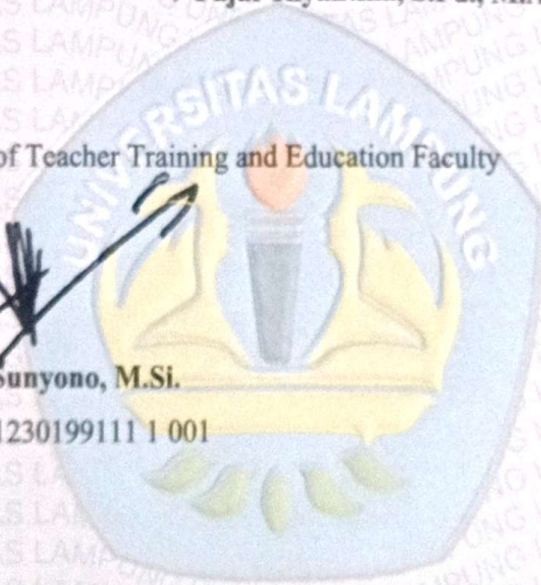   Secretary : Fajar Riyantika, S.Pd., M.A.

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Menyatakan bahwa skripsi ini adalah karya seni sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apalagi ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 13 Desemebr 2024

Yang membuat pernyataan,

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CURRICULUM VITAE

The writer, Fadhiya Istiqomah Salwa, was born in Bandar Lampung, November 24th, 2000. She is the older daughter from the affectionate couple, Suwardi and Sumiati. She has a lovely sibling named Suci Maharrani who is fourteen years younger than her.

She started her educational life at TK 02 Yapindo in 2005. She continued her study at SD 02 Yapindo in 2007 for only 1 year. When she was 8 years old, she moved to Mesuji and continued her study in SDN 02 Simpang Pematang. She graduated from the elementary school in 2013. In the same year, she continued her study at SMP Sugar Group. After she graduated from junior high school in 2016, she entered SMAS Sugar Group to continue her study as a senior high school student. During her study, she joined Bridge Club, English Club, and Scrabble Extracurricular. She graduated in 2019. In the same year, she was registered as the student of English Education Study Program at Teacher Training and Education Faculty at Lampung University. Besides doing her regular activity as an undergraduate, she was active in Himpunan Mahasiswa Jurusan Pendidikan Bahasa dan Seni (HMJPBS). In June 2022, she did KKN program in Banjar Sari, Tanggamus. She also experienced her skill as a teacher to the pre-teaching program (PLP) in SMAS Mutiara from September to November 2022. To complete her study, she did a research at SMAN 01 Simpang Pematang from October to November 2023.

DEDICATION

By the name of Allah Subhanahu wa Ta'ala,

this script is proudly dedicated to:

My beloved parents,

Suwardi and Sumiati

My lecturers at English Education Study Program

My beloved friends in English Education Study Program batch 2019

My Almamater, Lampung University

MOTTO

"Maybe I made a mistake yesterday, but yesterday's me is still me. I am who I am today, with all of my faults. Tomorrow I might be a tiny bit wiser, and that's me too. These faults and mistakes are what I am, making up the brightest stars in the constellation of my life. I have come to love myself for who I was, who I am, and who I hope to become."

(Kim Namjoon)

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Bismillahirrahmanirrahim.

Praise and gratitude the writer pray to Allah SWT, for blessings the writer can complete the preparation of undergraduate thesis. The title of the thesis that the writer submit is "The Use of Students Team Achievement Division (STAD) to Improve Students' Writing Achievement in Descriptive Text at The Tenth Grade of SMAN 01 Simpang Pematang".

This script is submitted as a compulsory fulfillment of the requirements for S1 degree of English Education Study Program at Teacher Training and Education Faculty, University of Lampung. It cannot be denied that it took a lot of effort to complete this thesis. However, this work would not be finished without loved ones around the writer, who support and help. The writer's thanks goes to:

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Finally, the writer realizes that this script still has some weaknesses. Therefore, critics and suggestions are needed for enhancement of this script. Hopefully, this script can give good contribution to the readers or those who want to carry out further research in the same realm.

Bandar Lampung, 13 December 2024
The Writer,

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INTRODUCTION

1.1 Background of Research

Writing is a complicated skill for learners at all levels. According to Haven (1999), writing is an important skill. Students must write every day. The more students write, the better they will be at writing, and they will develop more control with writing tools and techniques. In addition, Tarigan (2008) defined that writing abilities are certainly one productive and expressive language ability that might be used to talk indirectly with other people. Writing can be used as a means of communication and it is used to communicate indirectly or it is not a face-to-face communication. Teaching students how to communicate in written form is important because writing is one of important skills in communication.

According to Dalman (2014), writing ability is the potential to bring messages, ideas, critiques, and emotions to different human beings through written language as the medium. In addition, Al-Jumaily (2014) states that writing enhances language acquisition as learners experiment with words, sentences, and large chunks of writing to communicate their ideas effectively and reinforce the grammar and vocabulary they are learning in class.

In writing, the students do not only focus on how to write good sentences or make good paragraphs but it must have good content. The learners need to do some activities when delivering the idea through written communication. According to Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express ideas, and organizing them into statements and paragraph that will be understood by a reader clearly. Richard and Renandya (2002) stated that for L2 learners, writing is the most complicated skill to learn. It happens because writing is a productive skill and learners must learn the way they obtained and state the idea

into sentences. The skill of writing is important for students to master because it shows how capable they are in their language mastery since writing engages all five important components of language; content, organization, vocabulary, language use, and mechanics.

Text genres in English learning such as Narrative, Descriptive, Recount, Procedure and Report are included in the school curriculum. Based on 2013 Curriculum, descriptive text is studied by the tenth grade students of senior high school. Descriptive text is one kind of texts that must be mastered by students in learning English. Descriptive text is a text which describes what a person, place, animal, or a thing is like. The purposes are to describe person, place, or thing in specific. Therefore, it can be said that descriptive text is a text that explains about whether a person or an object is like, whether its form, its properties, its amount and others. Students are expected to be able to identify theoretical structures, main ideas, supporting details and specific information. However, this is actually a challenge for students.

Students have been taught writing since they were in the first class of Junior High School. However, students still face some difficulties in writing. The teacher needs to consider that the choice of technique and media for teaching writing should be proper with the target, needs, and the students' problem. In the real field, sometimes the teacher taught the students with conventional technique or just implemented group discussion simply. It can be one of the reasons that students are not really interested in English and it may cause their ability in writing not really good.

Furthermore, when the students desire to master descriptive text, a cooperative learning can be answered of it. Astuti (2014) stated that a small group discussion is very helpful for students in learning English. It has proved by taking an interview to students which is done by Astuti on her research in Junior High School 35 Semarang. They like study with their friends, consequently they can improve their English by practicing with others. This technique can be called as cooperative learning. According to Kronowitz (2008), cooperative learning is a technique that

is done by making a group consists of four or five members who work together to finish their task. In addition, Hidayati et al. (2018) stated that cooperative learning is derived from the word cooperative, which means supporting each other as a group or team to do something. There has been a perception that cooperative learning for students working together to accomplish goals is one of the essential learning strategies.

Regarding to the previous explanation, cooperative tasks enable students to interact with each other in order to complete and combine the missing information with other information. Cooperative learning will help students improve their skill, in this case is writing. One kind of cooperative learning is Student Team Achievement Division (STAD) technique.

Student Team Achievement Division (STAD) is a cooperative learning developed by Slavin in 1995 (Yusuf et al. (2015). Budiarta (2012) claims that Student Team Achievement Division (STAD) gives the students a great opportunity to develop creative writing, as it provides students with an opportunity to look at the progression of information or ideas in their writing. In addition, Palmer (1998) stated that STAD is the most successful cooperative learning technique to improve students' achievement. Ugwu (2019) stated that in STAD, the teacher first introduces a subject, then the students work in mixed-ability teams of 4-5 members to master the topic, before individually taking a quiz. Individual scores are summed to make the group score, so every student has an incentive to ensure that their teammates have understood the material.

Mustika (2015) and Hutabarat (2018) did a research about STAD in improving students' ability in writing text. Their findings provides evidence that STAD improve students' ability in writing, through the implementation of this technique students are much easier to develop their idea into their writing, sharing the knowledge and information each other, and sharpen their critical thinking. Another research has done by Hayatunisa (2014) who conducted a research to investigate the effectiveness of using Student Team Achievement Division (STAD) Technique

in Teaching Writing Narrative Text at one senior high school in Serang. The result of this study has shown that STAD technique is effective in teaching writing narrative text. The data showed the improvement in students' writing skill in narrative text.

Based on those researches it can be stated that STAD technique can improve students' writing achievement. Referring to research that has been carried out before, this research applied STAD as teaching technique in teaching writing descriptive text for the first year students of senior high school. The aim of this research is to find out whether the students' achievement in writing descriptive text is significantly improved because of STAD technique.

1.2 Research Question

As reference of the explanation of the background above, the research question presented by the researcher is as follow:

Is there any significant improvement of students' writing achievement in descriptive text after the implementation of STAD technique?

1.3 Objective

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

To find out whether there is significant improvement in students' writing achievement of descriptive text after the implementation of STAD technique.

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 idea of using the STAD as technique to improve the achievement of students to compose descriptive text.
2. Practically, the results of this study are intended to be used as a consideration for English teachers to use STAD as an effective writing teaching technique during the learning process in the class.

1.5 Scope of Research

This research used quantitative approach in examining the data. It was focused on the implementation of STAD to teach writing in order to know its effect on the improvement of students' writing achievement at senior high school level. The type of descriptive text is a description about popular tourism place. The subject of this research was one class of tenth grade at SMAN 01 Simpang Pematang.

1.6 Definition of Terms

In this research, there were several definitions of terms used by the researcher:

1. Descriptive Text

   Descriptive text is a text that presents information about something specific with the aim of describing a person, thing, or place specifically.

2. Students' Achievement

   Students' achievement refers to the students' competence in applying the components of writing.

3. Student Team Achievement Division (STAD) Technique

   STAD technique is the simplest cooperative learning. This technique focuses on students' interaction. In this technique, groups are formed from students with low, medium, and high abilities.

4. Teaching Writing

   Teaching writing is a process for teaching students how to express their ideas in written form. Teacher should teach the aspect of writing and make sure the students understand the aspect of writing. They are content, organization, vocabulary, language use, and mechanics.

5. Writing

   Writing is a process in which concepts, emotions, and feelings are delivered and articulated in written form with the proper sentence structure. In a descriptive writing, a writer may describe thing, perception, and feeling about something.

THEORETICAL FRAMEWORK

This chapter discusses the literature review used in this study. It consist of concept of writing, aspects of writing, problems of writing, teaching writing, procedure in writing, descriptive text (purposes of descriptive text, structure and language features of descriptive text, type of descriptive text), STAD technique, procedure of teaching writing through STAD, advantages and disadvantages of STAD, theoretical assumption, and hypothesis testing.

2.1 Concept of Writing

Writing is the mental work of inventing ideas, thinking about how to express ideas, and organizing them into statements and paragraph that will be understood by a reader clearly (Nunan, 2003). According to Nazario et al., (2010) as cited in Manurung (2017) writing is a type of thinking. Writing is the psychological work of inventing thought, thinking about how to express ideas, organizing them into statements and paragraph that will be comprehended by a reader clearly. It implies that in producing writing, writers need to consider the idea regarding to what they will examine, where they have to expand their thought in some paragraph. Additionally, writing is about how ideas are made into sentences and became a paragraph that is conveyed to readers about writing (Crème et al, 2008). Hyland (2002) said that writing has various kinds. It can be used as a means to express the writer's idea based on her experience, thoughts, and feelings.

Writing is one of the important skills that must be mastered by students to find out how capable students are in writing something related to language. Based on School-Based Curriculum (Depdiknas, 2006) the students are required to communicate oral and written text, mainly descriptive, narrative, recount, report, procedure, and etc. Writing is an important knowledge which is very useful. In writing, any idea that you advance must be supported with specific reasons or

details (Langan, 2008). Writing does not only focus on writing good sentences or paragraph, Byrne (1995) state that writing is transforming our thoughts to become language or written form. In addition, Hyland (2002) defines that good writing is that discovered combination of words which permits an individual the trustworthiness to dominate his subject with example both fresh and original. At the point when students figure out how to write, they can put their thoughts down in diary, write a letter to a friend, and make a story that originates from their imagination.

2.2 Aspect of Writing

According to Jacobs et al (1981) there are five aspects of writing as follows:

a. Content refers to the substance of writing, the experience of the main idea (unity), such as: group of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

c. Grammar refers to the use of the correct grammatical forms and syntactical pattern on separating, combining and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing. It is identified form the construction of well-formed sentence.

d.   Vocabulary refers to the selection or words those are suitable with the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader.

e. Mechanic refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation and capitalization within the paragraph.

2.3 Problems of Writing

Among four skills (listening, reading, speaking, and writing), writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and

express them into writing, Richard and Renandya (2002) state that for L2 learners, writing is the most complicated skill to learn. It happens because writing is productive skill and learners must learn the way they obtain and state the idea into sentences. In addition, Grabe and Kaplan (1996) as cited in Sitohang (2015) state that the most complex composing skill valued in the academy which involves training, instruction, practice, experience and purpose is writing. The act of writing requires the writer to formulate ideas, organize and sequence points in logical order, select vocabulary, and check for grammatical correctness, spell words correctly, punctuate, and write legibly. Despite the fact that writing is regularly considered as a more difficult skill than the other skills, regardless it can be learned and mastered by learners.

Concerning about the process of writing, it seems like putting ideas down on paper to transform thoughts into words by considering the main ideas, cohesion and coherent, structure, vocabulary, and mechanic. Many students think that it is difficult for them to write something because they need to consider many aspects that related to writing skill. It makes students have less motivation in learning English, especially in writing skill. This kind of phenomenon also turns to be one of those obstacles that make the students are difficult in mastering writing skill. It is difficult because learners are expected to express their ideas clearly and efficiently in writing form (Brown, 2001).

2.4 Teaching Writing

According to Ju (2006), teaching writing is a process for teaching and helping students how to express their ideas and produce language in written form. Teaching writing needs a long process in order to make the students master this skill. Teaching writing is more difficult than teaching other language skills. Teacher should teach the aspects of writing and make sure that the students understand the aspects of writing. Teachers need to explicitly teach the writing process and the specific strategies to enhance students' writing competence.

2.5 Procedures in Writing

Writing involves a process of constructing linguistic, vocabulary knowledge, syntactic pattern, and cohesive device. Burdett et al (1990) states that there are five stages of the writing process; pre writing, writing revising, proofreading, and publishing.

a. Pre writing is the writer's preparation before writing, whether the writer is ready or not. Here the writer must get the idea, and the idea obtained by making a mind mapping or conducting an interview. Perhaps there are some ideas or topics, then choose one of the topics by making a list specific topic under each category. Consider each listing, and then choose the one that is interesting. The pre writing stage is very active, with discussion of the topic area to make sure that everyone has something to write about.

b. After getting the topic, turn to the next stage, drafting. In this step, besides putting the idea on the paper, the writer should also develop the idea obtained from pre writing. It is done by starting with questions that relate to the idea, making main mapping or brainstorming if necessary for the sake that the idea is developed. After getting some key words to develop the idea, then begin with the most important information and end with the least important, so the information related to the idea will be well-ordered.

c. The next stage is revising. It means making changes to improve the writing content with a partner. Here the teacher tries to check student' first draft by revising and marking the mistakes done by students. There will be a lot of and varied mistakes. Mostly, grammatical mistakes happen during the writing process such as dangling or misplaced modifiers, lack of agreement between subject and verb, the sentence fragment and so on.

d. After revising, proofreading becomes the important stage for looking the fixing errors. It is hard to look for every kind of errors at once. The ways that should be done are checking indentation, capitalization, and punctuation. In other words, it is said that this step is the continued revising.

e. The last stage is publishing. After passing every stage orderly, it is time to share the writing with others where the readers see the product. Here, the readers accept the massage from the text written by the writer.

Moreover, Harmer (2014) states that there are four aspects in writing process. They are:

1. Planning

    Writers prepare what they are going to type before starting to write. This may include making detailed notes.

2. Drafting

    Drafting can be referred as a draft for the first part of a piece. In a text, this first "go" is always performed on the assumption that it will be modified later.

3. Editing (Reflecting and Revising)

    The writers have produced a draft. Reflecting and revising often helped by other readers or editors) who comment and make the suggestion.

4. Final Version

    After they have edited their draft, the writers will produce their final version, making the changes they consider to be essential. This final version, as things have changed in editing process, it will look different from the original plan and the first draft.

Referring to the considerations of teaching writing where the English teacher should guide and support the students to write properly and also provide the material which relevant to the students' needs and condition. The researcher will use process approach based on the Harmer's theory.

2.6 Descriptive text

Descriptive text a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. In a broad sense, according to Kane (2000), description is defined as sensory experience like how something looks like, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. But in particular, the descriptive text is a text which says what a person or a thing is like.

According to Mukarto (2007), descriptive text is a kind of text to something. Descriptive text means a text that describing something, place or people in order.

Pardiyono (2007) cited in Sumarsih and Sanjaya (2013) says that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to the reader clearly. Similar to Mukarto and Pardiyono, Gerot and Wignel (1994) explained that descriptive text has purpose to describe particular thing, people or place which show the reader about physical appearance of something clearly. Based on definition of descriptive text above, it can be concluded that descriptive text is a text which describe people, thing or place that write its physical appearance and characteristic of the object. Moreover, the purpose of descriptive text is to describe something in a specific way.

2.6.1 Purpose of Descriptive Text

According to Dietsch (2006), there are three purposes of descriptive writing; first, to create the picture, atmosphere of place and a mood; second, to encourage understanding and conviction; and third, to encourage listener to action. It means that the purpose of descriptive text is to guide the emotional responses of readers by describing details and imagine story that readers read. Based on Clouse (2004), description can entertain, convey feelings, relate experience, inform, and persuade.

Clouse (2004) also gave detail explanation about the purpose of descriptive text in the table below:

Tabel 2.1 Purpose of Descriptive Text

Purposes	Sample Description
To entertain	An amusing description of teenager's bedroom
To express feelings	A description of the favorite outdoor retreat so the reader understands why you enjoy it so much
To relate express	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one

To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of simple fruit
To persuade	A description of degrading music video

Generally, every text has its own aims to be learned. There are some purposes in the descriptive text which are to entertain, express feelings, relate express, inform, and to persuade. Descriptive text will guide the readers' emotional through the description of something.

2.6.2 Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2013) the generic structures of descriptive text are as follows:

a. Identification

Identification explains about the topic or identifying what or who want to be described like introduces the subject of the description to the audience. This part gives the audience brief details about when, where, who or what of the subject.

b. Description

This part contains a detailed description of the subject. It consists of several paragraphs. Each paragraph usually begins with a topic sentence. Each paragraph should describe one feature of the subject. It may describe physical appearance, qualities, general personalities or idea, and the characteristics.

c. Conclusion (Optional)

The concluding paragraph contains the conclusion of the topic, and signs the end of the text. Students can add the concluding paragraph but it is not a must.

Here is the example of identification and description:

Tabel 2.2 Generic Structure of Descriptive Text

Title	Toraja
Identification	Toraja is one of beautiful tourist destination in Indonesia. It has mountainous rows and green hill so that the place is rich of natural tourism.
Description	In this place, you can see ancient traditions such like Rambu Solo. Rambu Solo is a funeral ceremony in the place. The ceremony will be held for days with complicated details. People in Tana Toraja believed that as long as the dead bodies are not buried, the disease or bad luck will stick forever to the deceased. To bring luck, the deceased will be preserved using formalin to prevent decomposition.
Conclusion (Optional)	-

2.6.3   Language Features of Descriptive Text

There are several language features or the characteristics of descriptive text. The language features of descriptive text are:

a. Using simple present tense.

It is the important language feature in descriptive text. Simple present tense is not only used to talk about habit and general truth, but also used to describe people, place, or things in general.

b. Using nouns that have correlation with people, place, and famous historical building.

c. Using adjectives that have correlation with people, place, and famous historical building.

d. Using spelling and handwriting clearly and orderly.

e. Using utterances, stressing and intonation when students are asked to present their work.

f. Word reference.

2.6.4   Types of Descriptive Text

Most writing contains description. Following are a few types of writing that depend heavily on descriptive language (Joyce Armstrong Carrol : 2001);

a. Description of a person, place or thing contains sensory details that bring to life actual people, places, and things.

b. Observation describes an event the writer has witnessed. Often, the event takes places over an extended period of time.

c. Travel Brochures contain factual information as well as persuasive language to encourage tourism.

d. Character sketches describe fictional character-their appearances, personalities, hopes and dream.

2.7 Student Team Achievement Division (STAD) Technique

There are so many techniques for teaching writing, one of which is through cooperative learning. As Johnson, Johnson, and Holobec (2008); Slavin (2005) as cited in Hoerunnisa (2017) state that cooperative learning makes students more active. The students will work together by promoting and equal opportunity for every student to participate in the activity. Cooperative learning has some definition according to several experts. In addition, based on Kronowitz (2008) cooperative learning is a technique of grouping students in to four or five members worked together to complete some tasks.

Student Team Achievement Division (STAD) is one of cooperative learning method which is developed by Slavin in 1995. STAD is used to teach some lesson such as mathematic, language, art and science (Slavin, 2005 cited in Mustika, 2015). The major idea in STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun.

According to Palmer (1998), STAD is the easiest and the most successful cooperative learning technique to be applied in the classroom among the other cooperative learning techniques since this technique can improve student' achievement. Students are divided into small group consisting of four to five members who have different levels of ability and different gender to work together to accomplished a shared learning goal. In addition, Astuti (2014) states that STAD appeared to be reasonable to solve students' problems based on students' condition and what STAD had. STAD offered two decent things in its procedures, which were certain. The first was collaboration considering and the second was group acknowledge.

2.8 Teaching Writing through Student Team Achievement Division (STAD)

Using Student Team Achievement Division (STAD) as a teaching technique, students with different skill levels, particularly in writing, are involved in discussing the issue together in writing descriptive text, exchanging knowledge about writing descriptive text, correcting each other's errors, and so on.

According to Slavin (1995) first step in applying STAD is to make class presentations by the teacher. The purpose is to facilitate students so that they understand the material and explain what they have to do in learning. After the class presentation is over, students are divided into 4 to 5 people in one group with different skills, gender, and background. It is time to learn, after splitting the students into teams. Each group will receive a worksheet to practice and to gain

access to themselves and their teammates. Based on the instructions, they should work cooperatively, share their knowledge and solve the problems together so that they can write descriptive text well.

The most important thing in group division in the STAD method is that the members of the team should ensure that all members are responsible for learning and mastering the content because after completing their final versions of their worksheet, there will be a quiz. Students will be asked to prepare writing based on the subject and the instructions are given. They take the quiz individually and are not allowed to assist one another. There will be granted to the team with good performance. When, taking and individual quiz, the score of the team depends on the score of each participant.

2.9 Procedures of Applying Student Team Achievement Division (STAD) in Teaching Descriptive Text

Procedure of applying STAD technique is used to make sure that the research is systematically arranged and also to avoid confusion. Slavin (1995) explained some steps of STAD.

a. Group Class Presentations

The teacher presents the material in front of the class in the classical style that focuses on the concepts of matter to be discussed only. Furthermore, students are asked to learn in small groups to work on tasks assigned by the teacher.

b. The Formation of Study Groups (Team)

Students are organized into groups whose members are heterogeneous (both academic ability and gender). The trick with rank students based on grades or the last value obtained before the student STAD cooperative learning models. The function of this grouping is to encourage cooperation in the group study the material and complete the tasks assigned by the teacher.

c. Provision of Test or Quiz (Quizzes)

After the studying the group completed the test, quiz was held with the objective of identifying, or the ability to measure student learning of the material has been studied. In this case, students are not allowed to work with

their friends. The purpose of this test is to motivate students to try and individually responsible.

d. Improved Scoring Individual (Individual Improvement Scores)

This is done to give the students a goal that can be achieved if they work hard and showed good results compared with previous results. Manager scores results of the cooperation of students performed in the following order: score early, score tests, and score of the group increased.

e. Awards Group (Team Recognition)

Awards are given to the group to give in appreciation of the efforts that have been made during the study.

Thus, Ma'sumah (2016) also states that the procedure of STAD that has been modified from Slavin (1995) on her research. The steps are:

a. Teacher delivers materials and problems in learning to the students according to the basic competence that will be achieved.

b. The teacher gives a quiz or test to each student individually so that would be obtained the early score.

c. The teacher form groups. Each group consists of four students with different abilities (high, medium, low).

d. The materials that have been prepared are discussed in the group to achieve basic competence. Cooperative learning in type STAD, usually used to strengthen the understanding of material.

e. The teacher facilitates the students in making a summary, directing, and giving emphasis on learning materials that have been studied.

f. The teacher gives a quiz or test to each student individually.

g. Teacher gives awards to groups based on the acquisition of Individual Score Improvement from the base score to the next score.

Based on the previous procedures, the researcher sum up and modified the procedures of STAD technique into several steps, they are:

a. Teacher introduces and explains about STAD technique to students.

b. Teacher distributes the example of descriptive text.

c. Teacher presents the material that will be discussed and the aspects of writing to students to stimulate their knowledge.

d. Teacher and students observed the given text based on the explanation in previous activity.

e. Teacher divides students into several groups consist of 4-5 students. The members of group must be heterogeneous in terms of gender and ability.

f. Teacher distributes a blank paper to all groups.

g. Teacher gives topic or material to students. Same topic will be given to all groups.

h. Teacher asks students to discuss the topic with their group together.

i. Teacher asks students to write sentences. The students have to make a draft based on the topic and their draft together in group and also with the teacher. They have to discuss their draft together in group and also with the teacher.

j. Teacher asks the students to switch their work to the other group.

k. Teacher asks students to identify the generic structure and language features of the text.

l. Teacher asks each group to checks the work of the other groups and makes a note of their mistakes.

m. Teacher asks students to return the correction results to the original group and students are asked to revise their work.

n. Then, students revise their draft together.

o. After that, students should submit their revision as the final draft to the teacher.

p. Teacher asks each group to read their final draft in front of the class.

q. Teacher gives an individual quiz for each student to know what they have learned before.

r. And the last, teacher gives a reward to one of the groups who understand the material (each member must master the material; there is no domination in group), get the highest score from the tasks, and participate actively in discussion during the learning process.

2.10 Advantages and Disadvantages of Student Team Achievement Division (STAD) Technique

Presenting about advantages and disadvantages of techniques aims to help teacher to develop a learning process by using current technique. According to Slavin (1995) in cooperative learning, STAD has advantages and disadvantages as follows:

a. Advantages of Student Team Achievement Division (STAD)

In accordance with Slavin (1995) the advantages of Student Team Achievement Division (STAD) technique are provided below:

1) Can develop students' achievement both in result of teacher-made test as well as a standard test.

2) Students' self-confidence increased, students feel more controlled for academic success.

3) Cooperative strategy provides and impressive development in interpersonal relationship between members of different ethnic groups.

b. Disadvantages of Student Team Achievement Division (STAD)

According to Slavin (1995) here are the disadvantages of Student Team Achievement Division (STAD) technique:

1) If teachers do not remind the students to use the cooperative skill continuously in dynamic of the group, it will be stuck.

2) If a number of groups are not considered, that is less than four, then a member would tend to withdraw and less active during the discussion and if the number of groups are more than five, then it will be chance for them to be passive.

3) If the leader of the group cannot resolve conflict that arises constructively, it will be less effective for group work.

The advantages and disadvantages of STAD technique are presented aims to help researcher in implementing the technique. By paying more attention to both aspects, it is hoped that researcher can maximize the teaching process regarding to the presented advantages and disadvantages.

2.11 Previous Research

The first relevant study came from Semarang State University, researched by Liya Novitarini (2009), entitled "The Use of STAD Technique to Improve the Students' Skill in Writing Descriptive Text". The writer took the whole students of VIII E (48 students) as the subject of the research. This researched was conducted at SMPN 1 Kesesi Pekalongan. The design of this research is classroom action research (CAR). The result of this research were (56,26%) in the pretest: (61,50%) in the first cycle; (67,70%) in the second cycle; and (74,35%) in the post test. So the result of the students' achievement form pretest to posttest increased 18,09%. Based on the result, the writer concludes that the use of STAD technique could be applied in improving the students' skill in writing descriptive text.

The second relevant study came from University of Muhammadiyah Jember, researched by Nurika Mustika (2015), entitled "Improving Students' Descriptive Writing Ability Using STAD in Pirayanawin Klonghin Wittaya School. The writer took the third grade (33 students) as the subject of the research. The design of this research is classroom action research (CAR). STAD improved the students descriptive writing ability in two cycles from the percentage of students scored $\geq$ 63,was 56.6% in cycle 1 to 80% in cycle 2 and from M= 62.2 in cycle 1 to M= 72 in cycle 2. Based on the research result, it can be concluded that STAD (Student Achievement Divisions) is able to improve students' descriptive writing ability by having heterogeneous teams in terms of ability and gender that make them easy in generating their ideas and able to have peer tutoring.

The third relevant study came from from State Institute for Islamic Studies of Metro by Nadia Amalinal Husna (2018), entitled "Improving the Descriptive Writing Ability by Using STAD (Student Team Achievement Division) Type among Eight Grades of MTsN 1 East Lampung. The researcher conducted her research on thirty two students at eight graders of MTsN 1 East Lampung. The design of this research is classroom action research (CAR). The finding of this research shows that there is the improvement of students' writing ability in writing descriptive text. It can be seen from the progress of the average score in the pretest and posttest. The score of

pretest were 64.41 and 77.50 in the posttest. The conclusion of this research was using STAD (Student Team Achievement Division) technique as a method especially in English subject was very effective to improve students' descriptive writing ability at eight graders of MTsN 1 East Lampung.

The fourth research came from Brawijaya University, research by Chrisna Setya Purnama (2019), entitled "Improving the 10th Grade Students' Vocabulary Mastery in Writing Descriptive Text by Using Students Team Achievement Division (STAD) A Classroom Action Research at SMKN 2 Probolinggo. This research used Classroom Action Research (CAR) that involves the activities among teacher and students. This research was done in one cycle. The cycle consists of three meetings and a test in the end of each cycle to measure the results and show the improvement in the vocabulary mastery and writing descriptive text. Based on the students score in preliminary study, it showed that the percentage of students' score from 30 students in TITL class who passed the KKM was 20% of the students, while the students score improved significantly in the posttest, reaching to 80% of the class passed the KKM. This research could be concluded that using STAD method could improve the students' vocabulary mastery and writing descriptive text ability of tenth grade of SMKN 2 Probolinggo.

The fifth relevant study came from Lampung University, research by Yulinda Aulia Dahlin (2021), entitled "The Use of Students Team Achievement Division (STAD) to Improve Students' Writing Achievement in Recount Text at SMAN 1 Way Tenong West Lampung. This research used one group pretest-posttest design. The subject of this research was the students of SMAN 1 Way Tenong West Lampung. The researcher used one class as the research sample which consisted of 28 students. The result of the research showed that the mean score of pretest was 60.14 and the mean score of the posttest was 68.64 in which the gain was 8.6. The result of the t-value (8.713) were higher than t-table (2.051) and the value of two-tailed significance was 0.000<0.05. It could be conclude that the hypothesis was accepted and there is a significant improvement of students' achievement in writing recount text after they are taught by using STAD technique.

2.12 Theoretical Assumption

In line with literature above, writing is a complicated skill that forced students to think critically in delivering their idea into sentences. The researcher assumed that Student Team Achievement Division (STAD) technique, that is included in cooperative techniques, can make students participate actively in learning process through the procedures of the technique. STAD technique is a one of cooperative learning that consist of four to five students who have different level of ability work together in group. So, the researcher believes that there would be a significant improvement in students' writing ability after being taught with STAD technique.

2.13 Hypothesis

Concerning with theories and assumption above, the hypothesis formulated by the researcher are as follows:

H^0: There is no improvement on students' achievement in writing descriptive text after being taught by using STAD.

H^1: There is an improvement on students' achievement in writing descriptive text after being taught by using STAD.

Therefore, it could be presumed that there will be a difference in the ability of students to compose descriptive text after STAD is implemented.

METHODOLOGY

3.1 Research Design

The research design that the researcher would use in this research is a quantitative approach. According to Creswell JW (2017) he states that research design is a type of research in a qualitative, quantitative, and mixed approach that provides specific instructions for research procedures. For the quantitative approach (single group pretest-posttest design), the researcher intended to analyze and see the significant difference of students' writing ability in descriptive text after the implementation of STAD technique.

Single group meant that this research used only one class. Pretest-posttest was served to measure the success of the research. The pretest 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 three meetings of activities and each meeting took 2x45 minutes.

According to Setiyadi (2018), the design presents as follow:

$$\boxed{\textbf{G = T1 X T2}}$$

Where:

G : refers to the group (one class)

T1: refers to the pretest (that is given before the implementation of STAD technique)

X : means the treatment (teaching writing descriptive text through STAD technique)

T2: refers to the post test (that is given after the implementation of STAD technique)

3.2 Research Variables

Variable is a noun that stands for variation within a class of object, such as gender, achievement, motivation, behavior, or environments (Setiyadi, 2018). Creswell (2012) stated that a dependent variable is an attribute or characteristic that is connected on the independent variables. An independent variable is an attribute or characteristics that influences or affects an outcomes or dependent variables.

This research consisted of following variables:

1. Students' writing achievement is dependent variable or symbolized as a letter (Y). Students' writing achievement can be measured by investigating whether there is influence from independent variables or not.

2. STAD is independent variable or symbolized as a letter (X). STAD technique is variable that can influence the dependent variable and give the effect to the students' output.

3.3 Population and Sample

According to Kotharu (2014), the result from the sample could be used to make generalizations about the entire population as long as it was truly represented. In this research, the participant is tenth grade students of SMAN 01 Simpang Pematang in academic year 2023/2024. There are 5 classes in the first year of SMAN 01 Simpang Pematang. The sample is chosen by the teacher which is the class with the lowest writing score from a total of 5 classes or it is called as purposive sampling.

3.4 Data Collecting Technique

The researcher gained the data from the students in order to see the use of Student Team Achievement Division technique improving students' achievement in writing descriptive text. The data was collected from:

1. Pre-test

   Pretest was conducted before the treatment process. This is given to find out students' achievement in writing descriptive text before the treatments. In the pretest, the students are asked to write a text in form of descriptive text based on the topic given. The test are conducted in 60 minutes.

2. Post-test

Posttest was conducted after students are taught by using STAD technique. The posttest was conducted to find out the improvement of students' achievement in writing descriptive text after the treatment. Post-test is similar to the pre-test. In the posttest, the students were asked to write a text in form of descriptive text based on the topic given. The test was conducted in 60 minutes.

3.5 Research Procedure

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

1. Determining the population and sample

   The researcher chose the first grade students of SMAN 01 Simpang Pematang as the population and sample of this research. One class was taken as the experimental class.

2. Arranging the materials to be taught

   In selecting the materials for treatment, the researcher selected and adapted some samples of descriptive text from books and internet.

3. Administering the pre-test.

   The pre-test was conducted before the treatment to measure the students' preliminary ability before the treatment. The topic is about the popular tourism place in Indonesia. The students were asked to write descriptive text based on the topic given in 60 minutes.

4. Conducting the treatment

   After giving the pre-test, the researcher performed treatment by using Student Treatment Achievement Division (STAD) technique for the experimental class. The researcher also explained about the objective of the instruction, social function, and generic structure descriptive text. The treatment was held three times, the time for each meeting is 2x40 minutes.

5. Administering a post-test

   The post-test was conducted in the last meeting after the treatment given. The purpose of the post-test was to see the improvement of students' ability in writing descriptive text. In this stage, the students were asked to write descriptive text based in the topic given in 60 minutes.

6. Analyzing the test result

    After conducting the pre-test and post-test, the score of students' pre-test and post-test were revealed. Certainly, the improvement in the achievement of students in writing descriptive text was properly defined.

3.6 Research Instrument

In this research, the researcher collected the data by doing the experimental teaching. The data obtained by using writing test. The test was used to see the students' improvement of writing descriptive text. The data gained by comparing the pretest and posttest.

3.7 Validity and Reliability

In conducting the research, the researcher need to pay attention to the instrument used, whether they are valid and reliable or not. Validity and reliability are two aspects that cannot be separated in the research regarding to the measuring instruments of research (Setiyadi, 2018). By using the validity and reliability, the researcher knew that the instruments are appropriate to use.

3.7.1 Validity of the Test

Validity is a measuring tool that can be supported by some evidence (Yusup, 2018). There are two basic types of validity content validity and construct validity as follows:

a. Content Validity

    Content validity means whether the statement items placed in the questionnaire or test cover all the material to be measured (Budiastuti et al, 2018). According to Cohen et al (2017), content validity indicates that the instrument is made in accordance with the curriculum, teaching materials, and expected learning outcomes (in Novikasari 2016). The test must be in accordance with the content validity. Therefore, the researcher made a test based on the syllabus and curriculum for senior high school. In this study, researchers used descriptive text which corresponds to Basic Competence 3.4 and 4.4 in the syllabus of the 2013 curriculum.

The topics are the representative of writing materials of 2013 Curriculum as a matter of tailoring the lesson to students' need. To know whether the test has a good content validity, the instruction of the test will be discussed with the English teacher of SMAN 01 Simpang Pematang.

b. Construct Validity

Construct validity is the validity that processes the test object that you want to measure according to a certain concept that has been determined in the form of an instrument. Because this study requires data on writing scores, the instrument should really test students' writing ability. Brown (2004) as citied in Utami (2018) has mentioned that a construct is any theory, hypothesis, or model that attempts to explain observed phenomena in our universe of perceptions. In this research, the researcher asked the students to write a descriptive text to measure the students' writing ability. The researcher classifies the score using writing descriptive scoring rubric by Jacob (1981). The technique of scoring is based on five aspects. They are content, organization, vocabulary, language use, and mechanics.

3.7.2 Reliability of the Test

According to Sugiyono (2017) states that the reliability test is the extent to which the measurement results are on the same object and will produce the same data. A test can be considered reliable if the test has a consistent result. Inter-rater reliability will be used when the score on the test will be independently estimated by two or more judges or raters. In this research the English teacher as the first rater (R1) and the researcher as the second rater (R2). The reliability coefficient calculated using the Spearman Rank Correlation formula is:

$$r = 1 - \frac{6.\sum d^2}{N\,(N^2 - 1)}$$

Note:

r : Reliability of the test

N : Number of Students

d^2 : The difference of rank correlation (mean score from Pre-Test and Post-Test)

1 – 6 : Constant number

After finding the coefficient between raters, the researcher will be analyzed the coefficient of reliability with the standard of reliability, as follows:

A very low reliability (0.00 – 0.19)

A low reliability (0.20 – 0.39)

An average reliability (0.40 – 0.59)

A high reliability (0.60 – 0.79)

A very high reliability (0.80 – 0.100)

(Guilford, 1956:145)

According to the reliability standard above, it can be concluded that the writing test will be considered as reliable if they achieve at least 0.06 (high reliability). In this section the researcher has found the results of the reliability of the test as follows:

Table (3.1) Reliability of the Test

Test	Reliability
Pretest	0,95350140
Posttest	0,97636555

From the result above, it can be concluded that the reliability of the pretest and posttest is considered as very high reliability. Thus, it could be inferred that the result of the test could be used in this research. Reliability test calculations could be seen in (**Appendix 10 and 11, page 79**)

3.8 Scoring Criteria

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

1. Content that refers to the substance of the writing was assessed as much as 30%.

2. Organization that refers to the well-organized of the content (coherence) was evaluated as much as 20%.

3. Vocabulary that refers to the selection of words for the content will was scored as much as 20%.

4. Language use that refers to the employment of grammatical form and syntactical patterns was scored as much as 25%.

5. Mechanic that refers to the conventional device used to clarify the meaning like spelling, punctuation, and capitalization was assessed as much as 5%.

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

Tabel (3.2) Scoring Criteria

Aspect 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.
	13-16	**Very Poor** Non-substantive, not pertinent, not enough to be evaluated.
Organization	18-20	**Excellent to Very good** Fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive.
	15-17	**Good to Average** Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	10-14	**Fair to Poor**

		Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	7-9	**Very Poor** Does not communicate, no organization or not enough to evaluate.
Vocabulary	**18-20**	**Excellent to Very good** Sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register.
	15-17	**Good to Average** Adequate range, occasional errors of word/idiom form, 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** Essentially translation; little knowledge of English vocabulary, idioms, word for not enough to evaluate.
Language Use	**22-25**	**Excellent to Very good** Effective complex construction; few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	18-21	**Good to Average** Effective but simple construction; minor problem in complex construction; several errors of agreement, tense, number, word order or function, articles, pronouns, prepositions but meaning obscured.
	11-17	**Fair to Poor** Major problem in simple or complex construction; frequents errors of negation, agreement, tense, number, word order or function, articles, pronouns, prepositions, and or fragments run-ons, deletions; meaning confused or obscured.
	5-10	**Very Poor**

		Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate.
Mechanic	**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 but meaning not obscured.
	3	**Fair to Poor** Frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured.
	2	**Very Poor** No mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate.

3.9 Data Analysis

In order to get the result of this research, the data was analyzed by using some steps below:

1. Getting student test results from pre-test and post-test.
2. Scoring all of the tests using inter-rater.
3. Tabulating the result of pre-test and post-test
4. Obtaining the mean of both test by calculating the result using this formula:

$$M=X/N$$

Notes:

M : The mean of value (the average score)

X : The total of the students' score

N : The total number of the students

5. Draw conclusion by comparing both means of pre-test and post-test to show the difference between them.

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions as the reference for the English teachers and future researchers who want to use the Student Team Achievement Division (STAD) technique in teaching writing.

5.1 Conclusion

After finishing all the steps finally the researcher finds the result of this research. Therefore, the researcher makes some conclusions as follow.

1. The implementation of Student Team Achievement Division technique is effective enough to improve students' writing achievement. The students' scores increase due to the learning process by implementing STAD technique. During the learning process, the students are divided into 7 teams, which in one team there are 5 students with different abilities, gender identities and backgrounds. The students do some assignments with their teammates. They discuss and provide feedbacks to each other. The team leader which is the student with the highest scores will help the teammates to understand the material. At the end of the learning process, to ensure the students have a solid understanding of the material, individual quiz is given to the students. The scores from the individual quizzes will be accumulated into team score. So each student contributes to their team score. The team that gets the highest score will get rewards from the teacher. It motivates the students to do their best.

2. Language use is the aspect of writing that improves the most in this research. The improvement from pretest to posttest is 13.37 to 17.00, which means that the gain is 3.63. It happens because the students understand the grammatical form well enough. They can use the correct synthetic pattern of separating, combining, grouping ideas in words, phrases, and clauses. It helps them in writing the sentences correctly. Nevertheless, the aspect that reaches the lowest

improvement is mechanic. The score improvement is only 0.26. Other aspects of writing are not improve that much because the students only focus on the grammatical form.

5.2 Suggestion

In reference to the conclusion above, some points of recommendations are put forward as follows:

A. Suggestion for English Teacher

1. In this study, there is a significant improvement in students' achievement in writing descriptive texts. Therefore, English teachers who typically use conventional teaching techniques are encouraged to adopt this method in their writing classes. Since the Student Team Achievement Division (STAD) technique involves group learning, the process becomes more engaging and enjoyable. By working in groups, students have the opportunity to share and discuss their ideas, learning collectively through group activities. This collaborative approach enables them to solve tasks together. If a group member struggles to understand the material, another member can explain it. This not only aids in solving the task but also builds social connections among the students. Sharing with their peers makes the learning process more appealing to students, encouraging their participation. Additionally, since it is a group project rather than an individual task, students feel less anxious and more comfortable.

2. The researcher suggests that English teachers should give more attention to students during discussions to ensure that all aspect of writing are discussed. Teachers should make some activities that can improve the lowest aspect of student writing. If the students are weak in content aspect, teacher should make some activities or assignments that can improve their vocabulary. It can help the students to develop their idea well. Likewise with other aspect of writing, it is hoped that all aspect of students' writing can evenly improve.

B. Suggestion for Further Researcher

1. This study applied Student Team Achievement Division (STAD) technique to improve students' writing ability in descriptive text. The findings in this study are expected to be able to become the basis for further researcher to conduct research by selecting different student levels or different texts. Hopefully future researchers can use Student Team Achievement Division (STAD) technique in the other language skills.

2. STAD technique is centered on team learning activities. However, future researchers should also add activities that require students to carry out individual activities so the students do not rely on others. Individual activities can also be expected to make the students more focused on learning because they have to their abilities when doing their assignment individually.

3. The treatment should be applied in more than three meetings in order to get more accurate result of data. A longer frequency of treatment is needed to get the better findings. Conducting the treatment over a longer period allows for a more comprehensive assessment of its effectiveness. With more sessions, students have increased opportunities to engage with the material, practice their skills, and adapt to the new teaching method. Additionally, it enables the researcher to observe and document any long-term benefits or challenges that might not be visible in a shorter period.

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