AN UNDERGRADUATED THESIS

IMPROVING THE DESCRIPTIVE WRITING ABILITY
BY USING STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE
AMONG EIGHT GRADERS OF
MTSN 1 EAST LAMPUNG

Written by :

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English Education Department

STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H/2018 M

IMPROVING THE DESCRIPTIVE WRITING ABILITY
BY USING STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE
AMONG EIGHT GRADERS OF
MTSN 1 EAST LAMPUNG

Presented as a Partial Fulfiollment of the Reqirements

For the Degree of Sarjana Pendidikan (S.Pd)

in English Education Department

by :

NADIA AMALINAL HUSNA

Student Number : 14121777

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Co-sponsor   : Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES
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1439 H/2018**

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the munaqosyah**
                  of Nadia Amalinal Husna

                              To :
                              The Honorable of the Dean of Faculty of
                              Tarbiyah and Teacher Training
                              State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Faculty   : Tarbiyah and Teaching Training
Title   : IMPROVING THE DESCRIPTIVE WRITING ABILITY BY
                    USING STAD (STUDENT TEAM ACHIEVEMENT
                    DIVISIONS) TYPE AMONG EIGHT GRADERS OF MTS N 1
                    EAST LAMPUNG

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

                                        Metro,   November 2018
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APPROVAL PAGE

Title : IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE AMONG EIGHT GRADERS OF MTS N 1 EAST LAMPUNG

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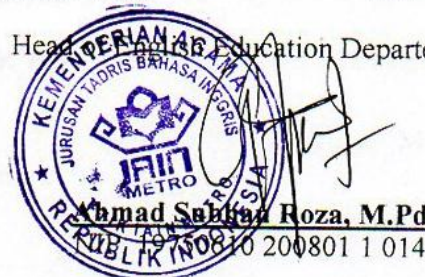To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

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NOTA DINAS

Nomor   :
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Perihal   : Pengajuan Munaqosyah

Kepada Yth.,
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Institut Agama Islam Negeri (IAIN)
di-
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Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. B- 3824/In.28-1/D/PP-00.9/11/2018

An Undergraduate thesis entitled: IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) AMONG THE EIGHT GRADERS OF MTS N 1 EAST LAMPUNG, written by Nadia Amalinal Husna, student number 14121777, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, November 19th 2018 at 15.30 – 17.30 p.m.

BOARD OF EXAMINERS:

Chairperson   : Dr. Mahrus As'ad, M.Ag.   (...............................)

Examiner 1   : Drs. Kuryani Utih, M.Pd.   (...............................)

Examiner II   : Ahmad Subhan Roza, M.Pd.   (...............................)

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The Dean of Tarbiyah and Teaching Training Faculty,

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IMPROVING THE DESCRIPTIVE WRITING ABILITY BY USING STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE AMONG EIGHT GRADERS OF MTSN 1 EAST LAMPUNG

ABSTRACT

By :

NADIA AMALINAL HUSNA

The research aims to know that using STAD (Student Team Achievement Divisions) type can improve the students' ability in writing descriptive text in teaching learning process. The objective of this research was thirty two students in MTsN 1 East Lampung. The action was done in two cycles. Each cycle consisted of planning, action, observation and reflection. The material which was used in this research was description about study situation. In this research the students were given pre survey test before treatment and post test.

This research is a classroom action research (CAR). The research is conducted in two cycles: each cycle consist of planning, acting, observing, and reflecting. In collecting the data, the researcher uses observation, test, documentation and field note.

The finding of this research shows that there is improving the students' descriptive writing ability by using STAD (Student Team Achievement Divisions) type. It can be seen from the progress of the average score in pre test, post-test I, and post test II. The score of pre-tes in cycle I were 64,41 and in the post test, a test were 73,18 became 77,5. The conclusion of this research was using STAD (Student Team Achievement Divisions) type as method especially in English subject was very effective to improve the students' descriptive writing ability at the eight graders of MTs N 1 East Lampung

Keywords   : (STAD (Student Team Achievement Divisions) method, Writing Descriptive Ability, Classroom Action Reseaerch)

UPAYA MENINGKATKAN KEMAMPUANMENULIS DESKRIPTIF DENGAN MENGGUNAKAN PEMBELAJARAN TIPE STAD (PEMBAGIAN PRESTASI TIM SISWA) DI KELAS VIII MTs N 1 LAMPUNG TIMUR

ABSTRAK

Oleh :

NADIA AMALINAL HUSNA

Penelitian ini bertujuan untuk menunjukkan bahwa penggunaan teknik STAD (Pembagian tim prestasi siswa) dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dengan benar dalam proses pembelajaran. Objek dalam penelitian ini adalah 32 siswa di MTs N 1 Lampung Timur. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaam *(planning),* pelaksanaan *(action),* pengamatan *(observation)*, dan pengayaan *(reflection).* Materi yang digunakan dalam penelitian ini adalah deskripsi tentang situasi belajar. Dalam penelitian ini siswa diberikan tes awal *(pre survey test)* sebelum pelaksanaan penelitian dan tes akhir *(postest)* setelah pelaksanaan penelitian.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus: Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan metode observasi, tes, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan STAD (Pembagian tim prestasi siswa) pada menulis teks deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre test, post test I dan post-test II. Skor pre test pada siklus I adalah 64,41 dan dalam post test adalah 73,18 menjadi 77,5. Kesimpulan dari penelitian ini adalah penggunaan teknik STAD (Pembagian tim prestasi siswa) khususnya dalam pelajaran bahasa inggris sangat efektif untuk meningkatkan kemampuan menulis deskriptif siswa kelas VIII di MTs N 1 Lampung Timur.

Keywords   : STAD (Pembagian Tim Prestasi Siswa), Kemampuan Menulis Descriptif, Penelitian Tindakan Kelas)

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name   : NADIA AMALINAL HUSNA

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It is believed that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, August 2018

The Writer

NADIA AMALINAL HUSNA

NPM. 14121777

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

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Program Study : Pendidikan Bahasa Inggris

Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, August 2018

Yang Menyatakan

NADIA AMALINAL HUSNA

NPM. 14121777

MOTTO

<div dir="rtl">

...رَّبِّ زِدْنِي عِلْمًا...

</div>

… My Lord gave me knowledge …

<div dir="rtl">

اَقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ . ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ . عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ

</div>

Read, and your Lord is very glorious.

Who was teaching with pens

He is teaching the human with anything they don't know.

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parents (Mr. Drs. H. M. Saleh, MA and Mrs. Drs. Umi Zuliasari), my brothers (Ikhwanussofa and Farhan Maulana Azka), then my sisters (Rizky Annisa Rahardiany and Najwa Amalia Zulva) who always pray and support in their endless love.

2. My sponsor Mr. Dr. Mahrus As'ad, M.Ag and Co-sponsor Mr. A. Subhan Roza, M.Pd, thanks for guiding and the times.

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4. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro
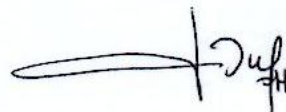
ACKNOWLEDGEMENT

To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish this undergradauted thesis, sholawat is also sent to propet Muhammad SAW who had delivered the truth to human being in general and moslem in particular.

In the second place, the researcher would like to thanks my parents for financial and spiritual support. The researcher's thanks also to Mr. Dr. Mahrus As'ad M.Ag and Mr. Ahmad Subhan Roza M.Pd for being patient and efficiency during the accomplished of this undergradauted thesis.

Last but not least, the researcher's deepest gratitude also go to my classmate (Class A), my best friends, and all people in IAIN of Metro who involved directly and directly in making this writing. The researcher hopes this writing will become source of good for others.

Metro,   August 2018

The Researcher

NADIA AMALINAL HUSNA
NPM 14121777

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CHAPTER I

INTRODUCTION

A. Background of the Study

It is not easy for students of MTs N 1 East Lampung to write in English. In writing we need to think abroad about the ideas and also the choice words. Partly of the students still find dificulties to improve their writing skill. Many students cannot create a good writing because they do not know how to write well especially in making a descriptive text.

In writing, there are several kinds of text; one of them is descriptive text. Descriptive text is a text in which a writer tries to picture out an object to the readers. Many schools have failed to meet appropriate standard of education. Currently, schools in Indonesia have been following the KKM. Many students cannot create a good writing because they do not k now how to write well especially in making a descriptive text. Students are not able to appreciate their thoughts and idea in written form or orally. It shows that this condition is not accordance with the structure and content of education curriculum or unit level or KKM.

Based on pre-survey the researcher found the students of MTs N 1 East Lampung still have difficulties in English writing. It could be seen from teaching learning process. The teaching learning process seemed to be monotonous, because the teaching focuses on reading a text and aims only to make the students able to read aloud. The next activity is translating the

whole passage into Indonesia Language and finding difficult words. Furthermore, the students have low ability, the teacher should not dominate the process. Therefore, the students get bored and loses interest in the subjects. So that, the teacher has to ask what they intend to say. They have difficulties how to write their ideas in written text. In indicates that the score of students' writing which are still poor.

Therefore, to know the students' achievement of English, the researcher also observes the process of teaching-learning at MTs N 1 East Lampung. The fact is the eighth grade students of MTs N 1 East Lampung need to improve their English skill; especially students' descriptive performance should be develop in a good plan and practice.

Meanwhile, when the English teacher asks them to write, they may be confused about what and how they have to write. So the results are still unsatisfactory. Moreover, the next data of pre-survey test can be looked from the table below:

Table 1

Data of the writing mastery of MTs N 1 East Lampung

No.	Score	Frequency	Category	Percentage
1.	> 75	5	Complete	15,62 %
2.	< 75	27	Incomplete	84,38 %
	Total	32		100 %

Source : The English teacher archieve, taken on the pra-survey at November 15th 2017

Due to the fact that many students find the difficulties to write descriptive text, it can be affected by several factors. The researcher regards that one of the factors is the students don't know the real situation of the story which they try to describe in writing. According to the problem above, it is necessary for language teacher to help their students in writing. To improve the students' ability, the teacher should use appropriate method. The writer chooses STAD (Student Team Achievement Divisions) as the method to solve the problem.

In this study, STAD (Student Team Achievement Divisions) that established the students from four or five members learning teams which are mixed in side of performance level, gender, ethnic or racial, and high or low achievers. In order to make sure all team members have mastered the lesson, the teacher presents a lesson and the students work within their teams. The teacher can check the students' comprehension by asking randomly one student from each group to share their comprehension in whole class or with their group members. The students could help each other with their team in discussing the material to get their own comprehension. Then the students get their individual quizzes based on the material and they prohibit helping or cheating one another.

From the above explanation, the writer concludes that by using this method the students are central of the teaching and learning processes. The students will get a stimulus and motivate them to learn, and then the students will be active. They will be in team consists of various students.

Every team could consist of 5-7 students. They study and discuss together about the teacher assignments to get better achievement in the form of individual improvement score and their teams score after taking the individual quiz or test. Every member in team needs to be responsible for his or her team progress.

In STAD (Student Team Achievement Division), there are some important components. It consists of five major components; class presentation, teamwork, quizzes, individual improvement scores, and team recognition. Those all the major components play their own role in order to make the teaching and learning process successful.

Based on the researcher pre-survey data, the researcher found that most of the eighth grade class students of MTs N 1 East Lampung are categorized into low category. It can be seen from score of the student's less that 75 as the Minimum Mastery Criteria (KKM). Occasionally, the researcher wants to develop the student's writing ability notably in descriptive text.

Based on this condition, the researcher interested in investigating about "Improving The Descriptive Writing Ability by Using STAD (Student Team Achievement Division) type among the eighth graders of MTs N 1 East Lampung".

B. Problem Identification

Based on the background above, some problems are identified as follows:

1. The students have low ability in writing skill, especially in descriptive text.

2. The students are passive learning process

3. The students are still difficult to achieve the minimum mastery criteria (KKM)

4. The method that used in the learning descriptive writing process are less interesting

C. Problem Limitation

Based on the problems above, the researcher limits the problems only to the last problem, method that used in learning descriptive writing process are less interesting. Sp the researcher chooses to held a research at the eighth graders of MTs N 1 East Lampung.

D. Problem Formulation

Based on the background of the study above, the researcher would like to identity the problem as follows :

"Can STAD (Student Team Achievement Division) type improve The Students' Descriptive Writing Ability among the eighth graders of MTs N 1 East Lampung?"

E. Objectives and Benefits of the Study

1. Objective of the Study

The objective of the research is to show that the use of STAD (Student Team Achievement Division) method of teaching can improve the descriptive writing ability among the eighth graders of MTs N 1 East Lampung .

2. Benefits of the study

a. For the students :

1) To motivate the students to practice the writing ability.

2) To enable the students to know descriptive text by using STAD (Student Team Achievement Division)

b. For the teacher :

1) As information for the English teacher, that one of the method is more effective to be used in teaching descriptive writing.

2) As information for the English teacher on how to teach descriptive writing as well as to increase the students' writing ability in descriptive text by using STAD (Student Team Achievement Division) type.

c. For the Headmaster:

1) To give information order to the headmaster can support English Learning process by preparing the facilitation and instrument completely.

d. For Further Research

   1) The research can be used as a reference and as a contribution for

      further researcher.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter covers some theories related to the study. The discussion focuses on the Descriptive Writing Ability, Student Team-Achievement Division (STAD) and teaching writing by using STAD.

1. The Concept of Descriptive Writing Ability

a. The Definiton of Descriptive Writing Ability

According to Ken Hyland, writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.[1] It means that the writer develop an ideas and expand it into written

Vicki Urquhant highlights, writing is a process of exploration that offers benefits to student and content area teachers alike. As students write to make their ideas clear and comprehensionsible, they experience the fun of discovery, and so do their teachers.[2]

Mike Fleming stated that writing is powerful means of self and social expression, potentially communicating to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology.[3] It can be

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[1] Ken Hyland, *Second Language Writing*, (USA: Cambridge University Press, 2003), p.9

[2] Vicki Urquhart and Monette Mclver, *Teacching Writing in the content areas*, (Virginia USA : Mid-continent Research for Education and Learning McREL, 2005), p.8

[3] Mike Fleming and David Stevens, *EnglishTeaching in the Secondary School,* (USA: outledge, 2010), p.89

inferred that writer is tool to express themselves, weaving communication, look for and get information.

Kane said descriptive means sensory experience how something, looks, sounds, tastes.[4] It means that the writer can describing something from something that looks, sound, and feels.

Oshima and Hague argue that descriptive writing about how something or someone looks and uses space order.[5] It means that when we describe something with its characteristics and some appearence of this thing, we are writing a descriptive.

Based on explanation above, descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tatses, and/or sounds. Meanwhile, the ability in Oxford Advanced Learner's Dictionary is the fact that somebody is able to do something.[6] Another definiton of it is as follows:

1) The equality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.

2) A natural of acquired skill or talent.

3) The quality of being suitable for receptive to a specified treatment; the ability of a computer to be configured for use as a file server.

---

[4] M.F. Parel Dr. And Preaveen M. Jain, *English Language Teaching (Method, Tools & Techniques),* (Sunrise Publishers & Distributors, 2008), p.125

[5] Alish Oshima and Ann Hogue, *Writing Academic English Fourth Edition*, (Newyork: Pearson Education, 2007), p.30

[6] A.S. Homby, *Oxford Advanced Learner's Dictionary*, (Oxford University, 2010), p.2

Based on the quotations above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial, and intellectual to accomplish something.

Thus, by writing ability means the level of skill of mental activity to produce or reproduc useful written texts which is the results in a text able to convey messages between writer and reader in good communcation.

In this term, writer concluded taht descriptive writing ability is the ability of the students to express their ideas by written text which is the results in a text able to convey messages between writer and reader in good communication.

b. The Characteristics of Descriptive Writing Ability

Descriptive writing has characteristics as follow :

As we know that each kind of genre text has generic structure. Descriptive also has a generic structure and significant lexical grammatical features. Generic structures of descriptive, identification is the topic that the writer will describe and description is the detail information about the topic; it can be characteristics, colors, shape, etc.

Language features of descriptive are use spesific participant, written in simple present tense, use linking verb, use of adjective, use rational and material processes. In other hand, the position of language features of any kinds of text explains the kinds of text itself. As the purpose of descriptive text; to describe things, people, etc.

c. The Kinds of Descriptive Writing Ability

According to Brown, there are four kinds of descriptive writing ability [7]

1) Ability to describe historical profile, place, time and event.

   Example : Borobudur is a Buddhist temple and also the world's largest Buddhist Monument

2) Ability to explain venture profile which deeply about accupation or business.

   Example : I'm an energetic and motivating leder with a proven ability to effectively manage both staff and long and short-term projects.

3) Ability to report from interview, field observation, students must collect infomation about something.

   Example : Borobudur is a greatest temple located at Magelang, Indonesia. The temple is about 100km from the west of Semarang and 40km from the west of Yogyakarta.

4) Ability to tell about characteristics someone.

   Example : My mother is my wonder woman. She has a curly and black hair. She has a brown eyes and skin. She is not tall but not short. I love her so much.....

---

[7] H. Douglas Brown, *Teaching by Principles*:........ p.355

d. The Measurement of Descriptive Writing Ability

In writing, there are topic comments which can be used to know the students writing score. According to J. B. Heaton, the topic comments can be shown in the table below:[8]

Table 2

The Measurement of Descriptive Text Writing

Student Score	Level	Criteria	Topic Comments
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, etc.
	26-22	Good to Average	Sure knowledge of the subject, adequate range, etc.
	21-17	Fair to Poor	Limited knowledge of the subject, little substance, etc.
	16-13	Very Poor	Does not show knowledge of the subject, non- substantive, etc.
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated, etc
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, etc
	13-10	Fair to Poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very Poor	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice, and usage, etc.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.

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[8] J. B. Heaton, *Writing English Language Tests,* (London and New York: the United States of America, 1988), p. 146.

	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very Poor	Essentially translation, little knowledge vocabulary, etc.
Grammar	25-22	Excellent to Very Good	Effective, complex constructions, etc.
	21-18	Good to Average	Effective but simple construction, etc.
	17-11	Fair to Poor	Major problem in simple/complex constructions, etc.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, etc.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, etc.
	4	Good to Average	Occasional errors of spelling, punctuations, etc.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, etc.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

e. The Example of Descriptive Text

My Lovely Persia Cat

Identification :   Kim is my beautiful Persia cat.

Description   :   Kim has a large round head, a short nose, big eyes,

full cheeks and small ears with rounded tips. She has

short legs and a long tail. She is so fat with a long, thick, shinny golden coat with a fine texture. She is so cute. She likes to sit beside me when I watch TV. I love my catty Kim so much.... [9]

2. **The Concept of STAD (Students Team Achievement Divisions)**

a. **The Definition of STAD (Students Team Achievement Divisions)**

Working together means cooperation. It also means taking the talents of individuals and pooling talents together to get the job done. Cooperative learning can be defined as a small group discussion, which the students could collaborate with their classmates and others in order to study and learning together. [10] It makes the students collaborate and help each other fulfill the objective of teaching in the classroom.

One of Cooperative Learning is STAD (Student Team Achievement Divisions). STAD is a cooperative learning method in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. [11] STAD (Student Team Achievement Divisions) is one a set of instructional techniques developed and researched by Robert E. Slavin at John Hopkins

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[9] http://www.englishindo.com/20018/01/koleksi-contoh-descriptive-text-singkat.html?m=1 (20th March 2018)

[10] Roby M. Gillies, A.F. Ashman and T. Terwel (eds), *The Teacher's Role in Implementing Cooperative Learning In The Classroom*, (Newyork: Springer Science, 2008), p.26

[11] Richard M. Felder, and Rebecca Brent, *Cooperative Learning*, (Department of Chemical Engineering, N.C. State University: Educational Design, Inc.,), p.2

University collectively known as Student Team Learning.[12] The idea of this techniques is to create the students to work together in order to get the objectives of academic.

There are three concepts that are central to STAD (Student Teams-Achievement Divisions), are:

1) Teams rewards

    In the team reward, the team will get a reward or and certificates if they could reach the academic objective. However, there is no competition among the students.

2) Individual accountability

    It means that in STAD (Student Teams-Achievement Divisions), the teams' success depend on the individual learning of all team members. Each student has to make sure that each of their friends in their team is ready to face the quiz or the assessment in the end of the learning.

3) Equal opportunity for success

    It means that each student have same an opportunity for their own success in learning. In this case, each student has a chance to improve his or her own score and their team score.[13]

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[12] Shlomo Sharan, eds, *op.cit*., p.3
[13] Shlomo Sharan, eds, *op.cit*., p.3-4

From the several statements above, the writer sums up that the STAD is one of the cooperative learning method that students are assigned to four-five member learning teams that are mixed in performance level, gender, and ethnicity.

b. The Techniques of Using Student Teams-Achievement Division

The general procedures to follow when preparing STAD (Student Teams-Achievement Divisions) include the following step:

1) Materials

Prepare writing materials, the materials are designed specifically for STAD (Student Teams-Achievement Divisions) and adapted from textbook or other published sources or with teacher-made materials.

2) Assigning Students to Teams

Teams in STAD (Student Teams-Achievement Divisions) should be heterogeneous. Here are the following steps:

a) Make copies of team summary sheets for every group in your class:

Table 2
Team Summary Sheet

Group	The Score of Members							Score
A								
B								
C								
D								
E								
Excellent Team								
Good Team								
Average Team								
Fair Team								
Poor Team								

b) Rank students in your class from highest to lowest performance.

c) Decide on the number of team. Each team should have four or five members if possible.

d) Assign student to teams.

3) Determining Initial Base Score

The base score represents students average score on past quizzes. Otherwise, it can use the students' final grade from the previous year.

4) Team Building

Before starting any cooperation learning program, it is good idea to start off with one or more team-building exercises just to give team members a chance to do something fun and to get know one number. For example, teams might be given a chance to create a team logo.

5) Grading

Report card grade should be based on students' actual quiz score, not only their improvement points or team scores.[14]

From the details, the writer sums up that before implementing STAD (Student Teams-Achievement Divisions) in class, the teachers must know the method of using STAD itself, in order to make teaching learning activities fun and enjoyable.

c. **The Advantages and Disadvantages of STAD**

Just like any method, STAD (Student Teams-Achievement Divisions) also has advantages and disadvantages. The advantages are:

1) Encourages learners to work together for both the common and individual good.

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[14] Robert E. Slavin, *op.cit.*, p. 78-83

2) To make the students feel better about themselves and to be more accepting of others.

3) Students will have an equal opportunity to learn and to be success.

4) Students with lower abilities are more likely to improve their achievement in mixed group.

In contrast, based on the writer experience in the classroom the disadvantages of STAD (Student Teams-Achievement Divisions) are:

1) Taking much time in organizing the group.

2) The class situation becomes noise because students work in group. It means that they have to interact with their teammates to discuss the task given. It is natural that when students work in group they will much talking than when they learn individually, here the teacher needs to control the students often.

3) Sometime, the discussion is not working well. There only one or two students who active follow the discussion and doing the task. In this case, the teacher should pay more attention by asking randomly the students to answer the question.

4) Wasting instructional time. Teacher has to stated clear instruction, sometimes he has to repeat the instruction often because they concern with their group and they ignore the teacher.[15]

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[15] Robert E. Slavin, *op.cit*., p. 83-85

3. Teaching Writing through Student Team-Achievement Divisions Technique

The following is steps in teaching writing by using STAD (Student Team-Achievement Divisions) :

a. Step 1 : Class Presentation

The presentation covers the opening, development, and guided-practice components of lesson.

1) Opening

Before the class presentation begin, the teacher have to discuss the following teams' rules, such as:

a) Students have a responsibility to make sure that their teammates have learned the material.

b) No one finished studying until all teammates have mastered the subject.

Then, the teacher continues by telling the students about what they are going to be learned or brainstorming.

2) Development

The teacher has to stick close to the objectives that the students have to learn, actively demonstrate concepts or skill using many examples, frequently assess student comprehension by asking many question, move to the next concept as soon as students have grasped main idea.

3) Guided-Practice

The teacher calls on students at random. This makes all students prepare themselves to answer. The teacher can do it if necessary to check their comprehension.

b. Step 2: Teams

The teacher asks the students to work together in their own teams; the teams had been assigned before. During team study, team members' tasks are to master the material that the teacher presented in the class, and to help their teammates master the material. In addition in the teamwork processes, the teachers have to observing and intervening when it necessary I order to recheck the students' comprehension.

c. Step 3: Test or Quizzes

Distributes the quiz and give students adequate to complete it. Do not let students work together or cheat on the quiz.

d. Step 4: Individual improvement score

After distributes the quizzes, the teacher may collect and score them. After that, the teacher could give the score to the students to give the result of the quizzes. It makes the students know their improvement and it makes the students motivate their teammates to get the higher score than before.

e. Step 5: Team recognition

In this step, the teacher could give a reward to the best team in latest quizzes. The reward could be a score or something for the team.[16]

B. Hypothesis Formulation

Landburg defines that hypothesis is a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome.[17] So the writer would like to formulate hypotheses as follow:

Improving The Descriptive Writing Ability by Using STAD (Student Team Achievement Division) type among Eighth Graders of MTs N 1 East Lampun

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[16] Robert E. Slavin, *op.cit*., p.71-73
[17] Sarantakos, S. *Social Research*. (London : Macmillan), 1993

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable and dependent variable. Independent is the variable which selected, manipulated, and measured by the researcher. Independent variable of this research is using STAD (Student Team Achievement Division) type as method. The two variables can be explained as follow:

1. Independent Variable (X)

The independent variable in this research is simulation method. Independent variable is the major variable which is hoped to investigate. It is the variable which selected, manipulated, and measured by the writer. Independent variable of this research is using STAD (Student Team Achievement Division) type as a method which can be defined as tool to help students' easier to write the writing descriptive.

Moreover, this variable indicator is the students of MTsN 1 East Lampung can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is a star of 0-100 to assess and measure student performance. indicator of this variable is that students can write well

and correctly without experiencing obstacles both in terms of word election and grammatical to improve their writing skills with STAD (Student Team Achievement Division) type.

2. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable. Descriptive writing ability as the dependent variable defined as built from the writing ability of someone that has develop or practiced on a classroom. The way to measure this variable is using test. The measuring instrument is an written test and for the score is start from 0-100 to assess and measures the students writing descriptive text.

The indicators of writing descriptive are:

	Random	General classification & description
C O N T E N T	27 – 30	Very good excellent: knowledgeable substantive relevant to the topic, provides details of the topic
	22 – 26 17 – 21	Average to good: some knowledge of the subject, mostly relevant to the topic but lack detail
		Poor to fair: limited knowledge of the subject, inadequate development of the topic
	13 – 16	Very poor: does not show knowledge, not pertinent to the topic

O R G A N I Z A T I O N	18 – 20	Very good excellent: ideas clearly stated, well organized, logical sequencing and relevant to the generic structure
	15 – 17	Average to good: loosely organized, limited support and logical but incomplete sequencing, relevant to the generic structure but sometimes using unclear sentences
	10 – 14	Poor to fair: not fluent, ideas confused, lacks logical sequencing, a generic structure not clear
	7 – 9	Very poor: does not communicate, no organization, not enough to evaluate
V O C A B U L A R Y	18 – 20	Very good to excellent: sophisticated range, effective word or idiom choice, and usage, word form mastery, appropriate register
	14 – 17	Average to good: adequate range, occasional errors of words/idiom, form, choice, usage, but meaning not obscured
	10 – 13	Poor of fair: limited range, frequent errors of words/idiom, form, choice, usage, meaning confused or obscured
	7 – 9	Very poor: essentially translation, little knowledge of vocabulary, idiom, word from, or not enough to evaluate
G R A M M A R	22 – 25	Very good to excellent: effective complex construction, few errors of agreement, tense number, word order/function, article, pronoun, and preposition
	18 – 21	Average to good: effective but simple construction, a minor problem in complex construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscured
	11 – 17	Poor to fair: a major problem in complex/simple construction, frequent errors of negation, agreement, tense, word order/function, articles, pronoun, preposition and/or fragment, deletion, meaning confused
	5 – 10	

		or obscured
		Very poor: virtually no mastery of sentence construction rules, dominated by errors, did not communicate, or not enough to evaluate
M A C H A N I C	5	Very good to excellent: demonstrated mastery of convention, few errors of spelling, punctuation, capitalization, paragraphing
	4	Average to good: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured
	3	Poor to fair: 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 enough to evaluate[18]

B. The Research Setting

This research was conducted at the eight graders of MTs N 1 East Lampung which located at Jl. Ki Hajar Dewantara / Lembayung Banjarrejo 38 B Batanghari East Lampung in academic year 2018/2019. Telp (0725) 48510. And the writer used the Classroom Action Research (CAR), because classroom action research was one of the effort to improve the teaching program quality in all educational level intend junior high school. Action research could be done the researcher or teacher as manager of teaching program. Classroom action research is mean that the teacher can know what do and dissolve the problem in their

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[18] Joy M. Reid, *Teaching ESL Writing*, (New Jersey: Prentice Hall Regents. 1993), .p.236

class. Here, the writer held collaboration with the other English teacher. We worked together to plan and design classroom action research process.

C. The Subject of the Research

This research is the Classroom Action Research (CAR) type, and the subjects of this research are the students of the eight grades of Mts N 1 East Lampung. This class consists of 32 students.

The writer took one of her classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in descriptive text writing, the teacher found problems such as incapability of the students in creating descriptive text well. After finishing the problems, she examined the problem solution. The problem solution was teaching descriptive text writing through STAD (Student Team Achievement Division) type..

Table 3

The Subject of the Research

No	Class	Gender		Total
		Male	Female	
1	VIIIA	13	19	32
	Total	13	19	32

D. Research Procedure

1. Classroom Action Research

The research is aimed to improve descriptive writing ability by using STAD (Student Team Achievement Divisions), so the writer using classroom action research. According to Tomal, action research is a systematic process of solving educational problems and making improvements.[19]

According to Angelo, classroom action research is the patient, systematic study of students learning by disciplinary faculty in their classrooms. It is aimed at the producing insights and understanding that can improve teaching and learning.[20]

According to Eileen state that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.[21] It meant that action research was a practical way of looking at your practice in order to check whether it was done as you feel it should be.

From the definition above, the writer concludes that classroom action research is a research in teaching and learning in the class which the aim is to increase the students' ability and to solve problem in the learning process.

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[2] Daniel RTomal , *Action Research For Educator*, (Scarecrow Press: United States of America, 2003), p. 5
[3] *Ibid*

In the Classroom Action Research, the researcher would like to hold the research in two cycles. There is a relationship between one and the other. They are:

1. Planning

2. Acting

3. Observing

4. Reflecting

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:[22]

Figure 1

Spiral Classroom Action Research

Reflect   Plan   Revised   Reflect   Plan

CYCLE 1   CYCLE 2

Observe   Act   Observe   Act
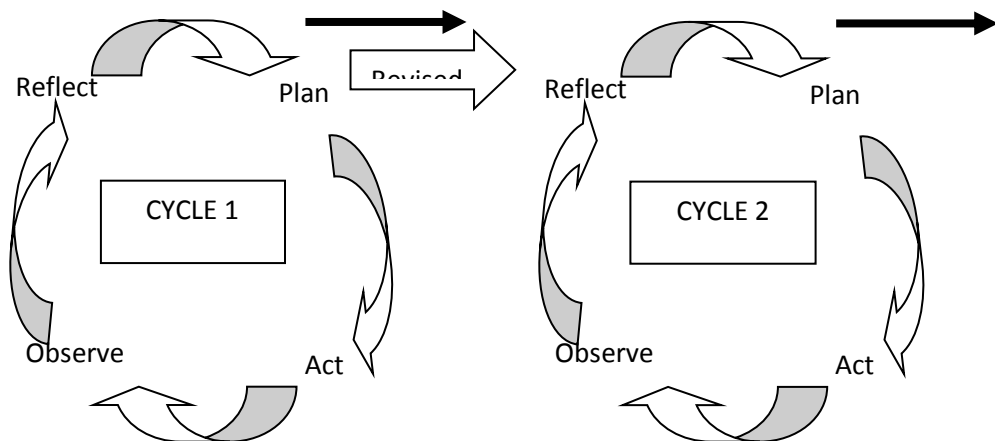
McNiff Jean, and Whitehead Jac

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[22] McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition,* (New York: RoutledgeFalmer Taylor & Francis Group, 2002), p.41.

2. Action Plan

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

There are the four activities in each meeting of cycle 1 such as planning, acting, observing, and reflecting.

1) Planning

Planning was the first step of the teaching context and it was prepare before the researcher did the action. Planning that was conduct by the researcher were:

a) The researcher prepare the lesson plan, list of the student's name, and materials.

b) Preparing a test and evaluation.

c) Prepare the source of learning

d) Prepare the observation sheet.

e) Prepate the evaluation form to evaluate the student's activities after the teaching – learning process.

2) Acting

The second step in the acting research is action. It is the realization from the planning which has made by the writer. Without the action, the planning is just imagination that never

is real. The researcher was done this research in two cycles. In the cycles the researcher action in 3 activities, they were:

a) Pre teaching activities

    (1) The teacher began the lesson by greeting to catch students attention.

    (2) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.

    (3) The teacher checked the students' readiness to study.

    (4) The teacher built the background knowledge of students by showing of group.

    (5) The teacher discusessed about pyramid discussion with student by asking some questions.

    (6) The teacher built knowledge of students first in order to make students ready to learn the topic and made them easier to explore more about the topic in next phases.

    (7) The teacher introduced STAD (Student Team Achievement Divisions) to the students to help them built their ideas in writing.

b) While activity

    a) Exploration

    (1) The teacher described to the students; example was taken from My Lovely Persia Cat.

      (2) The teacher described Persia Cat to the students like in sentences. The sentences were usually calls as identification and description in descriptive text.

      (3) The teacher explained the generic structure of descriptive text.

      (4) The teacher explained the communicative purpose of descriptive text and language feature of the text.

b) Elaboration

      (1) The teacher distributed of people preferred and asked the students to choose one of them.

      (2) The teacher asked students to describe characteristics of them.

c) Confirmation

      (1) The teacher checked the students' comprehension by asking some questions relate to the lesson.

      (2) The teacher facilitated the students to do reflection to get learning experience.

d) Post activity

      (1) The teacher gave feedback to the students toward the process and learning achievement, it could be like giving reward to the students that want to explain anymore about descriptive text by self.

(2) The teacher concluded or summarizes the lesson together with the students.

(3) The teacher reviewed the activity that has been done consistently.

(4) The teacher gave home assignment.

(5) The teacher closed the meeting

After the students are given the treatment in the cycle 1, they were given the post test. The instrument that was uses has different mode with the instrument that was given in the pre test.

3) Observing

Observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observes by collaborator observes the student activities, in this research the writer acted as a teacher who implemented the STAD (Student Team Achievement Divisions) in treatment. This is to know how far the students Descriptive Writing Ability using the STAD (Student Team Achievement Divisions). In this step, the writer observes the process of teaching learning by using observation sheet.

4) Reflecting

Reflecting was the last step of this process the researcher analyzes and discuses observation and the result during teaching learning process. In this step the researcher uses the data for

evaluation to make improvement for the second cycle. And the cycle 2, was conducts mark up from cycle 1.

b. Cycle 2

1) Planning

a) The researcher studied of the reflection result in the first action.

b) The researcher discussed about the action that has done cycle 2.

c) The researcher arranged the detail plan about the action on cycle 2

d) The researcher collected the subject material and the learning method.

2) Acting

1) Pre teaching activities

a) The teacher began the lesson by greeting to catch students attention.

b) The teacher asked the student's condition before begin the learning process and teaching the students by checking the students' list.

c) The teacher checked the students' readiness to study.

d) The teacher asked about the material in the first meeting about STAD (Student Team Achievement Divisions). To help the students' remember the memorize about descriptive writing using STAD (Student Team Achievement Divisions).

2) Post activity

    a) The teacher did the treatment to the students'.

    b) The teacher gave the post test.

    c) The teacher summarized the post test.

    d) The teacher closed meeting.

3) Observing

The observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observes by collaborator by using observation sheet. And the outlines of observation in this step such as, student's ability in question answer, students' writing and error, and students' good participant.

4) Reflecting

The researcher and the collaborator corrected and analyzed the result of the action. By reflecting, the researcher knew the strength and weakness of the action. In this step the researcher compared the score distribution of pre-test and post-test, the writer reviewed and reflected on the students attitude whether was positive or negative, enough in the second cycle or need for next second.

E. Data Collection Method

The data collection was the accumulation of specific evidence that enable the researcher to properly analyze the results of all activities by his research design and procedures.[23]

In this research was intended to know STAD (Student Team Achievement Divisions) can be used to improve the Descriptive Writing Ability. The writer ministered test, observation, documentation, and field notes in data collection method.

To collect the data, the researcher used the data collection method as follow:

1. Test

In this research, researcher used tests for the instrument. Test is some questions or exercise that use to measure the skill, knowledge, intelligent, capability. In this research, researcher is chosen objective of written test where the test is work sheet form.

a. Pretest

The researcher gave the students pretest at the first meeting. The score of the item base of the measurement of writing descriptive text.

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[23]Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006).p.212

b. Post test

The post test was done after the treatment, after having the treatment the student would have a post test. The form and the procedure of the post test are the same as pretest.

The post test was given in the last meeting after three treatments in order to find out whether the treatments gave any contribution to the students' achievement in the experimental.

2. Observation

The researcher used observation to get data about students and teacher activities in learning process. The researcher noted their activities in learning process in the class.

3. Documentation

Documentation is method that is used to get information from written sources or documents like books, magazines, regulation, notes of meeting and daily report.

The researcher used this method to get the data about the history of the school, the sum of teachers, official employed and students at MTsN 1 East Lampung.

4. Field Note

Field note is various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, and teacher interaction with students, student interaction with students and some other aspects.

F. Research Instrument

Instrument is a mechanism for measuring, which is will use to gather and record information for assessment, decision making, and ultimately understanding.[24] In this research, the research instrument was be designed by the writer. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance

   a) The students learning activity

   b) Teacher performance in the classroom

2. Documentation Guidance

   a) The history of the school

   b) The condition of teachers and official employee

   c) The condition of students

   d) Learning facilities

   e) Organization structure and

   f) Location sketch at MTsN 1 East Lampung

3. The Test Guidance

   This test is a written test that has the following indicators: Indicators of STAD (Student Team Achievement Divisions) that students can do easily and can remember their writing assignments and they can use them in their writing skills. Finally, the Student

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[7] David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey, Bass, 2007), p. 5

performance indicator is that students can improve their performance based on their content, organization vocabulary, grammar, and machanic.

The writer will used content validity in order the instrument has a good quality and the instrument will be relevant to the focus of the research. Therefore, the researcher will use content validity based on the syllabus and materials at the eight grades of MtsN 1 East Lampung in academic year 2017 / 2018.

G. Data Analysis Method

Data analysis was be conducted by taking the average score of the pre test and post test. Furthermore to know the gain, the writer would compare between pre test and post test. Then, the result was matched by the minimum standard in this school at least 75. If from cycle 1 there were some student not successful, so we would conducted cycle 2. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

Tabulating the result of the test, and finding the mean of the pre test and the post test. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\Sigma X}{N}$$

Notes:

$\bar{X}$: Mean

Σ: Sum of

X: Raw score

N: The total number of subject[25]

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 75, this formula is used:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

H. Indicator of Success

To know the gain the data was conducted in each test by taking the average score of pre-test and post-test. After the result was suitable by the minimum standard of descriptive writing ability in this class at least 75. This research was success or finish if 75% of students got minimum score 75, and 75% of active students in learning activity which occur until the last cycle.

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[25] Donald, et al, *Introduction to Research in Education,* (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of The Research

1. The Description of Research Location

a. The History of MTS N 1 East Lampung

MTS N 1 East Lampung is located on Street Lembayung Banjarrejo East Lampung. In the beginning, MTS N 1 East Lampung was established on April 19, 1983.

Since MTSN 1 East Lampung was established, this school has been led by the following principals:

1)	Syaiful Parjono	1978-1980
2)	Maijab, BA	1980-1988
3)	Mulyadi	1988-1998
4)	Drs. Kamaludin	1998-2004
5)	Yahya Sulaiman	2004-2005
6)	Drs. Mufasir	2005-2010
7)	M. Nurdin, S.Ag	2010-2015
8)	Hj. Lenny Darnisah, S.Pd, M.M	2015-2018
9)	Irwin	2018

b. The Condition of Teacher and Official Employees

Table 1
The Condition of Teacher and Official Employees in MTS N 1 East Lampung

No	Name	Sex	Occupation
1	Irwin	Male	Principal
2	M. Ali S, A.Md	Male	Islamic Teacher
3	Dra. Hj.Sri Budi Utami	Famale	Arabic Teacher
4	Abdurrohim, Ba	Male	Arabic Teacher
5	Laili Masithoh, S.Pd.I	Female	Islamic Teacher
6	Dra. Chandrawati	Female	Mathematics Teacher
7	Dra. Rulia	Female	Counselor
8	SejoWinarno, Ba	Male	Indonesian Teacher
9	Abdul Rohman Ps, S.Ag	Male	Vice principal
10	Drs. Akhmad Zazuli	Male	Islamic Teacher
11	Dra. Wiwik Darwati	Female	Indonesian Teacher
12	Dra. Hj.Siti Tsaniyah	Female	Counselor
13	Fatmah, S.Ag	Female	Drum band Coach
14	Dra. Sri Hermawati	Female	Mathematics Teacher
15	Desi Handayani, S.Pd	Female	English Teacher
16	Eni Yunanti Utami, S.Pd	Female	Science Laboran
17	Mardliyati, S.Ps.I	Female	Art Teacher

18	Hj. Samsiah, S.Pd.I	Female	Islamic Teacher
19	Rosita, S.Ag	Female	Indonesian Teacher
20	Dra. Marliza	Female	Civic Teacher
21	Dra. Eka Marlita	Female	Civic Teacher
22	Ma'sum, S.Ag, M.Pd.I	Male	Vice Principal
23	Sukesih, S.Pd.I	Female	Science Teacher
24	Asih Subagyo, Ba	Male	Indonesian Laboran
25	Hj. Nasyiatun Budiarti, S.Ag	Female	Islamic Teacher
26	Taufik Hidayat, S.Pd., M.M	Male	Sport Teacher
27	Yuli Setyono, S.Pd	Male	Vice principal
28	Eko Susilo Hadi	Male	Sport Teacher
29	Masriyah, S.Ag	Female	Computer Laboran
30	Drs. Abdul Sukur	Male	Vice Principal
31	Muhammad Nurdin, S.Pd	Male	Science Principal
32	Magdalena, S.Pd	Female	English Teacher
33	Novi Diana Mandawasa, S.Ag	Female	English Teacher
34	Zaki Mubarok, S.ag., M.Pd.I	Male	Arabic Teacher
35	Lathifah Yan, S.Ag	Female	Science Teacher
36	Aswandi, S.Ag	Male	Social Teacher
37	Musyri'ah, S.Ag., M.Pd.I	Female	Islamic Teacher
38	Bara Sabarati, S.Psi., M.Pd.I	Female	Counselor
39	Siti Nurhayati, S.Pd. M.Pd.I	Female	Mathematics Teacher

40	Atik Setyawati, S.Si	Female	Computer Teacher
41	Drs. A. Fauzi	Male	Social Teacher
42	Baktiono, S.Sn	Male	Computer Teacher
43	Octi Humairoh	Female	Counselor
44	Prini Mardiyanti, S.Pd	Female	English Teacher
45	Endang Puji Lestari, S.Pd	Female	Social Teacher
46	Yusti Apriani, S.Pd	Female	English Teacher
47	Farida, S.Pd.I	Female	Mathematics Teacher
48	Budi Jamaluddin Fa'ri, St	Male	Computer Teacher
49	Putri Dwi Pravitasari,S.Pd.I	Female	Lampungnese Teacher
50	M. Ikhsan Nawawi, S.Ag	Male	Administration Staff
51	Tajuddin Muslih, S.E	Male	Lampungnese Teacher
52	Uzu Nuhir	Female	Administration Staff
53	Ema Dewi Arif	Female	Administration Staff
54	Rosada Niliyani, S.Ag	Female	Administration Staff
55	Abdul Hanan	Male	Security
56	Ponidi	Male	Administration Staff
57	M. Insan Jaya, S.Pd.I	Male	Administration Staff
58	Andika Irawan	Male	Administration Staff
59	Sarno	Male	Security

Source: Documentation at MTS N East Lampung

c. **The Number of Students' MTS N 1 East Lampung**

Table 2
The number of students' MTS N 1 East Lampung

Class	Sex		Amount
	Male	Female	
VII	105	118	223
VIII	91	104	195
IX	103	147	250
Total	299	369	668

Source: Documentation at MTS N 1 East Lampung

d. **Organization Structure MTS N 1 East Lampung**
Figur 1
Organization Structure of MTS N 1 East Lampung
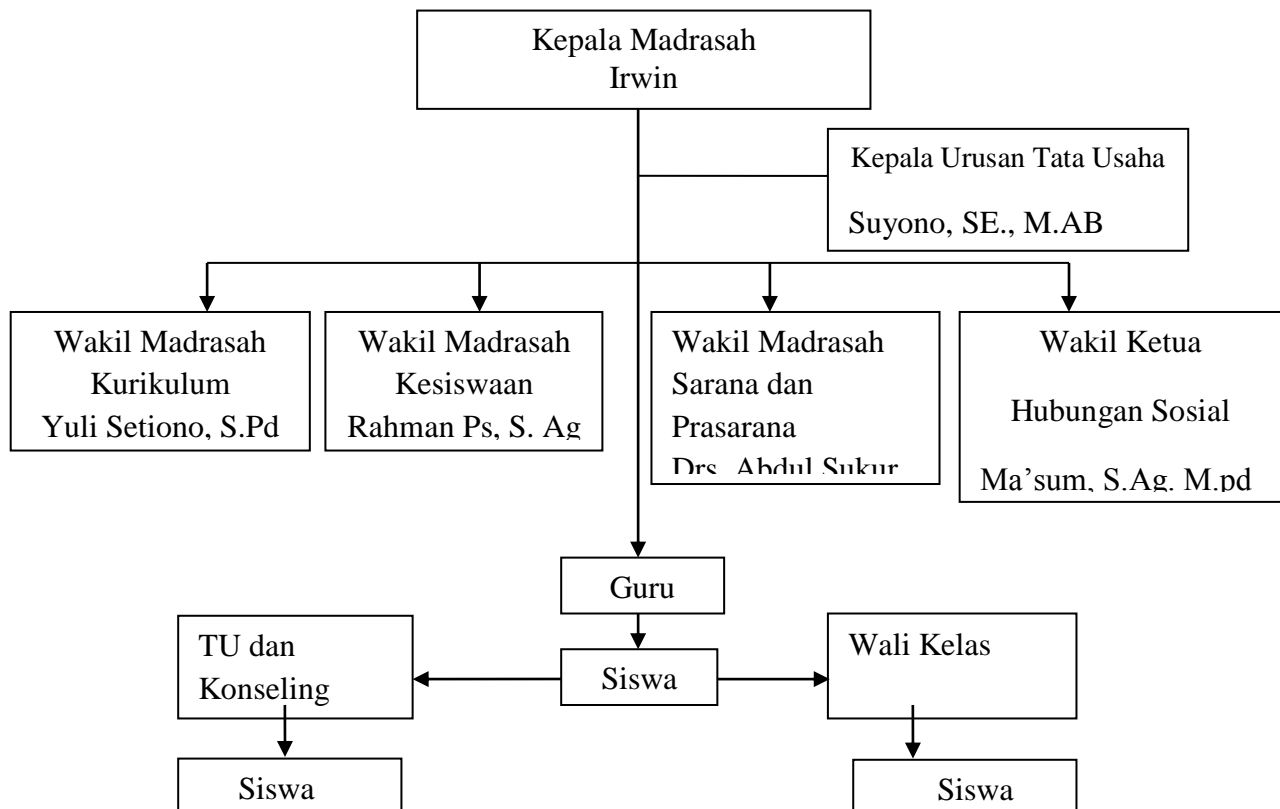
e. The Map of MTS N 1 East Lampung

Figure 2. The Map of MTS N 1 East Lampung
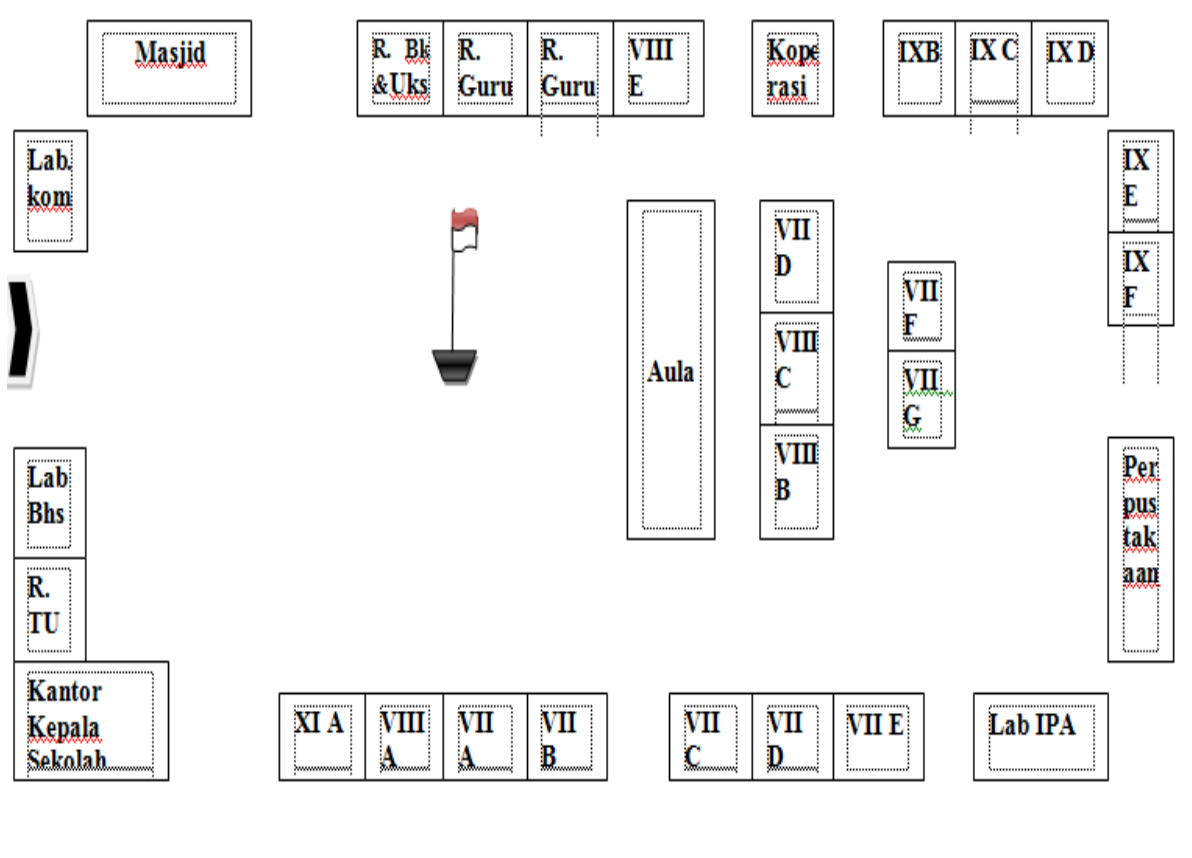
f. Learning Facilities

The condition of Learning Facilities in MTS N 1 l East Lampung was under renovation. The data confirms that MTS N 1 has 30 rooms which consists of 18 Classrooms, 1 Principal's room, 1 Living room, 2 Teacher's room, 1 School health service room, 1 Library, 1 Ceremony yard, 1 mosque, 1 computer room, 2 physical laboratorial, 1 Cooperation, 1 administration room. And there are several Extracurricular activities: Troopflag raisersheritage (Paskib), KIR, Spiritual (Rohis), Scout

(Pramuka). School Activities Sports nuance: Basketball, Football, Badminton, Volleyball, Futsal.

B. Research Data

1. The Research of the students' Pre-Test

To measure the student writing descriptive ability, the writer used the pretest before giving the treatment. The writer was gave the students a pre-test to see their knowledge about descriptive text. The writer gave some theme, then the student start to write. So, the result of pre-test could be shown on the table below:

Table 3

The Students' Pre-test Result of Writing Descriptive Text

No	Name	Score	Targer >75
1	AAN	69	Incomplete
2	ADK	75	Complete
3	AGP	63	Incomplete
4	ANA	76	Complete
5	ARL	61	Incomplete
6	ARN	69	Incomplete
7	AZR	55	Incomplete
8	ANA	73	Incomplete
9	AFH	62	Incomplete
10	ADS	85	Complete
11	BAT	50	Incomplete
12	BI	69	Incomplete
13	IA	67	Incomplete

14	KTJ	60	Incomplete
15	HAQ	75	Complete
16	MA	76	Complete
17	MM	75	Complete
18	MS	62	Incomplete
19	MP	52	Incomplete
20	MHS	60	Incomplete
21	OD	54	Incomptete
22	OI	68	Incomplete
23	PC	55	Incomplete
24	RAD	54	Incomplete
25	RAW	68	Incomplete
26	RF	56	Incomplete
27	RN	56	Incomplete
28	SAL	83	Complete
29.	ST	63	Incomplete
30.	UMR	60	Incomplete
31.	UKI	65	Incomplete
32.	UOA	45	Incomplete
Total		2061	
Average		64,41	
High Score		85	
Low Score		45	

Source: The result of Pre-test

Table 4

Percentage Students' Score of Pre-test of Writing Descriptive Text

No	Score	Frequency	Percentages	Category
1	>75	7	21,88%	Complete
2	<75	25	78,12%	Incomplete
Total		32	100%	

Source: The result of Pre-test on June 5th, 2018

Graphic 1
The Comparision of Students' Complete in Pre Test
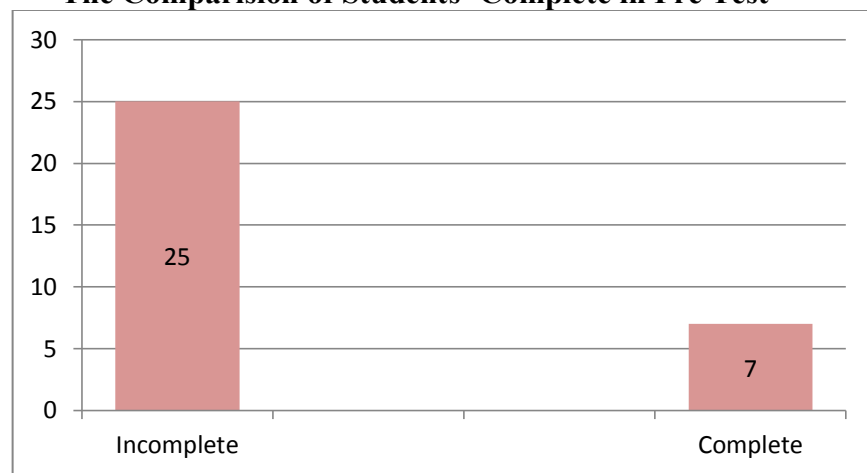
Source: The result of Pre Test

Based on the result of pre test showing that the score of the students were various. The highest score is 85 and the lowest score was 45. The averaged score of pre-test is 64,41. So, we know that there were 25 students failed to achieve the Minimum Standard Score (MSC) and 7 students get score above the MSC.

Based on the result of pre test above, it can be inferred that the students still have low ability in descriptive writing ability. Furthermore, this condition was appropriate with the background

problem in the chapter I and they need new technique to improve their writing ability.

2. **Cycle 1**

   a. Planning

   In this stage the researcher and the collaborator planned to gave material about writing. The researcher and the collaborator prepare several things related to teaching and learning process as follows:

   1. Identified the problem and find the problem solving.

   2. Prepared the material and technique of teaching.

   3. Prepared the source of learning.

   4. Prepared the observation sheet.

   5. Prepared the evaluation form to evaluate the students' activities after teaching learning process.

   b. Acting

   There are some steps that the researcher was done in the action:

   1. The researcher applied the lesson plan.

   2. The researcher teaches by using STAD (Student Team Achievement Division) type.

   3. The researcher guided the students to solve the problems in writing the descriptive based on the lesson plan.

   The action in the cycle 1 consist of 2 meetings. The first meeting was use to pre-test. The second meeting was use to the action and the

cycle 1 (post-test 1). The explanation of every meeting will be explain below:

1) The First Meeting

  The first meeting was conducted on Tuesday, June 5th 2018 for 2x45 minutes, 08.00 – 09.30am. This meeting was start the class by greeting, praying, and checking attendance, and asking the students condition. The condition of the class is less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It show that some students gave their full nice attention to the researcher during the learning process. The researcher start the lesson by asking question about the descriptive text. Next the researcher ask about their knowledge in descriptive text. After that, the researcher explain about definition, generic structure and example of descriptive text. The researcher also explain about fotmat story grammar in descriptive text. Then, the researcher make a pair, a pair consist of 5-6 persons. Then the researcher gave different theme to each group in a pair. The researcher gives them a time to discuss their theme and make a descriptive text. In the end of meeting, the researcher gave motivation to the students and stimulated the students to

conclude the material. And then, the researcher greets to closing the meeting.Then, the researcher greets to closing the meeting.

2) The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1 and it was conduct on Wednesday, June 6th, 2018 for 2x45 minutes, 07.30 – 09.00. The meeting was started by praying and greeting, checking the attendance list, asking the students condition, and giving motivation to students.

Then, the researcher gave post-test to the students. The kind of test was written test, the researcher gave some themes, and then the researcher give time about 30 minutes to students and they should make a descriptive text based on the theme. In the post-test only 18 students who get good score, but the result of the students test was better than the students test before giving treatment.

Table 5
The Result of Students Post-Test 1 Score

No	Student's Name	Score	Target >75
1.	AAN	76	Complete
2.	ADK	78	Complete
3.	AGP	63	Incomplete
4.	ANA	78	Complete
5.	ARL	76	Complete
6.	ARN	76	Complete
7.	AZR	60	Incomplete

8.	ANA	79	Complete
9.	AFH	67	Incomplete
10.	ADS	88	Complete
11.	BAT	65	Incomplete
12.	BI	77	Complete
13.	IA	76	Complete
14.	KTJ	69	Incomplete
15.	HAQ	78	Complete
16.	MA	79	Complete
17.	MM	80	Complete
18.	MS	69	Incomplete
19.	MP	58	Incomplete
20.	MHS	77	Complete
21.	OD	80	Comptete
22.	OI	79	Complete
23.	PC	64	Incomplete
24.	RAD	60	Incomplete
25.	RAW	76	Complete
26.	RF	67	Incomplete
27.	RN	69	Incomplete
28.	SAL	85	Complete
29.	ST	76	Complete
30.	UMR	78	Complete
31.	UKI	76	Complete
32.	UOA	62	Incomplete
	Total	2342	
	Average	73,18	

	High Score	88	
	Low Score	58	

Table 6

Frequency of Students' Score of Post test I of Writing Descriptive Text

No	Score	Frequency	Percentages	Category
1	>75	20	62,5%	Complete
2	<75	12	37,5%	Incomplete
Total		32	100%	

Source: The result of Post-test 1 on June 6th 2018

Graphic 2

The Comparision of Students' Complete in Post Test I
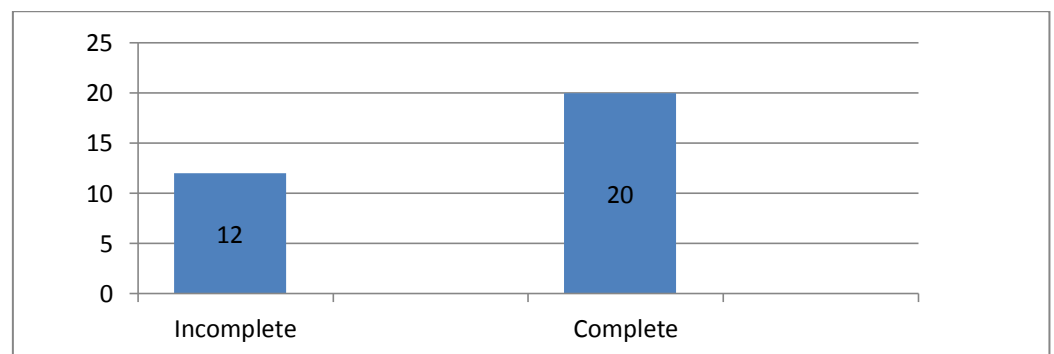
Source: The result of Post Test I

Based on the data above, it can be seen that 20 students' got high score and 12 students' got average score. It was higher than the result of pre-test. The criterion of students' who got minimum score 75.

c. Observation

   While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher was as a collaborator who observes the students' activities during teaching learning process.

   After doing the treatment and observation, the researcher got the result of the students' learning activities from the collaborator as follows:

Table 7
The Result of Students Activity in Cycle 1

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	24	75%
2	Ask/answer the question from the teacher	8	25%
3	Active in Group	16	50%
4	The students able do the task	32	100%
Total			250%
Average			62,5%

   From table above, it was revealed that there were 24 students (75%) who paid attention to the teacher explanation, 8 students (25%) ask/answer question from the teacher, 16 students (50%) were active in group, and 32 students doing the task, the average from the cycle 1 was 62,5%.

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were the some studentmade noisy and still confuse with the material was given.

d. Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

After the researchers held a pre test and post test 1 researchers get students who have not met the indicator, therefore researchers will continue to cycle 2.

Graphic 3
The Comparison of Studnets' Complete in Pre-test and Post-test 1
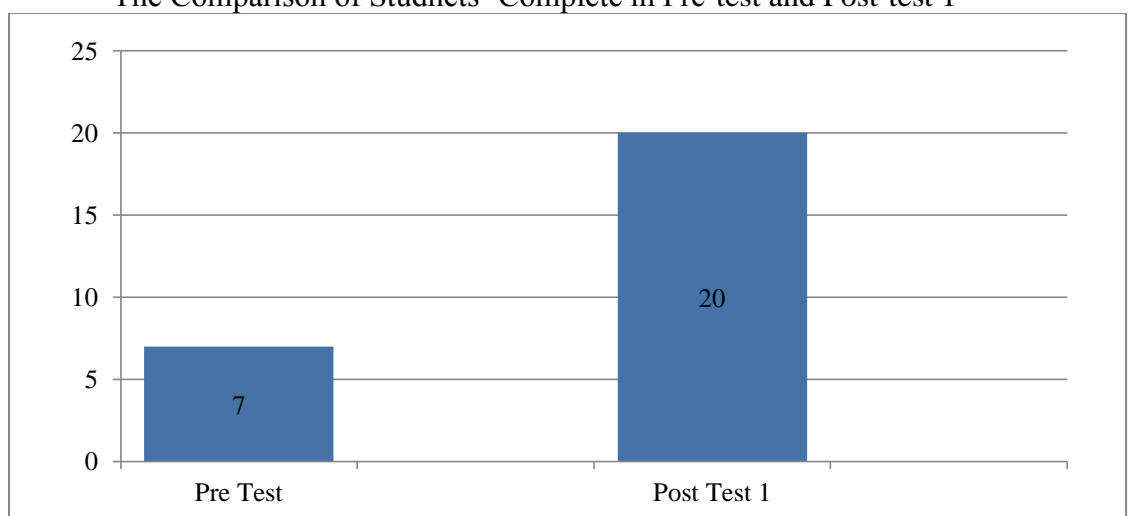
Source : The result Complite of Pre test and Post Test 1

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

3. **Cycle 2**

a. Planning

The actions in the cycle 2 consist of 1 meeting, one meeting for the action and post test 2 as follows :

1) **The First Meeting**

a) Planning

In the planning of cycle 2, the researcher and collaborator discussed about some of problems that found in cycle 1. Therefore, in this step the researcher would to prepare the lesson plan, material and method that would be used in teaching learning process. The material was descriptive text. The material included identification and description and the example of descriptive text. Moreover, the researcher made an observation sheet that consists of list of students' name and list of the students' activities that will be observed during teaching learning process.

b) Acting

In this session,they were looked more enthusiasm and more active in following the learning process. They more asked the question or answered it. They also could deliver

their result discussion well. The first meeting was done on Tuesday, June 5th 2018. At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

The learning process in the cycle 2 was focused on the weakness of cycle 1. The researcher found the students' problems were is low vocabulary and confused to imagination. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is descriptive and how to understand it. Then, the researcher gave an example of descriptive text.

Next, the researcher gave a text about My Lovely Persia Cat. The student read the text, and then researcher asked student about the text. Most of student did not understand. The researcher said "Let's reread the text. Right here on the first line it says "Kim is my beautiful Persia cat". Researcher describe about My Lovely Persia Cat. Then, student creat image in their mind about My Lovely Persia Cat. The researcher gave the clue until the last text. After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. He gave 40 minutes to the students to finish their task. The score of post-test cycle 2 can be seen on the table below:

Table 8
Table of the result Score of Students' Writing Descriptive Text
Cycle II

No	Name	Score	Note
1	AAN	77	Complete
2	ADK	80	Complete
3	AGP	77	Complete
4	ANA	79	Complete
5	ARL	77	Complete
6	ARN	78	Complete
7	AZR	76	Complete
8	ANA	80	Complete
9	AFH	79	Complete
10	ADS	89	Complete
11	BAT	72	Incomplete
12	BI	78	Complete
13	IA	79	Complete
14	KTJ	80	Complete
15	HAQ	79	Complete
16	MA	82	Complete
17	MM	81	Complete
18	MS	78	Complete
19	MP	79	Complete
20	MHS	78	Complete
21	OD	82	Comptete
22	OI	80	Complete
23	PC	61	Incomplete
24	RAD	62	Incomplete

25	RAW	78	Complete
26	RF	76	Complete
27	RN	70	Incomplete
28	SAL	87	Complete
29	ST	77	Complete
30	UMR	80	Complete
31	UKI	78	Complete
32	UOA	70	Incomplete
	Total	2479	
	Average	77,5	
	High Score	89	
	Low Score	61	

Source: The result of Post test on Friday, June 8th 2018

Table 9
Percentage Students' Score of Pos-test in Cycle II

No	Score	Frequency	Percentages	Category
4	>75	27	84,37%	Complete
5	<75	5	15,63%	Incomplete
Total			100%	

Source: The result of Pre-test on May 2018

Graphic 3

The Comparision of Students' Complete in Post Test II
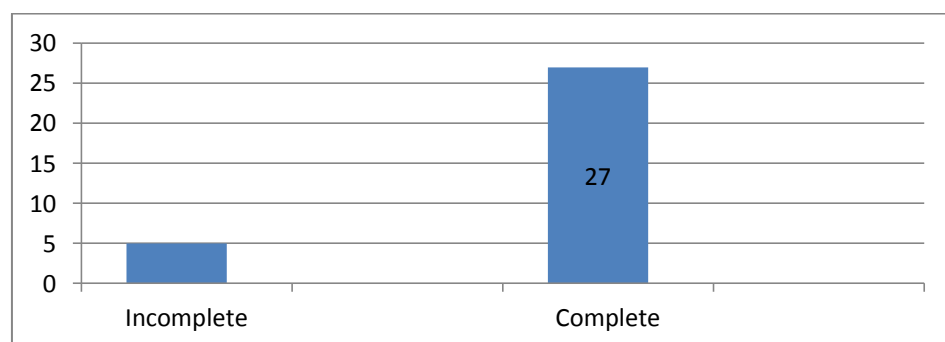
Source: The result of Post Test II

The table above is the result of students' score at post test 2. It can be seen that there was an improving from the score of post test 1 and post test 2. There were 15,63% got average score and 84,37% got high score. The lowest score was 61 and the highest score was 89 and the average score was 77,5. The average on post-test 1 was 73,18. It means that there was an improving from post-test 1 and post-test 2.

c) Observation

The observation on the students' and the teacher's activity was conducted when the learning process was continuing. It was conducted by the researcher and the collaborator by using observation sheet. In this stage, the students were more enthusiastic in following the teaching learning process. It can be seen in the following table:

Table 10
The Result of Students Activity in Cycle II

No	Aspect Of The Research	Frequency	Percentage
1	Pay attention of the teacher's explanation	28	87,5%
2	Ask/answer the question from the teacher	8	25%
3	Active in Group	20	62,5%
4	The students able do the task	32	100%
Total			275%
Average			85,9%

From table above, it was revealed that there were 28 students (87,5%) who paid attention to the teacher explanation, 8 students (25%) ask/answer question from the teacher, 20 students (62,5%) were active in group, and 32 students doing the task, the average from the cycle II was 275% doing the task. Based on table above, it can be seen that the activity of the students is better than before and there was increase from the cycle 1 and cycle 2. It is from the average of the cycle 1 about 62,5% to be 85,9%, it could be concluded that the learning process was succesfull. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

a) Reflection

The implementation of using STAD (Students Team Achievement Divisions) type at the cycle 2 was better than cycle 1. It could be seen from the students' activities and the students' score that were more increase.

The students' score increased in cycle 2. The average score of Test 1 in cycle 1 was 73,18 there were 20 students who were success and 12 students who were not success. While in the Test 2, the average score was 77.5 that showed 27 students who were success and 5 students who were not success. It can be

concluded that the students fulfilled the minimum standard score; 75.

Seeing the result of learning process of cycle 1 and cycle 2 the researcher analyzed that generally using STAD (Students Team Achievement Divisions) type in the students' descriptive writing ability had been improved. Most of the students enjoyed when they were studying and they had good interested in writing class either asked and answered question. They also became active in writing activities.

Graphic 4

The Comparision of Students' Complete in Post Test I and Post Test II
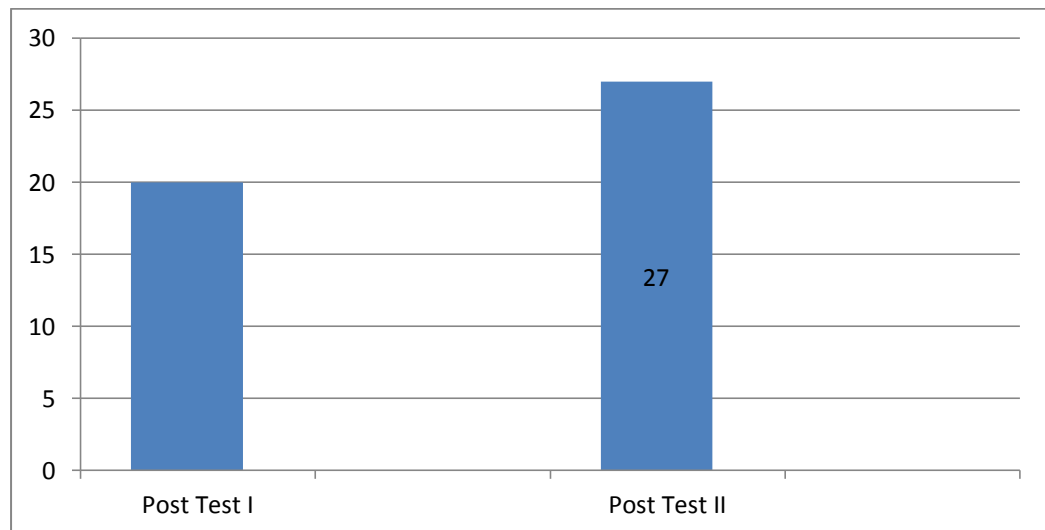
Source: The result of Post Test I and Post Test II

Because the students already meet the indicators of cycle I and cycle II then the researcher. So researcher did not proceed to Cycle III.

3. **Result of the Research Explanation**

a. **The Improving the Writing Descriptive Ability By Using STAD (Students Team Achievement Divisions) type**

1. The Result of the Students' Learning in Cycle 1

   The first using STAD (Students Team Achievement Divisions) type, the researcher found that the score of test I was better than the pre test. The score can be seen in the following table:

Table 11
The Result of the Students' Descriptive Writing Score in
Pre Test and Post Test I

No	Students Code	Pre-Test	Post-Test 1	Increasing Score	Note
1	AAN	69	76	7	Improve
2	ADK	75	78	3	Improve
3	AGP	63	63	0	Constant
4	ANA	76	78	2	Improve
5	ARL	61	76	15	Improve
6	ARN	69	76	7	Improve
7	AZR	55	60	5	Improve
8	ANA	73	79	6	Improve
9	AFH	62	67	5	Improve
10	ADS	85	88	3	Improve
11	BAT	50	65	15	Improve
12	BI	69	77	8	Improve
13	IA	67	76	9	Improve
14	KTJ	60	69	9	Improve
15	HAQ	75	78	3	Improve

16	MA	76	79	3	Improve
17	MM	75	80	5	Improve
18	MS	62	69	7	Improve
19	MP	52	58	6	Improve
20	MHS	60	77	17	Improve
21	OD	54	80	26	Improve
22	OI	68	79	11	Improve
23	PC	55	64	9	Improve
24	RAD	54	60	6	Improve
25	RAW	68	76	8	Improve
26	RF	56	67	11	Improve
27	RN	56	69	13	Improve
28	SAL	83	85	2	Improve
29	ST	63	76	13	Improve
30	UMR	60	78	18	Improve
31	UKI	65	76	11	Improve
32	UOA	45	62	17	Improve
	Total	2061	2342		
	The Highest	85	88		
	The Lowest	45	62		
	Average	64,41	73,18		

According to the table above, it can be explained that there were 31 students (96,875%) improved their scores. The students who gained scores <75 were 1 students (3,125%) they had not been achieved the minimum standard score; 75. It can be concluded that the

result of the post test I has improved. The chart of improvement is presented below:

Figure 3

Chart of the Students' Result in Pre-Test and Post-Test 1
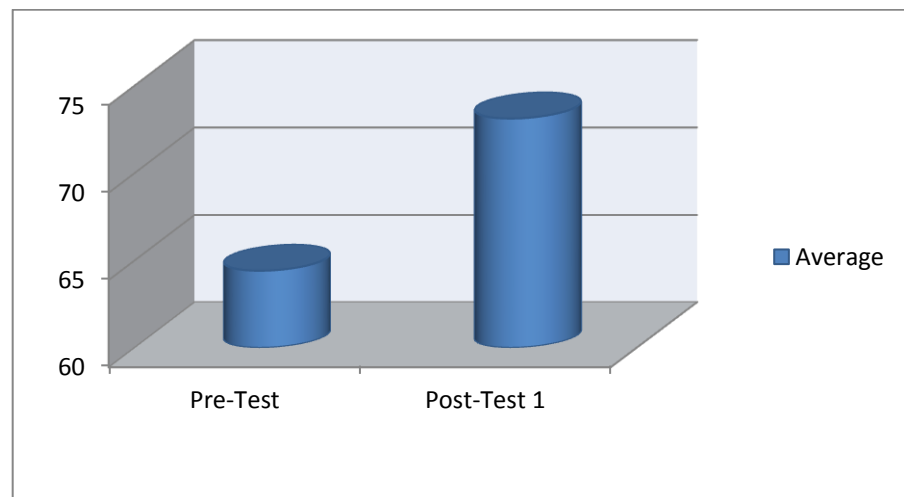
From the chart above, it could be concluded that there was an improving of students' result in pre test and post test 1. It could be seen from the average result in pre test and post test 1. In pre test the average was 64,41 and become 73,18 in post test 1. It means that the average score of the students' improve 8.77 from pre test to post test 1.

2. The Result of the Students' Learning in Cycle 2

Significant improvement from post test I up to post test II occurred in cycle 2. The score of the result in cycle 2 can be seen in table below:

Table 12

The Result of the Writing descriptive Score in Post Test I and Post Test II

No	Students Code	Post Test 1	Post Test 2	Increasing Score	Note
1	AAN	76	77	1	Improve
2	ADK	78	80	2	Improve
3	AGP	63	77	14	Improve
4	ANA	78	79	1	Improve
5	ARL	76	77	1	Improve
6	ARN	76	78	2	Improve
7	AZR	60	76	6	Improve
8	ANA	79	80	1	Improve
9	AFH	67	79	12	Improve
10	ADS	88	89	1	Improve
11	BAT	65	72	7	Improve
12	BI	77	78	1	Improve
13	IA	76	79	3	Improve
14	KTJ	69	80	11	Improve
15	HAQ	78	79	1	Improve
16	MA	79	82	3	Improve
17	MM	80	81	1	Improve
18	MS	69	78	9	Improve
19	MP	58	79	11	Improve
20	MHS	77	78	1	Improve
21	OD	80	82	2	Improve
22	OI	79	80	1	Improve
23	PC	64	61	1	Improve

24	RAD	60	62	2	Improve
25	RAW	76	78	2	Improve
26	RF	67	76	9	Improve
27	RN	69	70	1	Improve
28	SAL	85	87	2	Improve
29	ST	76	77	1	Improve
30	UMR	78	80	2	Improve
31	UKI	76	78	2	Improve
32	UOA	62	70	8	Improve
	Total	2342	2479		
	The Highest	88	89		
	The Lowest	58	61		
	Average	73,18	77,5		

From the table above, we know that the students' score increased cycle by cycle. It can be seen from their average score was 73,18 in post-test 1 in cycle 1 became 77,5 in post-test 2 in cycle 2. It could know that cue card pictures could improve the writing descriptive ability. The students were enthusiasts during the learning process. All students attended the class from the first treatment until the last treatment. They were also interest to ask and answer the questions.

Table 13
The Frequency of the Students' Post-Test 2 Score

No	Grade	Explanation	Frequency	Percentage (%)
1	≥75	Passed	28	87,5%
2	<75	Failed	4	12,5%
Total			**32**	**100%**

According to the table above, it can be explained that there were 28 students (87,5%) successfully reached out the minimum standard score 75 and 4 student (12,5%) were not success to reach out the minimum standard can be concluded that the result of the post test II was improved. The chart of improvement was presented below:

Figure 4

Chart of the Students' Result in Post-Test I and Post-Test II
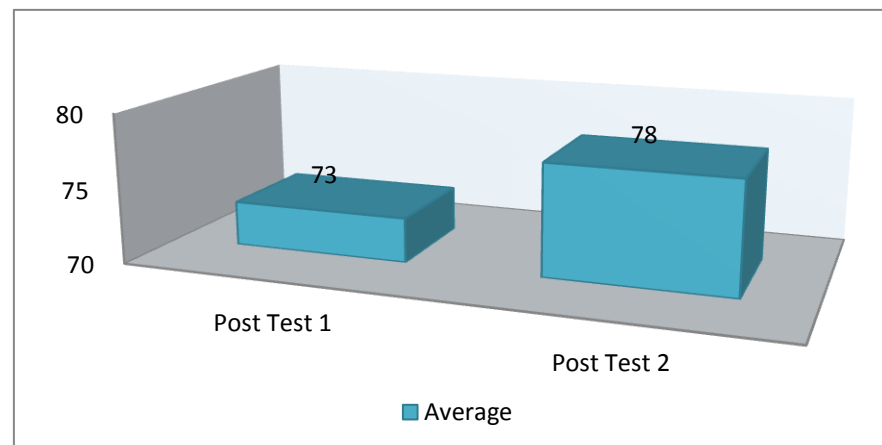
From the chart above, it could be concluded that there was an increasing of students' result in post test 1 and post test 2. It could be seen from the average result in post test 1 and post test 2. In post test 1 the average is 73,18, and become 77,5 in post test 2. It means that the average score of the students increase 4.32 from post test 1 to post test 2.

3. Result of the Study

The table below will show the recapitulation of the students' improvement in descriptive writing score from pre test, post test 1 and post test 2:

Table 14
The Recapitulation of Students' Improvement in Descriptive Writing Score.

No	Students' Code	Pre-Test	Post-Test 1	Post-Test 2	Note
1	AAN	69	76	77	Improve
2	ADK	75	78	80	Improve
3	AGP	63	63	77	Improve
4	ANA	76	78	79	Improve
5	ARL	61	76	77	Improve
6	ARN	69	76	78	Improve
7	AZR	55	60	76	Improve
8	ANA	73	79	80	Improve
9	AFH	62	67	79	Improve
10	ADS	85	88	89	Improve
11	BAT	50	65	72	Improve
12	BI	69	77	78	Improve
13	IA	67	76	79	Improve
14	KTJ	60	69	80	Improve
15	HAQ	75	78	79	Improve
16	MA	76	79	82	Improve
17	MM	75	80	81	Improve
18	MS	62	69	78	Improve
19	MP	52	58	79	Improve

| 20	MHS	60	77	78	Improve
21	OD	54	80	82	Improve
22	OI	68	79	80	Improve
23	PC	55	64	61	Improve
24	RAD	54	60	62	Improve
25	RAW	68	76	78	Improve
26	RF	56	67	76	Improve
27	RN	56	69	70	Improve
28	SAL	83	85	87	Improve
29	ST	63	76	77	Improve
30	UMR	60	78	80	Improve
31	UKI	65	76	78	Improve
32	UOA	45	62	70	Improve
Total		2061	2342	2479	
Average		64,41	73,18	77,5	
The Highest Score		85	88	89	
The Lowest Score		45	58	62	

The data on the table above presented the improving score of descriptive writing ability. It can be seen from the result of the students' score in pre test; the mean score was only 64,41 which were far from satisfying but after using STAD (Students Team Achievement Divisions) type the score improved and increased 8,77 point; from 64,41 up to 73,18

The proof of the students' descriptive writing ability had an improvement that can be examined from the result of the post test I

and post test II where the mean score of the students' score in post test I was 73.18 and the mean score of post test II was 77,5; the score has increased 4,32 point. The improvement can be seen in the chart below:

Figure 5

Chart of the Students' Result in Pre-Test, Post-Test 1, and

Post-Test 2
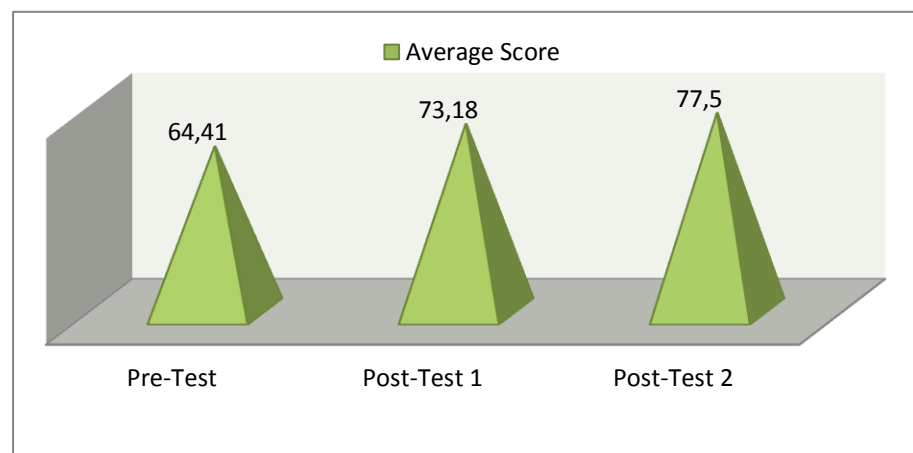
Based on the chart above, it can be concluded that the using STAD (Students Team Achievement Divisions) type can improve the students' descriptive writing ability. It can be seen from the chart, there were improvement from the students' average score from the pre test, and post test I and post test II.

4. **The Result of the students' Activity in Cycle 1 & II**

Table 15

The Result of The Students' Activity in Cycle I&II

No	Name	Cycle 1	Cycle II
1	AAN	2	3
2	ADK	3	4
3	AGP	2	4
4	ANA	4	4
5	ARL	2	4
6	ARN	2	3
7	AZR	3	4
8	ANA	3	4
9	AFH	3	4
10	ADS	1	2
11	BAT	2	3
12	BI	2	4
13	IA	3	4
14	KTJ	2	2
15	HAQ	3	3
16	MA	2	2
17	MM	3	4
18	MS	2	3
19	MP	3	4
20	MHS	1	3
21	OD	1	2
22	OI	4	4

23	PC	2	3
24	RAD	2	2
25	RAW	2	4
26	RF	3	4
27	RN	3	3
28	SAL	3	3
29	ST	3	4
30	UMR	3	3
31	UKI	3	4
32	UOA	2	3
	Total	80	111
	Average	2,5	3,4

Table 16

Percentage studnts' Activity in cycle I & II

Score	Cycle 1	Cycle 2	Implementation
4	2	16	Complete
<4	30	16	Incomplete

Graphic 6

The Comparison of Percentage Students' Activity in Cycle I and Cycle II
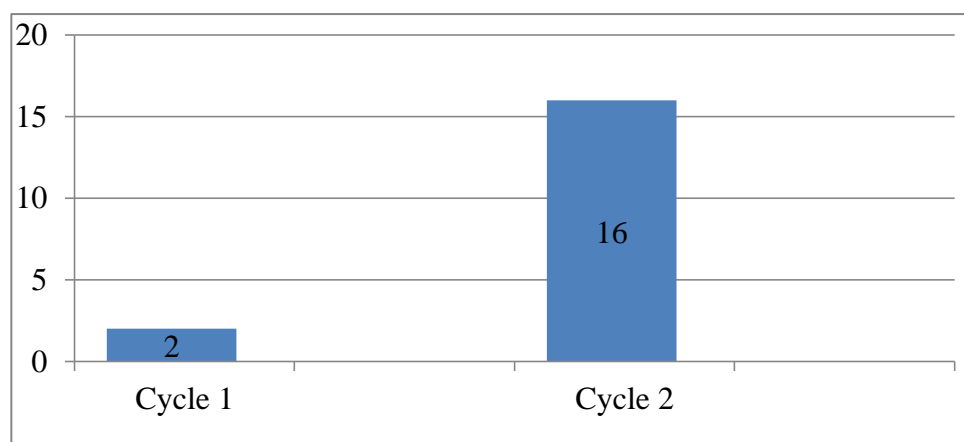
Source: the result of the Students' Activity in cycle I & II

Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using the method. It means that using STAD (Students Team Achievement Divisions) type had positive effect to improve the teaching learning process.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success 70% from students got minimum score 75. Based on the result of this research was known that more than 70% from the students got minimum score 75. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

D. Discussion

Based on the explanation of cycle I and cycle II, it could be inferred that the use of STAD (Students Team Achievement Divisions) type could improve the descriptive wriitng ability. There was a progress in average score from pre-test was 64, post-test I was 73 and become 78 in post-test II. It could be seen that there was an improvement on the average score and total of the students who passed the test from pre-test, post-test I and post-test II.

In the first aspect, pay attention to the teacher's explanation, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who were indifferent to the

teacher's explanation about using STAD (Students Team Achievement Divisions) type, have started enthusiastically and do not be embarrassed to ask the difficult of the writing. Enthusiastic of the students will be able to help them to understand the writing material.

In the second aspect, active in the group, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students was less active in the groups and only rely on their friends to do the task group, then the students have started to be interested in writing a descriptive text.

In the third aspect, doing the task, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who did not want the task begin to want to do the work and they were more enthusiastic about writing because they were attracted by STAD (Students Team Achievement Divisions) type.

According to explanation above, it can be concluded that STAD (Students Team Achievement Divisions) type was one of method to be taught in order to improve descriptive writing ability and students' involvement in the class. The other factor was teacher's factors that included of choosing the material and teacher's classroom management. For this research, the researcher chose the material based on the students' level, that was material for students of the eight graders of MTs N 1 East Lampung.

Referring to the explanation above, the researcher concluded that using STAD (Students Team Achievement Divisions) type can improve writing descriptive ability.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Using STAD (Students Team Achievement Divisions) type as method especially in English subject was very effective to improve the writing descriptive ability at the eight graders of MTs N 1 East Lampung. Even though in cycle 1 the descriptive writing ability got enough score but at the cycle 2 most of the students could achieve the target of success in this research.

It can be seen from the result of the average of students' score was improved from 64,41 to 73,18 and finally became 77,5. So, the improving students score in cycle I to cycle II were 8,77 point. The percentage of students who success in second cycle is 85%. It is greater than 70% which has been set by the researcher up in this study. It was clearly appeared that the score improved significantly from pre-test up to post test 2. From the students' result test, it can be seen that cycle II is higher than cycle I, it means that by

using STAD (Student Team Achievement Division) type, the students can improve their writing ability in learning process of descriptive text.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. By STAD (Students Team Achievement Divisions) type as method the descriptive writing ability can improve, so STAD (Students Team Achievement Divisions) type can be used as an alternative way in learning process because STAD (Students Team Achievement Divisions) type is one of method can be understood easily by student in exploring their idea.

2. By applying STAD (Students Team Achievement Divisions) type in learning process of the descriptive writing ability can make student interest, so it can improve the students motivation.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA[142]
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1962/In.28/D.1/TL.00/06/2018
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS N 1 EAST LAMPUNG
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-1961/In.28/D.1/TL.01/06/2018, tanggal 05 Juni 2018 atas nama saudara:

Nama	:	**NADIA AMALINAL HUSNA**
NPM	:	14121777
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS N 1 EAST LAMPUNG, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE WRITING DESCRIPTIVE ABILITY BY USING COOPERATIVE LEARNING OF STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE AMONG THE EIGHT GRADERS OF MTSN 1 EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Juni 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA[141]
INSTITUT AGAMA ISLAM NEGERI METRO
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S U R A T   T U G A S
Nomor: B-1961/In.28/D.1/TL.01/06/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islarn Negeri Metro, menugaskan kepada saudara:

Nama	:	**NADIA AMALINAL HUSNA**
NPM	:	14121777
Semester	:	8 (Delapan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di MTS N 1 EAST LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE WRITING DESCRIPTIVE ABILITY BY USING COOPERATIVE LEARNING OF STAD (STUDENT TEAM ACHIEVEMENT DIVISIONS) TYPE AMONG THE EIGHT GRADERS OF MTSN 1 EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Juni 2018

Mengetahui,
Pejabat Setempat

SUYONO

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTRIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
MADRASAH TsNAWIYAH NEGERI (MTsN) I LAMPUNG TIMUR
JaLan Ki Hajar Dewantara 38B Banjarrejo Kec.Batanghari

Kode Pos 34181 Telp(0725) 7852539

SURAT KETERANGAN RESEARCH
Nomor : B/ 236 /MTs.08.1/PP.005/07/ 2018

Menindak Lanjuti Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor : B-1962/In.28/D.1/TL/01/06/2018, Tanggal 05 Juni 2018 Tentang Izin Research, Dengan ini Kepala Madrasah Tsanawiyah Negeri 1 Lampung Timur menerangkan bahwa :

Nama   : Nadia Amalinal Husna
NPM   : 14121777
Jurusan   : Pendidikan Bahasa Inggris

Telah selesai melaksanakan Research di MTsN 1 Lampung Timur dari tanggal 5 -8 Juni 2018 Dengan Judul " **Improving The Writing Descriptive Ability By Using Cooperative Learning Of STAD (Student Team Achievement Divisions) Type Among The Eight Graders Of MTsN 1 East Lampung**"

Demikan Surat Research ini dibuat, Untuk dapat di pergunakan sebagaimana mestinya.

Batanghari, 6 Juli 2018
an.Kepala,
Kepala Urusan Tata Usaha

SUYONO

Nomor : 1806 /In.28.1/J/PP.00.9/5/2018   24 Mei 2018
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd
2. Ahmad Subhan Roza, M.Pd
Dosen Pembimbing Skripsi
Di –
   Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama	:	Nadia Amalinal Husna
NPM	:	14121777
Fakultas	:	Tarbiyah dan Ilmu keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	Improving The Writing Descriptive Ability By Using Cooperative Learning Of STAD (Student Team Achievement Divisions) Type Among The Eight Graders Of MTsN 1 East Lampung

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-0564/In.28/S/OT.01/07/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :
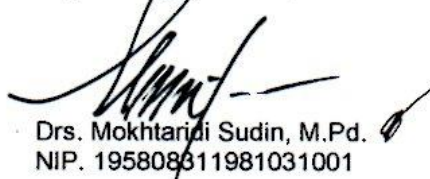
Nama	: Nadia Amalinal Husna
NPM	: 14121777
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 14121777.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 10 Juli 2018
Kepala Perpustakaan,

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nadia Amalinal Husna   Jurusan/Fakultas : TBI
NPM   : 14121777   Semester/TA   : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1.	Kamis 9/2018 /08		✓	- Foot note - Margin - Bab 1 Problem limititation - Acknowledgement	
2	Kamis 23/2018 /08		✓	- Acknowledgement - Bab 4 Independent Variable Dependent Variable - Tambahkan materi cooperative learning - Abstrak	
3	Kamis 30/2018 /08		✓		

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
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FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Nadia Amalinal Husna
NPM : 14121777

Jurusan/Fakultas : TBI
Semester/TA : VIII

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
5.	Kamis 8/11/2018	✓		*(tulisan tangan)* ... cooperative learning ... the use of ... uing STAD ...	*(tanda tangan)*

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

IAIN METRO

Nama : Nadia Amalinal Husna   Jurusan/Fakultas : TBI
NPM : 14121777   Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	Senin 15/07/2018	✓		- Revisi Acknowledgement Daftar Isi, Cover - Revisi Bab 1	
2	Jum'at 03/08/2018	✓		- Revisi Acknowledgement - Bab 2 (tambahan materi)	
3.	Rabu 12/09/2018	✓		- Daftar Isi - Footnote - Abstrak	
4.	Selasa 09/10/2018	✓		- Revisi Judul - Bab 2 Materi cooperative & STAD dijadikan 1 pembahasan	

Mengetahui,
Ketua Jurusan TBI

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Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001

Post Test 1
Give a material descriptive text

Source: Documentation of MTsN 1 East Lampung 2018

Give a material using Cooperative Learning of STAD (Students Team Achievement Divisions) type in the Class & task

Source: Documentation of MTsN 1 East Lampung 2018

Ask the student to present what they write

Source: Documentation of MTsN 1 East Lampung 2018

Post Test 2
Giving material about descriptive text

Source: Documentation of MTsN 1 East Lampung 2018

Giving Material using Cooperative Learning of STAD and guiding the student

Source: Documentation of MTsN 1 East Lampung 2018

Give a Task

Source: Documentation of MTsN 1 East Lampung 2018

Pre Test
Conditional class in pre test

Source: Documentation of MTsN 1 East Lampung 2018

Give a Material in learning process

Source: Documentation of MTsN 1 East Lampung 2018

Give A Task

Source: Documentation of MTsN 1 East Lampung 2018

CURRICULUM VITAE

The name of the researcher is Nadia Amalinal Husna. She was born on October 21st 1996 at Metro City. She is the second daughter of Mr. H. Muhammad Saleh, MA and Mrs. Umi Zuliyasari. She has 2 brothers, they are Ikhwanussofa and Farhan Maulana Azka, 1 sister-in-law, her name is Rizky Annisa Hardhiany and young sister, her name is Najwa Amalia Zulva.

She begans study in Aisiyah Kindergarten Central Metro. At sixth years of her ages, she continued her study at SD Muhammadiyah Central Metro, since 2003-2006, then moved her study at SDN 2 East Metro, since 2006-2008. Altough, she continued her education in MTs N 1 East Lampung in 2008-2011, then continued at MAN 1 East Lampung in 2011-2014. Then, in the same year, she was registered as a S1 Student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.