

AN UNDERGRADUATE THESIS

**INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH
BY USING STUDENT TEAMS ACHIEVEMENT DEVISION (STAD) TECHNIQUE
AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA**

By:

GUNAWAN

STUDENT NUMBER 13107337



Tarbiyah & Teacher Training Faculty

English Education Department

**STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF
METRO**

1439 H / 2018 M

**INCREASING THE STUDENTS' WRITING DESCRIPTIVE
PARAGRAPHBY USING STUDENT TEAMS ACHIEVEMENT
DEVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS
OF SMA GAYA BARU SEPUTIH SURABAYA**

**By:
GUNAWAN
STUDENT NUMBER 13107337**

**Sponsor : Drs. Kuryani, M.Pd
Co- Sponsor : Ahmad Subhan Roza, M.Pd**

**Tarbiyah & Teacher Training Faculty
English Education Department**

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



KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax, (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www.tarbiyah.metrouniv.ac.id

APPROVAL PAGE

The Title : INCREASING THE STUDENTS' WRITING
DESCRIPTIVE PARAGRAPH BY USING STUDENTS'
TEAMS ACHIEVEMENT DIVISION (STAD)
TECHNIQUE AT THE ELEVENTH GRADERS OF
SMA GAYA BARU SEPUTIH SURABAYA

Name : Gunawan
Student's Number : 13107337
Faculty : Tarbiyah
Department : English Education

APPROVED BY:

To be examined (Munaqosyah) in Tarbiyah Faculty of State Institute of Islamic
Studies (IAIN) of Metro.

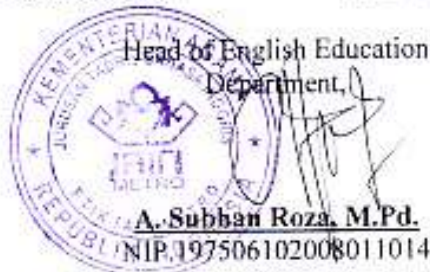
Metro, July , 2018

Sponsor,

Drs. Kuryani, M.Pd.
NIP.196202151995031001

Co-sponsor,

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014





KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111
Telp. (0725) 41507, Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id Website: www.tarbiyah.metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran : 1 (Satu) Berkas
Perihal : **Pengajuan Munasqsyah**

Kepada Yth,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
IAIN Metro
Di- Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama : **GUNAWAN**
NPM : 13107337
Fakultas : Tarbiyah
Jurusan : Pendidikan Bahasa Inggris
Judul : **INCREASING THE STUDENTS' WRITING
DESCRIPTIVE PARAGRAPH BY USING STUDENTS
TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE
AT THE ELEVENTH GRADERS OF SMA GAYA BARU
SEPUTIH SURABAYA**

Sudah kami setuju dan dapat dimunafisyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Metro, July 2018

Pembimbing 1,

Drs. Kurvani, M.Pd.
NIP.196202151995031001

Pembimbing 2,

Ahmad Subhan Roza, M.Pd.
NIP.197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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

NOTIFICATION LETTER

Number :
Appendix : -
Matter : In order to Hold the Munaqosyah
of Gunawan

To:
The Honorable the Head of Tarbiyah Department
of State Islamic Institute (IAIN) of Metro

Assalamu'alaikum Wr. Wb.

We have given guidance and enough improvement to the undergraduate thesis
which is written by:

Name : Gunawan
St. Number : 13107337
Faculty : Tabiyah and Teacher Training Faculty
Department : English Education

Title : INCREASING THE STUDENTS' WRITING
DESCRIPTIVE PARAGRAPH BY USING
STUDENTS TEAMS ACHIEVEMENT DIVISION
(STAD) TECHNIQUE AT THE ELEVENTH
GRADERS OF SMA GAYA BARU SEPUTIH
SURABAYA

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

Wassalamu'alaikumWr. Wb.

Sponsor

Drs. Kuryani, M.Pd.
NIP. 196202151995031001

Metro, July 2018

Co-Sponsor

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan K. Hajar Dewantara Kampus 15 A Iningsulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimil (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

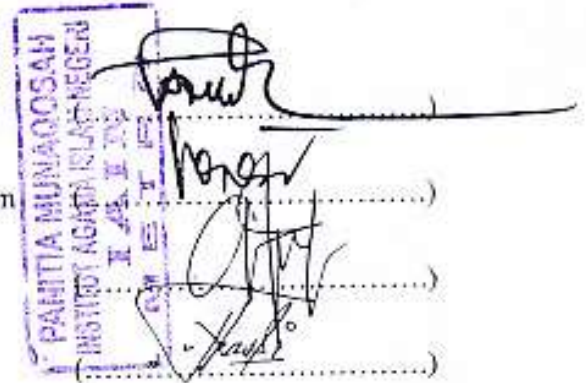
RATIFICATION PAGE

No. B-2362/In.28-1/D/PP-00.9/07/2018

An Undergraduate thesis entitled: INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRPH BY USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA student number 13107337, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, July 09th, 2018 at 08.00-10.00 a.m.

BOARD OF EXAMINERS:

Chairperson : Drs.Kuryani,M.Pd
Examiner I : Dr. Widhiya Ninsiana,M.Hum
Examiner II : Ahmad Subhan Roza, M.Pd
Secretary : Yeasy Agustina Sari, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



Dr. Hj. Akla, M.Pd.

NIP. 19691008 200003 2 005

ABSTRAK

PENINGKATAN KEMAMPUAN MENULIS PARAGRAF DESKRIPSI MELALUI TEHNIK STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) DI KELAS SEBELAS SMA GAYA BARU SEPUTIH SURABAYA

**By:
Gunawan**

Paragraf deskripsi adalah salah satu dari jenis paragraf dalam pembelajaran Bahasa Inggris. Ini adalah salah satu jenis paragraf yang bercerita seperti apa seseorang atau sesuatu benda. Paragraf deskripsi berhubungan dengan panca indera, jadi ini menggambarkan bagaimana sesuatu dilihat, dirasakan, dibau, dirasa dan didengarkan. Banyak siswa menganggap bahwa menulis sebuah paragraf sama sulitnya menulis sebuah esai. Hal ini disebabkan para siswa masih kesulitan ketika mereka harus memulai mendeskripsikan sesuatu. Selain itu, para siswa kurang antusias dalam mengikuti proses pembelajaran. Siswa juga tidak aktif selama proses belajar mengajar. Dalam penelitian ini, peneliti menerapkan tehnik STAD untuk meningkatkan kemampuan siswa dalam menulis paragraf deskripsi. Tehnik STAD adalah tehnik pembelajaran berkolaborasi yang mana setiap kelompok terdiri dari 4-5 siswa dan bekerja sama untuk mencapai tujuan pembelajaran.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek dari penelitian ini adalah siswa kelas sebelas yaitu kelas XII IPS 1 SMA Gaya Baru Seputih Surabaya. Dalam mengumpulkan data peneliti menggunakan tes, lembar observasi, dokumentasi dan catatan lapangan. Kolaborator dalam penelitian ini adalah Ibu Aryani Fajaroh, S.Pd.

Berdasarkan test, tehnik STAD dapat meningkatkan kemampuan siswa dalam menulis paragraf deskripsi. Peningkatannya dapat dilihat dari hasil post-test dari masing-masing siklus. Hasil siswa pada pre-test siklus 1 yaitu 30 % dari siswa mendapatkan nilai lebih dari pada 70 pada Post-Test 1 58 siswa mendapat nilai diatas 70 dan pada Post-Test 2 85 % siswa mendapat nilai diatas 70. Sementara itu, hasil dari pengamatan pada siklus 1 dan 2 bahwa kegiatan siswa juga meningkat. Siswa menjadi lebih aktif di dalam kelas dan mereka memberikan tanggapan pada penjelasan siswa. Oleh karena itu, ini dapat disimpulkan bahwa dengan menerapkan permainan tebak gambar kemampuan siswa dalam menulis paragraf deskripsi dapat meningkat.

ABSTRACT

INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH BY USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA

**By:
Gunawan**

Descriptive paragraph is one of paragraph-types in English learning. It is one of paragraph-types which say what a person or a thing is like. The descriptive writing deals to the senses, so it tells how something looks, feels, smells, tastes, and sounds. Many students consider that write a paragraph is as difficult as write an essay. It is caused the students still difficult when they have to start describe about something. Moreover, the students are lack of enthusiasts in following the learning process. The students are also passive during teaching learning process. In this research, the researcher applied STAD Technique to increase the students' ability in writing descriptive paragraph. STAD is collaborative learning strategy in wich small group every group consist of 4-5 students in here the students work together to reach the learning goals.

The research was used Classroom Action Research (CAR). This research was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of the research was the students of eleventh graders. That was class XII IPS 1 of SMA Gaya Baru Seputih Surabaya. In collected the data, the researcher used test, observation, documentation and field note. The collaborator in this research was Miss. Aryani Fajaroh,S.Pd

Based on the result of writing test, the use of STAD technique can increase the students' writing descriptive paragraph. The increase can be seen from the result of post-test at every cycle. The students' result at the cycle 1 on pre-test is **30 %** of the students got more score 70 at post-test 1 **58 %** of total of student got more scrore 70 and the at the post-test 2 **85 %** of the students got more score 70. Meanwhile, the result of the observation in cycle and cycle 2 known that the students' activities are also increase. The students became more active in the class and giving respond to the teacher's explanation. Hence, it can be concluded by using STAD technique the students' writing descriptive paragraph can increase.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Gunawan
St. ID. : 13107337
Department : English Education
Faculty : Tarbiyah And Teacher Training Faculty

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, May, 2018

The writer,



GUNAWAN
St. ID. 13107337

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:


Nama : Gunawan
NPM : 13107337
Jurusan : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah

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

Metro, May 2018

Yang menyatakan




GUNAWAN
NPM. 13107337

ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT for blessing, health and also mercy because I can finally accomplish this undergraduate thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Kuryani, M.Pd and Ahmad Subhan Roza, M.Pd. for being patient and efficiency during the accomplishment of this undergraduate thesis. I also thanks to Ms. Aryani Fajaroh, S.Pd. because give me opportunity to research in her class.

Last but not least, my greatest gratitude also goes to my classmates, all people in IAIN Metro who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

Metro, May 2018

The Researcher



GUNAWAN

St. ID. 13107337

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
APPROVAL PAGE	iii
NOTA DINAS	iv
RATIFICATITION PAGE	v
ABSTRACT	vi
STATEENT OF RESEARCH ORIGINALITY	viii
MOTTO	x
DEDICATION PAGE.....	xi
ACKNOWLEDGEMENT.....	xii
TABLE OF CONTENTS.....	xiii
LIST OF TABLE	xv
LIST OF FIGURE	xvi
LIST OF APPENDIXES	xvii
CHAPTER 1 INTRODUCTION	1
A. Background of Study.....	1
B. Problem Identification	4
C. Problem Limitation.....	4
D. Problem Formulation.....	4
E.Objective and Benefits of The Study.....	5
CHAPTER II THEORETICAL REVIEW	6

A. The Concept of Writing Descriptive Paragraph	6
1. The Concept of Writing	6
2. The Concept of Paragraph	10
3. The Concept of Descriptive Paragraph.....	16
B. The Concept of STAD Technique	21
1. The Definition of STAD Technique.....	21
2 The Component of STAD Technique.....	22
3 The Procedure of STAD Technique	23
C. Action Hypothesis.....	24
CHAPTER III RESEARCH METHOD.....	25
A. Variable and Operational Definition of Variable	25
B. Setting of the research.....	27
C. Subject of The Research	28
D. Classroom Action Research.....	28
E. Data Collection Technique.....	35
F. Research Instrument.....	37
G. Data Analysis Technique.....	39
CHAPTER IV RESEARCH RESULT AND DISCUSSION	41
A. Research Result	41
1. Description of Research Setting	41
a. Brief History About the Establishment of SMA GAYA BARU	41
b. The Condition of Teachers in SMA GAYA BARU	42
c. The Quantity of SMA GAYA BARU	44

d. Facilities and Infrastructure SMA GAYA BARU..	44
e. Location Sketch	46
2. Description of Data	47
a. Firts Conditions	47
b. Cycle 1	49
c. Cycle 2	57
B. Discussion	67

CHAPTER V CONCLUSION

A. Conclusion	69
B. Suggestion	70

BIBLIOGRAPHY

APPENDIXES

CURICULUM VITAE

CHAPTER I

INTRODUCTION

A. Background of The Study

English is international language that has four basic skills, one of them is writing. In writing, people express the language through written form which is different from speaking that expresses the language orally. Writing is also about the skill of a writer to communicate the information to the reader or group of readers.

In English learning writing skill is basic skill that is used to share information and ideas in the written text. They can share to each other about what they think and feel about animals, materials, issues, and events in the written text. Writing is also very important to learn in the elementary school up to university. In elementary school, the students learnt about vocabularies and a simple sentences. In Junior High school until Senior High School, writing is a part of English subject and English is taught as compulsory subject. The students will write their assignments that may be in paragraph form or complete essay in written form.

In addition, the types of writing are not only about write an article or an essay but also include a paragraph. A paragraph is a smaller text than an essay. Nevertheless, the English students consider that write a paragraph is as difficult as write an essay. It can happen because writing is a complex activity. It deals with the students' knowledge about language from

vocabulary, spelling, grammar and also punctuation usage. Even, the students are still difficult when they will start to write something.

In fact, most of foreign learners in this case Senior High School learners still find difficulties in writing, especially writing descriptive paragraph. Many students consider that writing descriptive paragraph is not easy. It is caused the students are lack of enthusiasts in following the learning process. The students are passive and there is no respond during teaching learning process. If they do the assignment from the teacher, they are just forced so they get bad score.

A pre-survey has been conducted on July 15th 2017 at SMA Gaya Baru Seputih Surabaya. The researcher choose class eleventh consists of 31 students as sample in this research. The researcher got the data of writing ability at the eleventh graders of SMA Gaya Baru Seputih Surabaya.

Table 1

Data of The Students Writing Score at The eleventh Graders of SMA Gaya Baru

NO	Score	Category	Number of the Students	Percentage
1	≥ 70	Complete	7	22,58 %
2	<70	Incomple	24	77,42 %
Total			31	100 %

Source: *The English teacher's graded book at the eleventh graders of SMA Gaya Baru Seputih Surabaya*

Based on the result of pre-survey at SMA Gaya Baru Seputih Surabaya Lampung Tengah, it can be concluded that most of students have low score in English writing. It can be seen that just 7 students or 22,58% have complete score in writing, and 24 students or 77,42% have not

complete The Minimum Mastery Criteria (MMC) in this school is 70. On the other hand, more than 50% of students do not reach the minimum requirement yet. It can be inferred that the students' writing ability is still low.

By knowing the problem above, the teacher should find a way to teach writing and also to change the students' perception that writing is not difficult. The teacher also should find a way to make it be an interesting for students. One of the ways that can be used is STAD technique. In teaching writing, using a STAD technique can help them to learn more effectively. It also can be used to attract the students' motivation and work together in learning English. If the students are work together in teams they feel easy in what they do, they will sharing their ideas and easier to understand about the material given.

Therefore, the researcher wants to apply STAD technique to increase the students' ability in writing paragraph especially descriptive paragraph. STAD technique emphasize on the process of the learning writing that happened in both through study in team or individual while the teacher explained the material. While the basic rule of this technique are the students got the first understanding while they listen what the teacher explained then they got their second understanding while they studied in team the structure of the teams that use is heterogenous teams. The researcher chooses this technique in order the students easy to write a good

paragraph with work together. So the researcher will use STAD technique to improve students' descriptive writing paragraph.

B. Problem Identification

Referring to the background above, the problem can be identified as follows:

1. The students' learning motivation is low.
2. The students have low score in English writing.
3. The students still confused to express their ideas in written text.
4. The students are passive during learning English.
5. The students are still difficult to write descriptive paragraph.

C. Problem Limitation

From the identification above, the researcher limits the problems in the fourth and the fifth problem. Those are: the students are passive during learning English and the students are still difficult to write descriptive paragraph. Therefore, the researcher recommends using STAD in teaching English especially teaching writing descriptive paragraph. So, the researcher would like to apply STAD to Improve the students' writing descriptive paragraph at the eleventh graders of SMA Gaya Baru Seputih Surabaya in Academic Year of 2017/2018.

D. Problem Formulation

Based on the background of the study and problem identification above, the researcher formulates of the problem in this research as follows:

“Can the use of STAD Technique increase the students’ writing in descriptive paragraph and their learning activities at the eleventh graders of SMA Gaya Baru Seputih Surabaya?”

E. Objectives and Benefits of The Study

1. Objectives of The Study

The objective of this research is to know whether the STAD Technique can increase the students’ writing descriptive paragraph at the eleventh graders of SMA Gaya Baru Seputih Surabaya.

2. Benefits of The Study

a. For The Students

The result of this research is as a way for the students to be more easy and effective in learning English so that their ability in writing descriptive paragraph will increase.

b. For The English Teacher

The result of this research is hopefully as a new variation technique to teach writing by English teachers with effective and easy way.

c. For The Headmaster

This research is expected as positive contribution to give more information about using STAD technique in teaching learning process. It is also expected to improve the quality of education.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing Descriptive Paragraph

1. The Concept of Writing

a. The Definition of Writing

Writing is fundamental part of engaging in professional, social, community civic activities, nearly 70 percent of salaried employees have at least some responsibility for writing and the ability to write well is a critical component of being able to communicate effectively to a variety of audience because writing is valuable tool to communication, learning and self expression, people who do not have adequate writing skill may be at disadvantage may face restricted opportunities for education and employment.¹

In addition, John Langan defined that writing is a skill. It is skill like driving, typing, or cooking, and like any skill, it can be learned.² Moreover writing has fewer sign and symbols than speech but they can be just as powerful.³ While, Dr. June Gillam stated writing is an area that many students could work on.⁴

¹ Steven Graham, *Teaching elementary school students to be effective writer*, (California: Institute of education science, 2003), p. 1.

² John Langan, *Exploring Writing Sentences and Paragraphs (2nd ed)*, (New York: McGraw-Hill, 2010), p. 10.

³ Jeremy Hurmer, *How to Teach Writing*, (England: Pearson Longmen, 2004), p 10.

⁴ Robert Bini, *A hand book for the teaching of English 87: Basic Writing Skill*, (England: San Joaquin Delta College, 2008), p.51.

From the theories above, it can be assumed that writing is a process of forming the symbols to the productive language so that we can give the information to the reader.

b. The Process of Writing

As previously state that writing is a process that learned and used. Therefore, there are some stages in writing. They are:⁵

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, the writer chooses a topic and collect ideas to explain the topic. There are several techniques that you can use to get ideas such as listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Do not stop to wonder if an idea is good or not. Keep on writing until the flow of ideas stops.

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline. An outline is a working plan for a piece of writing. It is a list of all the ideas that are going to be in the piece in the order they should go. By this outline, it should be easy to you to write an essay or paragraph.

⁵ Alice Oshima and Ann Hogue, *Introduction to Academic Writing (3rd ed)*, (New York: Pearson Education, 2007), p. 16.

3) Writing

The next step is to write a rough draft, using the outline as a guide. Write the rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Here, you will probably see many errors but it is perfectly usual and acceptable. A rough draft is not supposed to be perfect. The errors will be fixed later.

4) Polishing

In this step, you polish what you have written. This step is also called *revising* and *editing*. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

Based on process writing above the researcher concluded that there are four processes in writing they are pre writing, organizing, writing and polishing and also in the pre writing itself is a way to get ideas. In this step, the writer chooses a topic and collects ideas to explain the topic. There are several techniques that you can use to get ideas such as listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind, if in organizing to organize the ideas into a simple outline. An outline is a working plan for a piece of writing. It is a

list of all the ideas that are going to be in the piece in the order they should go. By this outline, it should be easy to you to write an essay or paragraph and in Polishing is most successful if do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing)

c. Types of Writing

Adele Fiderer explained that there are some types of writing as follows:⁶

1) Descriptive

A descriptive gives a clear picture of a person, place, object, event or idea. Details for descriptive come from the writer's senses-smell, taste, touch, hearing and sight.

2) Narrative

A narrative gives the details of an experience or event in the order in which they happened.

3) Expository

An expository gives directions or uses facts and details to explain information.

So based on type of writing above the researcher concluded that there are three type of writing they are narrative, expository and descriptive and defined of descriptive itself is a clear picture of a person,

⁶ Adele Fireder, *Paragraph power*, (New York: Scolastic, 2002), p.17.

place, object, event or idea. Details for descriptive come from the writer's senses-smell, taste, touch, hearing and sight and in A narrative gives the details of an experience or event in the order in which they happened and an expository gives directions or uses facts and details to explain information.

2. The Concept of Paragraph

a. The Definition of Paragraph

Adele Firer explain about paragraph.⁷

- 1) Paragraph gathers together sentences with related about the paragraph's topic.
- 2) typical paragraph piece, such as an essay, report or narrative each paragraph has its own main idea, which is closely related to the topic of the whole piece.
- 3) .The opening sentences or sentence introduce the paragraph's topic
- 4) The sentences in the body of the paragraph provide details and examples.
- 5) The closing sentence of a body paragraph of the body paragraph of the body paragraph lead the reader to next paragraph.
- 6) The final paragraph of multi paragraph piece bring the piece to close.

Moreover, Dorothy and Lisa Rumarsik that a paragraph is a group of sentences about a single topic, together the sentences of the

⁷ Adele Fireder, *Paragraph power*, (New York: Scolastic, 2002), p.7.

paragraph explain the writer's main idea (most important idea) about the topic.”⁸

Paragraph are the basic building block of text. Well-organised paragraph not only help readers understand argument; they also help writers to structure their ideas effectively.⁹

In addition, Bailey states:“A paragraph is a collection of sentences that deal with one subject. All paragraphs contain a topic sentence, which is often, but not always, the first. Other components vary according to the topic. Introductory paragraphs often contain definitions, and descriptive paragraphs include a lot of detail. Other sentences give examples and offer reasons and restatements.”¹⁰

Based on the statements above, it can be concluded that a paragraph is a group of related sentences that tells about one topic. A paragraph may stand by itself but every paragraph has one main idea.

⁸ Dorothy E Zemach & Lisa A Rumisek, *Writing from paragraph to Essay*, (New York: MacMillan Publishers, 2005), p. 11.

⁹ Stephen Bailey, *Academic Writing (A Practical Guide for Students)*, (London and New York: Nelson Thornes, 2003), p. 32.

¹⁰ *ibid*, p. 32.

b. Parts of Paragraph

Oshima and Hogue also explain about the three parts of a paragraph, namely:

- 1) The topic sentence states the main idea of the paragraph. As Sanggam says that the topic sentence is the introductory part of a paragraph. It is the most important part of the paragraph. The topic sentence is usually at the beginning of a paragraph. There are three important points to remember about a topic sentence:
- 2) A topic sentence is a complete sentence; that is, it contains at least one subject and one verb.
- 3) A topic sentence contains both a topic and a controlling idea. It names the topic and then limits the topic to a specific area to be discussed.
- 4) A topic sentence is the most general statement in the paragraph because it gives only the main idea. It does not give any specific details.

The position for a topic sentence can be: 1. at the beginning (the first sentence) of the paragraph, 2. (somewhere) in the middle, or, 3. at the end (the last sentence).¹¹ The supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. There are several kinds of specific supporting details: examples, statistics, and quotations.

¹¹ Alice Oshima Ann Hogue, *Introduction to Academic Writing (Third edition)*, (New York:Pearson Longman, 20017), p.38.

a) The concluding sentence. A concluding sentence serves two purposes:

- By summarizing the main points of the paragraph, or
- By repeating the topic sentence in different words.

In conclusion, there are three main parts of a paragraph. It includes a topic sentence, supporting sentences, and a concluding sentence. A topic sentence is the main idea of the paragraph; supporting sentences give details about the topic; and a concluding sentence is the summary of the paragraph. It restates the topic sentence with different words in the end of the paragraph.

c. Steps to write effective paragraph

There are four steps to write effective paragraph:¹²

1.) Make a point

It is often best to state the point in the first sentence of the paragraph, as Mike does in his paragraph about working at a dinner and truck stop. The sentence that expresses the main idea or point of paragraph is called the topic sentence. The paragraph will be verified if it makes sure that all the details support the point in the topic sentence.

2) Back up the point

To support the point, one needs to provide specific reasons, examples, and other details to explain and develop it.

¹² John Langan, *Exploring Writing Paragraph Second Edition*, (New York: Atlantic Cape Community College, 2008), p.47.

3) Organize the support

Writer can organize supporting evidence in a paper by providing a list of two or more reason, examples or details, when writer uses time order, upporting details are presented in the order in which they occured.

4) Write clear, error-free sentences

Correct spelling and follow the rules of gramatical, punctuation and usage the sentence will be clear and well written.

Base on standard of steps to writing effective paragraph above the researcher conluded that steps to writing effective paragraph are ;make the point, back up the point, organize the support and write clear, error-free sentences.

d. Standards of Good paragraph

There are four standars of good paragraph:

1) Unity

To achieve unity is to have all the details in the paper related to the single point expressed in th. e topic sentence, the first sentence. Each time you think of something to put in, If it does not, leave it out. For example, if you were writing about a certain job as the worst job you ever had and then spent a couple of sentences talking about the interesting people you met there, you would be missing the first and most essential base of good writing.

2) Support

provides specific examples that illustrate the main point of a paragraph. Readers want to see and judge for ourselves whether a writer is making a valid point about a subject, but without specific details we cannot do so. After realizing the importance of specific supporting details, one student writer revised a paper she had done on a restaurant job as the worst job she ever had.

3) Coherence

The supporting ideas and sentences in a composition must be organized in a consistent way so that they cohere, or “stick together.” Key techniques for tying material together are choosing a clear method of organization (such as time order or emphatic order) and using transitions and other connecting words as signposts.

4) Sentence Skills

Errors in grammar, punctuation, sentence structure, mechanics, and even formatting can detract greatly from the writing; the fourth base, sentence skills, requires that you identify, fix, and avoid these types of mistakes. Error-free sentences allow readers to focus on the content of a paragraph as a whole. Poor grammar and sentence skills can be merely distracting, or they can change the meaning of a sentence entirely.¹³

¹³ John Langan, *Exploring Writing Paragraph Second Edition*, (New York: Atlantic Cape Community College, 2008), p.47

Base on the good paragraph above the researcher concluded that the character of good paragraph are ; 1) Unit To achieve unity is to have all the details in the paper related to the single point expressed in the topic sentence, the first sentence. Each time you think of something to put in, If it does not, leave it and provides specific examples that illustrate the main point of a paragraph. Readers want to see and judge for ourselves whether a writer is making a valid point about a subject, but without specific details and then The supporting ideas and sentences in a composition must be organized in a consistent way so that they cohere and the last Errors in grammar, punctuation, sentence structure, mechanics, and even formatting can detract greatly from the writing.

3. The Concept of Descriptive Paragraph

a. The Definition of Descriptive Paragraph

Descriptive paragraph is one of paragraph-types in English learning. Descriptive appeals to the sense so it tell how something looks,feel smells tastes and or sound. A good description is a word picture : the reader can imagine the object place or person in his or her mind. A description usually follow a pattern of organization that we call spatial order, spatial order is the the arrangement of things in place.¹⁴ According to Thomas S. Kane, “description deals with perceptions—most commonly

¹⁴ Alice Oshima and Houge, *Introduction to academic writing*,(New York:Pearson Education,2007) p.61.

visual perceptions. It is about sensory experience - how something looks, sounds, and tastes.”¹⁵

Moreover, John Langan says that when you describe something or someone, you give your readers a picture in words.¹⁶ Then, Oshima and Hogue also explain that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹⁷

In conclusion, it can be concluded that descriptive paragraph is one of paragraph-types which say what a person or a thing is like. The social function of descriptive paragraph is to describe and reveal a particular person, place, or thing.

b. Supporting Sentence of descriptive paragraph and The Language Features of Descriptive Paragraph

They not only provide the details that prove the truth of the topic sentence, but they also make the writing rich and interesting. In descriptive paragraph include the more clearly the reader will be imagine what are describing. The detail should appeal the five senses, they should tell the reader how something looks, smell, sound, feels and tastes. Write about colors, size, shapes, order and textures.

¹⁵ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: The Berkley Publishing Group, 2000), p. 351.

¹⁶ John Langan, *Exploring Writing*,(New York:McGraw Hill, 2010) p. 92.

¹⁷ Alice Oshima and Ann Hogue, *Introduction to Academic Writing (3rd ed)*, (New York: Pearson Education, 2007), p. 42.

Besides that, there are also the language features of descriptive text.

They are:

- 1) The use of adjectives and compound adjectives

Example: -a five hundred seated football stadium

-a beautiful ancient Roman opera house

- 2) The use of linking verbs/relating verbs

Example: -the temple consists of five terraces

- 3) The use of simple present tense

Example: - the hotel provides 450 rooms and a large swimming pool.¹⁸

c. The Example of Descriptive Paragraph

Galdriel Hopkins (Gilly)¹⁹	
Identification	{ Galdriel Hopkins (Gilly) is the main character in the Great Gilly Hopkins by Katherine Paterson.
Description	{ Gilly is a shabby-looking foster child who doesn't want to make herself pretty. Her hair is uncombed usually has gum in it. She also makes weird noises with her gum while she is chewing it.

Above is an example of descriptive paragraph

¹⁸ Dio Febrilian, "Descriptive Text", in www.diofebrilian.info accessed on Januari 6th 2017.

¹⁹ Adele Fiderer, *Paragraph power*. (New York: scolastic, 2002), p17.

d. The Measurement of Writing Descriptive Paragraph

The following is the scoric rubric in writing a paragraph:

Criteria	Maximum Score	Actual Score
<u>Format – 5 points</u> There is a title. The title is centered. The first line is indented. There are margins on both sides. The paragraph is double-spaced Total	1 1 1 1 1 5
<u>Mechanics – 5 points</u> There is a period, a question mark, or an exclamation mark after every sentence. Capital letters are used correctly. The spelling is correct. Total	1 2 2 5
<u>Content – 20 points</u> The paragraph fits the assignment. The paragraph is interesting to read. The paragraph shows thought and care. Total	5 5 10 20
<u>Organization – 35 points</u> The paragraph begins with a topic sentence that has both a topic and a controlling idea. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example. The paragraph ends with an appropriate concluding sentence. Total	10 20 5 35
<u>Grammar and Sentence Structure – 35 points</u> Estimate a grammar and sentence structure score.	35
<u>Grand Score</u>	100	

Table 2: The Scoring Rubric of Writing Paragraph²⁰

²⁰ Alice Oshima and Ann Hogue., *Writing Academic.*(Yew York:Pearson Education,2016) p. 196.

B. The Concept of STAD Technique

1. The Definition of STAD Technique

STAD is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal.²¹

In other definition Student team achievement division (STAD) Technique states that the STAD students are placed in learning team consisting of 4-5 people who are mixture according to achievement level, gender and ethnicity. The teacher present the material in front of class that focuses on the concept of material to be discussed only.²²

Furthermore, STAD is generally define,as will become clear from the following to definitions, as a cantiumum of learners working together in a small group so that everyone can participate in the collective task that has been clearly defined by the teacher.²³

Moreover, STAD Is team in learning procces. First teaching in which teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation. Second, team study in wich heterogenous team members cooperate on worksheet designed to extend materials. Teammates are not allowed to help one another during these quizzes. And finally team

²¹ Monchai Tiantong and Sanit Teemuangsai, "Student Team Achievement Division Technique through the Moodle to Enhance Learning achievement", (Bangkok:International Education studies.Maha Sarakham), Vol.6 No.4 2013 p.86

²² Damayanti Tanjung sari, Sulistiya Ningsing and Ratna Ery susanarso."Use of STAD Technique in Cooperative Learning Write Descriptive Through Pictures" dalam English education study program(Sidoarjo;STKIP PGRI), Volume 2 No.2 P.149

²³ Michael M Van Wyk,"The Effects of the STAD-Cooperative Learning Method on Student Achievement Attitude and Motivation in Economics Education"(South Africa;Collage of Education University of South Africa) vol.2 No 3 2012 p.1

Recognition stage where quiz scores are juxtapose to past averages; points are given based on improvement from past performance. High-scoring teams are awarded by gift or putting their names on bulletin board or granting certificates to them.

2. The Components of Student Teams Achievement Divisions (STAD)

Technique

There are some components in STAD technique those are ;

a. Class Presentation

The material is presented in the classroom as a primarily phase of STAD technique. In this case teacher gives the material directly or as a lecturer discussion. Student need to pay careful attention during the teacher presentation so that it will help them on the quiz.

b. Team

There are about four or five student in each teams who represent across section in the class including academic performance, sex and race or ethnicity. The members use the worksheet or any devices to help each other mastering the material

c. Quizzes

The quiz is taken by students individually after they got the teacher presentation and team practice. Students are not allowed to help their friends of the team during the quiz in order to know they have responsibility in knowing the materials individually

d. Individual Improvement Score

Each student is given a base score derived from the student's average performance on similar quizzes.

e. Team Recognition

The team which has reached the average score exceeded certain criteria will get the reward²⁴

3. The procedure of the Students Teams achievement Division (STAD) Technique.

There are general procedures in Students Team achievement Division technique include the following steps:

a. Material

The material should be prepared by the teacher that they will present in the classroom, based on text book or the teacher's materials

b. Assigning students to teams in STAD should shared regenosly

It Means that all group represent all students either from academic achievement and or sex. Students should'nt choose the team members by their own because they are likely to choose as them but follow this.

c. Making of copy team summary sheet for each team

d. Ranking students from the highest into lowest students

e. Deciding the amount of team in of the students .Team should be composed four members each.

²⁴ Ani putri,"*The effectiveness of using the student teams achivement divisions technique toward students understanding of the simple pastense*" (Jogja : STKIP PGRI) vol.2.No.14 2014,p.22-23

- f. Assigning students to teams. Use the list of student rank above to determine members
- g. Filling the team summary sheets
- h. Determining Based on score

Beginning score represent students a verage scores from their past quize other wise. Teacher use students final grades from the previous year

- i. Team building.

Try to start the program by the using create something for the team just to make each members of team having fun and getting know one other²⁵

C. Action Hypothesis

By using Student Teams Achievement Devison (STAD) technique, the students descriptive paragraph writing and their learning activities can be increased at the eleventh graders of SMA GAYA BARU Seputih Surabaya.

²⁵ Ani putri,"*The effectiveness of using the student teams achivement divisions technique toward students understanding of the simple pastense*"(Jogja:STKIP PGRI) Vol.2 No14.2014,p.22-23

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Variable of Research

There are two kinds of research variables as follow:

a. Independent Variable

Independent variable is presumed to affect (at least partly cause) some how influence at least one other variable²⁶. Independent variable in this research is STAD Technique. The writer assumes STAD technique can help them to learn more effectively. It also can be used to attract the students' motivation and work together in learning English. If the students are work together in teams they feel easy in what they do, they will sharing their ideas and easier to understand about the material given. It aims to increase students' writing in descriptive paragraph.

b. Dependent Variable

Dependent variable is the variable which is observed and measured to determine the effect of the independent variable. Dependent variable in this research is students' writings descriptive paragraph. The

²⁶Jack R. Freenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: McGraw-Higher Education, 2009), p.42.

increasing students' writing in descriptive paragraph can see after using STAD Technique.

2. The Definition of Operational Variable

Operational definition is the definition of variable that identifies the observable indicators that will be used to determine the variables' attributes²⁷. definition an operational definition is tell us what activities or operations we need to perform to measure a concept or variable.

As the explanation above this research consist of two variables those are STAD Technique using as independent variable and students' writing in descriptive paragraph as dependent variable. The definition of two variables can be explained as follows:

a. Independent variable

Independent variable is a variable which function to influence the other variable. The independent variable in this research is using STAD technique. This method can be used to increase the students writing in descriptive paragraph.

In measuring this variable, the witer will use observation sheet to observe the using STAD technique. As the indicator of success in using STAD technique can be seen as follow:

- 1) The students have good participation of teaching descriptive paragraph by using STAD technique.

²⁷ Allen Rubin & Earl.R.Babbie, *Essential research Method for Social Work*, (Engaged Learning,United State of America: 2010), Second Edition ,p.70.

- 2) This technique run well and the students are enthusiastic to follow teaching learning process.
- 3) The students' writing in descriptive paragraph can increase by using STAD technique in teaching learning process.

b. Dependent Variable

Dependent variable is a variable tha can be influenced by an independent variable. The dependent variable in this research is students' writing in descriptive paragraph.

In measuring this variable the writer will use test as tool to measure the students writing in descriptive paragraph. The test is ask the students to make a descriptive paragraph individually The indicator of students writing in descriptive paragraph is follow:

- 1) The students can make at least one paragraph
- 2) The students can write a good paragraph

B. Setting of the research

The setting of this research is SMA Gaya Baru Seputih Surabaya, which is located is in Seputih Surabaya, Central Lampung. This class consists of 31 students. SMA Gaya Baru Lampung Tengah it consists of 4 classes, a computer laboratory, IPA laboratory, an office, mosque and a library. It has 15 teachers 5 staff, and 105 students.

Class	Sex		Total
	Male	Female	
Class X	112	87	199
Class XI	107	97	204
Class XII	101	102	203
ToatL	320	288	606

C. Subject of The Research

The subject of this research is the students' eleventh graders of class IPS 1 SMA Gaya Baru in Academic Year 2017/2018 it consists of 31 students.

Table 1

Class	Sex		Total
	Male	Female	
XI IPS	10	21	31
Total	10	21	

D. Classroom Action Research (CAR)

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research²⁸. It is based on the following assumptions:

1. Teachers and principals work best on problems they have identified for themselves.
2. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
3. Teachers and principals help each other by working collaboratively.
4. Working with colleagues helps teachers and principals in their professional development.
5. Teachers and principals work best on problems they have identified for themselves.
6. Teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently.
7. Teachers and principals help each other by working collaboratively.
8. Working with colleagues helps teachers and principals in their professional development.

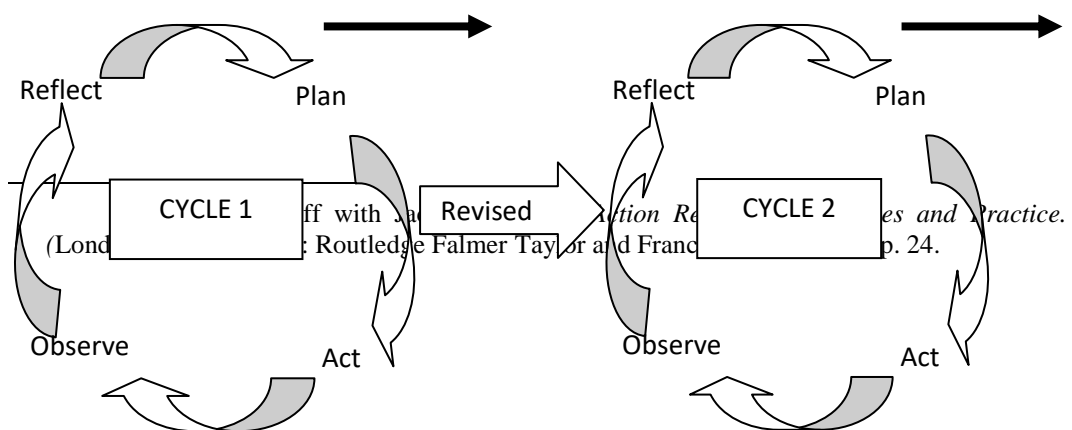
Although there are many types of research that may be undertaken, action research specifically refers to a disciplined inquiry done by a

²⁸ Eileen Ferrance. *Action Research. Themes In Education*. (Northeast and Islands Regional Educational Laboratory: Brown University. 2000), p. 1.

teacher with the intent that the research will inform and change his or her practices in the future.

Action research is a form of collective self reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or education practices, as well as their understanding of these. Practices and the situations in which these practices are carried out²⁹. It means that the teacher gives an action or instruction then the students do it. Classroom action research must concern with the effort of teachers in learning process. Practitioners are potential writers and writers are practitioners (some people, who like to maintain their status as “pure” writers do not always see it this way). The aim of the research is to find the problem solving. In this research the writer needs a collaborator to help her in this action research it is caused as a new research.

In the classroom action research, the writer would like to hold the research in two cycles. There were a relationship between one and the other. They are planning, acting, observing, and reflecting. It means that, action research consist of four steps include planning, action, observation, and reflection. Here is step of classroom action research design:



Classroom Action research (CAR) Cycles are:

Figure 1. Design of Classroom Action Research Model (McKernan Model)³⁰.

Based on model design from McKernan above, there were four steps in a acting process, they are planning, acting, reflection and the last evaluation.

Which

Was all activity has relationship with the other.

1. Cycle I

a. Planning

Planning is the first step in each activity, the writer it is prepared before the action.

1) The write prepare the lesson plan.

In conducting the research, the writer makes lesson plan for the activities.

2) The observer prepares the material and the method of teaching

³⁰ Karen Goodnough. *Taking Action in Science Classroom Trough Collaborative Action*. (Canada: Sense Publishers, 2011), p. 4.

The research prepares the material for the process of learning.

b. Acting

After finishing the planning, the learning process will be done in the eleventh graders of SMA Gaya Baru. It describe about teaching procedures of the research. In this step, the writer acts as follows:

- 1) The teacher explains the objective of the lesson for that day
- 2) Teacher presents the material about descriptive paragraph
- 3) The students divided into heterogenous (4-5 students) and choose one student to be the leader of each groups
- 4) Students receive their assignment (paragraph titles) from the teacher
- 5) Each group then initiates discussion among its members
- 6) Teacher gives occasion to the students to ask any difficulties or problem
- 7) Students write descriptive paragraph in each group
- 8) The teacher assumes the role of facilities
- 9) A presentation of the group's paragraph is done continuing evaluation by the teacher and other group.

c. Observing

Observing is the activity of recording the event and action. Based on the observation, the writer can determine there is anything that the writer has to be improved soon in order that the action can achieve the aim of writer wants. The observation is doing in teaching learning

process. In this step, the writer observes the process of teaching learning by using form of observation.

d. Reflecting

Reflection is the last step in this process. The writer analyzes and discusses the observation result during teaching process, those are, the weakness and strength from the action in this steps, the writer uses the data from evaluation to make improvement for the second cycle. The writer decides that the next cycle focuses on the weakness in preview cycle.

2. Cycle 2

a. Planning

Planning is the first step in each activity, without planning the activity that the writer does not will focus. There are steps for planning:

- 1) Preparing materials making lesson plan and designing the steps in doing the action
- 2) Preparing list of students' name and scoring
- 3) Preparing teaching aids
- 4) Preparing sheet for classroom observation (to know the situation of teaching learning procces when technique or method or mode is applied
- 5) Teacher gives pre-test

b. Acting

The second step in the action research is acting. It is the implementation of the planning. In this step the writer acts as follows:

1) Pre teaching

- a. The students pray and greet together.
- b. The writer checks the attendant list.
- c. The writer give motivation.
- d. The writer chooses the appropriate with the material going to be taught.

2) While Teaching

- a) The teacher explains the objective of the lesson for that day
- b) Teacher presents the material about descriptive paragraph
- c) The students devided into heterogenous (4-5 students) and choose one student to be the leader of each groups
- d) Students recieve their assignment (paragraph titles) from the teacher
- e) Each group then initiates discussion among its members
- f) Teacher gives occasion to the students to ask any dificulties or problem
- g) Students write descriptive paragraph in each group
- h) The assumes the role of facilities
- i) A presentation of the group's paragraph is done cotinuing evaluation by the teacher and other group.

3) Post teaching

- a) The writer summarizes the material of learning.
- b) The writer give the motivation to the students.
- c) The writer close the meeting.
- d) The writer greets to the students.

c. Observing

Observation will be done to identify classroom activities during teaching and learning process. It is done while the action is being implemented. Observation and field note help collaborator do observation. The result of the observation can be used as input for the next meeting. Observation will be done either in first or second cycle. The writer gives the tasks as post test in teaching learning process.

The task are pronunciation is they are must find out the vocabularies in the story, comprehend and memorized.

d. Reflecting

In this step, the writer will compare the score of pre-test and post-test. The writer reviews and reflects on students' activity and teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

E. Data Collection Technique

To collect the data, the writer uses the data collection method as follows:

1. Test

Test is a set of questions or exercises or other tools that is used to measure skill, ability, knowledge, intelligence, capability, that belong to individual or group. In this research, the writer uses test to collect the data. The writer will use pre-test and post-test as tools to gather the data.

a. Pre-test

To know that the use of STAD technique could be increase the students' writing in descriptive paragraph, the writer give pre-test before the students got explanation about making a good descriptive paragraph. The writer give a test to make descriptive paragraph. From this result the writer know how the students' in descriptive paragraph and knew the weakness during learning process. Pre-test was the first activity before the teacher did the teaching-learning activities and a post test. The students would perform the dialogue. Their voices and performance would be recorded and videos by the teacher. The aims of pre-test is to measure students' writing in descriptive paragraph

b. Post-test

After the writer observing and analyzing the weakness strength that was done by the teacher and the students about the difficulties in writing descriptive paragraph. Then, the writer gave more explanation until the students understand. Finally the writer gave the post-test to the students. The aims of post-test is to know

the increasing of students' writing in descriptive paragraph after they had given STAD technique.

2. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from a taped sequence. Observation is the election modification, recognition, and coding combination in behavior and organism situation that suitable with empiric goals. Observation is data collection method by directly observing to the object that is examined. The writer uses this technique to get data about students activities such as students' skill in question answer, students; lack writing in descriptive paragraph and good participant of students' learning in the class.

3. Documentation

Documentation is the method which is used to get information from the written source or document like books, magazines, notes of meeting and daily report.

4. Field Note

Field Note is a note that is used in the research to write the activities during learning process. So, if the teacher is teaching, the collaborator notes everything that happened in the class. This is to know students activities during teaching process.

F. Research Instrument

1. Test Form

In this reserach, the writer will use pre-test and post-test to measure students writing in descriptive paragraph. The shape of the test is pre-test and post-test. The pre-test ask the students to make descriptive paragraph.. the pre-test consists of 4 titles about descriptive paragraph as follow : beautiful house, elephant, and kutha beach . the all students choose one that titles to make a descriptive paragraph.The aim of pre-test is to know students' background knowledge. Then the post test the writer will command the students to make a group and one group consists of 4-6 students and one student be leader of group. After that every group make descriptive paragraph and each student in group should give contibute to build paragraph. The last, the leader of group presented that descriptive paragraph in front of paragraph.

In order to make the data become scientific and accurate, the instrument must be served appropriately, therefore, the writer will use content-related evidence of validity whereby the validity refers to the relevance of instrument based on how appropriate the content is, how comprehensive the content is, how logical the content to get at the intended variable, and how adequate the questions represent the content to be assessed. The content and format must be consistent with the definition of the variable and the sample of subjects to be measured.

2. Observation sheet

What will be observe in this research are students activity in learning English and the implementation of STAD technique. The

observation sheet will consists of certain criteria of measurement those are students interest, students responses, attitude, gestures, and students activity when learning English..

3. Documentation

What have been documented are, students scores, the conditions of school building, facilities, teachers, employers, and structural organizations. The writer will documentate the students learning process by taking pictures and recording their activities in the class.

G. Data Analysis Technique

In this research, the writer will analyze the data analysis by calculating the average from the result or score from pre-test and post-test. The writer also compares score between pre-test and post-test. Then, the result will be matched with the minimum standard. In the eleventh graders of SMA Gaya Baru Lampung Tengah the minimum standard in English subject is 70. If there are some students that are not successful in cycle 1it means that the writer has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on, but if the cycle 2 the students of successful, the cycles are able to be stopped.

The data will be analyzed step by step to get the average score of the pre-test and post-test.

The formula to get the average of pre-test and post-test is as follows³¹:

$$\bar{x} = \frac{\sum x}{N}$$

where:

\bar{x} = Average score

$\sum x$ = The total number of student's score

N = Total of Students

Besides that, to measure the percentage of students activities, the researcher used the formula :

$$P = \frac{Fn}{N} \times 100\%$$

Notes : P = Mean Score

F = Total of Students

n = Number of The Students

H. The Indicator of the Success

The research will be called success if 80 % of students got minimum score at least 70 and there is increasing in students' learning activity after using STAD technique.

³¹ Donald Ary *et.al.* *Introduction to Research in Education. 8th Edition.* (Canada: Wadsworth. 2006). p.108.

CHAPTER IV

RESULT OF THE RESEARCH AND DICUSSION

A. Result of The Research

1. Description of The Research Location

a. Brief History of SMA Gaya Baru Seputih Surabaya

SMA Gaya Baru Seputih Surabaya is located at Gaya Baru Dua Sreet, Seputih Surabaya, Central Lampung. It was built on 13250 m² by the ownershipis Drs. R. Subardi. This school established on September30th, 1981.

Since SMA Gaya Baru Seputih Surabaya was established, this school has been led by the following principals:

- | | |
|----------------------------|---------------|
| 1) Drs. Pairin | (1981-1985) |
| 2) Drs. ImamMustofa | (1985 – 1989) |
| 3) Drs. Bandi | (1989 – 1993) |
| 4) Drs. Bardi Antono, S.Pd | (1993 - 1998) |
| 5) Drs. M. Ngadiniono | (1998 – 2003) |
| 6) Suwanto, S.Pd | (2003- 2008) |
| 7) Ambarwati Ratna, S.Pd | (2008-2013) |
| 8) Dwi Lestari, S.Pd | (2013- Now) |

b. Vision and Mission of SMA Gaya Baru Seputih Surabaya

SMA Gaya Baru Seputih Surabaya has vision and mission, among others:

Vision : Having quality in the field of science, technology and religion.

- Mission :**
- 1) Increasing the average value of The National Examination
 - 2) Implementing learning process by guidance effectively
 - 3) Increasing self-discipline to all of people in the school
 - 4) Helping to develop the students' potential in the field of sport, scouts, art and motivating to participate in various competitions.
 - 5) Creating the clean, beautiful and comfortable environment.

c. List of Teachers and Staff in SMA Gaya Baru Seputih Surabaya

Total of teachers and staff in SMA Gaya Baru Seputih Surabaya are 44 that can be identified as follows:

Table 1
List of Teachers and Staff at
SMA Gaya Baru Seputih Surabaya

No.	Name	Last Eduaction	Position
1.	Drs.R.Subardi	S1	Owner
2.	Dwi Lestari, S.Pd	S1	Headmaster
3.	Agus Susanto	SMA	Administration
4.	Poniati	SMA	Art Teacher
5.	Dwi Lestari, S.Pd.	S1	English Teacher
6.	Amelia, S.Pd.I	S1	Administration
7.	Umi Asih, S.Pd	S1	Mathematics Teacher
8.	Hartanto Pangestu, S.Pd.	S1	PAI Teacher
9.	Ayunda Wati, Amd.Pd	S1	Art Teacher
10.	Hermanto,S.Pd.I	S1	PAI Teacher
11.	Setaawati, S.Pd	S1	Indonesian Language Teacher
12.	Nurul Maswah, S.P	S1	IPS Teacher
13.	Drs. R.Subardi	S1	Counselor
14.	Ani Asmara, S.Pd.	S1	IPS Teacher
15.	Badriyah Wadzuriati, S.Pd.	S1	PKN Teacher
16.	Sulis Nurmala, S.Pd.	S1	Mathematics Teacher

17.	Ariyani Fajaroh, S.Pd.	S1	English Teacher
18.	Drs. Imam Suhono	S1	Indonesian Language Teacher
19.	Pairin, A.Ma.Pd	S1	PKN Teacher
20.	Ari Mina Sakbaniati, Amd.	D3	Art Teacher
21.	Isnawan Triwasono,	S1	IPS Teacher
22.	Muji, S.Pd	S1	Counselor
23.	Sukoco, S.Pd.	S1	Sport Teacher
24.	Dwi Lestari, S.Pd	S1	English Teacher
25.	Yunus Prpto Suhendro	SMA	Agribisnis Teacher
26.	Dewi Astuti,S.Pd.	S1	Indonesian Language Teacher
27.	Poniati	D3	Administration
28.	Neti Susilawati, S.Pd	S1	English Teacher
29.	Karmah Lia Ningrum, S.Pd.	S1	Biology Teacher
30.	Riana, S.Pd	S1	Lampungese Language Teacher
31.	Rumiyati,SPd.	S1	Indonesian Language Teacher
32.	Rusyati,S.Pd.	S1	Mathematics Teacher
33.	Siswaniatun, S.Pd.Ind	S1	Indonesian Language Teacher
34.	Soewarto	D1	Counselor
35.	Dra. Solecha	S1	Geography Teacher
36.	Solmawati, S.P	S1	Indonesian Language Teacher
37.	Sri Harti, S.Pd	S1	Biology Teacher
38.	Sri Mujiyati, S.Pd	S1	English Teacher
39.	Sri Murni, S.Pd	S1	PKN Teacher
40.	Sudarmin,S.Pd	SI	Sport Teacher
41.	Sugiyanti, S.Pd	S1	IPS Teacher
42.	Sumanto	D1	Art Teacher
43.	Sumarni	SMA	Administration
44.	Sumarti, S.Pd	S1	IPS Teacher

Source: The Documentation of SMA Gaya Baru Seputih Surabaya Tahun 2018

d. Building Condition of SMA Gaya Baru Seputih Surabaya

SMA Gaya Baru Seputih Surabaya have many buildings such as laboratory, classroom, library, canteen and many others. The explanation of these building as follow:

Table2
Building Condition of SMA Gaya Baru Seputih Surabaya

No	Names of Building	Total
1.	Headmaster Room	1
2.	Vice Headmaster Room	1
3.	Teacher Room	1
4.	Administration Room	1
5.	Living Room	1
6.	Class Room	6
7.	Library	1
8.	Science Laboratory	0
9.	Computer Laboratory	1
10.	School Healthy Unit Room	1
11.	Consultation Room	1
12.	Mosque	1
13.	Canteen	1
14.	Kitchen	1
15.	Storehouse	2
16.	Guard House	0
17.	Teachers' Toilet	4
18.	Students' Toilet	4

Source: Documentation of SMA Gaya Baru Seputih Surabaya 2018

e. Total of The Students at SMA Gaya Baru Seputih Surabaya

Table3
Total of Students at SMA Gaya Baru Seputih Surabaya
in the Academic Year of 2017/2018

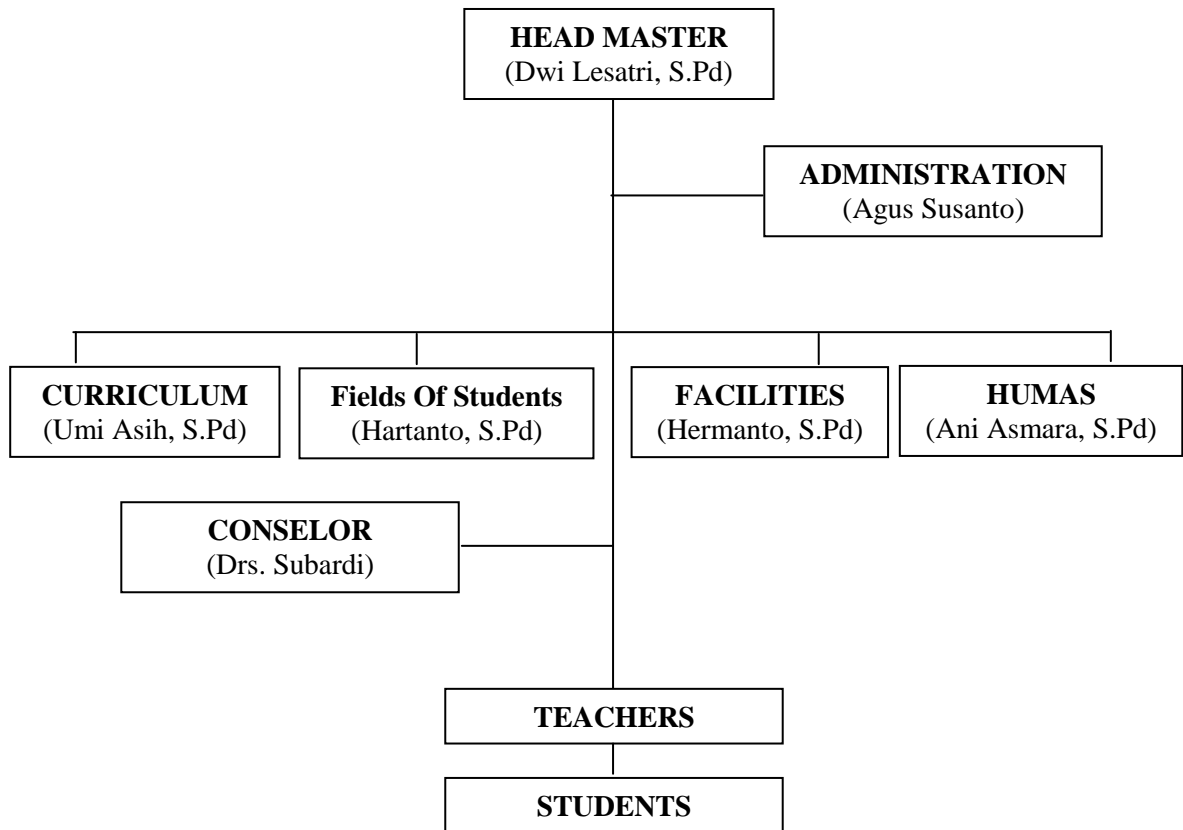
No.	Class	Gender		Total
		Male	Female	
1.	Class X IPS 1	12	18	30
2.	Class X IPS 2	14	15	29
3.	Class XI IPS 1	11	20	31
4	Class XI IPS 2	10	18	28
5	ClassXII IPS 1	11	16	27
6	ClassXII IPS 2	10	15	25

Source: Documentation of SMA Gaya Baru Seputih Surabaya2018

f. Organization Structure of SMA Gaya Baru Seputih Surabaya

SMA Gaya Baru Seputih Surabaya has organization structure as follows :

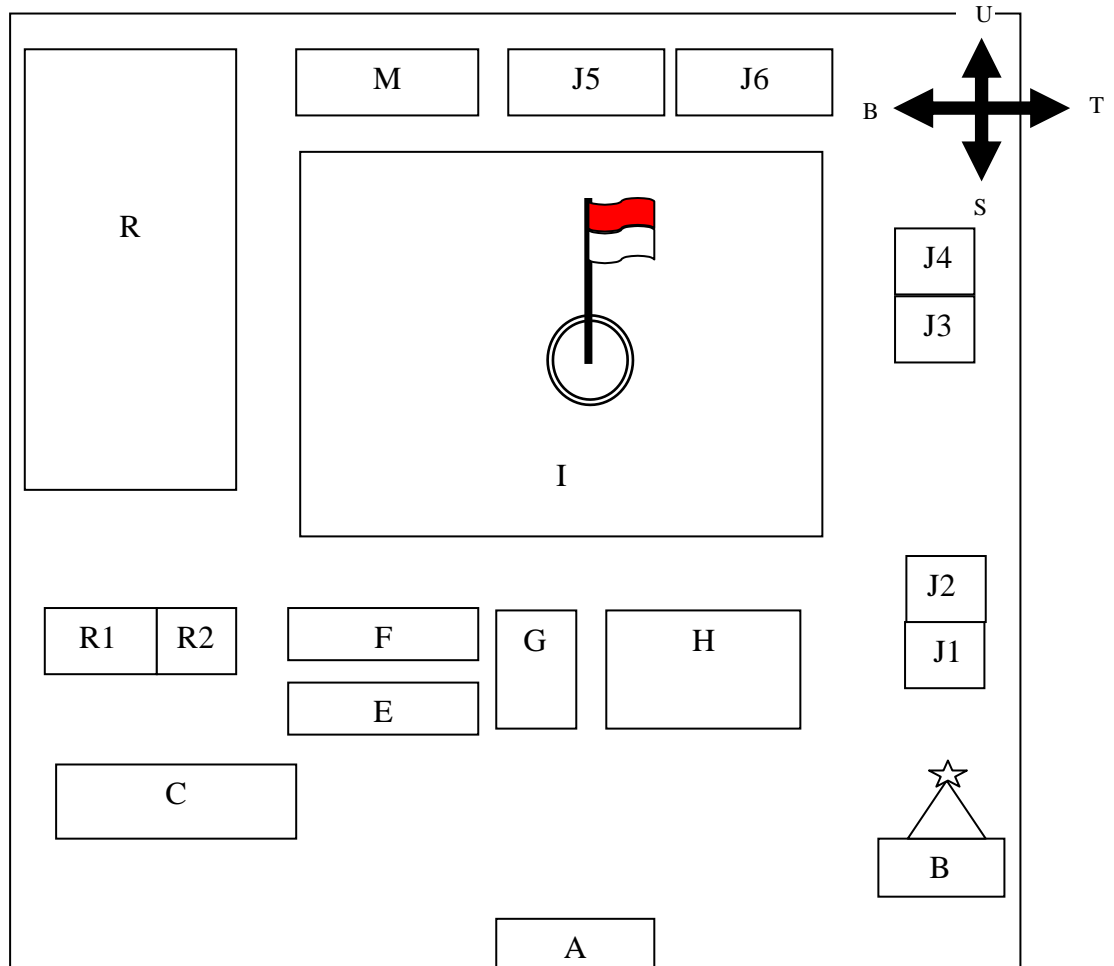
Picture 1



g. Location Sketch of SMA Gaya Baru Seputih Surabaya

Location SMA Gaya Baru Seputih Surabayaas follows :

Picture 2



A = Gate

B = Mosque

C = Canteen

E = Head Master Room

F = Schools' Healthy Unit

G = Living Room

H = Teacher Room

I = Field

J1, J2. = Classroom of X IPS1 and X IPS 2

J3, J4. = Classroom of XI IPS and XI IPS 2

J5, J6. = Classroom of XII IPS 1 and XII IPS 2

R1 and 2 = Gareden

Q = Garden

M = Toilet

2. Description of Result Finding

In this research, the researcher conducted the research in two cycles. Each of cycle consists of planning, acting, observing and reflecting. The researcher gave a pre-test for the students before doing the treatment. It was aim to know how far the students' ability in writing descriptive paragraph before they were given the treatment.

a. The Result of Pre-test

The researcher gave a pre-test for the students to see how far the students' writing ability before the treatment was given. It carried out on 15th 2017. In pre-test activity, the researcher gave an essay test. The researcher asked them to create a descriptive paragraph based on the themes that was given. Then, the result of pre-test can be seen on the table below:

Table 4
The Students' Writing Score of Pre-test

No.	Students' Code	Score Post-test of Cycle 1					Total
		Fo	Me	Co	Or	Gr	
1.	AA	2	0	10	25	25	62
2.	AR	2	2	5	15	15	39
3.	AMN	2	2	15	20	15	54
4.	AMR	1	1	15	20	25	62
5.	Aap	2	0	5	10	20	37
6.	AK	3	1	5	30	20	59
7.	BAS	2	1	15	25	25	68
8.	BL	4	2	20	20	25	71
9.	DNF	2	1	10	25	35	73
10.	DSN	-	-	-	-	-	-
11.	EWV	1	1	20	25	25	72
12.	EF	2	0	5	15	25	47
13.	EG	1	1	10	20	25	57
14.	ES	2	0	25	25	10	62

15.	F	2	2	20	20	30	75
16.	H	2	1	10	20	25	58
17.	IWF	2	1	20	25	30	78
18.	JNS	2	2	15	25	35	79
19.	MJ	4	4	15	30	10	63
20.	RW	2	1	15	25	35	78
21.	Rwi	3	0	10	25	20	58
22.	SS	3	1	5	10	10	29
23.	SA	1	0	10	15	32	59
24.	TA	1	0	15	20	25	61
25.	TDA	2	0	5	30	20	57
26.	VAF	3	1	10	20	0	33
27.	YF	0	0	10	25	25	60
28.	YAC	3	1	20	30	30	83
29.	YA	1	0	10	20	25	56
30.	ZA	4	2	15	35	25	81
31.	Y	1	0	10	20	20	51
Lowest Score							29
Highest Score							83
Average							60,73

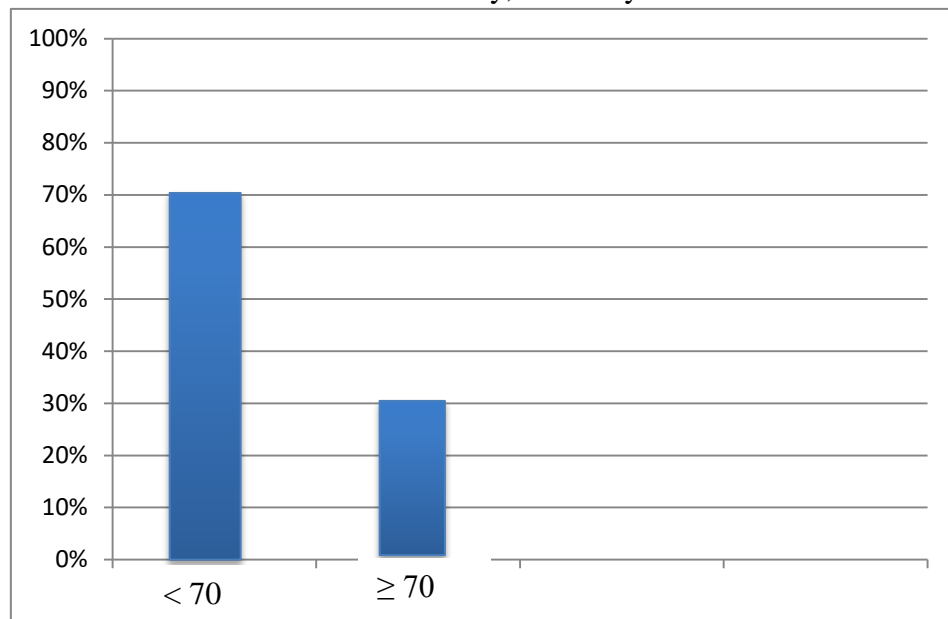
Note:

Fo : Format
Me : Mechanic
Co : Content
Or : Organization
Gr : Grammar

Table 5
Frequency of Students' Writing Score at Pre-test

Students' Score	Frequency	Percentage (%)	Complete/Incomplete
≥70	9	30 %	Complete
<70	21	70 %	Incomplete
Total	30	100 %	

Graph 1
Result of Pre-Test on Friday, 15th July 2017



Based on the result of the students' pre-test, just 9 (30%) students passed The Minimum Mastery Criteria (MMC) that was 70. In pre-test, the researcher found the students' problem such as they still confused how to create a descriptive paragraph. The problem could be seen by the students' score in pre-test. There were 21 students who got score less than 70. It showed that the result of students' writing ability was still low. By analyzing the result of pre-test, the researcher made a plan to do cycle that consists of planning, acting, observing, and reflecting.

b. Cycle 1

1) Planning

Planning was the first step that had to be done in each cycle. In this step, the researcher prepared the lesson plan, material and media that would be used in teaching learning process. The material was

descriptive paragraph. The material included the definition, the generic structure, the language features and the example of descriptive paragraph. 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.

2) Acting

Acting is the second step in this research. The researcher conducted this cycle in two meetings. The schedule of action in this cycle is as follows:

Table9
The Schedule of Action in Cycle 1

Meeting	Day/Date	Time
1 st	Saturday, May26 th 2018	08.50 – 10.20 a.m
2 nd	Monday, May28 th 2018	10.20– 11.40 a.m

a) The First Meeting

The first meeting was done on Saturday, May26^h 2018 at 08.50-10.20 a.m. At the beginning of teaching learning process, the researcher greeted students by saying “salam and good morning” and all of students answered by saying “salam and good morning Sir” friendly. Then, the researcher asked about their condition first before checked attendance list. Before giving the material, the researcher gave some question, for example “what do you know about paragraph?”. Some students could answer it but they used Indonesian language. It could happen because they usually discussed it in Indonesian

language. Therefore, the researcher explained about what is paragraph in English first before she explained about descriptive.

Then, the researcher explained about the characteristics of paragraph and how to make a good paragraph. After that, the explanation continued about descriptive paragraph. Most of students still did not understand about it. Next, the researcher invited the students to play Student Teams Achievement Division (STAD) Technique.

b) The Second Meeting

The second meeting was done on Monday, May 28th 2018 at 10.20 – 11.40 a.m. The researcher greeted the students and they answered it friendly. Then, the researcher checked the attendance list. The activity continued by giving some explanation more about descriptive paragraph and how to create it. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to create a descriptive paragraph based on the themes given in 40 minutes. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table6
The Students' Writing Score of Post-test Cycle 1

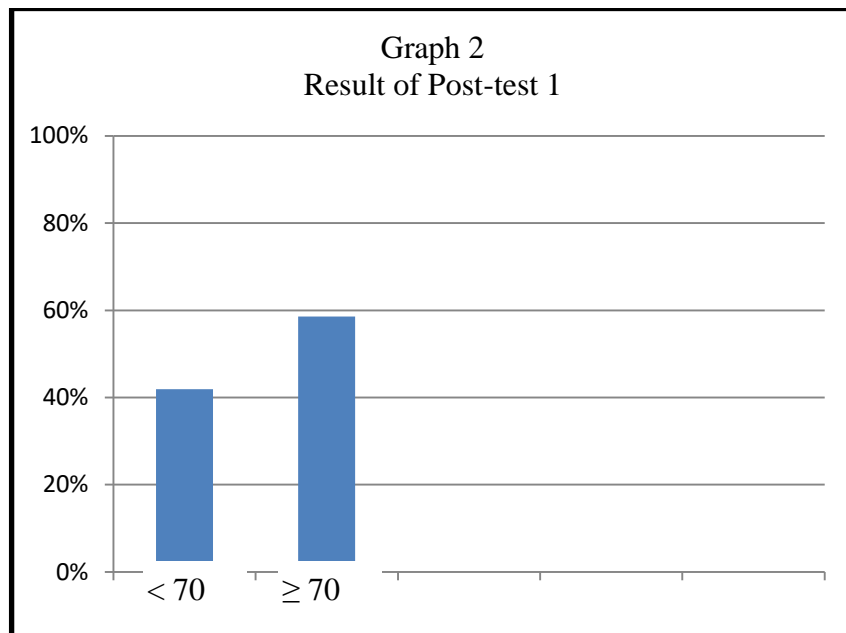
No.	Students' Code	Score Post-test of Cycle 1					Total
		Fo	Me	Co	Or	Gr	
1.	AA	4	3	10	20	30	67
2.	AR	4	4	5	25	15	53
3.	AMN	2	2	15	20	15	54
4.	AMR	4	0	10	20	20	54
5.	Aap	4	5	10	30	25	74
6.	AK	3	4	15	30	30	82
7.	BAS	4	2	5	20	10	41
8.	BL	4	2	10	20	30	66
9.	DNF	4	3	10	20	35	72
10.	DSN	3	1	20	30	25	79
11.	EWV	4	0	5	20	20	49
12.	EF	4	3	10	25	30	72
13.	EG	3	2	5	20	15	45
14.	ES	4	4	20	25	25	78
15.	F	4	2	10	25	30	71
16.	H	4	2	5	20	15	46
17.	IWF	4	2	10	25	30	71
18.	JNS	5	0	10	30	25	70
19.	MJ	4	3	20	30	15	72
20.	RW	3	3	20	30	25	81
21.	Rwi	3	2	10	30	25	70
22.	SS	2	2	15	15	15	49
23.	SA	5	3	10	30	30	78
24.	TA	2	3	15	20	15	55
25.	TDA	4	0	5	25	25	59
26.	VAF	4	1	10	25	25	65
27.	YF	4	3	20	25	25	75
28.	YAC	5	0	10	30	25	70
29.	YA	4	4	10	30	25	73
30.	ZA	4	5	15	30	25	79
31.	Y	4	3	20	25	20	72
Lowest Score							41
Highest Score							82
Average							65,87

Note:

- Fo : Format
- Me : Mechanic
- Co : Content
- Or : Organization
- Gr : Grammar

Table 7
Frequency of Students' Writing Score at Post-test Cycle 1

Students' Score	Frequency	Percentage (%)	Complete/Incomplete
≥ 70	18	58 %	Complete
< 70	13	42 %	Incomplete
Total	31	100 %	



Based on the data above, it can be seen that just 18 students passed in the post-test. It was more be higher than the students' score in pre-test. The Minimum Mastery Criteria (MMC) was 70. By looking the result of pre-test and post-test, it showed that the students' score increased from the average in pre-test before was 60,73 and the average score at post-test in cycle 1 was 65,87. It was not fulfill The Minimum Mastery Criteria (MMC) at least 70% students must got ≥ 70 . Therefore, the researcher had to do cycle 2.

3) Observing

While the treatment was given, observation was also conducted. Here, the researcher was as teacher and the English teacher (. Aryani Fajaroh,S.Pd) was as a collaborator who observes the students' activities during teaching learning process. There were five indicators that observed as follows:

- a) Giving attention to the teacher's explanation.
- b) Giving respond to the teacher's explanation.
- c) Enthusiastic in participating in group work.
- d) Active in group work.
- e) Doing the task.

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

Table8
The Result of Students' Activities in Cycle 1

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	20	64,51% %
2.	Giving respond to the teacher's explanation	13	41,93%
3.	Enthusiastic in participating the game	15	48,39%
4.	Active in group work	16	51,61%
5.	Doing the task	31	100%
Total of Students		31	

From the observation result table, it could be seen that in cycle 1 there were 25 students who gave attention to the teacher's explanation, 13 students were giving respond to the teacher's explanation, 15 students who enthusiastic in participating, 16 students active in group work and all of students in the class did the task from the teacher.

4) Reflecting

At the end of cycle 1, there was improvement from the students' score of pre-test and post-test cycle 1. The comparison of students' score was as follows:

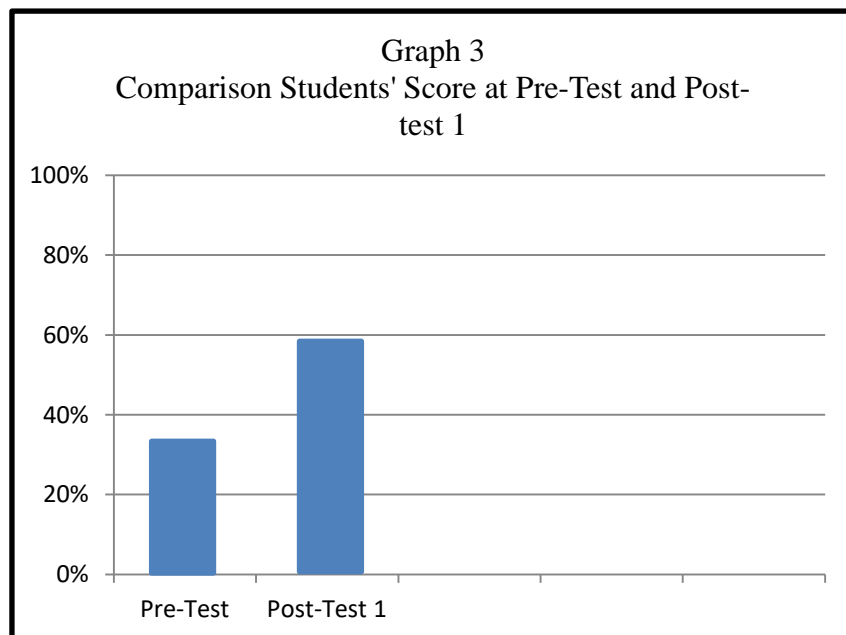
Table 9
The Comparison of Students' Score at Pre-test and Post-test Cycle 1

No	Students' Code	Score of Pre-test	Score of Post-test Cycle 1	Increase ment	Explabation
1.	AA	62	67	5	Increased
2.	AR	39	53	9	Increased
3.	AMN	54	54	0	Constant
4.	AMR	62	54	-8	Decreased
5.	AAp	37	74	17	Increased
6.	AK	59	82	23	Increased
7.	BAS	68	41	-27	Decreased
8.	BL	71	66	6	Decreased
9.	DNF	73	72	-1	Decreased
10.	DSN	-	79	79	Increased
11.	EWV	72	49	-23	Decreased
12.	EF	47	72	25	Increased
13.	EG	57	45	-12	Decreased
14.	ES	62	78	26	Increased
15.	F	75	71	-4	Decreased
16.	H	58	46	-12	Decreased
17.	IWF	78	71	-7	Decreased
18.	JNS	79	70	-9	Decreased

19.	MJ	63	72	9	Increased
20.	RW	78	81	3	Increased
21.	RWi	58	70	11	Increased
22.	SS	29	49	20	Increased
23.	SA	59	78	19	Increased
24.	TA	61	55	-6	Decreased
25.	TDA	57	59	2	Increased
26.	VAF	33	65	32	Increased
27.	YF	60	75	15	Decreased
28.	YAC	83	70	-13	Decreased
29.	YA	56	73	17	Increased
30.	ZA	81	79	-2	Decreased
31.	Y	51	72	21	Increased
Total Score		1.822	2.042		Increased
Average		60,73	65,87		Increased

Tabel 10
The Comparison of Students' Writing Complete Score at Pre-Test and Post Test 1

Test	Frequency	Percentage	Explanation
Pre-Test	9	30 %	Complete
Post -Test	18	58 %	Complete



From the data above, it showed that some of students have increased and decreased at pre-test and post-test cycle. Most of students said that it was not easy to make a good descriptive paragraph because they still did not understand yet about the generic structure and language features of descriptive paragraph itself. Finally, it can be inferred that cycle 1 did not reach the indicator of the success. The target of this research was the students got score at least 70 so that this research had to continued in cycle 2.

c . Cycle 2

1) 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 media that would be used in teaching learning process. The material was descriptive paragraph. The material included the definition, the generic structure, the language features and the example of descriptive paragraph. 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.

2) Acting

The researcher and collaborator arranged the schedule of action in cycle 2. It can be seen on the table below:

Table 11
The Schedule of Action in Cycle 2

Meeting	Day/Date	Time
1 st	Tuesday, May29 th 2018	08.50 – 10.20 a.m
2 nd	Wednesday, May30 th 2018	10.20– 11.40 a.m

a) The First Meeting

The first meeting was done on Tuesday, May29th 2018 at 08.50 – 10.20 a.m. 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 in mechanic, content, organization and also grammar. The researcher asked about the previous material before she explained more about it. After that, the researcher explained again what is descriptive, the generic structure and the language features of descriptive paragraph. Then, the researcher gave an example of descriptive paragraph.

Next, the researcher gave instruction to the students to make some groups consist of 4-5 person and played Student Teams Achievement Division (STAD) Technique. It began by giving some clues about STAD Technique. The students looked very enthusiastic follow it and some of them very serious. In

this second meeting, the students seemed more active than previous meeting.

Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about descriptive paragraph.

b) The Second Meeting

The second meeting was done on Saturday, May30th 2018 at 10.20 – 11.40 a.m. The researcher began the class by greeted the students. After that, the researcher asked about their condition and checked the attendance list. The researcher asked to the students whether they have any question about the material. Then, the researcher gave feedback to the students about their question.

After that, the researcher gave pos-test cycle 2 with the similar task on post-test cycle 1 before. The score of post-test cycle 1 can be seen on the table below:

Table 12
The Students' Score at Post-test Cycle 2

No.	Students' Code	Score Post-test of Cycle 2					Total
		Fo	Me	Co	Or	Gr	
1.	AA	4	1	20	20	25	70
2.	AR	5	3	10	30	25	73
3.	AMN	4	3	20	30	30	87
4.	AMR	4	2	10	20	20	56
5.	AAp	4	0	10	30	20	64
6.	AK	5	3	20	30	30	88
7.	BAS	4	2	10	30	30	76

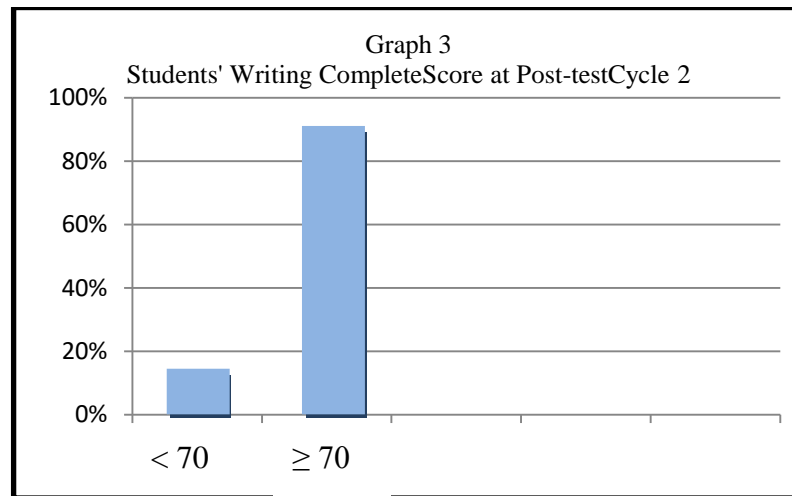
8.	BL	4	2	10	30	35	81
9.	DNF	5	1	20	20	25	71
10.	DSN	3	1	10	20	20	54
11.	EWW	4	0	10	25	25	64
12.	EF	5	1	20	20	25	71
13.	EG	5	0	20	30	25	80
14.	ES	2	3	20	35	25	85
15.	F	5	3	10	30	30	78
16.	H	4	2	5	20	10	41
17.	IWF	4	5	10	30	30	79
18.	JNS	4	1	20	30	25	80
19.	MJ	4	3	10	35	25	77
20.	RW	3	2	10	30	30	75
21.	RWi	4	1	10	30	30	74
22.	SS	4	1	5	20	20	50
23.	SA	5	1	10	30	30	76
24.	TA	3	0	20	30	25	78
25.	TDA	4	3	10	30	30	77
26.	VAF	1	1	10	35	30	77
27.	YF	4	2	20	30	25	81
28.	YAC	4	2	20	30	25	81
29.	YA	5	1	20	35	25	86
30.	ZA	4	5	20	30	25	84
31.	Y	3	1	20	35	20	79
Lowest Score							41
Highest Score							88
Average							73,96

Note:

Fo : Format
Me : Mechanic
Co : Content
Or : Organization
Gr : Grammar

Table 13
Frequency of Students' Writing Complete Score at Post-test
Cycle 2

Students' Score	Frequency	Percentage (%)	Complete/Incomplete
≥ 70	25	85 %	Complete
< 70	6	15 %	Incomplete
Total	31	100 %	



Referring to the table above, it showed the result of post-test cycle 2 fulfill The Minimum Mastery Criteria (MMC) in which there were of 25 students got score ≥ 70 and only 6 students who was success yet. The average score of post-test cycle 2 was 73,96it means that they were successful.

3) Observing

An observation was conducted with the same in cycle 1. There were five indicators that observed as follows:

- a) Giving attention to the teacher's explanation.
- b) Giving respond to the teacher's explanation.
- c) Enthusiastic in participating
- d) Active in group work.
- e) Doing the task.

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

Table 14
The Result of Students' Activities in Cycle 2

No.	Students' Activities	Total	Percentage
1.	Giving attention to the teacher's explanation	25	80,64%
2.	Giving respond to the teacher's explanation	23	74,20%
3.	Enthusiastic in participating	25	80,64%
4.	Active in group work	22	70,96%
5.	Doing the task	31	100%
Total of Students		31	

Based on the table above, it could be seen that in cycle 1 there were 25 students who gave attention to the teacher's explanation, 23 students were giving respond to the teacher's explanation, 25 students who enthusiastic in participating the game, 22 students active in group work and all of students in the class did the task from the teacher. There was improvement of students' activity in cycle 2. It seemed that the students more active in the class. They could answer the question from the teacher and they could collaborate with their friends to finish the technique. They also did the task from the teacher individually.

4) Reflecting

At the end of cycle 2, the researcher compared the students' score from post-test cycle 1 and post-test cycle 2. The comparison can be seen on the table below:

Table 15
Comparison of Students' Score at Post-test 1 and Post-test 2

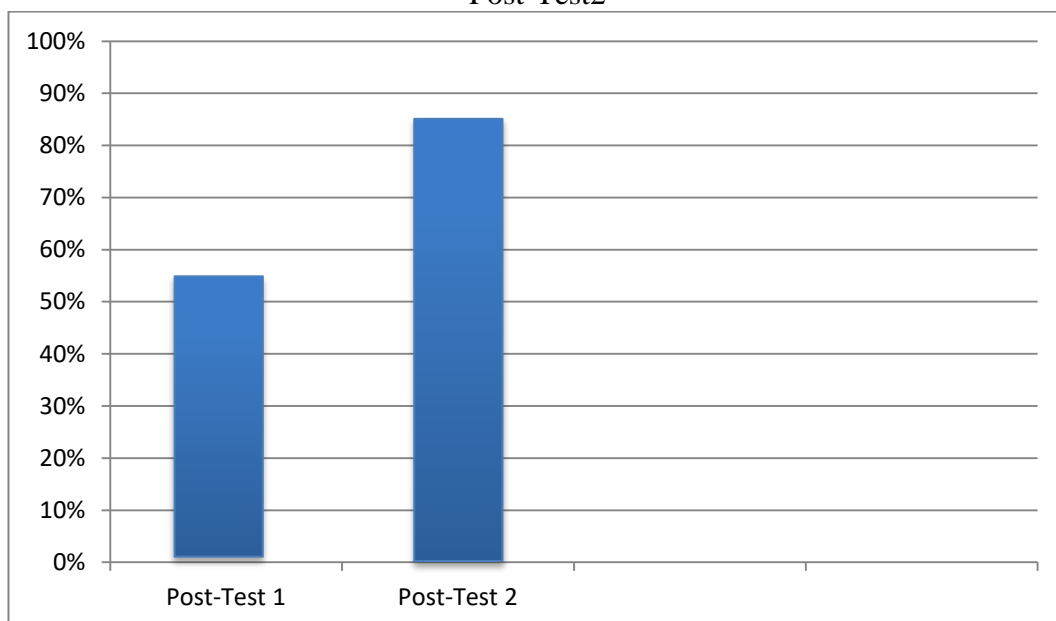
No	Students' Code	Score of Post-test 1	Score of Post-test 2	Explanation
1.	AA	67	70	Increased

2.	AR	53	73	Increased
3.	AMN	54	87	Increased
4.	AMR	54	56	Increased
5.	AAp	74	64	Decreased
6.	AK	82	88	Increased
7.	BAS	41	76	Increased
8.	BL	66	81	Increased
9.	DNF	72	71	Decreased
10.	DSN	79	54	Decreased
11.	EWW	49	64	Increased
12.	EF	72	71	Increased
13.	EG	45	80	Increased
14.	ES	78	85	Increased
15.	F	71	78	Increased
16.	H	46	41	Decreased
17.	IWF	71	79	Increased
18.	JNS	70	80	Increased
19.	MJ	72	77	Increased
20.	RW	81	75	Decreased
21.	RWi	70	74	Increased
22.	SS	49	50	Increased
23.	SA	78	76	Decreased
24.	TA	55	78	Increased
25.	TDA	59	77	Increased
26.	VAF	65	77	Increased
27.	YF	75	81	Increased
28.	YAC	70	81	Increased
29.	YA	73	86	Increased
30.	ZA	79	84	Increased
31.	Y	72	79	Increased
Total Score		2.042	2.292	Increased
Average		65,87	73,96	Increased

Table 16
The Comparison Of Students' Writing Complete Score at Post-Test 1 and Post –Test 2

Test	Frequency	Percentage
Post-Test 1	18	58%
Post-Test 2	25	85 %

Graph 4
The Comparison Students' Writing Complete Score at Post-Test 1 and Post-Test2



Moreover, the comparison of students' activities was also shown on the table below:

Table 17
Comparison of Students' Activities in Cycle 1 and Cycle 2

No.	Students' Activities	Cycle 1		Cycle 2		Increasing	
		T	P	T	P	T	P
1.	Giving attention to the teacher's explanation	20	64,51% %	25	80,64%	5	16,13%
2.	Giving respond to the teacher's explanation	13	41,93%	23	74,20%	10	32,27%
3.	Enthusiastic in participating	15	48,39%	25	80,64%	10	32,25%
4.	Active in group work	16	51,61%	22	70,96%	6	19,35%
5.	Doing the task	31	100%	31	100%	0	0%
	Total of students	31		31			

Based on the result of observation during teaching learning process in cycle 2, it can be said that teaching learning process by Students Teams Achievement Division (STAD) Technique was better than in cycle 1. The researcher and the collaborator found that the students became more active and enjoy during teaching learning process. They became easier to express their idea in writing descriptive paragraph

Finally, based on the observation and reflection in this cycle the researcher and collaborator surely assumed that the use of Students Teams Achievement Division (STAD) Technique in teaching writing descriptive paragraph gave many useful for the students in increasing their ability. It is supported by the result of students' score at pre-test, post-test 1 and post-test 2. The comparison of students' score was shown on the table as follows:

Table 18
Comparison of Students' Score at Pre-test,
Post-test 1 and Post-test 2

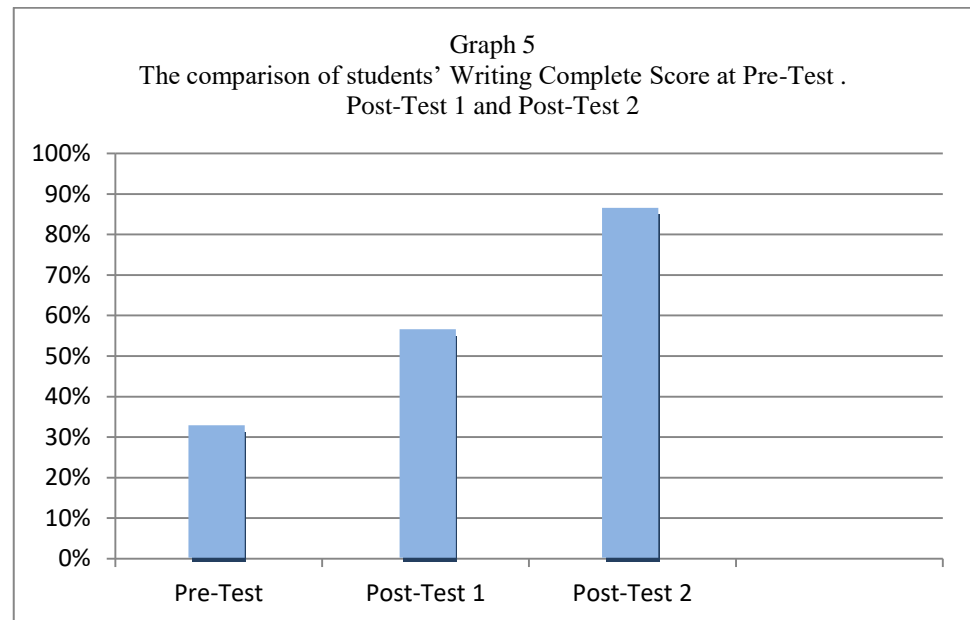
No	Students' Code	Score of Pre-test	Score of Post-test 1	Score of Post-test 2
1.	AA	62	67	70
2.	AR	39	53	73
3.	AMN	54	54	87
4.	AMR	62	54	56
5.	AAp	37	74	64
6.	AK	59	82	88
7.	BAS	68	41	76
8.	BL	71	66	81
9.	DNF	73	72	71

10.	DSN	-	79	54
11.	EWW	72	49	64
12.	EF	47	72	71
13.	EG	57	45	80
14.	ES	62	78	85
15.	F	75	71	78
16.	H	58	46	41
17.	IWF	78	71	79
18.	JNS	79	70	80
19.	MJ	63	72	77
20.	RW	78	81	75
21.	RWi	58	70	74
22.	SS	29	49	50
23.	SA	59	78	76
24.	TA	61	55	78
25.	TDA	57	59	77
26.	VAF	33	65	77
27.	YF	60	75	81
28.	YAC	83	70	81
29.	YA	56	73	86
30.	ZA	81	79	84
31.	Y	51	72	79
Total Score		1.883	2.042	2.292
Average		60,73	65,87	73,96

Table 19
The comparison of students' Writing Complete Score at Pre-Test .
Post-Test 1 and Post-Test 2

Test	Frequency	Percentage
Pre-Test	9	30%
Post-Test 1	18	58%
Post-Test 2	25	85%

Moreover, the comparison of students' score can be seen on the graph below:



B. Discussion

1. After the researcher analyzed of the result of post-test cycle 1 and post-test cycle there was comparison between of them. There was improvement score of the students' ability in writing descriptive paragraph. There was increase score from post-test cycle 1 to post-test cycle 2. It can be seen from the graph of average score. The students' average score in post-test cycle 1 was 65,87 and average score in post-test cycle 2 was 73,96. It means that the students could achieve the target of this research that was 70.
2. Referring to the data of students' activities result in cycle 1 and cycle 2, there was improvement in students' activities during teaching learning process. By Students Teams Achievement Division (STAD) Technique the students feel more easy and enjoy in learning process. It could happen because this Technique was very easy to understand. The use of STAD in

this class gave more information about what will they write. Therefore, the students' activities were also improved. Because of the target of this research was 70% of students have got score at least 70 in writing descriptive paragraph and 70% of students became more active in the class so it can concluded that the research was successful.

3. Hence, Students Teams Achievement (STAD) Technique can apply in the classroom in order to the students more attractive in learning process. This Technique can increase the students' ability in writing descriptive paragraph. So the teacher can use this technique in teaching writing especially descriptive paragraph.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of implementation Student Teams Achievement Division (STAD) Technique in teaching writing descriptive paragraph, the researcher would like to give the conclusion as follows:

1. SMA Gaya Baru Seputih Surabaya has good enough facilities. There are many classrooms and teachers that support the learning process so that the objective of learning can achieve.
2. The students at XII IPS 1 class in learning descriptive paragraph by using Student Teams Achievement Division (STAD) Technique is better than before. It is supported by the result of pre-test, post-test 1 and post-test 2. There is improvement of each cycle. So, it means that the students' ability in writing descriptive paragraph after the treatment by using Student Teams Achievement Division (STAD) Technique is increase.
3. The students activity in learning process is also increased. It can be seen from the observation data of students' activities of each cycle. Based on the data, the researcher concluded that by using Student Achievement Division (STAD) Technique the students' ability in writing descriptive paragraph at the eleventh grades of SMA Gaya Baru Seputih Surabaya can increase.

B. Suggestion

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. For The Students

The students must be more active in learning process in order to they can understand the material and increase their result especially in writing performance.

2. For The English Teacher

The English teacher can apply Student Teams Achievement Division (STAD) as a technique that effective to increase and to motivate the students in learning writing especially in writing descriptive paragraph.

3. For The Headmaster

The headmaster should take a positive side of this Technique when the Technique is played in the class because of Student Teams Achievement Devision (STAD) can make the students more attractive in the class.

BIBLIOGRAPHIES

- Adele Fireder, *Paragraph power*. New York: Scholastic, 2002.
- Alice Oshima and Ann Hogue. *Introduction to Academic Writing (3rd ed)*. New York: Pearson Education, 2007.
- Alice Oshima and Ann Hogue. *Writing Academic English (4th ed)*. New York: Pearson Education, 2006.
- Andrea Lunsford and Robert Connors. *The St. Martin's Handbook*. New York: St. Martin's Press, 1989.
- AS.Hornby. *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press, 2000.
- Barli Bram. *Write Well (Improving Writing Skills)*. Yogyakarta: Kanisius, 1995.
- Betty Schampfer Azar. *Fundamental of English Grammar (with answers), 3rd edition*. New York: Pearson Education, 2003.
- Brown Douglas, *Principle of Language Learning and Teaching*. New York: Longman, 2000.
- Carl James. *Error in Language Learning and Use*. New York: Longman, 1998.
- Damayanti Tanjung sari, Sulistiya Ningsing and Ratna Ery susanarso."Use of STAD Technique in Cooperative Learning Write Descriptive Through Pictures". Yogyakarta:STKIP PGRI,Vol. 2 No. 2 2014.
- Dorothy E Zemach & Lisa A Rumisek. *Writing from paragraph to Essay*. New York: MacMillan Publishers, 2005.
- Ehsan Alijanian. "The Effect of Student Teams Achievement Division Technique on English Achivement of Irinian EL Learners dalam theory and practice Language studies". Iran; University of Isfahan, Vol.2 No.9 1971.
- Geoffrey Marczyk, David DeMatteo, and David Festinger. *Essentials of Research Design and Methodology*. Canada:Sons Inc, 2015.
- Heidi Dulay. *Language Two*.New York: Oxford University Press, 1982.
- James A.W Heffernan and John E. Lincoln. *Writing A College Handbook (2nd Ed)*. New York: Norton and Company Inc, 1986.

- James C. Raymond. *Writing is Unnatural Act*. New York: Harper and Row Publisher, 1980.
- Jane Ritchie and Jane Lewis. *Qualitative Research Practice*. Wiltshire: Great Britain The Cromwell Press Ltd, 2003.
- Jeremy Hurmer. *How to Teach Writing*. England: Pearson Longmen, 2004.
- Jhon W.Creswell. *Research design :Qualitative, Quantitative, and Mixed Methods Approaches* (3nd Ed). New Delhi Sage Publications, 2003.
- John Langan. *Exploring Writing Paragraph Second Edition*. New York:Atlantic Cape Community Collage, 2008.
- John Langan. *Exploring Writing Sentences and Paragraph* (2nd ed). New York : McGraw-Hill, 2010.
- Kemmis S & McTaggart. *the action research planner*. New york: Springer, 2014.
- Marcella Frank. *Modern English: a practical reference guide*.New Jersey: Prantice Hall Inc, 1972.
- Martin Hewings. *Advanced Grammar in Use*. New York: Cambridge University Press, 1991.
- Maxine Hairston. *Contemporary Composition*. Boston: Houghton Mifflin Company, 1986.
- McNiff, Jean Whitehead. *Action Research: Principles and Practice*. London and New York:Son Inc, 2002.
- Michael MVan Wyk. “*The Effects of the STAD-Cooperative Learning Method on Student Achievement Attitude and Motivation in Economics Education.*” South Africa;Collage of Education University of South Africa,Vol.6 No.4 2012.
- Michael Swan. *Practical English Usage*. New York: Oxford University Press. 2008.
- Monchai Tiantong and Sanit Teemuangsai. “*Student Team Achievement Division Technique through the Moodle to Enhance Learning achievement*”. International Education studies. Maha Sarakham,Vol.2 No.3 2013.
- Raymond Murphy. *English Grammar in Use (with answers) 2nd edition*. London: Cambridge University Press, 1985.

- Rise B. Axelrod and Charles R. Chooper. *The ST. Martine's Guide to Writing*. Boston: Houghton Mifflin Company, 1986.
- Robert Bini, *A hand book for the teaching of English 87:Basic Writing Skill*. San Joaquin: Delta Collage, 2008.
- S. Pit Corder in Diane Larsen-Freeman and Michael H. Long. *An Introduction to Second Language Research*. New York: Longman, 1991.
- Stephen Bailey. *Academic Writing (A Practical Guide for Students)*. London and New York: Nelson Thornes, 2003.
- Steven Graham. *Teaching Elementary School Students to be Effective Writer*. California : Institute of education science, 2003.
- Sylvan Barnet and Marcia Stubbs. *Barnet and Stubbs' practical Guide to writing.*. Boston: Little, Brown and Company, 1975.
- Thomas S. Kane. *The Oxford Essential Guide to Writing*. New York: The Berkley Publishing Group, 2000.
- Timothy C.Urdan. *Statistics in Plain English 2rd Editio*. London:Lawrence ErlbaumAssociaties Publisher, 2005.
- Yogesh Kumar Singh. *Fundamental of Research Methodology and Statistics*. New Age International Publisher :New Delhi, 2006.

LESSON PLAN 1

School	: SMA Gaya Baru Seputih Surabaya
Class/Semester	: XII IPS 1
Subject	: English
Skill	: Writing
Kind of Text	: Descriptive
Topic	: My Favorite Animal
Time Allocation	: 2 X 40 Minutes

A. Standard Competence : Expressing the meaning of short functional text and simple essay in the form of *descriptive* in the context of daily life.

B. Basic Competence : Expressing the meaning and the rhetorical steps in simple essay accurately, fluently and acceptable in the context of daily life in the form of *descriptive* paragraph.

C. Indicators

1. Identifying the generic structure of descriptive paragraph.
3. Writing simple sentences used in descriptive paragraph.
4. Writing a descriptive paragraph.

D. Learning Objective

1. Students are able to identify the generic structure of descriptive paragraph which consists of identification and description.
2. Students are able to write simple sentences used in descriptive paragraph.
3. Students are able to write a descriptive paragraph.

❖ **The Students' character are expected to be:** Trustworthiness

Respect

Diligence

E. Learning Material

Descriptive Paragraph (My Favorite Animal)

a. Definition of Descriptive Paragraph

A descriptive paragraph is a paragraph in which describes about someone, something, or a certain place. The purpose is to describe a particular person, place or thing.

b. The Generic Structure of Descriptive Paragraph

The generic structure is:

- 1) Identification: to identify phenomenon to be described.
- 2) Description: to describes the parts, the characteristics, or qualities of something.

c. The Language Feature of Descriptive Paragraph

The language feature of Descriptive:

1) Using simple present tense

The formula of simple present tense is:

S + Verb 1 _(s/es) + O/C

Example: The monkey *likes* banana.

2) Using adjectives

Example: The elephant has a *long* trunk.

3) Using of linking verbs

Example: The dress *looks* beautiful.

d. The Example of Descriptive Paragraph

Bongo the Orangutan

Identification

There is an orangutan in the Bandung zoo. People call her, Bongo. She comes from a dense forest on the island of Kalimantan.

Description

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feed them.

F. Method/Technique

- Students Teams Achievement Division (STAD) Technique

G. Teaching Learning Activities

Pre-Teaching Activities

- Greeting by saying “salam” and pray together with students friendly.
- Check the attendance list.
- Ask the students about their condition.
- Giving motivation to the students.

While-Teaching Activities

❖ Exploration

- Give the stimulus about descriptive paragraph.
- Ask the students what they know about descriptive paragraph.

❖ Elaboration

- The teacher explains the objective of the lesson for that day.
- The teacher presents the material about descriptive paragraph.
- Explain how to play Students Teams Achievement Division (STAD) Technique.
- The students divided into heterogeneous (4-5 students) choose one student to be a leader of each group.
- Students receive their assignment (paragraph titles) from the teacher.
- Each group then initiates discussion among its members.
- Teacher gives occasion to the students to ask any difficulties or problem.
- Students write descriptive paragraph in each group
- The teacher assumes the role of facilitator
- A presentation of group's paragraph is continuing evaluation by the teacher and other group.

❖ Confirmation

- Ask one of each group to present their task.
- Give feedback to the students by giving appreciation for all of groups that had been presented their task.

- Give confirmation to the students about their work.

Post-Teaching Activities

- Ask the students are there any difficulties in the lesson.
- Make conclusion about the lesson together with the students.
- Give a reward for the group that has the highest score.
- Give a homework to the students to make a descriptive paragraph about animal.
- Close the lesson by praying and greeting.

H. Tool / Source of Material

Tools : Whiteboard, boardmarker, paper.

Source of Material : -Scrip from *LKS Book*.

- Internet

I. Evaluation

1. Technique : Written test
2. Type : Essay
3. Instrument :

Direction: Make a descriptive paragraph with your own words. The paragraph should consists of 5-10 sentences. The topic is “My Favorite Animal”.

Example answer:

Title	I Have a Cat
Identification	I have a cat. I call him, Spot. Spot is a regular house cat. He is an adorable cat.
Description	Spot has orange fur with white and black spots. I like to cuddle him because his fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give him cat food. Spot is an active animal. He likes to run around the house. He likes to chase everyone in my house.

4. Scoring :

a. Scoring Rubric

Explanation	Score
Format	5
Mechanic	5
Content	20
Organization	35
Grammar and Sentence Structure	35
Total	100

b. Scoring Guidance

No.	Criteria	Maximum Score
1.	<u>Format – 5 points</u> There is a title There is centered The first line is intended There are margins on both sides The paragraph is double-spaced	1 1 1 1 1
2.	<u>Mechanics – 5 points</u> There is a period, a question mark, or an exclamation mark after every sentence. Capital letters are used correctly. The spelling is correct.	1 2 2
3.	<u>Content – 20 points</u> The paragraph fits the assignment. The paragraph is interesting to read. The paragraph shows thought and care.	5 5 10
4.	<u>Organization – 35 points</u> The paragraph begins with a topic sentence that has both a topic and a controlling idea. The paragraph contains several specific and factual supporting sentences that explain or prove the topic sentence, including at least one example. The paragraph ends with an appropriate concluding sentence.	10 20 5
5.	<u>Grammar and Sentence Structure – 35 points</u> Estimate a grammar and sentence structure score.	35
	<u>Grand Score</u>	100

c. Maximum score = $\frac{100}{\text{Total Score}}$

d. Student's score = $\frac{\text{Total Score}}{\text{Maximum Score}} \times 100$

GayaBaru, Mei 2018

Collaborator

The Researcher

Aryani Fajaroh, S.Pd

Gunawan

St. ID. 13107337

Approved By

Head Master of SMA Gaya Baru

Dwi Lestari, S.Pd

2. OBSERVATION

In this research, the researcher use participation observation in which the researcher participate in situation that will be observed. The thing that observed is students' activity during teaching learning process such as their attention, or motivation in learning writing. The students' observation sheet as follows:

OBSERVATION SHEET OF THE STUDENTS' ACTIVITIES

School :

Class :

Subject :

Skill :

Material :

Day/Date :

Direction: Give the check list sign (√) for each of the students' activity below!

No.	St. Names	The Students' Activity				
		Giving attention to the teacher's explanation	Understanding the material	Following the teacher's instruction	Giving respond to the teacher's explanation	Doing the task
1.	Al Abror					
2.	Aldi Ramadani					
3.	Aminurohman					
4.	Amirudin					
5.	Angga Apriyanto					
6.	Anggi Kurniawan					
7.	Bagus Adi Saputra					
8.	Beti Lestari					
9.	Dola Niki Febriana					

10.	Dwi Surya Ningsing					
11.	Eka Widia Wati					
12.	Engki Ferdianto					
13.	Eri Gunawan					
14.	Eva Setiawati					
15.	Feriani					
16.	Hariyanti					
17.	Ika Wahyu Febrianti					
18.	Jevi Novita Sari					
19.	Muhammad Juanda					
20.	Regen Wijaya					
21.	Roky Widiyanto					
22.	Sahril Sidik					
23.	Siti Asngaria					
24.	Tia Andriani					
25.	Tri Davit Aditia					
26.	Veronika Annisa F					
27.	Yesa Febiona					
28.	Yolla Armala Suci					
29.	Yordanus Alfian					
30.	Zefanya Arianti					
31.	Zulaikha					

GayaBaru, Mei 2018

Collaborator

The Researcher

Aryani Fajaroh, S.Pd

Gunawan

St. ID. 13107337

Approved By

Head Master of SMA Gaya Baru

Dwi Lestari, S.Pd

DOCUMENTATION

In this research, the researcher will take the data from the documentation of SMA Gaya Baru such as:

- a. Profile of SMA Gaya Baru.
- b. Vision and Mission of SMA Gaya Baru.
- c. The number of teachers and staffs at SMA Gaya Baru.
- d. The number of students at SMA Gaya Baru.
- e. The building condition of SMA Gaya Baru.

3. FIELD NOTE

The researcher will use field note to collect the data more accurate. The researcher will make some notes related to the students' activities during teaching learning process. It will be conducted after the action of each cycle.

RESEARCH INSTRUMENT

**INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH
BY USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE
AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA**

By:

GUNAWAN

STUDENT ID. 13107337

Tarbiyah and Teacher Training Faculty

English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

5. OBSERVATION

THE OBSERVATION SHEET OF STUDENTS' ACTIVITIES

School : SMA Gaya Baru

Class : XII IPS 1

Subject : English

Material : Writing Descriptive Paragraph

Day/Date :

Direction: Give the check list sign (√) for each of the students' activity below!

No.	St. Names	The Students' Activity				
		Giving attention to the teacher's explanation	Understanding the material	Following the teacher's instruction	Giving respond to the teacher's explanation	Doing the task
32.	Al Abror					
33.	Aldi Ramadani					
34.	Aminurohman					
35.	Amirudin					
36.	Angga Apriyanto					
37.	Anggi Kurniawan					
38.	Bagus Adi Saputra					
39.	Beti Lestari					
40.	Dola Niki Febriana					
41.	Dwi Surya Ningsing					
42.	Eka Widia Wati					
43.	Engki Ferdianto					
44.	Eri Gunawan					
45.	Eva Setiawati					
46.	Feriani					
47.	Hariyanti					
48.	Ika Wahyu Febrianti					
49.	Jevi Novita Sari					
50.	Muhammad Juanda					

51.	Regen Wijaya					
52.	Roky Widiyanto					
53.	Sahril Sidik					
54.	Siti Asngaria					
55.	Tia Andriani					
56.	Tri Davit Aditia					
57.	Veronika Annisa F					
58.	Yesa Febiona					
59.	Yolla Armala Suci					
60.	Yordanus Alfian					
61.	Zefanya Arianti					
62.	Zulaikha					

GayaBaru, Mei 2018

Collaborator

The Researcher

Aryani Fajaroh, S.Pd

Gunawan

St. ID. 13107337

Approved By

Head Master of SMA Gaya Baru

Dwi Lestari, S.Pd

6. DOCUMENTATION

In this research, the researcher will take the data from the documentation of SMA Gaya Baru such as:

- f. The History of SMA Gaya Baru Seputih Surabaya .
- g. Vision and Mission of SMA Gaya Baru Seputih Surabaya.
- h. The total of teachers and staffs at SMA Gaya Baru Seputih Surabaya.
- i. The total of students at SMA Gaya Baru Seputih Surabaya.
- j. The building condition of SMA Gaya Baru Seputih Surabaya.
- k. The condition of learning facilities at SMA Gaya Baru Seputih Surabaya.

7. FIELD NOTE

THE FIELD NOTE

Cycle :

Day/Date :

Collaborator:

**INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH
BY USING STUDENT TEAMS ACHIEVEMENT DEVISION (STAD) TECHNIQUE
AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA**

OUTLINE

COVER PAGE

TITLE PAGE

APPROVAL PAGE

NOTA DINAS

RATIFICATION PAGE

ABSTRACT

STATEMENT OF RESEARCH ORIGINALITY

MOTTO

DEDICATION PAGE

ACKNOWLEDGMENT

TABLE OF CONTENT

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I INTRODUCTION

- A. Background of The Study
- B. Problem Identification
- C. Problem Limitation
- D. Problem Formulation

- E. Objectives and Benefits of The Study
 - 1. Objectives of The Study
 - 2. Benefits of The Study
 - a. For The Students
 - b. For The English Teacher
 - c. For The Headmaster

CHAPTER II THEORETICAL REVIEW

- A. The Concept of Writing Descriptive Paragraph
 - 1. The Concept of Writing
 - 2. The Concept of Paragraph
 - 3. The Concept of Descriptive Paragraph
- B. The Concept of STAD Technique
 - 1. The Definition of STAD Technique
 - 2. The Component of STAD Technique
 - 3. The Procedure of STAD Technique
- C. Action Hypothesis

CHAPTER III RESEARCH METHOD

- A. Variable and Operasional Definition of Variable
- B. Setting of the Research
- C. Subject of the Research
- D. Classroom Action Research
- E. Data Collection Technique
- F. Research Instrument
- G. Data Analysis Technique
- H. The Indicator of The Succes

CHAPTER IV RESULT OF THE RESEARCH AND DISCUSSION

- A. Result of The Research
 - 1. Description of The Research Location
 - a. The History of SMA Gaya Baru Seputih Surabaya
 - b. Vission and Mission of SMA Gaya Baru Seputih Surabaya
 - c. The Total of Teachers at SMA Gaya Baru Seputih Surabaya
 - d. The Total of Students at SMA Gaya Baru Seputih Surabaya
 - e. The Building Condition of SMA Gaya Baru Seputih Surabaya

	f. The Condition of Learning Facilities at SMA Gaya Baru Seputih Surabaya
	2. Description of Result Finding
	B. Discussion
CHAPTER V	CONCLUSION
	A. Conclusion
	B. Suggestion
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

Metro, Mei 2018

Mengetahui,

Dosen Pembimbing I

Dosen Pembimbing II

Drs. Kuryani Utih, M.Pd

Ahmad Subhan Roza, M.Pd

NIP.19620215 199503 1 001

NIP.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : 1664 /In.28.1/J/PP.00.9/5/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

16 Mei 2018

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 : Gunawan
NPM : 13107337
Fakultas : Tarbiyah dan Ilmu keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Increasing The Students' Writing Descriptive Paragraph By Using Students' Teams Achievement Division (STAD) Technique At The Eleventh Graders of SMA Gaya Baru Seputih Surabaya

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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iningmulyo Metro Timur Kota Metro
Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iaimetro@metrouniv.ac.id

Nomor : P-1053/In.28/FTIK/PP.00.9/09/2017 18 September 2017
Lamp : -
Hal : IZIN PRA-SURVEY

Kepada Yth.,
Kepala SMA Gaya Baru Seputih Surabaya
Di-
Tempat

Assalamualaikum Wr. Wb

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : Gunawan
NPM : 13107337
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul : Increasing The Students' Writing In Descriptive Paragraph By Using STAD Technique At Eleventh Grade Of SMA Gaya Baru Lampung Tengah In Academic Year 2017/2018


Untuk melakukan pra-survey di SMA Gaya Baru Seputih Surabaya.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 1975061020080110140074



SURAT BALASAN

Hal : Balasan

Kepada YTH :

Ketua Jurusan SI TBI

Di Tempat

Dengan Hormat,

Yang bertanda tangan dibawah ini :

Nama : Dwi Lestari,S.Pd.

Jabatan : Kepala Sekolah

Menerangkan Bahwa,

Nama : Gunawan

No. Mhs : 13107337

Telah kami setuju untuk melaksanakan penelitian pada sekolah kami sebagai syarat penyusunan skripsi dengan judul :

INCREASING THE STUDENTS WRITING DESCRIPTIVE PARAGRAPH BY USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA

Seputih Surabaya, 26 Mei 2018

Kepala Sekolah SMA Gaya Baru

Dwi Lestari S.Pd.





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A, Lingmuyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296. Website: www.tarbiyah.metrouiniv.ac.id. e-mail: tarbiyah@metrouiniv.ac.id

Nomor : b-1772/ln.28/D.1/TL.00/05/2018
Lampiran : *
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA GAYA BARU
SEPUTIH SURABAYA
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: b-1771/ln.28/D.1/TL.01/05/2018,
tanggal 22 Mei 2018 atas nama saudara:

Nama : **GUNAWAN**
NPM : 13107337
Semester : 10 (Sepuluh)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA GAYA BARU SEPUTIH SURABAYA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "INCREASING THE STUDENTS' WRITING DESCRIPTIVE PARAGRAPH BY USING STUDENTS' TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS OF SMA GAYA BARU SEPUTIH SURABAYA".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2018
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



YAYASAN GAYA BARU
Akte Notaris No. 36 Tanggal 30 September 1981
SMA GAYA BARU
SEPUTIH SURABAYA LAMPUNG TENGAH

Alamat : Jl. Ki Hajar Dewantara No 162 Gaya Baru II Kec. Seputih Surabaya Lampung Tengah KP. 34158

SURAT BALASAN

Hal : balasan

Kepaa YTH :
Ketua Jurusan SI TBI
Di Tempat

Dengan hormat,

Yang bertanda tangan di bawah ini:

Nama : DWI LEATARI,S.Pd
Jabatan : Kepala Sekolah

Menerangkan bahwa:

Nama : GUNAWAN
NPM : 13107337

Telah melaksanakan penelitian pada sekolah kami pada tanggal 26 -29 Mei 2018 sebagai syarat menyusun skripsi dengan judul:
INCREASING THE STUDENTS WRITING DESCRIPTIVE PARAGRAPH BY USING STUDENTS TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE ELEVENTH GRADERS OF SMA GAYABARU SEPUTIH SURABAYA

Seputih Surabaya, 29 Mei 2018
Kepala Sekolah SMA GAYABARU

DWI LEATARI,S.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunawan
NPM : 13107337

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	21/05/2018	✓		Lembar Pengantar Karya Gunawan	
2	24/5/2018	✓		ACC JPD	
3	25/6/2018	✓		Revisi data sekolah	
4	28/6/2018	✓		Revisi Chapter IV dan V	
5	2/7/2018	✓		ACC Revisi akhir	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Gunawan
NPM : 13107337

Jurusan : TBI
Semester : X

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	$\frac{07}{5}$ 2018		✓	da 1-3	
2	$\frac{08}{5}$ 2018		✓	da untkunect	
3	$\frac{28}{5}$ 2018		✓	teknik penulisan bab 4 dan 5	
4	$\frac{30}{5}$ 2018		✓	revisi dan teknik penulisan pada list.	
5	$\frac{30}{5}$ 2018		✓	da pengantar.	

Mengetahui
Ketua Jurusan TBI

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

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 197506102008011014

Assigning Students to teams



Students making Summary

