

**THE USING STAD METHOD IN IMPROVING STUDENTS  
WRITING DESCRIPTIVE PARAGRAPH TO THE  
TENTH GRADE STUDENTS OF MAS  
ULUMUL QURAN LANGSA**

**THESIS**

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## **ABSTRACT**

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The Title: THE USING STAD METHOD IN IMPROVING STUDENTS WRITING DESCRIPTIVE PARAGRAPH TO THE TENTH GRADE STUDENTS OF MAS ULUMUL QURAN LANGSA

Writing is one of important skills that should be mastered by students to be able to use English for communication in their daily life. Through writing, the students are able to express their thoughts, communicate ideas and views to the others. In this case, the problems are when the teacher asked the students to write a simple writing for instance, Descriptive paragraph, they thought too difficult, because they are not only lack of vocabulary but also of understanding grammar as well. They can describe but they cannot give good connector from one word to another word. Based on the writer's point of view, student's writing achievement in this school needs to be increased. This study was conducted by using Classroom Action Research. The subject of this study was the tenth grade students of MAS Ulumul Quran Langsa. The number of the subject was 31 students. The subjects were taught by applying Student Teams Achievement Divisions (STAD). The data quantitative were obtained by using writing Test (consisting pre-test and post-test), and qualitative data were taken from Classroom observation (including acting). The result of quantitative data showed that the mean of the second cycle (79,1) is higher than the mean of the first cycle (69,2) and pre-test (64,9). The result of qualitative data showed that students were more active and enthusiastic in following the teaching learning process in the second cycle than the first cycle. In conclusion, there find out improvement on students' achievement in writing Descriptive Paragraph. Based on the result

of the research, STAD method is an alternative to solve students' problems in writing.

Keyword: *Writing, Descriptive Paragraph, STAD Method.*

Langsa, 1 November 2014

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The Writer

Dewi Nieman Sary

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## ABSTRACT

Writing is one of important skills that should be mastered by students to be able to use English for communication in their daily life. Through writing, the students are able to express their thoughts, communicate ideas and views to the others. In this case, the problems are when the teacher asked the students to write a simple writing for instance, Descriptive paragraph, they thought too difficult, because they are not only lack of vocabulary but also of understanding grammar as well. They can describe but they cannot give good connector from one word to another word. Based on the writer's point of view, student's writing achievement in this school needs to be increased. This study was conducted by using Classroom Action Research. The subject of this study was the tenth grade students of MAS Ulumul Quran Langsa. The number of the subject was 31 students. The subjects were taught by applying Student Teams Achievement Divisions (STAD). The data quantitative were obtained by using writing Test (consisting pre-test and post-test), and qualitative data were taken from Classroom observation (including acting). The result of quantitative data showed that the mean of the second cycle (79,1) is higher than the mean of the first cycle (69,2) and pre-test (64,9). The result of qualitative data showed that students were more active and enthusiastic in following the teaching learning process in the second cycle than the first cycle. In conclusion, there find out improvement on students' achievement in writing Descriptive Paragraph. Based on the result of the research, STAD method is an alternative to solve students' problems in writing.

Keyword: *Writing, Descriptive Paragraph, STAD Method.*

## CHAPTER I

### INTRODUCTION

#### A. The Background of Study

The students who are taught English in Indonesia are expected to be able to use English for communication in their daily life. The students should master four language skills, namely: listening, speaking, reading and writing. Therefore, as a foreign language, English must be learned by the students since Elementary schools.

Writing is one of important skills that should be mastered by students to be able to use English for communication in their daily life. Through writing, the students are able to express their thoughts, communicate ideas and views to the others.

In writing comprehension, students should be able to write English text effectively and efficiently. To become a good reader, students should have a particular purpose before they interact with the text.

Lado states that “writing maybe considered the most difficult of the language skills”.<sup>1</sup> It can be showed from the students’ low score in their writing. It means that most students are not able to write English well. It is caused by the student’s lack of knowledge how to write, only have bit vocabulary, grammar and technical writing. So they cannot write their opinion to express their desire.

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<sup>1</sup> Lado, R. *Writing Skill* (London: Longman, 1980), 5.

In reality, most of the students always get troubles when they are asked to write English especially in Senior MAS Ulumul Qur'an Langsa at X MIA 1. They think that writing is difficult Lesson, so they are not interested in writing. It is proven by the fact that most of students cannot write a simple writing.

In spite of the fact that writing is the most important skill, for most students of English, learning to write is one of the most difficult tasks. Based on the writer's observation and interview to English teacher and students in class, most of them said that they bored in writing class. Therefore they did not give full attention and enthusiasm in the process of learning writing. They always complained if they were asked to write. They said that they did not know what to write at the time. It was difficult for them to find out, generate and translate the ideas in their brain into written language. Moreover, they always opened dictionary when they wanted to write a phrase. As the result, opening the dictionary in many times not only wasted time but also decreased the students' interest to continue writing.

In this case, the problems are when the teacher asked the students to write a simple writing for instance, Descriptive paragraph, they thought too difficult, because they are not only lack of vocabulary but also of understanding grammar as well. They can describe but they can't give good connector from one word to another word. Based on the writer's point of view, student's writing achievement in this school needs to be increased. The researcher use Student Team-Achievement Divisions (STAD) method in this research.

There are many techniques in cooperative learning which have been developed and comprehensively researched by different branches of philosophy

and psychology such as Jigsaw, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Number Heads Together (NHT), Students Team-Achievement Divisions (STAD), and Partnership. The study applies Student Team-Achievement Divisions (STAD) in teaching descriptive text since this technique is simple and suitable for teaching reading. Besides, this is also the first time for writer to use this kind of technique. According to Slavin who states that “STAD is the simplest and the best technique for teachers who use cooperative learning method for the first time”.<sup>2</sup>

Student Team-Achievement Divisions (STAD) is a Cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. Usually students are assigned four to five members in teams that mixed in performance level, gender, and ethnicity.

Furthermore, writing is a skill to expose fact and ideas in effective and organized way. It means that writing is considered as a means of training students to think logically in English. The rationale behind the activities is to find out the effective way in teaching writing English.

According to the educational unit – oriental curriculum 2006 students in grade IX are expected to be able to write several texts. One of them is descriptive text. According to Brown Descriptive text is a text to describe objects as a particular person, place or thing. Therefore, it is really expected for the teacher to employ the STAD Method in making the good achievement for the student to

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<sup>2</sup> Slavin. “*Cooperative Learning*.” 1995: <http://ebookbrowse.net/cooperative-learning-slavin-pdf-d463174887> .

write the descriptive writing and also to express and explore students' idea in making the best writing. Based on the explanation above the writer interested in conducting a research entitled **“The using STAD method in improving students writing descriptive paragraph to the tenth grade students of MAS Ulumul Qur'an Langsa”**

#### **B. The Problem of Study**

Based the background of the study, the problem of the study is: Can STAD (Student Team Achievement Divisions) Method Improve Students' Writing in Descriptive Paragraph?

#### **C. The Purpose of Study**

The purpose of the study is to find out improvement on students' writing descriptive paragraph through STAD Method.

#### **D. The Scope of The Study**

Paragraph can be categorized such as Narrative, Argumentative, Recount, Procedure text, and Descriptive Paragraph. This study focuses mainly on Improving students' Descriptive Paragraph through STAD Method.

#### **E. The Significance Of Study**

The result of this study is expected to be useful to:

1. English teachers as an alternative teaching strategy to improve their students' skill in writing.

2. The students, it would be useful improving them to write the descriptive writing.
3. The Writers who are interested in doing research related to this study.

## **F. Terminologi**

### **1. Students Teams Achievement Divisions ( STAD )**

There are many methods apply in Cooperative Learning, one of the methods is Students Teams Achievement Divisions (STAD). STAD is one of the simplest of all learning methods, and is a good model to begin with teachers who are new to the cooperative learning.<sup>3</sup>

STAD 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 by Robert Slavin and his associates at Johns Hopkins University,<sup>4</sup> students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work together within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may help one another. Students' quiz 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.

### **2. Writing Descriptive**

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<sup>3</sup> Slavin, E. Robert, *Cooperative Learning: Theory, Research, and Practice*, (Massachusetts: Needham Heights, 1995), 71.

<sup>4</sup> Innovative Learning. (2009). Student team achievement divisions. Retrieved May 9, 2012, from [http://www.innovativelearning/learning/cooperative\\_learning.html](http://www.innovativelearning/learning/cooperative_learning.html)



Writing is one of basic language skill that is improvement to be learned in learning language. Writing is a written form in expressing ideas, feelings and opinion. According to Lindaman states that "writing is the process communication which use a conventional graphic system to convey a message to readers".<sup>5</sup> "Writing descriptive is a form of composition that depicts or describe is based on the impressions of the observations, experiences and feelings of the author".<sup>6</sup>

Artono Wardiman states "a descriptive text is a text that describes the features of someone, something, or a certain place".<sup>7</sup>

Based o explanation above, descriptive is gives sense impressions the feel, sound, taste, smell, and tool of things. Emotion could be describe too feeling such as happiness, fear, loneliness, gloom and joy. Describe help the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.

## CHAPTER II

### LITERATURE REVIEW

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<sup>5</sup> Lindaman. *A Rhetoric For Writing Teacher* ( New York: Oxford Univerity Press, 1998), 11.

<sup>6</sup> Bukhari. *keterampilan berbahasa* (Jakarta: Bumi Aksara, 2002), 129.

<sup>7</sup> Wardiman, Artono. *English in focus for Grade VIII Junior High School*. (Jakarta: Departemen Pendidikan Nasional, 2008), 16.