THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD)
IN IMPROVING WRITING ABILITY
AT THE ELEVENTH GRADE OF SMA N 1 NAWANGAN
IN ACADEMIC YEAR 2019/2020

THESIS

Presented to in partial fulfillment of the requirement
For Bachelor degree of English Language Education

By:
ANTON EDI PURNOMO
NIM: 15331927

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF MUHAMMADIYAH PONOROGO
2019
APPROVAL PAGE

Thesis by : Anton Edi Purnomo
NIM : 15331927
Title : The Use Of Student Team Achievement Division (STAD) in Improving Writing Ability at the Eleventh Grade Of SMA N 1 NAWANGAN in Academic Year 2019/2020, this thesis has been examined and approved by examines at Ponorogo 21th August 2019

Examiners Boards

Ana Maghfiroh, M.Pd.
NIK. 19821127 201101 13

Dr. Bambang Hazmanto, M.Pd.
NIK. 19710823200501 1 001

Niken Reti Indriastuti, M.Pd.
NIK. 1981215 199904 12

Approved by
a.n Dean, Faculty of Teacher Training and Education

Acknowledged by
Head, English Department

Drs. Junadi, M.Pd.
NIK.19621005 199109 12

Risqi Ekanti A.P., M.Pd.
NIK. 19880214 201211 13
AGREEMENT PAGE

Thesis by : Anton Edi Purnomo
NIM : 15331927
Title : The Use of Student Team Achievement Division (STAD) in Improving Writing Ability at the Eleventh Grade of SMA N 1 Nawangan in Academic Year 2019/2020, this thesis has been approved by advisors.

Be examined in Ponorogo 13th August 2019

1st Advisor,

[Signature]

Dr. Bambang Harmanto, M.Pd.
NIK. 197108232005011001

2nd Advisor,

[Signature]

Niken Reti Indriastuti, M.Pd.
NIK. 198121519990412
THESIS STATEMENT

I am, the student with following identity:

Name : Anton Edi Purnomo
Student Number : 15331927
Department : English Education
Faculty : Teacher Training and Education

Certify that this thesis is my own work. I am completely responsible for the content of my thesis. Other researchers’ opinions and findings included in the final project are cited or quoted in accordance in ethical standart.

Ponorogo, 22nd August 2019

[Signature]

The Researcher

Anton Edi Purnomo
15331927
MOTTO

“STOP DREAMING AND START DOING”

“Berhenti Berkhayal dan Mulai Melakukan”

“BE AS YOURSELF AS YOU WANT”

“Jadilah Dirimu Sebagaimana Yang Kamu Inginkan”
DEDICATION

This paper is dedicated to all people who always pray and give me support in finishing this paper for my success, they are:

1. My beloved father (Sujanto, S.Pd) and my mother (Suwarni) who have been supporting me and honestly sincerity to grow me up, educate, accompany and pray for me until getting success and their greatest life.

2. My brother (Wahyu Tri Winanto, S.Pd). Thanks for your love, help, support, and advice to be a better person than before.

3. All of my teacher from Primary School, Junior High School, and Senior High School. Without you, I can not become like now.

4. All of the lectures of English Education Department Teacher Training and Educational Faculty of Muhammadiyah University of Ponorogo, for their kindness and knowledge were given to me until the end of my year of study.

5. My beloved boardinghouse friends who always make laugh every day and keep making a joke guys

6. All of my friends thanks for your support. You are the best
ACKNOWLEDGMENT

Alhamdulillahi robbil’alamin, praise to Allah SWT who never stops to give the blessing, gracefully and guidance until the finishing of this thesis. Then, sending peace for our great prophet Muhammad SAW had given a bright way and brought us from the darkness.

In agreement and finishing this thesis, the writer got guidance and helps from many people. Therefore, the writer would like to extend her deepest gratitude to:

1. Dr. H. Sulton, M.Si. as the Rector of Muhammadiyah University of Ponorogo
2. Drs. Jumadi, M.Pd as the Dean of the Teacher Training and Education Faculty of the Muhammadiyah University of Ponorogo.
3. Risqi Ekanti Ayuningtyas Palupi, M.Pd. as Chief of English Education Department Teacher Training and Education Faculty of Muhammadiyah University of Ponorogo.
4. Dr. Bambang Harmanto, M.Pd. as the first advisor and Mrs. Niken Indriastuti, M.Pd. as the second advisor, who have given guidance, advice, and suggestion from the beginning until ending of thesis process.
5. All of the lectures of English Education Department Teacher Training and Educational Faculty of Muhammadiyah University of Ponorogo, for their kindness and knowledge were given to me until the end of my year of study.
6. Agus Zamroni, S.Ag, M.Pd the headmaster of SMA N 1 Nawangan, who gave me permission in conducting the research.

7. Erni Mariani, S.Pd as English Teacher of SMA N 1 Nawangan

8. All of the students of the Eleventh grade in SMA N 1 Nawangan

The writer realized that this thesis still has many weaknesses, therefore the writer expects the criticisms and suggestions that are able to build or develop this thesis for perfecting. The writer also hopes that this thesis will be useful for readers.
ABSTRACT

Purnomo, Anton Edi. 2019. “The Use Of Student Team Achievement Division (STAD) In Improving Writing Ability At The Eleventh Grade Of SMA N 1 Nawangan In Academic Year 2019/2020”. Thesis. English Department Faculty of Teacher Training and Education Universitas Muhammadiyah Ponorogo. Advisors: I. Dr. Bambang Harmanto, M.Pd. II. Niken Reti Indriastuti, M.Pd

Keyword: STAD, Writing

Writing is an important language skill because it becomes a means of learning, discovering, developing, and perfecting language skills. The researcher using the Student Team Achievement Division (STAD) method to improve student writing ability. The aim was to change the situation in the classroom, so that the students will feel more interested in having a lesson, and it will be easier for them to understand the lesson especially in writing class.

The researcher used classroom action research as the research design. The subject was the eleventh grade MIPA 1 SMA N 1 Nawangan on 2019/2020 lesson year. The class consists of 24 students. Before implementing the research, the researcher made lessons plan, scenario teaching using STAD and prepared instruments, questionnaire, observation, and test. The research was conducted in two cycles. Each cycle consisted of three meetings. The first and second meetings was the implementation STAD method and the third was the test.

Based on the result of the observation it showed that the students were more active than previous meeting, the percentage was 67% in cycle one and 88% in cycle two. The result of the questionnaire score was 68.4% in cycle one and 74.2% in cycle two it meant the students were more enjoyed, gave positive response and looked more fun with implementation those method. The result of writing test in cycle one it was known that 14 students or 58% who got score above 70, in cycle two was 100% or all students got score above 70. The result of writing test in cycle two, it showed improvement.

The research finding proves that STAD method was successfully in improve writing ability. The researcher suggest that using STAD method in writing skill is a good alternative to teach and learn writing in order to make the learning process become more effective and independent.
TABLE OF CONTENT

Cover Page ................................................................. i
Approval Page ............................................................... ii
Agreement Page ........................................................... iii
Thesis Statement .......................................................... iv
Motto ........................................................................... v
Dedication Page ............................................................. vi
Acknowledgement .......................................................... vii
Abstract ......................................................................... ix
Table of Content ............................................................ x
List of Appendices ............................................................ xii
List of Pictures .................................................................. xiii
List of Table ...................................................................... xiv

CHAPTER I INTRODUCTION
1.1 Background of the Study ........................................ 1
1.2 Statements of the Problems .................................... 3
1.3 Purposes of the Study .............................................. 3
1.4 Significance of the Study ......................................... 4
1.5 Definition of Key Terms ......................................... 4

CHAPTER II REVIEW OF RELATED LITERATURE
2.1 Definition of Writing ................................................ 5
2.1.1 Writing Process .................................................. 6
2.1.2 Problem of Writing .............................................. 8
2.1.3 Teaching Writing ................................................. 10
2.1.4 Elements of Writing ........................................... 11
2.1.5 The Types of Writing ......................................... 13
2.2. Student Team Achievement Division (STAD) ............ 15
2.2.1 The Steps of Student Team Achievement Division (STAD) ... 16
2.2.2 The Advantages of STAD .................................. 19
2.3.4 Teaching Writing Using STAD ........................... 20

CHAPTER III RESEARCH METHODOLOGY
3.1 Research Design ..................................................... 21
3.2 Subject and Setting of The Research ...................... 23
3.2.1 Subject of the Research .................................... 23
3.2.2 Setting of the Research .................................... 23
3.3 Research Procedures ............................................. 23
3.3.1 Doing a Premilinary Study ................................. 24
3.3.2 Analyzing and Identifiying Problem .................... 24
3.3.3 Planning Phase .................................................. 24
3.3.4 Acting Phase ..................................................... 26
3.3.5 Observing Phase ................................................ 26
3.3.6 Reflecting Phase ................................................ 26

x
CHAPTER IV FINDING AND DISCUSSION
4.1 Finding .......................................................... 33
4.1.1 The Result of Cycle 1 .............................................. 33
4.1.1.1 Acting .......................................................... 33
4.1.1.2 Observing ...................................................... 36
4.1.1.3 Reflecting ....................................................... 41
4.1.2 The Cycle 2 ....................................................... 42
4.1.2.1 Revised Plan ................................................. 42
4.1.2.2 Acting .......................................................... 42
4.1.2.3 Observing ...................................................... 45
4.1.2.4 Reflecting ...................................................... 50
4.2. Discussion ......................................................... 51
4.2.1 Observation in Teaching Learning Progress .............. 51
4.2.2 Test Progress Result ........................................... 52
4.2.3 Questionnaire Progress ....................................... 53
CHAPTER V CONCLUSION AND SUGGESTION
5.1 Conclusion ....................................................... 55
5.2 Suggestion ......................................................... 56
BIBLIOGRAPHY .......................................................... 57
LIST OF APPENDICES

Appendix I  :  Letters
Appendix II :  RPP
Appendix III :  Observation sheet
Appendix IV :  Questionnaire
Appendix V  :  Result of Test
Appendix VI :  Documentation
LIST OF PICTURES

1. Classroom Action Research Process of the Kemmis and McTaggart Model……..22
2. Chart of Observation Progress ................................................................. 52
3. Chart of Test Progress ........................................................................... 53
4. Chart of Questionnaire Progress ............................................................ 54
LIST OF TABLE

Table 3.1  Criterion Of Observation
Table 3.2  Criterion of Questionnaire
Table 3.3  Scoring Rubrics by Heaton
Table 4.1  The Result of Observation Checklist in Cycle I
Table 4.2  The Result of Questionnaire in cycle I
Table 4.3  The Result of Test in cycle I
Table 4.4  The Result of Observation Checklist in Cycle 2
Table 4.5  The Result of Questionnaire in cycle II
Table 4.6  The Result of Test in cycle II