



**THE USE OF STAD TECHNIQUE TO IMPROVE THE
STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT**

(An Action Research of the Eighth Year Students of SMP N 1 KESESI
PEKALONGAN in the Academic Year of 2008/2009)

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Demikian, harap pernyataan ini dapat digunakan seperlunya.

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Yang membuat pernyataan,

Liya Novitarini
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A mistake is only a mistake if you don't learn from it: If you learn from it, it's called 'experience.

There can be miracle when you believe.



Dedicated to:

1. My beloved parents
(Eddi Warnoto and Sri Endang S.)
2. My lovely brothers
(Dendy and Dian)
3. My truly love (Mz Dony)

ABSTRACT

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Key Words: STAD, Writing, Descriptive Text

The topic of this study is the use of STAD technique to improve the students' skill in writing descriptive text—an action research of the eighth year students of SMP N 1 Kesesi Pekalongan in the academic year 2008/2009.

In this study, the writer limited the discussion by stating the following problem: How can the STAD technique be applied effectively in teaching writing to improve the students' skill in writing descriptive text? The objective of this study was to find out how far STAD technique can be applied to improve the proficiency of students' writing descriptive text. Action research approach was adopted in this study.

The population of the study was the year eighth students of SMP N 1 Kesesi Pekalongan in the academic year of 2008/2009. The writer took the whole students of VIII E as the subject of the research. There were 48 students (12 boys and 36 girls). It was conducted on 9th until 16th December 2008.

The techniques used for obtaining data were collecting data from the students by using writing test. Besides, the questionnaire was also given to support the data. In the first activity, the writer gave a pre-questionnaire in order to find out the specific problem in writing descriptive text. The second activity, the writer gave a pre-test. Then, the third and the fourth activities were held. It was cycle I/treatment I and cycle II/treatment II. In the last activity, the students were given a post-test and a questionnaire sheet.

The result of the students' progress during the teaching and learning process by using STAD technique was good. The students' achievement increased from the second meeting to the last. The students' result were (56,26%) in the pre-test; (61,50%) in the first cycle; (67,70%) in the second cycle; and (74,35%) in the post-test. So the result of the students' achievement from pre-test to post-test increased 18,09%. Additional data was collected through questionnaires, it can be seen that most students chose to work in groups because it made them feel happy and appreciated their friend's opinions more.

Based on the result the writer concludes that the use of STAD technique could be applied in improving the students' skill in writing descriptive text. Moreover, from the questionnaire it can be seen that the students become more active and interested in the learning process using STAD technique.

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Finally, none or nothing is perfect and neither is this final project. Any correction, comments, and criticism for the improvement of this final project are always welcome.

Semarang, 19 Februari 2009

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a communication system. It is basically a means of both oral and written system. It is important for us to learn language especially English since it is used as a means of communication among nations in the world, so English becomes the most important language in the world. Although English is not the language with the largest number or native of 'first' language speakers, it is widely used by many people all over the world as their 'second' language (Harmer, 2001:1). It is not surprising that the teaching of English is carried out in many parts of the world. In Indonesia, for example, English is the first foreign language that is taught as a compulsory subject at Elementary School (SD), Junior high School (SMP), Senior High School (SMA), and some semesters at the university. The teaching of English has a significant influence on the development of education and society since the great importance of English today is undeniable. The main task of a teacher is arranging program, implementing the program, carrying out an evaluation, analyzing the result of the evaluation, and arranging remedial and enrichment programs for the students. A teacher, in carrying out the task has to refer to the curriculum. A curriculum is arranged to realize the aim of the national education by considering the students' development phase, the environment, the national education need, the development of science and technology as well as art. As a result, the Indonesian government always

makes effort to improve the quality of English education. The process of teaching learning English is very complex, the success and the failure are dependent upon many factors. In order to make English teaching successful there are some factors which should be taken into consideration, such as the quality of the teachers, books, teaching technique and classroom interaction.

Communication is a verbal and non-verbal dialogue between people. As social being, man needs to cooperate with others in his life and he will have difficulties in getting along with one another without language. On the other hand, language is viewed as a vehicle for communicating meaning and messages. It can be said that language as a vehicle through the world that can be understood and appreciated.

Communication is recognizing and expressing information, thought, feelings, and also developing knowledge, technology and culture by using knowledge. Knowledge is the ability to understand and produce text in spoken and written forms involving four skills; there are listening, speaking, reading, and writing. So, it becomes important to master English. As we know, writing becomes an alternative way to share our mind, feelings and so on. Sometimes, people do not have the ability to speak well but they can share their thought and feelings by writing.

According to the statement in the Introduction of English Syllabus Model of School Based Curriculum 2004, communicating orally and in the written form in the communication is the goal of learning a language. So, it is clear that language is not only an abstract object to learn but also a tool of communication

and a tool of changing or influencing the environment in a person's everyday life. In learning language as a tool of communication, one needs to be aware that learning language is not only mastering the vocabularies, pronunciations, and grammar of the language but also how to use it to communicate with others both spoken and written forms.

This leads the government to try to apply the best system of English education in Indonesia that is suitable in the teaching learning process condition in Indonesia. The teaching technique is one of the important things in teaching learning process. It is supported by Finnochiaro (1974: 173) who says that a teacher needs methods and techniques of teaching English as a second language to develop certain skills and insight. She also says that language learners should be given insight to the place and function of various language items and skills in listening, speaking, reading, and writing activities.

In the 2004 curriculum, genre is one of the most important and influential concept in language education. One of the standard competencies is to communicate in spoken and written forms using appropriate terms fluently and accurately in instructional discourse and/or monologue especially in description and recount referring to variation and interpersonal meaning.

According to Heaton (1974: 138) writing is complex and difficult to teach requiring mastery not only of grammatical and rhetorical devices but also concept and judgment. Because of the difficulties of writing, some efforts have been made to solve the problem. To bring out the effort, the curriculum has to prepare the students to achieve the competence. It also prepares the students to communicate

using language to participate in the society. The main objective is to make the writing become easier to learn for the students, especially descriptive writing. An understanding of the concept allows writing teachers to identify the kinds of texts that students will have to write. In writing, we should follow the generic structures of the text including the use of grammar.

Based on the 2004 curriculum, there are many texts type that should be mastered by the students. One of them is descriptive text. Descriptive text is taught to the eighth year students because it is considered as the important text that should be taught not only in junior high school but also in senior high school.

Descriptive text is a text that has a function to describe a person, a place or thing. Sometimes, the students get difficulties in writing descriptive text because they still lack competence in lexicogrammatical features and generic structures of descriptive text.

Regarding the problems faced by students in writing descriptive texts above, the writer proposed that teaching writing using cooperative learning is one of the appropriate techniques.

Every school, classroom or instructional group has its own climate.

Johnson (1970: 20) says:

“The climate patterns of interaction in the classroom will have large impact upon the behavior of the students and the amount of learning that takes place”.

The classroom climate consists of interaction in the ways in which people in the classroom interact with each other. Borman (1975: 4) states that group work methods are the strategies and tactics of dealing with team interpersonal relation

and task function through the application of language about team process and dynamics. So, it is clear that team work in learning English provides students or members of the team opportunity to express and to communicate with each other. One of the ways to make the students express and communicate with each other is by dividing the class into several team works. This condition may result in more interaction, more negotiation for meaning than do the same task in the teacher-fronted condition. In team work learning format, the students' achievement is facilitated by cooperative learning. One kind of cooperative learning is Student Teams Achievement Division (STAD).

This method was devised by Slavin and his associates at John Hopkins University. This system uses group heterogeneity and divides class into several team works. This condition is to make more interaction, more negotiation for meaning than if the teaching phase begins with the presentation of material. After that during team study, group members work cooperatively with the teacher providing worksheet and answer sheets. In Student Teams Achievement Division (STAD) the students' interest can be stimulated by the classroom 'give and take' process. In STAD method there will be interaction between students - students and students - teacher. Thus the broader context of communicative, meaning seeking and information processing will occur.

1.2. Reasons for Choosing the Topic

There are several reasons which become the writer's concern in choosing the topic as follows:

- 1) Writing is one of the main skills in learning English besides listening, speaking and reading. Ideally, the students should be able to master various skills for writing purpose. The year eighth students have learned about grammar particularly simple present tense and descriptive text since they were in the year seventh. Therefore, the writer wants to know how far the students have mastered it.
- 2) It is important to investigate the students' skill in writing descriptive text since it will help the English teachers especially those who teach at SMP N 1 Kesesi Pekalongan to give the students' writing ability especially in writing descriptive text.
- 3) The writer chooses the eighth year students of SMP N 1 Kesesi Pekalongan because in this grade they will learn the text type (descriptive text) as the subject in this recent curriculum. So, they can describe something in their daily activities, have interest and willingness to write, and be more creative in writing.
- 4) This method can create interaction between students – students and students – teacher, and students work cooperatively, it helps the students to feel free to give or explore their ideas in making paragraph so they have interest and willingness to write.

1.3. Statement of the Problems

The problem discussed in this study is as follow:

How far can STAD technique be applied to improve the students' proficiency in writing descriptive text?

1.4. Objectives of the Study

Objective of the study can be stated as follow:

- 1) To describe how the STAD teaching technique is applied to improve the proficiency of students' writing descriptive text.
- 2) To describe the application of STAD technique in teaching descriptive text.
- 3) To identify the advantages and disadvantages of using the STAD technique in teaching descriptive text to junior high school students.

1.5. Significances of the Study

The writer hopes that the result of this study can be used as information and resource for the teacher as one of various ways of teaching in order to make students' proficiency in writing text improve. Teacher hopefully will apply this technique in a teaching learning process and keep the students from getting bored in writing class, so that they can achieve the objective of the study efficiently.

1.6. Outline of the Study

This report consists of five chapters. Chapter I covers the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significances of the study and outline of the study.

Chapter II is the review of related literature. It covers a general introductory of student teams-achievement division (STAD), the components of STAD, the characteristics of junior high school students, general concept of writing, writing skill in 2004 English curriculum, general concept of text, general concept of descriptive writing, simple present tense, the process of writing descriptive text, STAD as applied in teaching descriptive text, the advantages and limitation of student teams-achievement division (STAD), procedures of conducting action research and the use of action research for teachers.

Chapter III is method of investigation. It covers participants of the study, issue under the study, instruments of the study, research design, scoring system, and criterion of assessment and the process of STAD technique in the classroom

Chapter IV is result and discussion. The research findings are described and interpreted in this chapter.

Chapter V offers some conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 A General Introductory of Student Teams-Achievement Division (STAD)

STAD (Student Teams-Achievement Division) is a one of the oldest and most extensively researched form of cooperative learning. Robert Slavin and his colleagues in John Hopkins University developed STAD teaching.

STAD system is one of the simplest and most flexible of the cooperative learning method, having been used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning techniques, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender.

Cooperative learning using STAD technique consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of material, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz. Use a scoring system that ranges from 0 to 30 points and reflect degree of individual improvement over previous quiz. The criterion can be seen in improvement point table.

Quiz score	Improvement Point
More than 10 points below base score	5
10 points below base score	10
Base score to 10 point above base score	20
More than 10 point above base score	30
Perfect paper (regardless of base score)	30

According to Slavin (1995: 72) each team receives one of three recognition awards, depending on the average number of points earned by them.

From the description above, we know that STAD is a good technique for the teachers who are new to the cooperative approach. And it uses individual quizzes at the end of class.

2.2 The Components of STAD

Slavin (1995: 72) states that cooperative learning of STAD technique consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions

2.2.1 Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

2.2.2 Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistakes. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

2.2.3 Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

2.2.4 Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better

than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a ‘base’ score, derived from the student’s average past performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score (percentage correct) exceed their base score.

Quiz score	Improvement Point
More than 10 points below base score	5
10 points below base score	10
Base score to 10 point above base score	20
More than 10 point above base score	30
Perfect paper (regardless of base score)	30

Three levels of award are given for the groups who got improvement score from improvement score average for each group. The three criteria are bellow:

Criteria (Team Average)	Award
15 – 19	Good Team
20 – 24	Great Team
25 – 30	Super Team

2.2.5 Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student’s team score may also be used to determine up to twenty

percent of their grade. The team that has improved the most is given most recognition.

2.3 The Characteristics of Junior High School Students

Junior high School students or teenager are categorized into adolescent learners. In this period, teenage like to spend their time for hanging around, making friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents' learner according to Harmer (2001: 38,39) are : 1). they seem to be less lively and humorous than adults, 2). identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3). they would be much happier if such problem did not exist, 4). they may be disruptive in class, 5). they have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescents are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance.

2.4 General Concept of Writing

The definition of writing is given in many books. Therefore, the writer took some references to write what writing is and how to teach writing in order to lead to a conclusion.

2.4.1 Writing

The order in which a child learns a language starts with listening which is followed by speaking, reading and finally writing. Therefore, writing is said to be the fourth skill in learning a language. Writing is a medium to express feeling, idea or thought. Writing is also one of the ways to speak what is in our mind. Writing is not only producing words but also sentences. Although most students find that writing is difficult, but its existence is very important as through writing, people can communicate to one another over long distances.

In general, writing is a complex process that involves a range of skills and task since through writing students need frequent opportunities to write and to apply the stages in writing process, each of which focuses on specific tasks. In writing, students should master some learning concepts such as the rule of constructing paragraphs that are unity and coherence.

Writing is a way to produce language and express idea, feeling and opinion. Writing encourages the students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem when the writing is put into their mind.

Thus, it can be stated that writing is an activity of thinking process of students and performing their ability to express ideas, feeling, and opinion for a particular audience.

2.4.2 Teaching Writing

Teaching writing is not easy. Harmer (2007: 112) states that writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying. Teaching writing includes the teaching of grammar, punctuation, spelling, etc. As stated by Heaton (1974: 138), writing skills are complex and difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgment elements.

Although the writing process has been analyzed in many different ways, most teachers would probably agree that they need to recognize at least four main areas of skills that are needed for a good writing, as mentioned by Heaton (1974: 138) as follows:

- 1) Grammatical skills : the ability to write correct answers.
- 2) Stylistic skills : the ability to manipulate sentences and use language effectively.
- 3) Mechanic skills : the ability to use correctly those conventions peculiar to written language, e.g. punctuation, spelling.

- 4) Judgment skills : the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

The writing process, as commonly conceived is a highly sophisticated skill combining a number of diverse elements, only some of which are strictly linguistics. In teaching writing, as stated by Byrne in Karmadevi (1998: 2), teachers should follow some steps as follows:

1) Familiarization

In this step teacher gives a model of writing (paragraph/text) to the students to read. Then, the students are asked to make paragraphs using their own words. Two main types of familiarization are identifying and evaluating. To make the students read the model closely and become aware of the features of writing is the purpose of identifying exercises. After reading the model, they identify the teaching point, for example underlining, matching, comparing or re-ordering. Next, making the students able to discriminate between effective and ineffective writing is the purpose of evaluating exercises.

2) Controlled Writing

After the students pass the familiarization step, they have writing text in controlled way. Combining and substituting are the types of controlled writing. In combining, what the students do is to join words into sentences and sentences into paragraph then into essay. However, in substitution the teacher can give substitution frame or table. Then, the students are asked to make sentences by

using the words in columns or teacher can show a plan or an outline of the model text and then ask the students to write a similar text based on the plan or the outline with other variations.

3) Guided Writing

Guided writing exists between controlled and free writing. In guided writing, the exercise can be in the form of completion or reproduction. In completion, students write in order to complete texts with words, phrase or sentences. If one task, the words, phrases or sentences are given and the students only have to choose, this is a controlled work. If they have to write their own words, phrases or sentences, however, it can be called guided. In reproduction the students are asked to reproduce a text, which they have read or heard by copying, re-writing from memory or re-writing in their own words.

4) Free Writing

Free writing is the final step of teaching writing. Pincas in Karmadevi (1998: 8) gives the objective of writing as the ability to write freely what has been taught, not the ability to write anything at all. Based on the objective given by Pincas above, we can say that what is meant by free writing is not writing freely what we want to write, but writing according to what has been taught. Free here is meant free in expressing our ideas. This idea is similar to Finocchiarro's (1984: 85) who states that there are small steps for teacher to teach students.

Those steps are:

- (1) The sound spelling correspondences.
- (2) The mechanic of writing (punctuation, capitalization and spelling).

- (3) Letter writing, formal and informal (greeting, endings and other mechanics).
- (4) Practical, functional writing needed for note-taking, outlining and summarizing.
- (5) The organization and expression of an idea which will convey its desired meaning and permits the reader to understand the message.
- (6) The differences between speaking and writing, between informal and more formal styles of writing, and between 'mode and discourse'.

The steps will help students in achieving all skills in writing. Thus, here students learn to write step by step, beginning from the basic.

2.5 Writing Skill in 2004 English Curriculum

Based on the 2004 English curriculum, the standard competence of English for junior high school is to communicate in spoken and written English by using various appropriate terms fluently and accurately. Whereas in writing, the standard competence is to express various meanings (interpersonal, ideational, textual) in various writing texts, to write instructional and monologue particularly in form of descriptive and recount. The various writing texts are called genre.

The teacher has the great responsibility to conduct the teaching and learning process in the classroom. The duties have got to do with the good teaching and learning process based on the target of competence expected.

2.6 General Concept of Text

According to Halliday and Hasan (1985: 6) text is a language that is functional, which means language that is doing a job in some contexts.

In accordance with this, Derewianka (1980: 17) points out that text are different from the term they carry. The term here is more a less similar to what Halliday and Hasan's term 'functional' above. Functional means a stretch of a language or a text which is in use. It has a function, or in Derewianka's words it has a purpose, i.e., we use language because we have a purpose.

Thus, the writer concludes that text is relatively a functional language. Relative means it is based on the use.

2.7 General Concept of Descriptive Writing

There are many references to define what descriptive is. Besides giving the definition, the writer also gives the communicative purpose, the generic structure, the significant lexicogrammatical features and the process of writing descriptive text.

2.7.1 The Definition of Descriptive

Wishon and Burks (1980: 379) said that descriptive writing reproduce the way things look, smell, taste, feel or sound. It may also evoke moods, such as happiness, loneliness or fear. Callaghan (1988: 138) also said that a descriptive writing creates a clear and vivid impression of person, place or thing. Wishon and Burks (1980: 128) also stated that in descriptive writing the writer is required to

give his/her reader a detailed vivid picture of person, place, scene, object or anything. A description is a drawing in words.

2.7.2 Communicative Purpose of Descriptive Text

The communicative purpose of descriptive text is to describe a particular person, place, or thing. If the students want to deliver their message they have to understand well the communicative purpose.

Shortly, the communicative purpose of texts carries consequences toward how the text is arranged, what kinds of linguistic features are used to deal with.

2.7.3 Generic Structure of Descriptive Text

Descriptive writing is a kind of writing that is included in school based curriculum for junior high school especially in the eight grades. The writer says so, because it is often used by the students when they describe something or make things clearer. In mastering descriptive writing, the students have to know the generic structure of the descriptive text.

The generic structures of the descriptive texts are shown in the following table:

	Generic Structure	Function
1.	Identification	Identify phenomenon to be described.
2.	Description	Describe parts, qualities, and characteristics.

After knowing and understanding about the generic structures of the descriptive writing, it is important for the students to build their ability in writing descriptive text.

2.7.4 Significant Lexicogrammatical Features of Descriptive Text

Besides having a communicative purpose and generic structures, descriptive text also has lexicogrammatical features that support a descriptive text.

The following are significant lexicogrammatical features of descriptive text.

- 1) Focus on specific participant
- 2) Use of Attributive and Identifying process.
- 3) Frequent use of Epithets and classifier in nominal groups
- 4) Use of simple present tense

2.7.4.1 Specific Participant

As stated before, the purpose of descriptive texts is to describe particular person, thing or place. The subject that is described is not general, but more specific. Thus we can not describe people in general, but we can describe a particular person. For example: my father, my house, Mrs. Alexandria, etc.

2.7.4.2 Relational Processes

Relational processes involve state of being (including having). They can be classified according to whether they are being used to identify something (Dirly Piers may be the finest living horn player) or to assign a quality to something (Dirly Anderson is a fine horn player).

Processes which are established to identify are called identifying processes and those which assign a quality are called attributive processes. Each has its own characteristics participant roles.

In attributive there are Carrier and Attributive.

Dirly Anderson	is	a fine horn player
Carrier	Attributive	Attribute

In identifying processes the participant roles are Token value.

Dirly Piers	may be	the finest living horn player
Token	Identifying	Value

2.7.4.3 Nominal Group

A nominal group is group of words which has a noun (a word which names a person, place or thing) as its head word and includes all additional information related to the noun. As a means of representing experience, the nominal group has a number of functional components. Some of the components which are frequently used in writing descriptive text are epithet and classifier.

Epithet indicates some qualities of the subset, which may be either 'adjective' such as 'old', 'big', 'small' or it may be an expression of the speaker's attitude such as 'loathsome', 'nasty'.

Classifier tells us 'what type' or 'what kind'. For example, we distinguish between types of snake by their classifier.

It is often difficult to draw a line between what is a classifier and what is an epithet. Some criteria are:

- 1) A classifier comes from a finite set of options. There are any numbers of qualities which can be assigned to something but a more limited range of types or sub-sets.

- 2) A classifier can not be intensified. We can have ‘A very big snake’ but we do not find ‘A very non-venomous snake’.

2.8 Simple Present Tense

Tense is a systematic structure to describe different forms of verbs that showed the time of actions. Meanwhile, simple present tense is formed by using the simple form of the verb that is form which is listed in the dictionary or it is called infinitive without *to*. Brewton (1962: 263) states that the present tense expresses an action or a state of being in the present. Simple present tense is formed by using infinitive without *to* and when the third person singular subject is present, an *-es* or *-s* is added.

2.8.1 The Use of Simple Present Tense

According to Marcella Frank (1972: 48) simple present tense could be used as follow:

- 1) To express a habitual action, with adverb like usually, always or often.
- 2) To state general truth.
- 3) To express future action, especially with verb of movement or travel such as ‘come’, ‘go’, ‘leave’, ‘stay’ or ‘arrive’.
- 4) In commentaries on games and plays.

Azar (1981: 20) states that the simple present tense is used to express habitual or everyday activity.

2.8.2 The Form of Simple Present Tense

Thomson and Martinet (1989: 15) state that the simple present tense have the same forms as the infinitive but added an 's' for the third person singular, e.g:

- 1) I / You / We / They sing.
- 2) He / She / It sings.

The negative is formed with the present tense negative of the verb, do + not + the infinitive without (do) of the main verb.

- 1) I / You / We / They do not sing.
- 2) He / She / It does sing.

2.8.3 Adjective

Adjective describes noun and pronouns. Adjectives usually tell what things or people look like, what kind they are or how many of them they are. Here are some things you should know about adjectives.

- 1) Adjectives always come in front of nouns, not after them.
Example: Young Japanese student.
- 2) Adjectives can also follow linking verbs
Example: She looks beautiful.
- 3) Adjectives are always singular. Never adds -s to an adjective or use plural words as an adjective.
Example: A six-foot wall (not a six-feet wall).
- 4) Noun can be adjective
Example: The Japanese students.

- 5) Adjective referring to nationalities and languages are capitalized.

Example: My English class

- 6) –ing and –ed word (past participles) can be adjectives.

Example: A swimming suit.

2.9 The Process of Writing Descriptive Text

The process of writing descriptive text is as follows:

- 1) Gathering the materials

The best way to gather the material for descriptive text is to take notes about everything that comes to our mind, the things that we see, hear and even smell.

- 2) Arranging the materials

In this process we have to select the most important details that directly support the main idea. There are two ways to get it: 1) we can write a topic sentence and then select the material to develop and support it. 2) select and arrange material through additional brainstorming, clustering, free writing or perhaps an informal outline. 3) then write the topic sentences.

- 3) Writing the first draft

To write the first draft we have to remember each detail, so that the arrangement is in order.

4) Revising the first draft

The next process is to look at the arrangement of details to see if it is consistent and clear, then look at the logicalness of the beginning of each sentence, is it related to previous sentence so that the idea is clear. Perhaps we have to rearrange the materials. Then rewrite the text.

5) Further revising and editing

Take a look at the text and revise it again, we have to focus on specific details and strong word voice. Edit and proofread our descriptive text, checking for misspelled words and any other errors we notice. Get a clean copy of our work.

2.10 STAD as Applied in Teaching Descriptive Text

Being foreign language learner, many students spend more time to be good writers especially in writing descriptive text as a kind of genre. Students with a good knowledge can be classified as accurate and efficient writers, so as to get the maximum information or idea to write a text, but it is different with student with medium knowledge because sometimes they can not develop their ideas.

Actually, two hands are better than one hand in writing a text. So, it is clear that when we are writing a text it will be more effective if we write it together because we can share our ideas to make a text more developed and be a good text.

Thus, to anticipate those kinds of problems, the writer gives an alternative teaching technique. Using STAD teaching technique, students are involved in

discussing problems together, sharing the difficulties in writing descriptive text and providing them with knowledge.

STAD technique in teaching descriptive text begins with presentation. So, it is clear that to teach writing using presentation makes student clear what they should write and easier for the student to understand.

2.11 The Advantages and Limitation of Student Teams-Achievement Division

Some teachers may feel that they have already tried a cooperative learning approach because they have occasionally placed their students in small groups, instructing them to cooperate: yet, cooperative learning requires more than seating youngsters around the table and telling them to share work together and be nice to each other. Such loose unstructured situation will not make the cooperative strategies work so well. So, in cooperative learning there are some advantages and limitation.

According to Muslimin Ibrahim (2000: 41-42) the advantages and limitation of Student Teams-Achievement Division (STAD) are as follows:

2.11.1 The Advantages of Student Teams-Achievement Division (STAD)

- 1) Developing and using critical thinking and group cooperation.
- 2) Improving the positive relation among the students from different social backgrounds.
- 3) Implementing the counseling of team.
- 4) Building the respect and self-esteem in this process.

2.11.2 Limitation of Student Teams-Achievement Division (STAD)

- 1) Some students might be confused because they are not accustomed to this treatment.
- 2) At the beginning the teacher will make some mistakes in managing the class, otherwise the hard and continuous effort will be able to apply this method competently.

2.12 Procedures of Conducting Action Research

There are some steps in conducting action research. According to Kemmis and Taggart as quoted by Mc. Niff (1995), the steps in action research are:

- 1) Identifying problems and planning the action
- 2) Acting and observing
- 3) Reflecting the result of the observation
- 4) Revision of the planning for further improvement

There are two cycles in the action research. Each cycle consists of four steps. By using this theory, the researcher will use the steps in action research. It is sometimes very difficult to identify a specific problem. Most curricula and personal practice reforms begin with a sense of dissatisfaction. The researcher starts the action research with general plan that means a general idea that something might be improved: it is called problem. Based on the problem found, the researcher then makes a plan to do the next steps. As the problem has been identified, treatments are implemented to the plan in order to improve the writing skill of the students especially in producing descriptive texts. After the action, the

researcher makes reflection. In this stage, the teacher and researcher evaluate the outcome of the action. Based on the reflection, the researcher makes replanning for further improvement.

2.13 The Use of Action Research for Teachers

It has been generally assumed that when a student learns a foreign language, he/she will meet some learning problems as the result of the differences between the two languages. Here, the language teacher has responsibility to encourage and stimulate the students by developing her/his professional role as an educator.

As the fundamental aim of action research is to improve practice rather than to produce knowledge (Elliot, 1991:49), this research can be one of the effective ways for English teachers to repair and improve their educational action through cycles of the activities. Based on the explanation above, it is clear that out of the various factors which affect the learning process, the teacher is the most important factor. If the teacher is incompetent and does not keep her/his teaching practice up, there will be no improvement in education field. By conducting an action research, teacher will be able to solve problems faced in the classroom and improve the quality of teaching English.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Participants of the Study

Participants of the study deal with population. The definitions of population are given in many books. According to Arikunto (2006: 130), population is the whole subject of the research. In line with Arikunto, Tuckman (1978: 227) says that the population is that group about which the researcher is interested in gaining information and drawing conclusion. Thus, population is the group which will be taken as the data source in our research. The population in this study is the year eighth students of SMP N Kesesi Pekalongan, in academic year of 2008/2009.

3.2 Issue Under the Study

In conducting a research, sources of the data are very important to collect the data. As stated by Arikunto (2006: 129) that the sources of the data in the research is the subject from whom the data can be obtained. In this study the writer used an action research procedure in order to get the required data.

In gathering the data, the writer used three ways. Here are the instruments of collecting data:

1) Test

There are two kinds of test instruments used to measure the four language skills of the students, namely the objective test and the essay test (Harris, 1969:

71). Harris makes comparison between the objective and the essay test writing which can be concluded that as both objective test and composition test have their own special strength, the ideal practice is understandable to measure the writing skill with combination of both types.

The writer conducted an essay test to collect the data in this study.

2) Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 2006: 151). A questionnaire is basically a list of questions one wants to ask other people. It is one way of checking whether other participants in the same situation would give the same answer to the kind of question one has asked oneself on a checklist. In constructing the questionnaires, the writer used closed questionnaire. It means that the respondents answer the question by choosing one of the answers given by the researcher.

In this study the writer used questionnaire to get additional information about the students' reflection toward the learning activities using cooperative learning.

3) Observation Form

Observation is usually used to get some information from an action. In this study, the observation form used was observation sheet. It was used to know the way how the teacher conveyed and managed the classroom. In addition, the writer also observed the students' motivation before and after the teaching learning process. In this section, the writer invited a partner in the classroom. The partner was the English teacher in that class.

4) Field Notes

The field notes in this study were used to know the activities during the teaching and learning process, such as how the teacher carried out the material and the students' response.

In using field notes, the writer systematically kept notes of the classroom.

For example:

(1) Students' participation

In this study, the writer analyzed the students' participation in the teaching and learning activities by using cooperative learning, whether they followed all the activities or perhaps they only followed some of the activities.

(2) Students' interest and motivation

In doing this study, the writer took notes of the students' interest and motivation in learning English using cooperative learning and writing descriptive text. If the students enjoyed the activities and liked the technique given to them, the writer concluded that the students were interested and motivated in writing descriptive text using STAD technique.

(3) Students' improvement in writing descriptive text

After the writer presented the STAD technique, she took some notes about the students' ability in writing a descriptive text.

3.3 Instruments of the Study

After the writer knew exactly what is observed and from whom the data will be got, the next step is deciding the instrument (Arikunto, 2006: 149). It is any device the researcher uses to collect data. Instrument is an important device for collecting the data in research action. An instrument plays an important role in a study in the sense that the reliability of the instrument will influence the reliability of the data obtained. Arikunto (2006: 160) states that an instrument is a tool or facilities used in collecting data in order to make the work easier and the better result. In other words, the result is complete and systemic, so it is easy to be processed.

In this action research, the writer used five instruments they are test sheet, pre-questionnaire and questionnaire, observation form and field notes.

3.4 Research Design

Action research is a form of educational inquiry that uses real action of the teachers in response to a certain problem encountered during the teaching and learning process through cycles of action. Some steps need to be taken in doing this research: identification of problem, planning, treatment and reflection. If the target is not achieved yet, the researcher will conduct the next cycle after revising the plan.

3.4.1 Identification of problem

The 'general idea' is an essential statement, which links an idea to action (Elliot, 1991:72). Here, the researcher observes the students' ability in their descriptive production.

Meanwhile, the process of English teaching and learning seems boring and not motivating the students. Based on the problem, the writer then suggested a kind of solution by using STAD technique in order to improve the students' skill and understanding of descriptive text structure and make them feel involved in the teaching and learning process.

In this research, the writer identified some problems who faced by the students in writing descriptive text, there were the students' problem in mastered grammar especially the structural sentence in simple present tense and the students' weakness in spelling words and their fluency when they read the text.

3.4.2 Planning

In this step, the writer explained about what, why, when, where, whom, and how action is done. Planning is done to give a solution for the identified problems.

In this research, the writer used STAD (Student Teams-Achievement Division) technique in teaching descriptive text. STAD (Student Teams-Achievement Division) is one of the simplest and most flexible of the cooperative learning method, having been used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning techniques, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability,

background, and gender. In order to improve the students' skill in writing descriptive text, the writer used STAD. It is hoped that by STAD technique, the students can improve their skill in writing descriptive text.

The writer did her research in an institution that she has been chosen before. The institution was State Junior High School 1 at Kesesi Pekalongan especially in VIII E class in academic year of 2008/2009. The writer conducted her action research on December 9th until 16th, 2008. The writer divided the activity into five (5) activities and was done in seven meetings. The first meeting was pre-questionnaire, the second meeting was pre-test, the third and the fourth were first cycle, the fifth and the six were the second cycle. The last meeting was post-test. It was also for giving a questionnaire.

3.4.3 Action

Treatments are implemented referring to the plan that has been made and implemented the treatment in the classroom. However, to get the students' prior knowledge about descriptive texts, in this study first of all the students given a pre-questionnaire to find out the specific problem in descriptive text, the students' background and their interest in writing. Then, they did a pre-test. In this test, they were asked to produce descriptive text at least seven (7) sentences. After doing the pre-test, the students were given treatment by studying descriptive text using STAD technique in teaching learning process.

3.4.4 Reflection

After doing the treatment, the writer then made a reflection. In this stage, the outcomes of teaching and learning process was evaluated to get clear evidence of

the improvement or to plan the following action or treatments. As all cycles were completed the students will have post-test in which they were asked to make another descriptive texts. To check whether or not there was an improvement of their descriptive after using STAD teaching technique. Then, the writer compared the scores of their pre-test and post-test.

3.4.5 Implementation

Based on the model above, there would be actions in the action research.

The elaboration of the plans was as follows:

1) Pre-test

Pre-test was the first activity of action research. The test was given to identify their achievement of writing descriptive text. In this test the students were asked to make a descriptive text consisting of 10 (ten) sentences by developing the title given. The title was “Karanganyar Swimming Pool”. In this phase, the students were not permitted to help each other during the test.

2) First Cycle

Referring to the initial condition, the researcher tried to do the appropriate treatments to cope with the problem the students were facing. Evidently, the writer noticed in the initial condition the students had difficulties in writing descriptive text especially in applying the structure of descriptive text. To overcome the identified problem, at first, the writer tried to introduce a cooperative learning that is STAD method where the students were assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender.

Then, the writer made preparation for teaching and learning process. The first step was teaching. In this phase, the writer did a presentation. The writer explained in detail what STAD technique, why it was important and what was meant by working in group. After she explained about the STAD technique it continued by explaining the material that was descriptive text. She explained briefly what were descriptive text, communicative purpose, and generic structure of the text. The writer made sure that all of the students understood the material well with given some questions to the students related to the material and then given them the example of the descriptive text and analyzed it together. After that the writer asked them to make a descriptive text and then analyzed it together, what was correct and incorrect. At the end of the teaching, the writer briefly reviewed the material and information and then continued by dividing the students into groups/teams. The team would have higher performer, a low performer and two average performers, because the total of the student was 48 students so the students were divided into twelve groups, each group consisting of four students. In dividing the students, the writer used the students' result of their last performance which she got from the teacher. After dividing the students into groups, it was time to time study. In team study, they were asked to sit based on their respective groups/teams and the writer distributed one question sheet and answer sheet for each group and asked them to do the following instructions with their group. In this phase, team members' tasks were mastering the material that the teacher presented in the lesson and

helped their teammates master the material. Students have work sheets and answer sheets in their teams to practice the skill being taught and to assess themselves and their teammates. They should do the instruction in work sheet with their team. The time allotment was a half of the class or 40 minutes. By doing this, hopefully, they could work in team, share their knowledge and try to solve the problem together so they could apply the structure of descriptive text well. In the end of the cycle, there was a test. In this phase, the students were asked to make a descriptive text individually by developing the title given. The title was “Ulu Asri Swimming Pool” and the length of the text was 10 (ten) sentences. The time allotment was 40 minutes. In this test, the students were not permitted to help each other. Thus, every student was individually responsible for knowing the material. Each student used one copy of the test. After the students did the test, it continued by giving reward. In this phase, the writer analyzed the team’ result and given reward for the team who got better score. The reward was a pack of pen that has been prepared by the writer before.

3) Second Cycle

After having the first, the students had better understanding of descriptive text. It was proved by their writing that had implemented the structure of descriptive. However, to make the students get used to apply the structure of descriptive in their writing they needed to learn more about grammar and fluency because their grammar and their fluency were still weak. In this cycle, the writer still used STAD method. As the first cycle, in

the second cycle the writer did the teaching learning step by step. The first step was teaching. The writer did presentation. In the presentation, the writer presented the material that was descriptive text. The writer also emphasized the material in grammar and fluency. Before continued to the next step, the writer made sure that all of the students know-well the material. She also given a chance to the students to ask what the material that they were not understood yet. After the writer did the first step, it continued by the second step that was team study. In this phase, the students were still in the same group as the first cycle. Then the writer asked them to sit based on their respective groups/teams and the writer distributed one question sheet and answer sheet for each group and asked them to do the following instructions with their group. All of the members were responsible knowing the material that the teacher presented and helped their teammates in mastering the material and tried to solve the problem in the team together. The time allotment in team study was a half of class or 40 minutes. After the students finished the team study, they presented their team work in front of the class and then analyzed it together with other team member. After the team study, they did an individual test. In this phase, they were asked to make a descriptive text individually by developing the title given. The title was “Linggo Asri” and the length of the text was 10 (ten) sentences. The time allotment was 40 minutes. In this test, the students were not permitted to help each other. Thus, every student was individually responsible for knowing the material. Each student used one copy of the test. After the

students did the test, it continued by giving reward. In this phase, the writer analyzed the team' result and given reward for the team who got better score. The reward was a pack of pen that has been prepared by the writer before.

4) Post-test

In this activity, the students did a post-test. The post-test was conducted to measure the students' ability after the treatment. The test was the same as the pre-test. Each student used one copy of the test. They asked to make a descriptive text consisting of 10 (ten) sentences by developing the title given. The title was "Karanganyar Swimming Pool". In this phase, the students were not permitted to help each other during the test.

3.5 Scoring System

In giving scores to the students' writing, the writer used the scoring guidance taken from Heaton Grid and Categories (1974:137-138) in five areas. They are fluency, grammar, vocabulary, content, and spelling. The score is rated from 1 till 5. The following scheme of rating scale was used to measure the students' achievement in their writing product. The writer analyzed the writing into five general components:

- 1) grammar refers to appropriate tenses
- 2) vocabulary refers to diction
- 3) mechanics refers to the use of the punctuation and spelling

- 4) relevance refers to the content in relation to the task demanded of the students
- 5) fluency refers to the style and case of the communication

Heaton Grid and Categories

Components	Score	Characteristics
Fluency	5	Flowing style- very easy to understand- both complex sentences very effective
	4	Quite flowing style- mostly easy to understand- a few complex sentences very effective
	3	Style reasonable smooth- not too hard to understand and enjoy complex sentences fairly effective
	2	Jerky style- and effort needed to understand and enjoy complex sentences confusing- mostly simple sentences or compound sentences
	1	Very jerky- hard to understand- cannot enjoy reading- almost all simple sentences- complex sentences- excessive use of "and"
Grammar	5	Mastery of grammar taught on course- only one and two minor mistakes
	4	A few minor mistakes only (preposition, articles, etc)
	3	Only one major mistakes but a few minor mistakes
	2	Understanding- lack mastery of sentence construction
	1	Numerous serious mistakes- no mastery of sentence construction- almost unintelligible
Vocabulary	5	Use of wide range of vocabulary taught previously
	4	Good use of new words acquired- fairly appropriate synonym, circumlocution
	3	Attempt to use words acquire- fairly appropriate vocabulary on the whole but sometimes restricted has resort to use synonym, circumlocution, etc on a few occasion
	2	Restricted vocabulary- use of synonym (but not always appropriate)
	1	Very restricted vocabulary- inappropriate use of synonyms- seriously hinder communication
Content	5	All sentences support the topic- highly organized clear progression of ideas- well linked- like education native speaker
	4	Ideas well organized- links could occasionally be clearer but communication not impaired

	3	Some lacks of organization- re-reading required for classification of ideas
	2	Little or no attempt at connectivity- thought readers can be device some organization- individuals' ideas may be clear but very difficult to deduce connection between them
	1	Lack of organization- serve that communication is seriously impaired
Spelling	5	No errors
	4	One or two errors only (e.g. le or el)
	3	Several errors- some interfere with communication- not to hard to understand
	2	Several errors- some interfere with communication- some words very hard to organize
	1	Numerous errors- hard to organize several words- communication made very difficult

There are 5 (five) items and each is scored 5, so the maximum score is 25. The scoring was based on the analytic method. Then, the score is classified based on the total of the student's score. In classifying the score, the writer used the measurement of students' achievement suggested by Harris (1969: 134).

Criteria of Mastery	Grade
91 – 100	Excellent
81 – 90	Very Good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
≤ 50	Very Poor

3.6 Criterion of Assessment

The students' success and failure in doing the activities planned above were assessed by referring to the criterion issued by the Department of Education and Culture. To find the degree of the students' achievement in each activity:

pre-test, first and second cycles, post-test, the score of average student is counted group and individually by using the following formula:

$$\text{The percentage} = \frac{\text{Score}}{\text{Max. Score}} \times 100\%$$

The writer used simple formula to analyze the result of the students' achievement in writing descriptive text using STAD technique. The test result was raw score so that it was necessary to use that formula in order to get more meaningful numerical data. The obtained rating scale ranged from 1-100. Thus the writer could take an example for the students who got 25 of raw score. It was divided by 25 and then multiplied by 100%. It means that she/he got 100, for students who got score 15, the score were divided by 25 and then multiplied by 100% and he/she got 60 and so on.

3.7 The Process of STAD Technique in the Classroom

The process of using STAD technique in the classroom deals with preparation and schedule of activities as the implementation of the STAD technique.

3.7.1 Preparation

Before using STAD technique we need some preparation in order to make the learning process run successfully. The preparation is as follows:

3.7.1.1 Material

STAD can be used with curriculum material specifically design for student's team learning or it can be used with material adopted from text books or other published source or with teacher-made-material. However, it is easy to make your own material as simple making a worksheet, answer sheet and a quiz for each unit you plan to teach. Each unit should occupy three to five day's instruction. In this study, the writer used descriptive text as the main material. So, the students were asked to make descriptive text together with their group in order to improve their ability in writing descriptive text.

3.7.1.2 Assigning the Students to Teams

As we know, STAD system represents a cross-section of the class. A good team in the class is a four to five persons that are half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative term: it means high for the class not necessarily high compared with national norms. The writer may take likes, dislikes and 'deadly combination of students' into account in assigning students to team, but in deciding teams do not let students choose their own because they will tend to choose others like themselves.

Instead follow these steps:

1) Make Copies of Team Summary Sheet

The writer makes one copy of a team summary sheet for every four to five students in her class.

2) Rank Students

On a sheet of paper, the writer ranked the students in her class from highest to lowest in past performance. The writer used whatever information she had to do this.

3) Decide on the Number of Teams

Each team should have five members if possible. To decide how many teams the writer would have, she divided the number of students in the class by twelve. The students of VIII E consist of 48 students, so the writer divided the students into twelve groups; each group consisted of four students with different performers.

4) Assign the Students to Teams

In assigning students to teams, balance the team so that 1) each team is composed of students whose performance levels range from low to average to high and 2) the average performance levels of all the teams in the class is about equal.

5) Fill out Team Summary Sheet

Fill in the name of the students on each team summary sheet, leaving the team name of space blank.

In this study, the writer assigned the students into team. In this phase, the writer used the students' result of the last test they have done. Because the total of the student was 48 students so the students were divided into twelve groups; each group consisting of four students.

3.7.1.3 Determining Initial Base Score

Base score represent students' average scores on the past quizzes.

3.7.1.4 Team Building

Before starting any cooperative learning program, the writer started off with one or more team building exercises just to give team members a chance to do something funny and to get to know one another.

3.7.2 Schedule of Activity

STAD consists of a regular cycle of instructional activities, as follows:

3.7.2.1 Teaching

It means that the teacher presents the lesson. The presentation should cover: opening, development and guided-practice components of the total lesson, the team activities and quiz covering practice and assessment respectively. The steps of teaching are:

1) Opening

- (1) The teacher tells the students what they are about to learn and why it is important.
- (2) The teaching may have students work in their team to 'discover' concept.
- (3) Briefly review any prerequisite skills or information.

2) Development

- (1) Stick closely to the objectives that the teacher wants the students to learn.
- (2) Focus on meaning, not summarization.

- (3) Actively demonstrate concepts or skill, using visual aids, manipulative and many examples.
- (4) Frequently assess students' writing by many questions.
- (5) Explain why an answer is correct or incorrect, unless this is obvious.
- (6) Move to the next concept as soon as students have grasped the main idea.
- (7) Maintain momentum by eliminating interruptions, asking many questions and moving rapidly through the lesson,
- (8) Guided practice
- (9) Have all the students work problem or example or prepare answer to the question.
- (10) Call on the students at random. This make all the students prepare themselves to answer.
- (11) Do not give long class assignment at the point. Have the students work one or two problems or examples or prepare one or two answers then give them feedback.

3.7.2.2 Team Study

- (1) Time : Half a class period
- (2) Main Idea : Students study in their teams
- (3) Material Needed : The work sheet and answer sheet for every team.

During team study, team members' tasks are expected to master the material the teacher presents in the lesson and to help their teammates master the material.

Students have work sheets and answer sheets in their teams to practice the skill being taught and to assess themselves and their teammates. On the first day of team work in STAD the teacher should explain to students what it means to work in teams.

3.7.2.3 Test

- (1) Time : Half a class period
- (2) Main Idea : Students take a quiz
- (3) Material Needed : One copy of the quiz for each student

During the quiz, do not allow the students to work together on quiz, at this point students must show what they have learned as individuals.

3.7.2.4 Team Recognition

The main idea of team recognition is figuring individual improvement scores and team scores and awarding team rewards. Team may earn certificate or other reward if their average score exceed a certain criterion. Students' team scores may be used to determine up to twenty percent of their grades. (Slavin, 1995: 71-73)

CHAPTER IV

DATA ANALYSIS

In this chapter, the writer would like to present each of the data that was found from the activity (mentioned in Chapter III).

4.1 Result of the Study

This study was conducted in two cycles. It consisted of four phases. The first phase was planning, action, observation, and reflection. In the action phase, there were seven meetings and divided into five activities. The first activity was pre-questionnaire, the second activity was pre-test, the third activity was first cycle, the fifth activity was the second cycle and the last activity was post-test and giving a questionnaire. The schedule can be seen in Table 1.

The Schedule of the Research

Activity	Pre-Questionnaire	Pre-Test	Cycle 1	Cycle 2	Post-Test
Date					
December, 9 th 2008					
December, 10 th 2008					
December, 11 th 2008					
December, 12 th 2008					
December, 13 th 2008					
December, 15 th 2008					
December, 16 th 2008					

Table 1. The Schedule of the Research

4.1.1 Planning

Planning was conducted before the writer conducted her research. In this phase, she found an institution to conduct her research. In this case, she chose

SMP N 1 Kesesi Pekalongan as the institution. After that the writer asked the headmaster for permission to carry out the research.

In this phase, the writer had a well-prepared plan and test items that she made before the action research. She had done the second step of using STAD (Student Teams Achievement Division) to improve the students' skill in writing descriptive text. She has prepared composition sheet for group and individual test. She also had prepared lesson plan to guide her in teaching learning process.

4.1.2 Action

After the writer had made a well-prepared plan, she implemented it in the class which she investigated. As stated above, there were seven meetings.

4.1.2.1 First Activity (Pre-Questionnaire)

This activity was done on January 9th, 2008. In this activity students were given a set of pre-questionnaire. The writer decided to give a pre-questionnaire to the students because the writer needed to gather the data that supported this study. The purpose of giving the pre-questionnaire was to find out the specific problem in descriptive text, the students' background and their interest in writing. The finding of this activity was the primary data and the activity was considered as the primary activity. Those data would be used as the basis of any action and plan of treatment.

The questionnaire consisted of 7 (seven) questions, which were related to writing activity, especially descriptive text. The students were asked to answer each question with 'yes' or 'no'. They only needed 10 minutes to fill the questionnaire. The following is the result of this activity.

The Result of Pre-Questionnaire

No.	Item	Yes		No	
		Σ	%	Σ	%
1.	1	48	100%	-	-
2.	2	25	52.08%	22	45.83%
3.	3	7	14.56%	41	85.41%
4.	4	12	25%	36	75%
5.	5	48	100%	-	-
6.	6	5	10.41%	43	89.58%
7.	7	48	100%	-	-

Table 2. The Result of Pre-Questionnaire

The computation of the percentage was as follows:

$$\frac{\text{The Sum of the Students who choose Yes or No}}{\text{The Sum of the Students}} \times 100\%$$

The students' answer in giving questionnaire provided me with the data of 48 students in VIII E. All of them realized that English is important for them. Unfortunately, there were 14.56% who reviewed their English material at home regularly. They also had limited facility in learning English. Most of them had no reference book. They only borrowed the text book from the library. There were only 52.08 % among them who had other English books. All of them got descriptive lesson when they were in year seventh and at this semester but only 25% of them who still remembered the features of descriptive text. They studied descriptive text only by using textbooks, so the teacher had never used any method in learning descriptive text. They had a good response to learn Descriptive

text. All of the students are interested in learning descriptive text using STAD (Student Teams-Achievement Division).

Based on the data above, the writer could conclude that most of the students depend on the teacher's explanation at school. They rely on their teacher and relied so much on what the teacher had explained in class. Considering this situation, the writer told them that they should be more independent in learning English. They should review their lesson regularly at home to get better achievement especially in their writing. The writer also told them that they would have lessons to develop their ability in writing descriptive texts by using STAD (Student Teams-Achievement Division) technique. Hopefully, the students would get a better understanding and improve their skill in writing descriptive texts.

4.1.2.2 Second Activity (Pre-Test)

After having the pre-questionnaire, the writer conducted the pre- test. The pre- test was done in order to know the ability of the students before the writer applied the treatment. It was time for the students to be encouraged to write a descriptive text consisting of 10 (ten) sentences by developing the title given. The title was "Karanganyar Swimming Pool".

The pre-test was conducted on December 10th, 2008. There were 48 students who took the test. They had to listen to the instruction given by the teacher who asked them to make a descriptive text by developing the title given. The length of the text was at least 10 (ten) sentences. The time allotment was 40 minutes. In this phase, the English teacher of the class as the collaborator helped to monitor the students.

In the pre-test, the writer found that many students were poor in making a descriptive text. They made many mistakes, especially in vocabulary, grammar and fluency. It was because they did not master the material well. After giving the pre-test, the writer found that in fact, they had not understood the material well, so they could not make a descriptive text with the title they were given. The teacher, then, explained the material without any help of technique. The result of the pre-test can be seen below:

The Result of the Pre-Test

No.	Students' Code	Component of Writing Scoring					Score	%
		F	G	V	C	S		
1	S-01	3	2	3	4	3	15	60
2	S-02	3	3	4	4	4	18	72
3	S-03	1	2	4	3	3	13	52
4	S-04	2	2	4	3	4	15	60
5	S-05	2	1	3	4	4	14	56
6	S-06	3	2	4	4	2	15	60
7	S-07	2	1	3	4	4	14	56
8	S-08	3	4	3	4	3	17	68
9	S-09	2	1	4	4	3	14	56
10	S-10	4	2	3	3	3	15	60
11	S-11	3	2	4	3	3	15	60
12	S-12	1	2	4	4	4	15	60
13	S-13	2	1	4	3	3	13	52
14	S-14	3	2	3	4	3	15	60
15	S-15	2	2	4	4	3	15	60
16	S-16	2	1	3	3	3	12	48
17	S-17	3	1	3	2	3	12	48
18	S-18	2	2	3	4	3	14	56
19	S-19	3	2	3	3	4	15	60
20	S-20	1	2	3	2	4	12	48
21	S-21	3	3	3	4	3	16	64
22	S-22	4	2	3	3	3	15	60
23	S-23	2	2	3	3	2	12	48
24	S-24	3	2	3	3	4	15	60
25	S-25	2	1	3	3	2	11	44
26	S-26	3	3	3	4	3	16	64

27	S-27	3	2	4	4	2	15	60
28	S-28	4	2	3	3	3	15	60
29	S-29	3	2	2	2	3	12	48
30	S-30	2	2	4	4	3	15	60
31	S-31	2	1	3	4	4	14	56
32	S-32	3	1	2	3	3	12	48
33	S-33	2	2	2	3	4	13	52
34	S-34	2	2	3	4	3	14	56
35	S-35	3	1	3	3	4	14	56
36	S-36	2	1	3	2	4	12	48
37	S-37	3	2	3	2	3	13	52
38	S-38	3	2	4	3	3	15	60
39	S-39	1	2	4	3	4	14	56
40	S-40	3	1	4	4	3	15	60
41	S-41	2	1	2	2	3	10	40
42	S-42	1	2	3	4	4	14	56
43	S-43	2	2	3	3	3	13	52
44	S-44	2	2	4	3	3	14	56
45	S-45	3	2	3	3	2	13	52
46	S-46	4	2	3	2	4	15	60
47	S-47	4	2	2	3	4	15	60
48	S-48	3	1	4	3	4	15	60
Σ	48	121	87	155	156	156	675	2700

Table 3. The Result of the Students' Achievement in the Pre-Test.

- * **F** = Fluency
G = Grammar
V = Vocabulary
C = Content
S = Spelling

In order to know further the students' achievement in detail, the writer used the following formula to find out the average of the students' achievement.

The formula was:

$$\begin{aligned} \text{The average of the students result} &= \frac{\text{TheTotalPercentage}}{\text{TheNumberoftheStudent}} \times 100\% \\ &= \frac{2700}{48} \times 100\% \\ &= 56.26\% \end{aligned}$$

From the analysis above, the average achievement of the students' pre-test was 56.26%. The result was lower than the criterion that has been stipulated by the Department of Educational and Culture. The writer concluded that the students had difficulties to make a descriptive text. Therefore, teaching writing with a new technique in each activity was important to improve the students' achievement.

4.1.2.3 Third Activity (Cycle 1)

The third activity was the implementation of the whole range of activity (cycle I) and it was also the implementation of the STAD technique. It was conducted on December 11th and 12th, 2008. There were 48 students following the teaching and learning process. In the third activity, the focus of the treatment was to eliminate the students' difficulties in implementing the structure of a descriptive text in their writings. In this activity, STAD technique was introduced to the students. Then, the writer asked them to pay attention to the writer when presenting the material. The writer gave the students explanation about cooperative learning that was STAD (Student Teams- achievement Division) and explained to students what was meant by working in teams and explained the material, then continued by dividing the students into groups. The writer divided

the students into groups by using any information she got. In this phase, the writer used the students' result of the last test they had done. Because the total member of the students was 48 so the students were divided into twelve groups; each group consisting of four students. After dividing the students into groups, they were asked to sit based on their respective group. Then, the writer distributed the work sheet and answer sheet for every team and asked them to make a descriptive text with their group by developing the title given.

During team study, team members' tasks were expected to master the material the teacher presented in the lesson and helped their teammates master the material. By doing this, hopefully, they could work in team, to practice the skill being taught and to assess themselves and their teammate, share their knowledge and try to solve the problem together during team work so they could apply the structure of descriptive text well. At the end of the cycle the students were given a quiz and team rewards, a reward for the team which got a better score. The writer gave a pack of pen as the reward. The writer asked them to make a descriptive text of at least 10 (ten) sentences by developing the title given. The title was 'Ulu Asri Swimming Pool'. The time allotment was 40 minutes. The students were not permitted to help each other during quiz. Thus, every student was individually responsible for knowing the material. Each student used one copy of the quiz.

The result of the students' achievement in the first activity (cycle 1) can be seen as follows:

The Result of the Students' Achievement in the First Cycle

No.	Students' Code	Component of Writing Scoring					Score	%
		F	G	V	C	S		
1	S-01	2	3	4	4	3	16	64
2	S-02	3	2	4	4	4	17	68
3	S-03	2	2	3	3	4	14	56
4	S-04	2	2	4	4	4	16	64
5	S-05	3	2	3	3	4	15	60
6	S-06	4	1	3	4	3	15	60
7	S-07	2	3	3	3	4	15	60
8	S-08	3	4	3	4	4	18	72
9	S-09	3	2	4	4	3	16	64
10	S-10	4	3	3	3	3	16	64
11	S-11	2	3	3	3	4	15	60
12	S-12	2	3	4	4	3	16	64
13	S-13	3	1	4	3	4	15	60
14	S-14	3	3	3	4	3	16	64
15	S-15	3	3	4	4	3	17	68
16	S-16	2	2	4	3	3	14	56
17	S-17	3	2	3	3	3	14	56
18	S-18	4	1	3	4	3	15	60
19	S-19	3	4	3	3	4	17	68
20	S-20	2	2	3	3	3	13	52
21	S-21	3	4	3	4	4	18	72
22	S-22	4	3	3	3	3	16	64
23	S-23	2	2	2	3	2	11	44
24	S-24	4	3	3	3	4	17	68
25	S-25	2	1	2	3	3	11	44
26	S-26	4	3	3	3	3	16	64
27	S-27	2	2	4	4	2	14	56
28	S-28	3	2	3	3	4	15	60
29	S-29	3	2	3	2	3	13	52
30	S-30	3	2	4	4	4	17	72
31	S-31	4	3	3	3	3	16	64
32	S-32	3	2	2	3	3	13	52
33	S-33	1	3	4	3	4	15	60
34	S-34	3	3	3	4	3	16	64
35	S-35	4	2	4	3	4	17	68
36	S-36	2	2	3	2	4	13	52
37	S-37	3	2	3	3	4	15	60
38	S-38	3	2	3	3	4	15	60
39	S-39	2	2	3	4	4	15	60

40	S-40	4	3	4	4	3	18	72
41	S-41	3	2	3	2	3	13	52
42	S-42	3	1	2	4	3	13	52
43	S-43	2	2	3	4	4	15	60
44	S-44	4	2	4	3	4	17	68
45	S-45	3	3	3	3	3	15	60
46	S-46	4	3	3	3	4	17	68
47	S-47	4	2	4	4	4	18	72
48	S-48	3	3	4	4	4	18	72
Σ	48	140	114	156	161	166	737	2952

Table 4. The Result of the Students' Achievement in the First Cycle.

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{TheTotalPercentage}}{\text{TheNumberoftheStudent}} \times 100\% \\
 &= \frac{2952}{48} \times 100\% \\
 &= 61.50\%
 \end{aligned}$$

According to the analysis, the result of the students' achievement was higher than pre-test. The average of the students' achievement in the first cycle was 61.50%. It showed that by using STAD technique, the teaching and learning process was successful.

Based on the evaluation, there were some students who still made some mistakes in terms of grammar. They still had difficulties constructing sentences in simple present tense. Consequently, the writer conducted the next cycle by emphasizing on grammar.

4.1.2.4 Fourth Activity (Cycle II)

The fourth activity was the implementation of the whole range of activity (cycle II). It was conducted on December 13th and 15th, 2008. In general, the procedure of the teaching and learning in this cycle was the same as the previous

cycle. The main focus of the treatment was to eliminate students' difficulties in constructing sentences in simple present tense. In this activity, the students were doing the same activities like in cycle 1. The difference was the title given. The writer still used STAD technique in this activity.

The result of the students' achievement in the third activity (cycle II) can be seen as follows:

The Result of the Students' Achievement in the Second Cycle

No.	Students' Code	Component of Writing Scoring					Score	%
		F	G	V	C	S		
1	S-01	3	3	4	4	3	17	68
2	S-02	4	4	5	4	5	22	88
3	S-03	3	2	3	3	4	15	60
4	S-04	3	2	4	4	4	17	68
5	S-05	3	2	3	3	4	15	60
6	S-06	4	2	3	4	3	16	64
7	S-07	3	3	3	3	4	16	64
8	S-08	4	4	3	4	5	20	80
9	S-09	3	2	4	4	3	16	64
10	S-10	4	3	3	3	3	16	64
11	S-11	3	4	3	3	4	17	68
12	S-12	3	3	4	4	3	17	68
13	S-13	4	2	4	3	4	17	68
14	S-14	3	3	3	4	3	16	64
15	S-15	4	3	4	4	3	18	72
16	S-16	3	3	4	3	3	16	64
17	S-17	3	2	3	3	3	14	56
18	S-18	5	2	3	4	3	17	68
19	S-19	4	4	3	3	4	18	72
20	S-20	3	2	3	3	3	14	56
21	S-21	3	4	3	4	4	18	72
22	S-22	4	3	3	3	3	16	64
23	S-23	3	2	3	3	2	13	54
24	S-24	5	3	3	3	4	18	72
25	S-25	3	2	3	3	3	14	56
26	S-26	5	3	4	3	3	18	72
27	S-27	3	2	4	4	3	16	64
28	S-28	4	3	4	3	4	18	72

29	S-29	3	3	4	2	3	15	60
30	S-30	4	2	4	4	5	19	76
31	S-31	4	3	3	3	4	17	68
32	S-32	3	2	2	3	4	14	56
33	S-33	3	2	4	4	4	17	68
34	S-34	4	3	4	4	4	19	76
35	S-35	5	3	5	4	4	21	84
36	S-36	3	2	3	3	4	15	60
37	S-37	4	3	3	4	4	18	72
38	S-38	3	3	4	3	4	17	68
39	S-39	2	2	4	4	5	17	68
40	S-40	3	3	4	4	4	18	72
41	S-41	2	3	3	2	3	13	52
42	S-42	3	1	3	4	4	15	60
43	S-43	3	2	4	4	4	17	68
44	S-44	4	3	4	4	5	20	80
45	S-45	3	3	3	3	5	17	68
46	S-46	4	4	3	3	4	18	72
47	S-47	5	3	4	4	4	20	80
48	S-48	4	3	4	4	5	20	80
Σ	48	168	130	168	166	180	812	3250

Table 5. The Result of the Students' Achievement in the Second Cycle.

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{TheTotalPercentage}}{\text{TheNumberoftheStudent}} \times 100\% \\
 &= \frac{3250}{48} \times 100\% \\
 &= 67.70\%
 \end{aligned}$$

From this activity, the students' achievement was higher than treatment I.

It showed that there was an increase from treatment I to treatment II that was from 61.50% to 67.70%. Therefore, it can be concluded that the third activity was successful.

4.1.2.5 Fifth Activity (Post-Test)

The fifth activity was post-test. In this activity, there was a final test. The activity of the final test was conducted on December 16th, 2008. It was taken by 48 students. In this activity, the writer distributed one composition sheet for each student and then gave one title. They were asked to develop the title into a descriptive text of at least 10 (ten) sentences. They were not permitted to help each other during test. They should work individually.

In the final test there were only 7 students who got 64. The writer had found out that many students got a good score. It means that they understood about the grammar and vocabulary they should employ in the text and how to spell the words that they had written. The result of the students' achievement in post-test can be seen as follows:

The Result of the Students' Achievement in the Post-Test

No.	Students' Code	Component of Writing Scoring					Score	%
		F	G	V	C	S		
1	S-01	4	3	4	4	4	19	76
2	S-02	5	4	5	4	5	23	93
3	S-03	4	2	4	3	4	17	68
4	S-04	3	2	4	4	5	18	72
5	S-05	3	2	4	3	4	16	64
6	S-06	4	3	3	4	4	18	72
7	S-07	4	3	4	3	4	18	72
8	S-08	4	4	4	4	5	21	84
9	S-09	3	3	4	4	4	18	72
10	S-10	4	3	3	3	4	17	68
11	S-11	4	4	3	3	5	19	76
12	S-12	3	3	4	4	4	18	72
13	S-13	4	3	4	4	4	19	76
14	S-14	4	3	3	4	3	17	68
15	S-15	4	3	5	4	4	20	80
16	S-16	3	3	4	3	4	17	68

17	S-17	4	2	4	3	3	16	64
18	S-18	5	2	4	4	4	19	76
19	S-19	4	4	4	3	5	20	80
20	S-20	4	3	4	3	3	17	68
21	S-21	3	2	5	4	5	19	76
22	S-22	4	3	4	4	3	18	72
23	S-23	3	3	4	3	3	16	64
24	S-24	5	3	4	4	4	20	80
25	S-25	4	2	3	3	4	16	64
26	S-26	5	3	4	4	5	21	84
27	S-27	3	4	5	4	4	20	80
28	S-28	4	3	4	3	5	19	76
29	S-29	3	3	4	4	4	18	72
30	S-30	4	4	4	4	5	21	84
31	S-31	4	3	5	4	4	20	80
32	S-32	3	3	3	3	4	16	64
33	S-33	4	3	4	4	5	20	80
34	S-34	4	3	3	4	5	19	76
35	S-35	5	3	4	4	5	21	84
36	S-36	3	3	3	3	4	16	64
37	S-37	4	4	3	4	4	19	76
38	S-38	3	3	4	3	4	17	68
39	S-39	3	2	4	4	5	18	72
40	S-40	4	3	4	4	5	20	80
41	S-41	3	3	3	3	4	16	64
42	S-42	3	2	3	4	5	17	68
43	S-43	3	3	4	4	4	18	72
44	S-44	4	3	4	4	5	20	80
45	S-45	4	3	3	3	5	18	72
46	S-46	4	4	4	3	4	19	76
47	S-47	5	3	4	4	5	21	84
48	S-48	5	4	4	4	5	22	88
Σ	48	183	144	185	174	206	892	3569

Table 6. The Result of the Students' Achievement in the Post-Test.

$$\begin{aligned}
 \text{The average of the students result} &= \frac{\text{TheTotalPercentage}}{\text{TheNumberoftheStudent}} \times 100\% \\
 &= \frac{3569}{48} \times 100\% \\
 &= 74.35\%
 \end{aligned}$$

The achievement of the final test in the post-test was 74.35%. Based on the result of the final test, it could be concluded that the students' achievement in writing descriptive text by using STAD (Student Teams-Achievement Division) technique had significant improvement and the post-test was successful.

The result of the tests during the action research can be seen as follows:

The Result of the Students' Achievement during Action Research

No.	Students' Code	The Result of the Test			
		Pre-Test	Cycle I	Cycle II	Post-Test
1	S-01	60	64	68	76
2	S-02	72	68	88	93
3	S-03	52	56	60	68
4	S-04	60	64	68	72
5	S-05	56	60	60	64
6	S-06	60	60	64	72
7	S-07	56	60	64	72
8	S-08	68	72	80	84
9	S-09	56	64	64	72
10	S-10	60	64	64	68
11	S-11	60	60	68	76
12	S-12	60	64	68	72
13	S-13	52	60	68	76
14	S-14	60	64	64	68
15	S-15	60	68	72	80
16	S-16	48	56	64	68
17	S-17	48	56	56	64
18	S-18	56	60	68	76
19	S-19	60	68	72	80
20	S-20	48	52	56	68
21	S-21	64	72	72	76
22	S-22	60	64	64	72
23	S-23	48	44	54	64
24	S-24	60	68	72	80
25	S-25	44	44	56	64
26	S-26	64	64	72	84
27	S-27	60	56	64	80
28	S-28	60	60	72	76

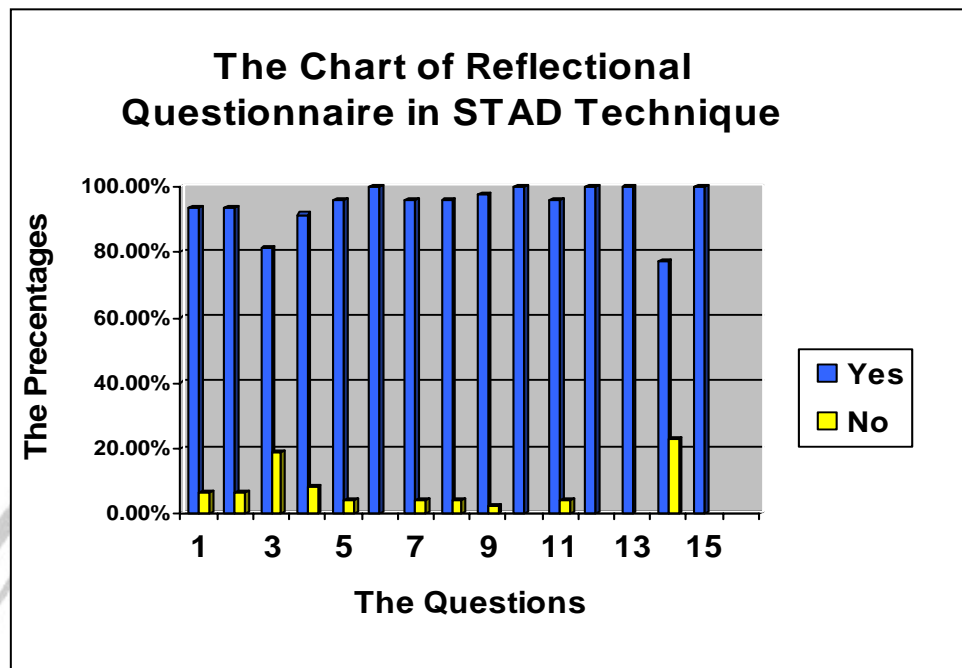
29	S-29	48	52	60	72
30	S-30	60	72	76	84
31	S-31	56	64	68	80
32	S-32	48	52	56	64
33	S-33	52	60	68	80
34	S-34	56	64	76	76
35	S-35	56	68	84	84
36	S-36	48	52	60	64
37	S-37	52	60	72	76
38	S-38	60	60	68	68
39	S-39	56	60	68	72
40	S-40	60	72	72	80
41	S-41	40	52	52	64
42	S-42	56	52	60	68
43	S-43	52	60	68	72
44	S-44	56	68	80	80
45	S-45	52	60	68	72
46	S-46	60	68	72	76
47	S-47	60	72	80	84
48	S-48	60	72	80	88
Σ	48	2700	2952	3250	3569
	%	56.26%	61.50%	67.70%	74.35%

Table 7. The Result of the Students' Achievement during Action Research

4.1.2.6 Sixth Activity (Questionnaire)

The sixth activity was held on December 16th, 2008 after the students took a post-test. It was attended by 48 students. The questionnaire was given after the students did the post-test. They were given a questionnaire in which they should answer 'yes' or 'no' for each question. There were 15 questions. The questions were designed to elicit the students' opinion in teaching learning process using STAD technique.

Chart1.Reflectional Questionnaire in STAD technique



From the chart above we can see that point 1 indicates that 93.75% students chose to work in groups because it make they feel happy. Point 2 indicates that 93.35% can improve their achievement using STAD technique. Point 3 indicates that 81.25% students had more courage to ask. Point 4 indicates that 91.66% students had more courage to respond to their friend's opinion. Point 5 indicates that 95.83% students were motivated in teaching-learning process. Point 6 indicates that 100% students were happy with the reward given by the teacher. Point 7 indicates that 95.83% students found it easier to write descriptive text. Point 8 indicates that 95.83% students understood the material well. Point 9 indicates that 97.91% students were motivated to study hard with team study. Point 10 indicates that presentation in front of the class could make all of the students motivated in studying. Point 11 indicates that 95.83% students were

motivated to study by doing did a quiz at the end of the meeting. Point 12 indicates that 100% students were happy with the quiz because it could measure their ability in the meeting. Point 13 indicates that all of the students could understand the material better by giving with presentation in front of the class. Point 14 indicates that 77.08% students felt more confident to perform in front of the class by presenting. And the last, point 15 indicates that all of the students appreciate their friend's opinion better than before.

Generally the chart above shows that STAD technique is more interesting and can make the students more active in teaching learning process. So, it can increase the students' achievement in the test especially in making descriptive text.

4.1.3 Data Interpretation

Interpretation takes the result of analysis, makes the interference pertinent to the research relations studied and draws conclusion about the relations.

In the test, the average scores of pre-test and post-test of the students were 56.26% and 74.35% respectively. It shows that post-test of the class (74.35%) is better than pre-test (56.26%). The result of the post-test of the class is higher than of the pre-test.

Based on the result above, the writer concluded that the teaching-learning activity by using STAD technique can improve the students' skill and achievement in writing descriptive text.

4.1.4 Discussion

The discussion of the study was focused on the result of the cycle (pre-test, treatment I and II, post-test) and the teaching learning process during the study including the test and non-test. The result of the cycle was the ability to make a descriptive text with STAD technique as the medium to share their idea. While the result of non-test was in the form of observation.

Ability improvement was not only the most important thing in this study, especially in writing descriptive text but also the use of STAD technique as the medium. Thus, how STAD technique could improve the students' skill was also a concern in this study.

The students' achievement during the activity has shown an improvement (see Table 7). It means that the STAD technique is more effective than the conventional teaching technique. In the STAD teaching technique the students are more dominant than the teacher. The students not only learn from the teacher, but they can also learn from each other. Moreover, the STAD teaching technique allows the learners to work in pairs or groups employing available language resources in problem-solving task. By using the STAD teaching technique, both group and individual learning are important for development of human resources. It can motivate the students to work together and enable them to solve the problem they could not have solved alone. The students who have not understood the descriptive text yet, can ask other students in their team who already understand. Working in groups is more effective than working individually if

group members communicate freely and can cooperate effectively in solving problem.

The STAD teaching technique is a conversation and not monologue or series of questions. It is not always necessary for each person to talk. Sometimes, the students who only sit and listen also participate in this stage. In general one can assume that in the STAD teaching technique more people participate actively. The STAD teaching technique is neither a place to treat his/her ego by dominating the conversation nor a place for only one person to sell his/her own point of view. The students are expected to be active to cooperate with each other so that there will be a process of take-and-give in opinion matter. Here, the individual descriptive text writing depends on the group descriptive text writing.

By using STAD teaching technique the students do not feel bored, so they are motivated and involved in attending the lesson actively. Besides that, the teacher here is not merely as observer but she has to be involved actively during discussion. Therefore, the discussion is going along smoothly.

In the classroom when the students discussed the material, the writer could see, that every student was expected to compare his/her own idea and his/her knowledge in making descriptive text; in this way, each will be able to improve his/his understanding and improve his/her knowledge related to the descriptive text.

Based on the findings, STAD technique influenced the students' ability and behavior during teaching learning process. It was show by the progress during the teaching learning process using STAD technique compared with that without

STAD technique. STAD technique also improved their ability in spelling, vocabulary, grammar and fluency.

4.2 The Final Formula of Implementing of STAD Technique

After conducting the action research, the writer concluded that STAD could be implemented as follows:

4.2.1 Preparation

Before using STAD technique, the teacher should make preparation. The preparation is as follows:

1) Material

The teacher should prepare the material and lesson plan based on the curriculum and syllabus. They could use material adopted from textbooks or other published source or with teacher-made-material. Besides the material and lesson plan, they also should make a worksheet, answer sheet and a quiz for each activity.

2) Assigning the students to teams

Before the teacher starts the lesson, he/she should assign the students into groups based on their performance; each group consisting of four to five students. In this phase, the teacher could use any information such as the students' test result in the past. The steps in assigning the students to teams are as follows:

- (1) The teacher makes one copy of a team summary sheet for every four to five students in his/her class.

- (2) Then, he/she ranks the students from highest to lowest in the past performance.
- (3) After he/she ranks the students, he/she continues by deciding how many teams he/she would like to have.
- (4) The last step is assigning them to their team.

3) Determining initial base score

In this phase, the teacher determines the students' average score on the past quizzes.

4) Team building

Before the teacher starts off the activity, he/she gives one or more team building exercises related to the material in order to give a chance to the students to get to know one another.

4.2.2 Preparing the class

In this phase, the teacher prepares the class that has been taught. In preparing the class, the teacher should know how many students there are and make sure that the classroom that will be used is comfortable enough. Besides that he/she should make a schedule of the activity.

4.2.3 The Activity in the Class

In this phase, the teacher and students are doing the activity based on the schedule that has been made before. The activity is as follows:

4.2.3.1 Teaching

1) Opening

- (1) Greeting and checking the students' attendance list.

- (2) Then, the teacher tells the students what they are going to learn and why it was important.

2) Activity

- (1) Ask the students to pay attention during the activity.
- (2) The teacher starts the lesson with presentation; he/she sticks closely to the objective of the activity so they could reach it.
- (3) The teacher demonstrates concept and lesson using visual aids, manipulative and many examples.
- (4) The teacher assesses students' writing by many questions.
- (5) Then, check the students' answer, correct or incorrect.
- (6) Call the students at random. This make all the students prepare themselves to answer.
- (7) Then, ask the students to sit based on their respective group and then continued by team study.
- (8) Before the teacher distributes a work sheet and answer sheet for every team, he/she gives explanation to the students what it means by working in team. Then, ask them to do the instruction together with team member. In the team study, team members' are expected to master the material that is presented by the teacher, help their teammates master the material and try to solve the problem together with their teammates.
- (9) After team study, it is continued with a test. The teacher distributes one copy of the quiz for each student. During the quiz, the students

are not permitted to help each other. Every student is individually responsible for knowing the material.

(10) The last thing is giving award to the team.

3) Closing

4.3 The Effectiveness of STAD Technique

Referring to the research result, it can be said that the implementation of STAD technique in teaching writing is an effective way. In this process, the students were able to improve their ability in writing descriptive text. Besides improving the students' ability in writing descriptive text, the STAD technique also influenced the students' behavior during the teaching learning process.

In this study, the effectiveness of using STAD can be seen in the improvement score of the students' result during the activity. The students' achievement in writing descriptive texts improved. It was supported by the result of the research which shows significant improvement from the pre-test (56.26%) to the post-test (74.35%). So, the result of the students' achievement increased 18.09%. The STAD technique also influenced the students' behavior, in this study there was an interaction between the teacher and students. In this activity, the students were more dominant than the teacher so they did not feel bored during the activity: there was also take-and-give process where the students were able to solve the problem together with their teammates, share their knowledge and appreciate each other.

4.4 The Advantages and Disadvantages of STAD Technique

4.4.1 The Advantages of STAD Technique

After conducting and implementing the STAD technique in the study, the writer concluded that the advantages of STAD technique are as follow:

- 1) The students became more active in class and team study.
- 2) The technique made the students develop critical thinking,
- 3) The technique is a cooperative learning where the students should work in team, so it could improve the positive relation among the students.
- 4) The students were dominant in this phase.
- 5) The students appreciated each other, respected each other and it also built the students' self-esteem.

4.4.2 The Disadvantages of STAD Technique

After conducting and implementing the STAD technique in the study, the writer concluded that there were some disadvantages of STAD technique as follow:

- 1) In the activity using STAD technique sometimes the students make a noise when they are in the team study.
- 2) The students are still unfamiliar with the technique.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data interpretation and discussion in the previous chapter, the writer draws the following conclusions:

- 1) The students' progress during the teaching and learning activity by using cooperative learning called STAD technique was good. The students' achievement in writing descriptive texts improved. It was supported by the result of the research which shows significant improvement from the pre-test (56.26%) to the post-test (74.35%). So, the result of the students' achievement increased 18.09%.
- 2) The STAD technique applied in teaching writing descriptive texts could be an effective method. It was very useful for the improvement of the students' skill in writing a descriptive text. The results show that the students' progress during the treatment was good enough: (61.50%) in first the cycle and (67.70%) in the second cycle. Besides that, in the STAD teaching technique there are some processes: (1) the students are more dominant than the teacher so they do not feel bored during the activity, (2) there is a problem-solving process, where the students with their group/team are able to solve the problem in their team by themselves, (3) there is take-and-give process by

which the students are expected to be active to cooperate with each other in opinion matters so they are able to help, share and appreciate each other.

- 3) Based on the questionnaire, most of the students said that the use of STAD technique could help them in improving their skill in writing a descriptive text. Moreover, it could increase the students' motivation in learning English.
- 4) The students also considered that the kind of action was necessary for them and they expected that cooperative learning such as STAD would be given regularly and continuously. Nevertheless, the teacher has to know about the classroom arrangement, because it influences the classroom life, willingness to learn and an effort in carrying out school tasks. If there are no appropriate instructions from the teacher, the students will tend to make some noise without regarding the discussion goal.

5.2 Suggestions

STAD (Student teams-Achievement Division), however, are not only one technique in teaching a descriptive text. There are still a lot of teaching techniques to be used. The use of STAD teaching technique as medium helps the teacher and gives much time to the students to be active in the English teaching and learning process.

There are some suggestions presented in an effort to improve the EFL students in writing descriptive text. They are as follows:

- 1) The writer suggests that the teacher should use STAD teaching technique sometimes as an alternative method in writing class (properly). This study shows that the students have high scores of writing descriptive texts in the test after they got the STAD teaching technique.
- 2) The population of this study was limited to the eighth year of VIII E class of SMP Negeri 1 Kesesi Pekalongan in the academic year of 2008/2009. So, it is suggested that it should be conducted at other institutions as well, to see how the STAD technique could be applied effectively so that the communicative, meaning-seeking and information processing will occur.
- 3) The writer suggests that the teacher should balance between the students' skill in writing and all of the aspects of writing because what the students write must be relevant to their needs and interest and they must be willing and be able to write and spell it words properly.
- 4) The writer suggests that the teacher should give rewards to the students who get good scores, so that the students are motivated to be better in the next meeting especially for the students who are poor in understanding the material.
- 5) Finally, the writer wants to say that maybe STAD technique is not the best one but something that the writer found after using this method that if you are looking for a way to make your class work more consistently with the communication approach this is it. And hopefully, there would be further studies observing another advantage of STAD technique not only in writing but also in other linguistic skills.

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PRE-QUESTIONNAIRE

Jawablah questionnaire berikut ini dengan sejujur-jujurnya. Apapun jawaban anda tidak anda tidak akan mempengaruhi nilai anda. Anda tidak perlu menuliskan nama anda pada lembar ini.

No.	Pertanyaan	Ya	Tidak
1.	Apakah belajar Bahasa Inggris penting bagi anda?		
2.	Apakah anda memiliki buku-buku penunjang selain buku paket dari sekolah?		
3.	Apakah anda selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah?		
4.	Apakah anda masih ingat tentang fitur-fitur yang digunakan dalam teks descriptive?		
5.	Apakah anda mendapatkan materi tentang teks descriptive?		
6.	Apakah guru anda pernah menggunakan metode pembelajaran (dalam mengajar teks descriptive)?		
7.	Apakah anda tertarik untuk belajar teks descriptive menggunakan metode STAD?		

QUESTIONNAIRE

Jawablah pertanyaan dibawah ini dengan memberi tanda (✓)

No.	Pertanyaan	Ya	Tidak
Kerjasama			
1.	Apakah dengan kerja kelompok membuat anda senang?		
2.	Apakah pembelajaran kooperatif STAD dapat meningkatkan kerjasama dalam tim anda?		
Kemampuan Bertanya			
3.	Dengan adanya pembelajaran kooperatif STAD, apakah membuat anda lebih berani untuk bertanya?		
4.	Dengan adanya pembelajaran kooperatif STAD, apakah anda menjadi berani menanggapi pendapat teman?		
Penghargaan			
5.	Dengan penghargaan kelompok pada pembelajaran kooperatif STAD, apakah membuat anda lebih semangat dalam belajar?		
6.	Apakah anda senang dengan penghargaan kelompok anda yang dilakukan dalam pembelajaran kooperatif STAD?		
Penguasaan Materi			
7.	Apakah pembelajaran kooperatif STAD membuat anda mudah memahami dan menambah kemampuan anda dalam menulis teks descriptive?		
8.	Apakah dengan pembelajaran kooperatif STAD materi teks descriptive dapat anda pahami dengan baik?		
Motivasi			
9.	Apakah anda termotivasi untuk belajar dengan giat dengan adanya pembelajaran kelompok?		
10.	Dengan presentasi di depan kelas, apakah membuat anda termotivasi dalam belajar?		
Kuis			
11.	Apakah dengan adanya kuis yang dilakukan setiap selesai pertemuan membuat anda semangat dalam belajar?		
12.	Apakah anda senang dengan adanya kuis, karena dapat mengukur kemampuan anda dalam pertemuan tersebut?		
Presentasi			
13.	Apakah dengan presentasi di depan kelas membuat anda lebih paham materi yang diajarkan?		
14.	Apakah presentasi di depan kelas membuat anda lebih berani tampil di depan kelas?		
Menghargai Pendapat Orang Lain			
15.	Dengan pembelajaran kooperatif STAD, apakah membuat anda lebih menghargai pendapat teman?		

The Result of Pre-Questionnaire

No.	Pertanyaan	Ya	Tidak
1.	Apakah belajar Bahasa Inggris penting bagi anda?	100%	-
2.	Apakah anda memiliki buku-buku penunjang selain buku paket dari sekolah?	52.08%	45.83%
3.	Apakah anda selalu mengulang pelajaran Bahasa Inggris dengan rutin di rumah?	14.56%	85.41%
4.	Apakah anda masih ingat tentang fitur-fitur yang digunakan dalam teks descriptive?	25%	75%
5.	Apakah anda mendapatkan materi tentang teks descriptive?	100%	-
6.	Apakah guru anda pernah menggunakan metode pembelajaran (dalam mengajar teks descriptive)?	10.41%	89.58%
7.	Apakah anda tertarik untuk belajar teks descriptive menggunakan metode STAD?	100%	-

The Result of Questionnaire

No.	Pertanyaan	Ya	Tidak
Kerjasama			
1.	Apakah dengan kerja kelompok membuat anda senang?	97.75%	2.25%
2.	Apakah pembelajaran kooperatif STAD dapat meningkatkan kerjasama dalam tim anda?	93.35%	6.65%
Kemampuan Bertanya			
3.	Dengan adanya pembelajaran kooperatif STAD, apakah membuat anda lebih berani untuk bertanya?	81.25%	18.75%
4.	Dengan adanya pembelajaran kooperatif STAD, apakah anda menjadi berani menanggapi pendapat teman?	91.66%	8.34%
Penghargaan			
5.	Dengan penghargaan kelompok pada pembelajaran kooperatif STAD, apakah membuat anda lebih semangat dalam belajar?	95.83%	4.17%
6.	Apakah anda senang dengan penghargaan kelompok anda yang dilakukan dalam pembelajaran kooperatif STAD?	100%	-
Penguasaan Materi			
7.	Apakah pembelajaran kooperatif STAD membuat anda mudah memahami dan menambah kemampuan anda dalam menulis teks descriptive?	95.83%	4.17%
8.	Apakah dengan pembelajaran kooperatif STAD materi teks descriptive dapat anda pahami dengan baik?	95.83%	4.17%
Motivasi			
9.	Apakah anda termotivasi untuk belajar dengan giat dengan adanya pembelajaran kelompok?	97.91%	2.09%
10.	Dengan presentasi di depan kelas, apakah membuat anda termotivasi dalam belajar?	100%	-
Kuis			
11.	Apakah dengan adanya kuis yang dilakukan setiap selesai pertemuan membuat anda semangat dalam belajar?	95.83%	4.17%
12.	Apakah anda senang dengan adanya kuis, karena dapat mengukur kemampuan anda dalam pertemuan tersebut?	100%	-
Presentasi			
13.	Apakah dengan presentasi di depan kelas membuat anda lebih paham materi yang diajarkan?	100%	-
14.	Apakah presentasi di depan kelas membuat anda lebih berani tampil di depan kelas?	77.08%	22.92%
Menghargai Pendapat Orang Lain			
15.	Dengan pembelajaran kooperatif STAD, apakah membuat anda lebih menghargai pendapat teman?	100%	-

LEMBAR PENGAMATAN PEMBELAJARAN KOOPERATIF UNTUK GURU

Nama :
 Hari/Tanggal :
 Sekolah/ Kelas : SMP N 1 Kesesi Pekalongan/ Kelas VIII E

Tahapan	Aspek yang diamati	Skor			
		1	2	3	4
Tahapan 1	Menyampaikan tujuan dan memotivasi siswa 1. Guru menyampaikan semua tujuan pelajaran yang ingin dicapai 2. Guru memberikan memotivasi belajar untuk siswa				
Tahapan 2	Menyajikan informasi 1. Guru menyajikan informasi kepada siswa dengan jalan demonstrasi atau bahan bacaan				
Tahapan 3	Mengorganisasi siswa kedalam kelompok-kelompok belajar 1. Guru menjelaskan kepada siswa bagaimana cara membentuk kelompok 2. Guru membantu siswa dalam pembentukan kelompok				
Tahapan 4	Membimbing kelompok belajar dan bekerja 1. Guru membimng kelompok-kelompok belajar pada saat mereka mengerjakan tugas				
Tahapan 5	Evaluasi 1. Guru mengevaluasi hasil belajar tentang materi yang telah dipelajari 2. Guru memberikan kesempatan masing-masing kelompok untuk mempresentasikan hasil kerja mereka				
Tahapan 6	Memberikan penghargaan 1. Guru memberikan penghargaan kepada kelompok yang terkompak, teraktif dan termaju				

Pekalongan, Desember 2008
 Observer

Eli Trisnani
 NIP. 132121737

Keterangan

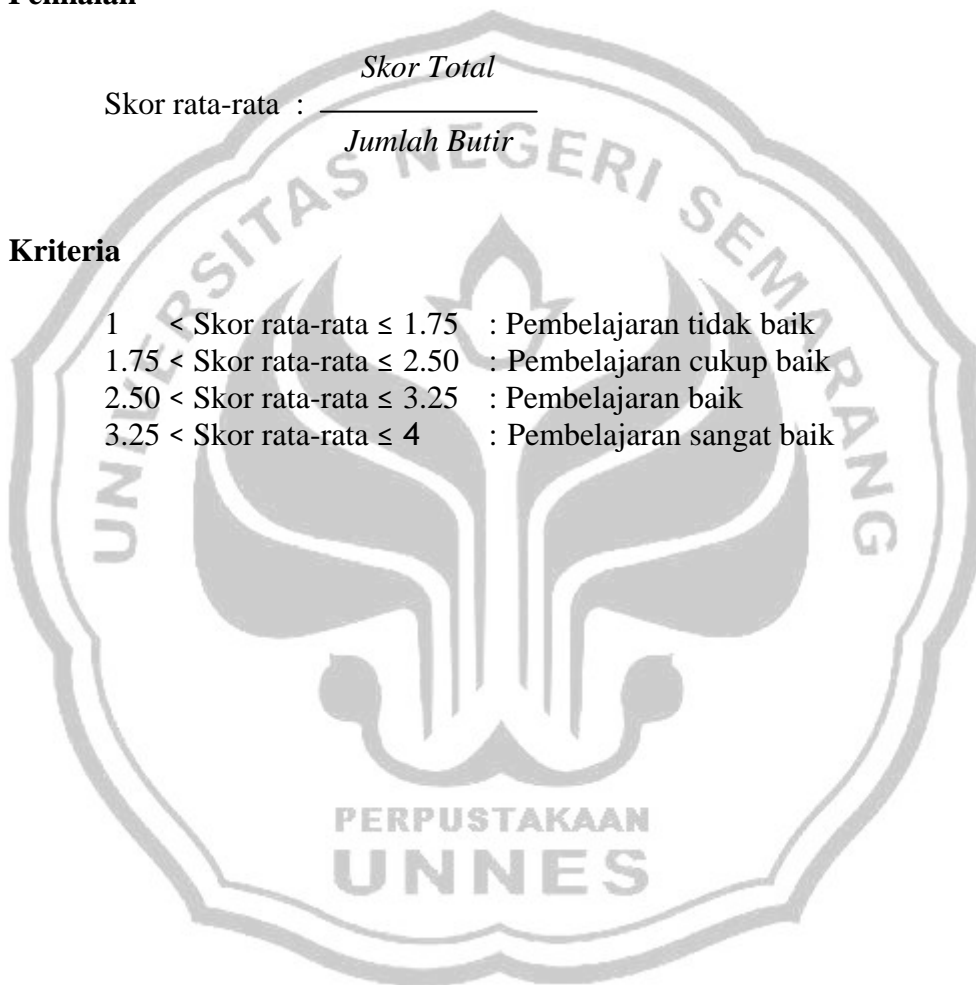
- Poin 1 : Tidak baik / tidak sesuai
Poin 2 : Cukup baik / cukup sesuai
Poin 3 : Baik / sesuai
Poin 4 : Sangat baik / sangat sesuai

Penilaian

$$\text{Skor rata-rata} : \frac{\text{Skor Total}}{\text{Jumlah Butir}}$$

Kriteria

- 1 < Skor rata-rata \leq 1.75 : Pembelajaran tidak baik
1.75 < Skor rata-rata \leq 2.50 : Pembelajaran cukup baik
2.50 < Skor rata-rata \leq 3.25 : Pembelajaran baik
3.25 < Skor rata-rata \leq 4 : Pembelajaran sangat baik



LEMBAR OBSERVASI SISWA

Kelas : VIII E Tahun Pelajaran : 2008/2009
Sekolah : SMP N 1 Kesesi Mata Pelajaran : Bahasa Inggris
Jumlah Siswa : 48 Siswa Pertemuan :

No.	Aspek yang diamati	Kriteria			
		1	2	3	4
1.	Keaktifan siswa dalam melakukan diskusi kelompok				
2.	Partisipasi siswa menjawab pertanyaan dalam diskusi kelompok				
3.	Tanggung jawab siswa dalam kelompok				
4.	Partisipasi siswa dalam memecahkan masalah dalam kelompok.				
5.	Tanggung jawab siswa dalam mengerjakan tugas dan lembar diskusi				
6.	Keaktifan siswa dalam menyampaikan pertanyaan mengenai materi yang dibahas				
7.	Kebenaran jawaban siswa dengan materi yang dibahas dalam diskusi siswa.				

Observer

Pekalongan, Desember 2008
Peneliti

Eli Trisnani
NIP. 132121737

PERPUSTAKAAN
UNNES

Liya Novitarini
NIM. 2201404566

Keterangan skor :

1. Tidak baik/ tidak aktif/ tidak sesuai
2. Kurang baik/ kurang aktif/ kutang sesuai
3. Baik/ aktif / sesuai
4. Sangat baik / sangat aktif / sangat sesuai

Keterangan

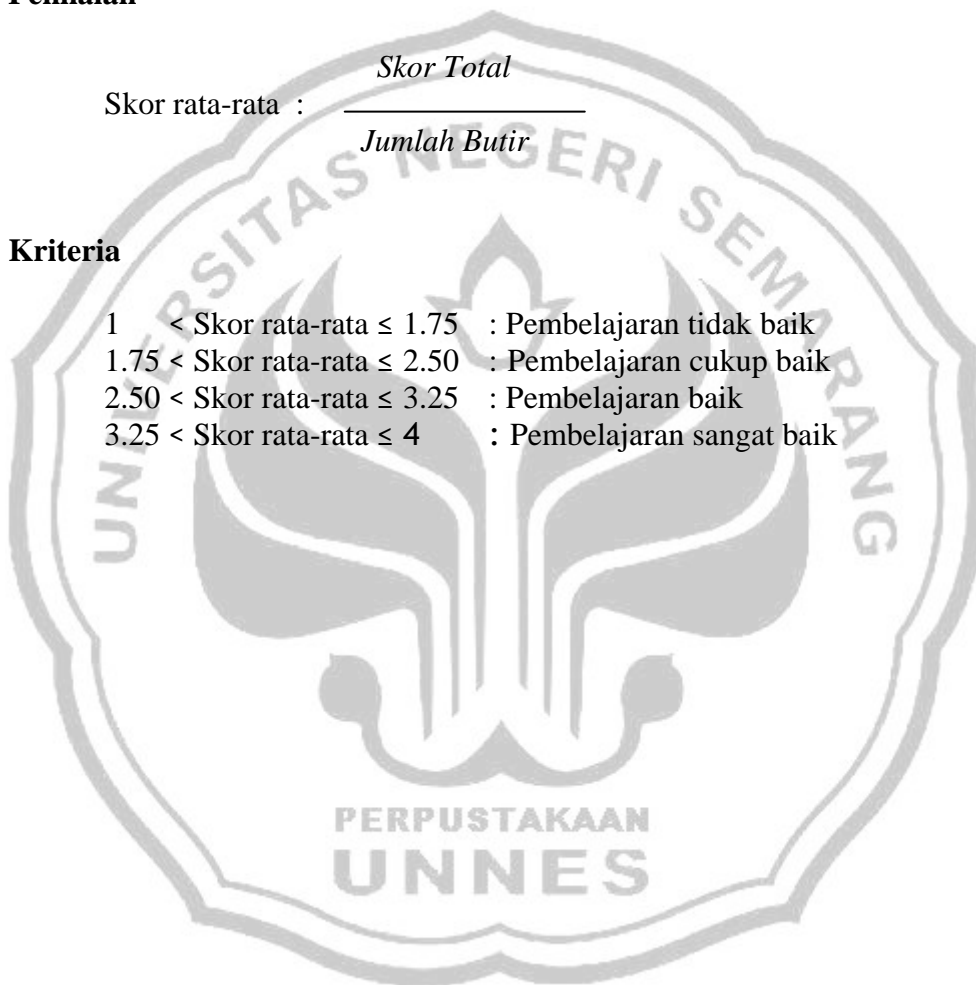
- Poin 1 : Tidak baik / tidak sesuai
Poin 2 : Cukup baik / cukup sesuai
Poin 3 : Baik / sesuai
Poin 4 : Sangat baik / sangat sesuai

Penilaian

$$\text{Skor rata-rata} : \frac{\text{Skor Total}}{\text{Jumlah Butir}}$$

Kriteria

- 1 < Skor rata-rata \leq 1.75 : Pembelajaran tidak baik
1.75 < Skor rata-rata \leq 2.50 : Pembelajaran cukup baik
2.50 < Skor rata-rata \leq 3.25 : Pembelajaran baik
3.25 < Skor rata-rata \leq 4 : Pembelajaran sangat baik



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

PRE-TEST

Sekolah : SMP Negeri 1 Kesesi Pekalongan
Kelas : VIII
Semester : 1 (Satu)
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 40 Menit

I. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. INDIKATOR

Pada akhir pembelajaran siswa mampu:

- a. Memahami teks essei dalam bentuk descriptive.
- b. Menulis teks essei dalam bentuk descriptive.

IV. MATERI POKOK PEMBELAJARAN

- a. Teks descriptive
- b. Menulis teks descriptive

V. SUMBER BELAJAR

- a. Buku yang relevan

- b. Teks yang relevan

VI. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Essay
- c. Score : Menggunakan acuan Heaton Grid and Categories.

VII. KEGIATAN PEMBELAJARAN

1) BKOF

- a. Greeting
 - Good morning, students.
 - How are you today?
- b. Checking the students' attendance list
 - Is everybody here?
 - Anyone who is absent today?

2) MOT

- a. Teacher explains what descriptive is?

3) JCOT

- a. Teacher distributes an instrument of the "pre-test".
- b. Teacher explains what the students have to do.

4) ICOT

- a. Teacher asks the students to make a descriptive text consisting of five sentences.
- b. Teacher asks the students to do the test individually.
- c. Teacher asks the students to submit their work on time.

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

SIKLUS I

Sekolah : SMP Negeri 1 Kesesi Pekalongan
Kelas : VIII E
Semester : 1 (Satu)
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 40 Menit

I. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam essei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. INDIKATOR

Pada akhir pembelajaran siswa mampu:

- a. Memahami teks essei dalam bentuk descriptive.
- b. Mengidentifikasi berbagi makna teks descriptive.
- c. Mengidentifikasi tujuan komunikatif teks descriptive.
- d. Mengidentifikasi langkah retorika dan ciri kebahasaan teks descriptive.
- e. Menulis teks essei dalam bentuk descriptive.

IV. MATERI POKOK PEMBELAJARAN

- a. Teks descriptive

- b. Menulis teks descriptive

V. SUMBER BELAJAR

- a. Buku yang relevan
- b. Teks yang relevan

VI. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Essay
- c. Score : Menggunakan acuan Heaton Grid and Categories.

VII. KEGIATAN PEMBELAJARAN

1) BKOF

- a. Greeting
 - Good morning, students.
 - How are you today?
- b. Checking the students' attendance list
 - Is everybody here?
 - Anyone who is absent today?
- c. Teacher asks the students some questions related to the STAD technique and give an explanation.
 - Do you like work in group?
Yes, Mom.
 - Have you ever heard STAD (Student Teams Achievement Division)?
 - Do you know what STAD technique is?

STAD technique is one of the simplest and most flexible of the cooperative learning method where the students assigned to four or five members in groups, with each mirroring the others

to make up of the class in term of ability, background, and gender.

d. Teacher asks the students some questions to lead them to descriptive text.

- Do you have a favorite place or thing? What's that?

Yes, Mom. I like zoo, mountain, etc.

- Can you describe how the place looks like?
- Where the located is?
- How about the animal there?
- Etc...

2) MOT

a. Teacher explains the lesson with presentation in front of the class. She explains about the advantages and disadvantages of the technique that is used in the meeting and the lesson such as the social purpose, generic structure and lexicogrammatical feature of descriptive text.

- Do you like work in group? Why?
- In the last meeting you have created a descriptive text. Now we are going to discuss descriptive text.
- Teacher starts to present the lesson and the students pay attention.

b. Teacher asks whether they have any question relating to the lesson before going to the next step.

- Is there any question?

No, Mom.

- Good. Now. We will continue to the next step.
- Teacher divides the students into teams. Teams are composed of four or five students who are represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity.

- Teacher asks the students to sit based on their group or team.
- 3) JCOT
- a. Teacher writes some topics in the blackboard
 - Please choose one topic and then develop it into descriptive text. Work and discuss it together with your team.
 - b. Teacher helps the students even if they have some difficulties in making descriptive text.
 - Do you find any difficulties?
 - c. Teacher asks the students to present their team work in front of the class and then check it together.

- 4) ICOT
- a. Teacher asks the students back to their chair before and the students take individual quizzes.
 - Teacher asks the students to make a descriptive text consisting of eight sentences. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.
 - Teacher asks the students to do the quizzes.
 - Teacher asks the students to submit their work on time.
 - Teacher gives the students scores.
 - Teacher closes the lesson.

Kesesi,

Mengetahui,
Observer

Peneliti

Eli Trisnani
NIP. 132121737

Liya Novitarini
NIM. 2201404566

RENCANA PELAKSAAN PEMBELAJARAN (RPP)

SIKLUS II

Sekolah : SMP Negeri 1 Kesesi Pekalongan
Kelas : VIII E
Semester : 1 (Satu)
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 40 Menit

I. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. INDIKATOR

Pada akhir pembelajaran siswa mampu:

- a. Memahami teks esei dalam bentuk descriptive.
- b. Mengidentifikasi berbagi makna teks descriptive.
- c. Mengidentifikasi tujuan komunikatif teks descriptive.
- d. Mengidentifikasi langkah retorika dan ciri kebahasaan teks descriptive.
- e. Menulis teks esei dalam bentuk descriptive.

IV. MATERI POKOK PEMBELAJARAN

- a. Teks descriptive

- b. Menulis teks descriptive

V. SUMBER BELAJAR

- a. Buku yang relevan
- b. Teks yang relevan

VI. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Essay
- c. Score : Menggunakan acuan Heaton Grid and Categories.

VII. KEGIATAN PEMBELAJARAN

1) BKOF

- a. Greeting
 - Good morning, students.
 - How are you today?
- b. Checking the students' attendance list
 - Is everybody here?
 - Anyone who is absent today?
- c. Teacher asked the students about the last lesson.
 - Did you still remember our last lesson?
 - Could you tell me the social purpose, the generic structure and lexicogrammatical features of descriptive text?

2) MOT

- a. Teacher explains the lesson with presentation in front of the class. She explains the social purpose, generic structure and lexicogrammatical features of descriptive text.
 - In the last meeting you have created a descriptive text. Did you find the difficulties when you make the text?

- Teacher starts to present the lesson and the students pay attention.
- b. Teacher asks whether they have any question relating to the lesson before going to the next step.
 - Is there any question?
No, Mom.
 - Good. Now, we will continue to the next step.
 - Teacher divides the students into teams. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity.
 - Teacher asks the students to sit based on their group or team.

3) JCOT

- a. Teacher writes some topics in the blackboard
 - Please choose one topic and then develop it into descriptive text. Work and discuss it together with your team.
- b. Teacher helps the students even if they have some difficulties in making descriptive text.
 - Do you find any difficulties?
 - Please check in your dictionary if you have any difficult words.
- c. Teacher asks the students to present their team work in front of the class and then check it together.

4) ICOT

- a. Teacher asks the students back to their chair before and the students take individual quizzes.
 - Teacher asks the students to make a descriptive text consisting of eight sentences. Thus, every student is individually responsible for knowing the material. So, the students are not

permitted to help one another during the quizzes. Each student uses one copy of the quiz.

- Teacher asks the students to do the quizzes.
- Teacher asks the students to submit their work on time.
- Teacher gives the students scores.
- Teacher closes the lesson.

Kesesi,

Mengetahui,
Observer

Peneliti

Eli Trisnani
NIP. 132121737

Liya Novitarini
NIM. 2201404566



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

POST-TEST

Sekolah : SMP Negeri 1 Kesesi Pekalongan
Kelas : VIII E
Semester : 1 (Satu)
Mata Pelajaran : Bahasa Inggris
Alokasi Waktu : 2 x 40 Menit

I. STANDAR KOMPETENSI

6. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar.

II. KOMPETENSI DASAR

- 6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount.

III. INDIKATOR

Pada akhir pembelajaran siswa mampu:

- a. Memahami teks esai dalam bentuk descriptive.
- b. Menulis teks esai dalam bentuk descriptive.

IV. MATERI POKOK PEMBELAJARAN

- a. Teks descriptive
- b. Menulis teks descriptive

V. SUMBER BELAJAR

- a. Buku yang relevan
- b. Teks yang relevan

VI. PENILAIAN

- a. Teknik : Tes tulis
- b. Bentuk instrument : Essay
- c. Score : Menggunakan acuan Heaton Grid and Categories.

VII. KEGIATAN PEMBELAJARAN

1) BKOF

- a. Greeting
 - Good morning, students.
 - How are you today?
- b. Checking the students' attendance list
 - Is everybody here?
 - Anyone who is absent today?

2) MOT

- a. Teacher review the lesson of descriptive text.
- b. Students pay attention to the teacher.

3) JCOT

- a. Teacher distributes an instrument of the "post-test".
- b. Teacher explains what the students have to do.

4) ICOT

- a. Teacher asks the students to make a descriptive text consisting ten sentences.
- b. Teacher asks the students to do the test individually.
- c. Teacher distributes questionnaire to the students.
- d. Teacher asks the students to submit their work on time.
- e. Teacher asks the students to submit the questionnaire.

Kesesi,

Mengetahui,
Observer

Peneliti

Eli Trisnani
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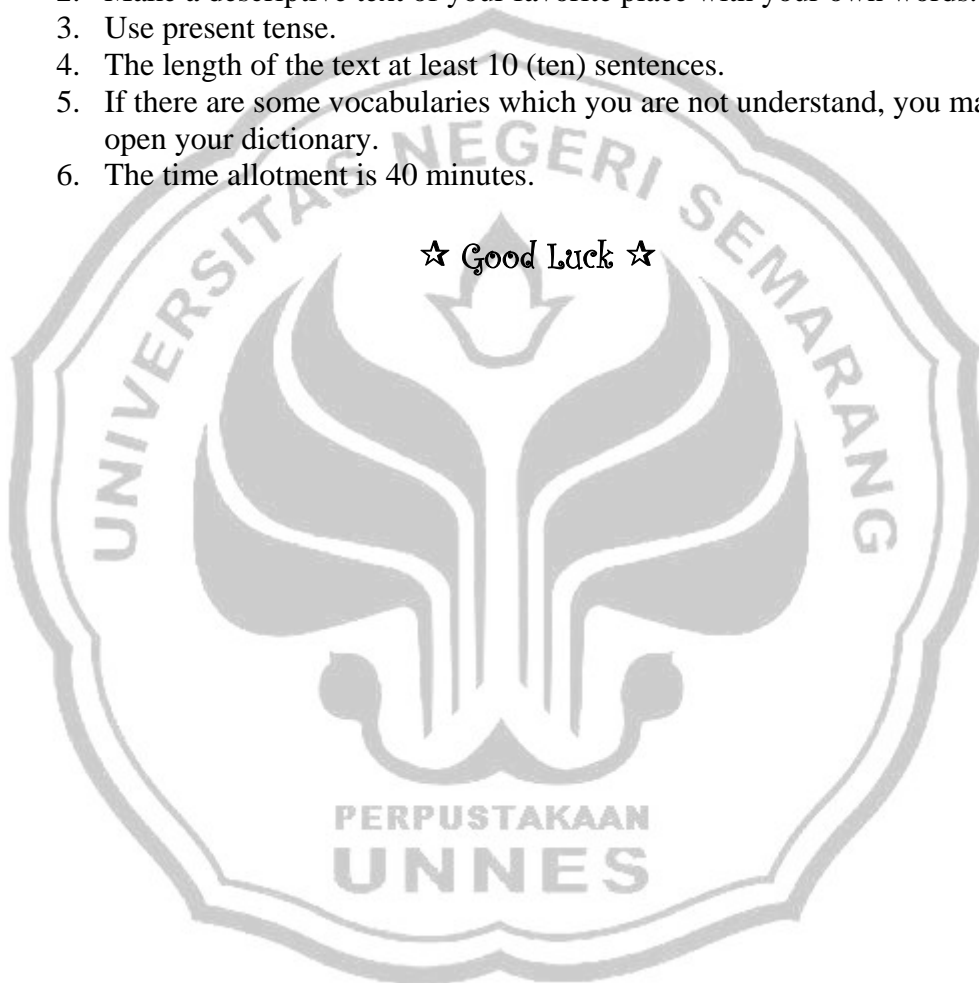


WORKSHEET (PRE-TEST)

Read carefully the following instructions.

1. Write your name of the sheet composition given.
2. Make a descriptive text of your favorite place with your own words.
3. Use present tense.
4. The length of the text at least 10 (ten) sentences.
5. If there are some vocabularies which you are not understand, you may open your dictionary.
6. The time allotment is 40 minutes.

☆ Good Luck ☆

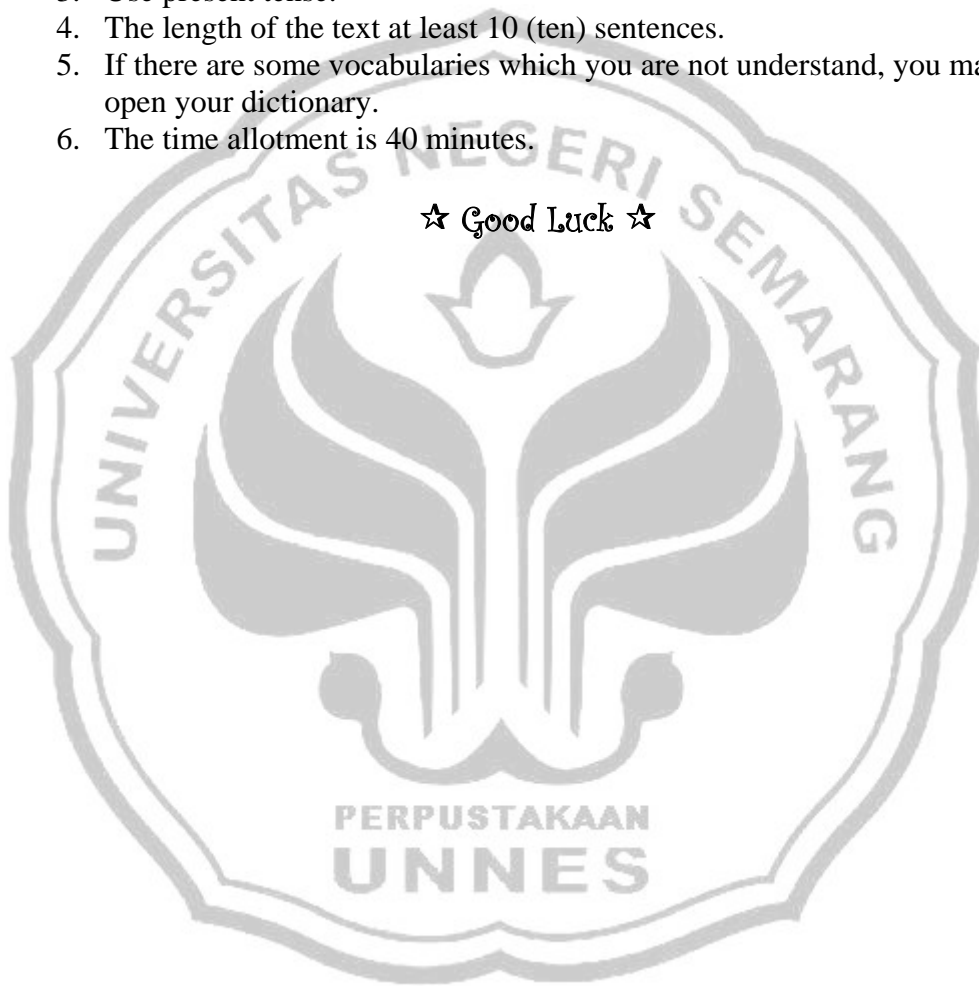


WORKSHEET (TEAM STUDY)

Read carefully the following instructions.

1. Write name of your group on the sheet composition given.
2. Make a descriptive text together with your group.
3. Use present tense.
4. The length of the text at least 10 (ten) sentences.
5. If there are some vocabularies which you are not understand, you may open your dictionary.
6. The time allotment is 40 minutes.

☆ Good Luck ☆

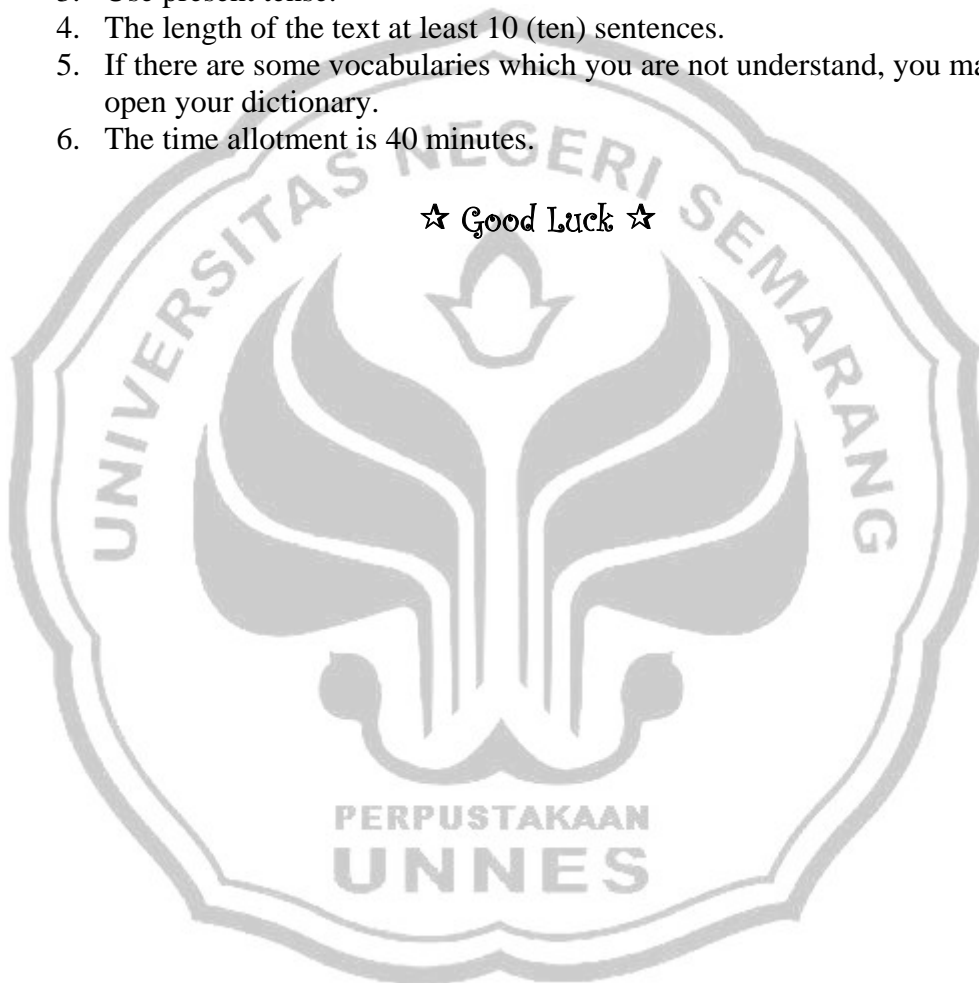


WORKSHEET (QUIZ)

Read carefully the following instructions.

1. Write name of your group on the sheet composition given.
2. Make a descriptive text individually.
3. Use present tense.
4. The length of the text at least 10 (ten) sentences.
5. If there are some vocabularies which you are not understand, you may open your dictionary.
6. The time allotment is 40 minutes.

☆ Good Luck ☆

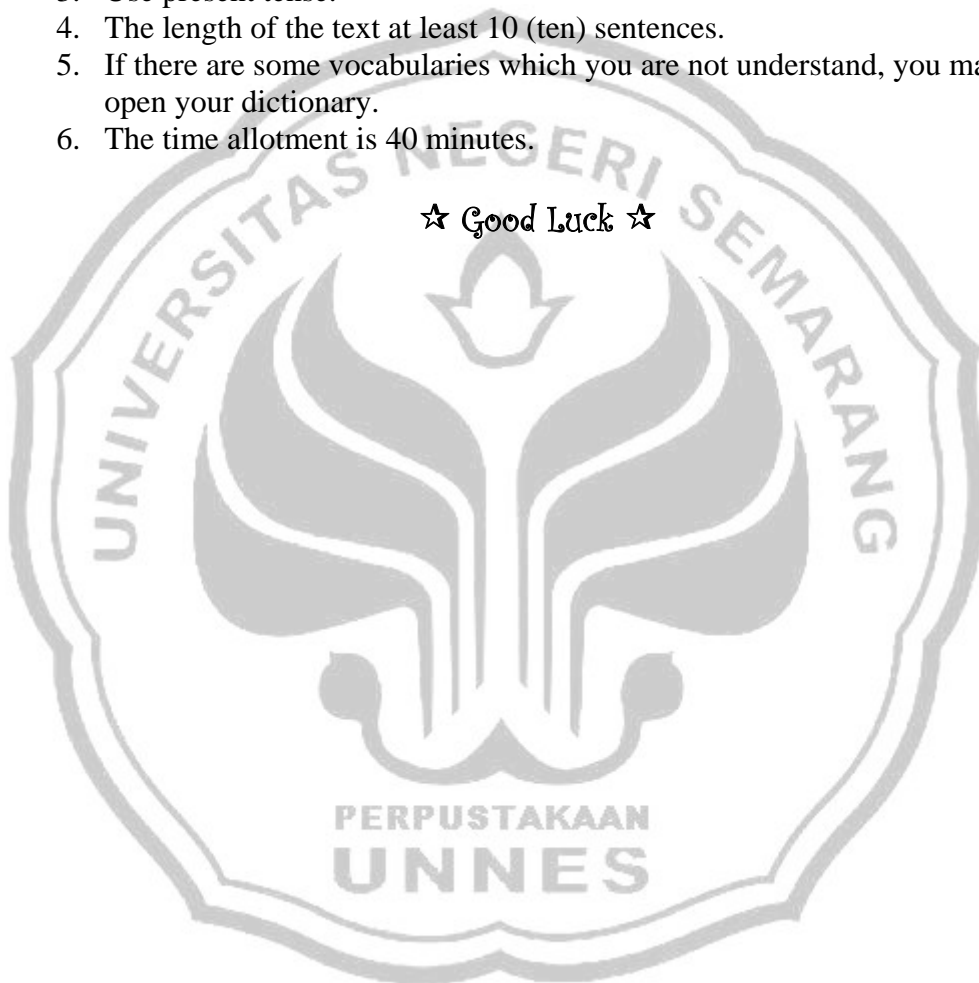


WORKSHEET (POST-TEST)

Read carefully the following instructions.

1. Write your name of the sheet composition given.
2. Make a descriptive text based on the title given individually.
3. Use present tense.
4. The length of the text at least 10 (ten) sentences.
5. If there are some vocabularies which you are not understand, you may open your dictionary.
6. The time allotment is 40 minutes.

☆ Good Luck ☆



ANSWER SHEET

Name of the Group :

Members : 1.

2.

3.

4.



COMPOSITION SHEET

Name :
Class :
Student's No. :



LIST OF STUDENTS VIII E (SMPN 1 KESESI PEKALONGAN)

No.	Name
1	Ade Elinda Fitriana Dewi
2	Ade Krisna Damayanti
3	Ali Ma'sum
4	Anita Sari
5	Anugerah Fasikhulisan
6	Atikah Nur Hidayati
7	Bagus Alwibowo
8	Casdi
9	Citrawati
10	Custi Novitasari
11	Destri Erfiani
12	Diany Setia Ningrum
13	Didi Dyah Saputra
14	Dwi Anggreyani
15	Dwi Widayati
16	Eka Agustiana Sari
17	Endang Lestari
18	Fajar Nugroho
19	Fitria Sabila
20	Ganang Ery Putranto
21	Hesty Arlina Pradestiyana
22	Ismi Maharini
23	Khumrotun
24	Kiki Kemala Sari
25	Kuswandi
26	Leala Ulfa
27	Leni Wijayanti

28	Linda Ariyani
29	Makhfud Khoirurroziqin
30	Marreta Delima Sari W.
31	Miya Yunita
32	Mustofa Rosul
33	Nani Ernawati
34	Nureswari Tyas Wijayanti
35	Naziah Febria Safitri
36	Nunung Suryani
37	Nur Tri Widiyastuti
38	Nurul Hidayah
39	Nuzulul Rachman
40	Primi Trivani Nadha Maiza
41	Rifqi Maulana
42	Rizka Amaliyah
43	Ronggo Prasetyo
44	Setiawan
45	Susi Indrayani
46	Winarti
47	Yani Hidayah
48	Zumrotul Leali



LIST OF STUDENTS TEAM STUDY

- 
- 1. Austria** : - Leala Ulfa
- Atikah Nur Hidayati
- Bagus Alwibowo
- Yani Hidayah
- 2. Bulgaria** : - Dwi Widayati
- Khumrotun
- Destri Erfiani
- Didi Dyah Saputra
- 3. China** : - Ganang Ery Putranto
- Ali Ma'sum
- Fitria Sabila
- Ismi Maharini
- 4. Denmark** : - Susi Indrayani
- Diany Setia Ningrum
- Dwi Anggreyani
- Setiawan
- 5. French** : - Naziah Febria Safitri
- Rizka Amaliyah
- Kuswandi
- Eka Agustiana Sari

- 6. Germany** : - Casdi
- Custi Novitasari
- Leni Wijayanti
- Anita Sari

- 7. Hongkong** : - Ade Krisna Damayanti
- Anugerah Fasikhulisan
- Citrawati
- Makhfud Khoirurroziqin

- 8. Italy** : - Mustofa Rosul
- Nurul Hidayah
- Primi Trivani Nadha Maiza
- Winarti

- 9. Japan** : - Hesty Arlina Pradestiyana
- Nani Ernawati
- Miya Yunita
- Fajar Nugroho

- 10. Korea** : - Bagus Alwibowo
- Nur Tri Widiyastuti
- Nunung Suryani
- Endang Lestari

- 11. U.K** : - Nuzulul Rachman
- Ronggo Prasetyo
- Rifqi Maulana
- Nureswari Tyas Wijayanti

- 12. Spain** : - Kiki Kemala Sari
- Marreta Delima Sari W.
- Linda Ariyani
- Zumrotul Leali

