

THE EFFECT OF STUDENT TEAMS ACHIEVEMENT
DIVISION (STAD) ON EXPOSITION TEXT WRITING
ABILITY AT THE XI GRADE STUDENTS OF
SMA N 4 PADANGSIDIMPUAN



Thesis

Submitted to the English Educational Department of State Islamic
University of Syekh Ali Hasan Ahmad Addary as a Partial Fulfillment
of the Requirement for the Graduate Degree of Education (S.Pd) in
English Department

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SYEKH ALIHASAN AHMAD ADDARY
PADANGSIDIMPUAN

2025

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Assalamu'alaikum Wr. Wb.

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ABSTRACT

This research focused on the effect of Student Teams Achievement Division (STAD) on exposition text writing ability at XI grade students of SMAN 4 Padangsidempuan. The problems that faced by students in writing ability were students were lazy and not motivated how to write, and students were not interesting in learning, especially learning English writing. The purpose of this research was to find out if the Student Teams Achievement Division (STAD) method significantly affects on students' writing ability or not, and how Student Teams Achievement Division (STAD) method significantly affects on students' writing ability at XI Grade of SMAN 4 Padangsidempuan. This research used quantitative approach by using experimental method with true experimental design. The population was all the XI Grade students of SMAN 4 Padangsidempuan. The sample was XI-3 as experimental group consisted of 29 students, and XI-6 as control group consisted of 29 students. The data was collected through pre-test and post-test in text writing test, and analyzed by using independent sample T-test. The result of this research shows that mean score of experimental group students was higher than mean score of control group students after using Student Teams Achievement Division (STAD) method. The mean score of experimental group after using Student Teams Achievement Division (STAD) method was higher than the mean score in control class. It can be concluded that Student Teams Achievement Division (STAD) method is very useful on exposition text writing ability. It was found that the t_{count} is bigger than the t_{table} ($t_{count} > t_{table}$), which means the H_a is accepted. Finally, the researcher recommended Student Teams Achievement Division (STAD) method to teach students' writing ability at XI grade of SMAN 4 Padangsidempuan.

Key Words: STAD, Writing, Exposition Text, Method, Team Work

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ABSTRAK

Penelitian ini fokus pada pengaruh Student Teams Achievement Division (STAD) terhadap kemampuan menulis teks eksposisi siswa kelas XI SMAN 4 Padangsidempuan. Kendala yang dihadapi siswa dalam kemampuan menulis adalah siswa malas dan tidak termotivasi untuk menulis, dan Siswa kurang berminat dalam pembelajaran, khususnya pembelajaran bahasa Inggris. Tujuan penelitian ini adalah untuk mengetahui apakah metode Student Teams Achievement Division (STAD) berpengaruh signifikan terhadap kemampuan menulis siswa atau tidak, dan bagaimana metode Student Teams Achievement Division (STAD) berpengaruh signifikan terhadap kemampuan menulis siswa kelas XI SMAN 4 Padangsidempuan. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan metode eksperimen dengan rancangan eksperimen murni. Populasi dalam penelitian ini adalah seluruh siswa kelas XI SMAN 4 Padangsidempuan. Sampel penelitian adalah kelas XI-3 sebagai kelompok eksperimen yang berjumlah 29 siswa dan kelas XI-6 sebagai kelompok kontrol yang berjumlah 29 siswa. Data yang dikumpulkan melalui tes awal dan tes akhir berupa tes menulis teks, kemudian dianalisis menggunakan uji t-sampel independen. Hasil penelitian ini menunjukkan bahwa nilai rata-rata siswa kelompok eksperimen lebih tinggi daripada nilai rata-rata siswa kelompok kontrol setelah menggunakan metode Student Teams Achievement Division (STAD). Nilai rata-rata kelompok eksperimen setelah menggunakan metode Student Teams Achievement Division (STAD) lebih tinggi daripada nilai rata-rata kelompok kontrol. Metode Student Teams Achievement Division (STAD) sangat berguna untuk meningkatkan kemampuan menulis. Ditemukan bahwa t_{hitung} lebih besar daripada t_{tabel} ($t_{hitung} > t_{tabel}$) yang artinya H_a diterima. Peneliti merekomendasikan metode Student Teams Achievement Division (STAD), untuk mengajarkan kemampuan menulis siswa kelas XI SMAN 4 Padangsidempuan.

Kata Kunci: STAD, Menulis, Text Eksposisi, Metode, Kerja Tim

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التسجيل: ٢٠٣٠٣٠٠٠٤٠

عنوان البحث : أثر تقسيم الإنجاز في الفرق الطلابة (ستاد) على القدرة على كتابة النصوص العرضية لدى طلاب الصف الحادي عشر في المدرسة الثانوية الحكومية ٤ بادانج سيدمبوان.

ملخص البحث

تركز هذه الدراسة على تأثير قسم إنجاز فرق الطلاب ((ستاد) على القدرة على كتابة نصوص العرض لطلاب الصف الحادي عشر من المدرسة الثانوية الحكومية ٤ بادانج سيدمبوان. العقبات التي يواجهها الطلاب في القدرة على الكتابة هي ١) الطلاب كسالى وغير متحمسين للكتابة ، و ٢) الطلاب غير مهتمين بالتعلم ، وخاصة تعلم اللغة الإنجليزية. الغرض من هذه الدراسة هو معرفة ما إذا كانت طريقة شعبة إنجاز فرق الطلاب ((ستاد) لها تأثير كبير على قدرة الطلاب على الكتابة ، وكيف أن طريقة شعبة إنجاز فرق الطلاب ((ستاد) لها تأثير كبير على القدرة الكتابية لطلاب الصف الحادي عشر في المدرسة الثانوية

الحكومية ٤ بادانج سيدمبوان. تستخدم هذه الدراسة نهجا كميا باستخدام طريقة تجريبية ذات تصميم تجريبي بحت. السكان في هذه الدراسة هم جميع طلاب الصف الحادي عشر من المدرسة الثانوية الحكومية ٤ بادانج سيدمبوان . عينة البحث هي الفصل الحادي عشر ٣- كمجموعة تجريبية من ٢٩ طالبا والصف الحادي عشر ٦- كمجموعة ضابطة تضم ٢٩ طالبا. تم جمع البيانات من خلال الاختبار الأولي والاختبار النهائي في شكل مقابلات واختبارات كتابة نصية ، ثم تحليلها باستخدام اختبار عينة t مستقل. تظهر نتائج هذه الدراسة أن متوسط درجات المجموعة التجريبية أعلى من متوسط درجات المجموعة الضابطة بعد استخدام طريقة شعبة إنجاز فرق الطلابي ((ستاد). كان متوسط درجات المجموعة التجريبية بعد استخدام طريقة شعبة إنجاز الفرق الطلابة (ستاد) ومتوسط درجة المجموعة الضابطة. يمكن الاستنتاج أن قسم إنجاز الفرق الطلابة (ستاد) لديه متوسط درجة ومتوسط درجة. طريقة قسم الإنجاز في فرق الطلاب (ستاد) مفيدة جدا لتحسين مهارات التحدث. بالإضافة إلى ذلك ، بناء على الجدول ، يوصي الباحث بطريقة شعبة الإنجاز في فرق الطلاب ((ستاد) ، لتعليم مهارات الكتابة لطلاب الصف الحادي عشر في المدرسة الثانوية الحكومية ٤ بادانج سيدمبوان.

الكلمات المفتاحية: STAD ، الكتابة

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Padangsidimpuan, 20 Februari 2025

Researcher,

Frylia Dwi Amanda Hasibuan

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TABLE OF CONTENT

	Page
INSIDE TITLE PAGE	
LEGALIZATIONADVISOR SHEET	
AGREEMENT ADVISORSHEET	
DECLARATIONBOF SELF THESIS COMPLETION	
PUBLICATION APPROVAL STATEMENT	
SCHOLAR MUNAQOSYAH EXAMINATION	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
INDONESIAN ABSTRACT.....	ii
ARABIC ABSTRACT.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLE.....	viii
LIST OF FIGURES.....	ix
LIST OF APPENDIX.....	x
 CHAPTER I : INTRODUCTION	
A. The Background of the Problems	1
B. The Identification of the Problems	6
C. The Limitation of the Problems	7
D. The Formulation of the Problems	7
E. The Objectives of the Problems.....	7
F. The Significances of Research.....	8
G. The Definition of Operational Variables	9
H. The Outline of Thesis	10
 CHAPTER II: LITERATURE REVIEW	
A. Theoretical Descriptions.....	11
1. Exposition Text Writing Ability.....	11
a. The Definition of Writing Ability	11
b. The Purpose of Writing	13
c. The Process of Writing	14
d. The Types of Writing	16
e. The Assessment of Writing	17
f. The Evaluating Students Writing	19
g. The Definition of Exposition Text	20
h. The Generic Structure of Exposition Text.....	21
i. The Language Feature of Exposition Text	22

2. Student Teams Achievement Division (STAD)	23
a. The Definition of Student Teams Achievement Division (STAD).....	23
b. The Stage of Student Teams Achievement Division (STAD).....	24
c. The Excess of Student Teams Achievement Division (STAD) ...	27
d. The Lack of Student Teams Achievement Division (STAD).....	28
e. Teaching Exposition Text with Student Teams Achievement Division (STAD)	28
B. Review of Related Findings	31
C. Conceptual Framework.....	33
D. Hypothesis	35
CHAPTER III: RESEARCH METHODOLOGY	
A. The Place and Time of Research.....	36
B. The Research Design.....	36
C. The Population and Sample	38
D. The Instrument of the Research	39
E. The Validity and Reliability of Instrument	42
F. The Technique of Data Collection	43
G. The Technique of Data Analysis	45
CHAPTER IV: THE RESULT OF RESEARCH	
A. The Description of Data	48
1. Data Description before Using Student Teams Achievement Division (STAD).....	48
2. The Description of Data after Using Student Teams Achievement Division (STAD).....	53
3. Description of Comparison the Score of Pre-Test and Post-Test.....	58
B. Requirement and Hypothesis Test.....	60
1. Requirement Test	60
2. Hypothesis Test	61
C. Discussion of the Result.....	62
D. The Threats of the Research.....	65
CHAPTER V : CONCLUSIONS AND SUGGESTIONS	
A. Conclusions	66
B. Implication	66
C. Suggestions.....	67

REFERENCES

APPENDIX

CURICULUM VITAE

LIST OF TABLES

	Page
Table II.1	Teaching Exposition Text with Student Teams Achievement Division (STAD)29
Table III.1	Pre-Test Post-Test Control Group Design.....37
Table III.2	The Population of the XI Grade of SMAN 4 Padangsidimpuan 38
Table III.3	Samples of the Research.....39
Table III.4	Indicator of Writing Analytical Exposition Text.....40
Table IV.1	The Score of Experimental Class in Pre-Test48
Table IV.2	Frequency Distribution of Experimental Class in Pre-Test49
Table IV.3	The Score of Control Class in Pre-Test.....50
Table IV.4	Frequency Distribution of Control Class in Pre-Test.....52
Table IV.5	The Score of Experimental Class in Post-Test.....54
Table IV.6	Frequency Distribution of Experimental Class in Post-Test.....55
Table IV.7	The Score of Control Class in Post-Test56
Table IV.8	Frequency Distribution of Control Class in Post-Test57
Table IV.9	The Comparison Score of Pre-Test and Post-Test in Control Class.....58
Table IV.10	The Comparison Score of Pre-Test and Post-Test in Experimental Class.....59
Table IV.11	Test of Normality60
Table IV.12	Homogeneity Test of Variance61
Table IV.13	Independent Sample Test62

LIST OF FIGURES

	Page
Figure IV.1 Pre-Test Histogram of Experimental Class	50
Figure IV.2 Pre-Test Histogram of Control Class.....	53
Figure IV.3 Post-Test Histogram of Experimental Class.....	55
Figure IV.4 Post-Test Histogram of Control Class	58

LIST OF APPENDIXES

- Appendix 1 : Lesson Plan of Control Class
- Appendix 2 : Lesson Plan of Experimental Class
- Appendix 3 : Instrument for Pre-Test
- Appendix 4 : Instrument for Post-Test
- Appendix 5 : Validation Letter
- Appendix 6 : Calculation of Statistical Result
- Appendix 7 : Students' Score in Experimental Class
- Appendix 8 : Students' Score in Control Class
- Appendix 9 : The Pre-Test Result of Experimental Class
- Appendix 10 : The Pre-Test Result of Control Class
- Appendix 11 : The Post-Test of Experimental Class
- Appendix 12 : The Post-Test Result of Control Class
- Appendix 13 : Documentation
- Appendix 14 : Research Permission Letter
- Appendix 15 : Research Replay Letter

CHAPTER I

INTRODUCTION

A. The Background of Problem

English plays an important role in the communication process, and being able to speak with other in this whole world because as we know, English is an International Language. In English subject, there are four skills that are learnt by students, they are listening, speaking, reading, and writing. Listening is one of the communication skills that require students to understand, translate, and assess what they heard. Reading is a cognitive process of decoding and encoding meaning from printed requires letters and information. Speaking is the ability to express ideas through a spoken medium. The last skill is writing. Writing is representation of language which is used to express and explain ideas in a textual medium through the use of signs and symbols.

Writing is a productive skill. It is a basic language skill, just as important as listening, speaking, and reading, which covers many of English aspects such as genre, grammar, organization, language use, and building ideas¹. In writing, people apply everything that they have got in three stages before. Writing is stage of language mastery where people can generate ideas. People should construct the idea perfectly to make it so understandable that

¹ Nanda Dwi Fitri Ruska, "The Effect of Students' Team Achievement Division in Teaching Writing Recount Text", *An Article of English Education Study Program of FKIP Universitas Tanjungpura, Pontianak (2017)*, p. 2

other people can catch the meaning or the purpose of the message or idea in writing.

Harmer stated that writing is used as an aide-mémoire or practice tool to help students practice and work with language they have been studying². We might, for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing will help students to add their vocabulary, and their skill in writing.

Writing is a discovery process, it involves discovering ideas, discovering how to organize them and discovering what you want to put your readers. It means, writers can share their ideas, information, judgment, education and etc. by writing.

Writing also becomes one of the most important English skills to be successful in education. Based on students' daily life at school, almost every time they do writing.

Each skill will simply acquire through continuous and full practice discipline³. The provision to practice is not just the will but also provide knowledge, concepts, principles and procedures must be taken in writing activities. So, there are two things necessary to achieve writing skills, namely knowledge of writing and practice for write.

Writing is one of four basic skills. It is very important in teaching and learning English. Writing involves some language components such as spelling, grammar, vocabulary, and punctuation. But in this aspect, most of teachers just give the theory to the students than the practice. Besides the teacher just transferring the material, teacher does not use various methods or

² Jeremy Harmer, *How to Teach English New Edition*, (Pearson Education Limited, 2007), p. 112

³ Euis Sustini, "Meningkatkan Kemampuan Menulis Teks Eksposisi Analisis Peserta Didik Pembelajaran Bahasa Inggris Melalui Metode STAD," *Pedagonal : Jurnal Ilmiah Pendidikan*, 04, Nomor 02 (2020): p. 46

approaches. So, the students do not join the class actively because their classes are bored. The teacher just stands in front of the class and explain about the material. In this situation, the students do not have any chances to improve their ability in writing.

Based on my teaching experience when I did the PLP, shows that the students were bored in learning English. The technique of learning which was used by the teacher was conventional way. The students said that the teacher just give some material about how to write without practicing it. I found the students' failure in English; especially in writing skill. They couldn't write the paragraph well, because they were not made outline of paragraph before writing paragraph.

In the teaching and learning process of writing, the teacher has an important role because some students have problem in writing skill like as the students' mastery of vocabulary is still less that make them difficult to develop the idea. So, a teacher must be creative in learning process, one of effective learning models in increasing writing skill is used cooperative learning method.

Based on the abilities that students must able in curriculum merdeka, the researcher was interested in researching whether the students in SMAN 4 Padangsidempuan have good ability in writing or not. Therefore, the researcher did observation and interview to the XI grade students and one of English Teacher in SMAN 4 Padangsidempuan, some difficulties in writing are caused by some factors. One of them is the students don't understand how

to write well, and have not understood the step of writing⁴. As result, this situation makes is difficult for students to write. Considering the facts, writing is not difficult skill to master if the teacher teach the writing step by step, also usually do some writing practice, and also teacher need to use the right method or technique in teaching writing. Mrs. Emmy said, she still use teacher method while teaching the students⁵. That's why the students still less in understanding how to write. In this case, the suitable and efficient technique is needed in teaching and learning process.

In addition, the use of appropriate teaching methods can also increase students' motivation in writing an English essay and know how to write the essay well. Text-based English learning supports learning in other subjects in curriculum. For example learning exposition texts will help students expand scientific insight into other subject matter on an international scale. Of course, it is not an easy thing for teachers to teach writing to students who are not users of the native language of what they learn. Therefore, to solve the problems above, there are several ways in the classroom to make the learning process more interesting and enjoyable.

A cooperative learning method has several types, namely Jigsaw, Team Games-Tournaments (TGT), Student Teams Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated

⁴ *Private Interview*, Emmy Kholidah Lumbantobing, S. Pd., English Teacher of SMAN 4 Padangsidimpuan, Private Interview, on 2nd of September 2024, at 11.00 a.m.

⁵ *Private Interview*, Emmy Kholidah Lumbantobing, S. Pd., English Teacher of SMAN 4 Padangsidimpuan

Reading Composition (CIRC) and etc⁶. In this study, the researcher to use Students' Teams Achievement Division (STAD) in increasing writing skill since this method is simple and suitable for teaching writing. This type makes the students to work together to learn and responsible for their team mates as well as their own. In STAD, in the class is divided into groups of four which consist of students from different academic level, sexes, and background ethnic. They have to discuss the material with their group and help each other. Then, they have to do quiz individually and their score will help their group to be a super team in the class.

One of good methods learning that the researcher believes in teaching writing is Student Team Achievement Division (STAD). Student Teams-Achievement Divisions (STAD) uses the same 4- to 5-member heterogeneous teams, but replaces the games and tournaments with simple, 15-minute quizzes, which students take after studying in their teams⁷. Cooperative learning is a successful teaching strategy in which small groups, each consisting of students of different levels, use a variety of learning activities to enhance their understanding of a particular subject.

One of the cooperative learning techniques that is useful in teaching writing is Student Performance Division (STAD). STAD is the simplest cooperative learning method. The main idea of STAD is to motivate students so that they can support and help each other.

⁶ Robert E. Slavin, *Cooperative Learning: Student Teams. What Research Says to the Teacher*, (Washington D.C: National Education Association, 1982), p.7

⁷ Robert E. Slavin, "Cooperative Learning: Cooperative Learning", Review of Educational Research , 50, Nomor 2 (1980), p. 320

Student Group Performance (STAD) is one of the cooperative learning activities techniques in which students work in groups of four or five. The groups include students of different educational backgrounds, genders, and ethnic backgrounds. Different levels of education mean that there must be high, medium and low ability students in a group. Students are guided to discuss and work in groups before answering the multiple-choice section individually. This means that students understand in groups before the teacher gives an individual test. Students are assigned to four or five learning groups that vary by level, gender, and ethnicity. The teacher presents a lesson, then the students work in their groups to make sure everyone in the group has mastered the lesson. Finally, all students answered individual questions about the material, in case they were unable to help each other.

Based on explanation above, the researcher uses Student Teams Achievement Division (STAD) to increase the students' understanding about the text and develop teacher strategies in teaching reading comprehension.

B. The Identification of the Problem

Based on background above, there are some problems of students that will be taken on this research, they are:

1. Students didn't understand how to write well
2. Students had not understood the step of writing.
3. The teacher still used teacher material while teaching writing to students.

C. The Limitation of the Problem

Based on the identification above, it is important to limit existing problem. In this research, the research limited the problem and focused on learning writing about exposition text and on the method focused on Student Teams Achievement Division (STAD) method towards students' writing ability.

D. The Formulation of the Problem

The following questions serve as a formulation of the problem in this research, depending on the identification and focus of the problem mentioned above:

1. How is students' Writing Ability at grade XI SMA N 4 Padangsidempuan before learning using Student Team-Achievement Division (STAD)?
2. How is students' Writing Ability at grade XI SMA N 4 Padangsidempuan after learning using Student Team-Achievement (STAD)?
3. Is there any significant effect of Student Team-Achievement Division (STAD) to students' Writing Ability at grade XI SMA N 4 Padangsidempuan?

E. The Objectives of the Problems

Based on the formulation of the research above, this research has three objectives as follows:

1. To know how is writing ability at grade XI SMA N 4 Padangsidempuan before learning using Student Team-Achievement Division (STAD)

2. To know how is writing ability at grade XI SMA N 4 Padangsidempuan after learning using Student Team-Achievement Division (STAD)?
3. To know whether there is or there is not effect of Student Team-Achievement Division (STAD) to students' writing ability at grade XI SMA N 4 Padangsidempuan?

F. The Significant of the Research

The significant of the research is expected to be useful and valuable provided as follow:

1. Head Master

For headmaster as an information to guide English teacher to use Student Teams Achievement Division (STAD) in teaching English especially teaching Writing.

2. Teachers

The teacher could know how to use Student Teams Achievement Division (STAD, and if Student Teams Achievement Division (STAD) method was effective to be used on students' writing ability of exposition text, the teachers might use this method regularly to expose writing ability of students, especially in exposition text to improve students ability and student enthusiastic in learning writing.

3. Next researchers

The result of this research is expected to be the useful information for the next researcher. It inspires them for the good idea and media for who wants to write similar research. This research is expected to be able

as one of references of research. The next researcher can use Student Teams Achievement Division (STAD) as their next research method especially in students' writing ability.

G. The Definition of Operational Variables

This research consists of two variables that should be clarified are as follows:

1. Student Team-Achievement Division

A cooperative learning method has several types, namely Jigsaw, Team Games-Tournaments (TGT), Student Teams Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading Composition (CIRC) and etc. In this study, the researcher to use Students' Team Achievement Division (STAD) in increasing writing skill since this method is simple and suitable for teaching writing. In this study, STAD This technique is part of cooperative learning in which students work groups of four or five people. The groups are made up of students from different countries educational level, gender and ethnicity.

2. Writing Ability

Writing is a physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work.

H. The Outline of Thesis

The systematic of the researcher is divided into five chapters. Each chapter has one sub chapter with detail as follow:

In Chapter I it discusses about introduction, consist of background of the problem, limitation of the problem, formulation of the problem, significant of the research and definition of operational variable.

In Chapter II, it is consist of the theoretical description, related findings, conceptual framework and hypothesis.

In Chapter III, contains of research methodology, time and place of the research, research design, population and sample, instrument of the research, the technique of data collection, and the last is the technique of data analysis.

In Chapter IV, it is consist of result of research, result of the hypothesis what the researcher found in the research, discussion, and the threat of the research.

In Chapter V, it is about the conclusions and suggestions.

CHAPTER II

THEORITICAL DESCRIPTON

I. The Review of the Related Literature

To conduct a research, theories are needed to explain some concepts and terms applied in research concerned. Therefore, the clarification of the concepts will minimize possible misunderstanding between the readers and the writer. In order words, they are very important to be explain, so the readers will get the point clearly.

1. Exposition Text Writing Ability

a. The Definition of Writing Ability

In addition, Brown says that since writing is a constructing process and needs to redo that process of writing, teacher has to lead the students into the proper stage in processing the writing⁸. From the opinion above, it can be concluded that writing is the result of a set of process that leads the writers to have a good writing. The process of writing is a complex process. It is started from gathering ideas to editing the result of writing. In writing process, there is no one good result of writing produce for the first time. It must be revised and edited until the good writing is produced.

According to Faiza, Writing is a complex skill that engages the writer in physical as well as mental effort⁹. This is one reason why writing is seen as the most difficult skill to be learned among

⁸ H. Douglass Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*, (New York: Pearson Education Ltd, 2001), p. 347

⁹ Bader Faiza, "Writing Under The Competency-Based Approach: The Case Of Second Year Middle School Pupils," *Dissertation of Magistere degree to Department of Foreign Languages* (2016) p. 7

the four skills in English. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt. Teachers need to find a suitable method in teaching writing in order to make the students improve their writing skill.

The next definition of writing is come from Boardman who stated that writing is a continuous process of thinking and organizing, rethinking, and reorganizing¹⁰. The writer will not stop the process of thinking in doing writing until they are satisfied with the result. Based on theory above it can be conclude that in writing the writers collect their ideas about what they are going to write. After collecting all of the ideas they need, the writers starts to organize the ideas into a good writing. The writer will improve their writing until they are satisfied. So, writing is continuous process transforming the ideas or thinking into word form on a paper.

Writing sounds simple you start with an attention grabbing first sentence, then you move on to some really interesting stuff in the middle, and then you bring it all together at the end. Sometimes writing happens the way it does in the movies. You sit down, chew the end of the pen for a while, then you get inspired and something fantastic comes out. This is great when it happens, and if all your writing's like that, well, hey, you can stop reading now.

¹⁰ C. A. Boardman, *Writing to Communicate: Paragraph and Essay*, (New York: Longman, 2002), p. 11

b. The Purposes of Writing

Grenville stated that any piece of writing will be trying to do at least one of the following things¹¹. They are:

1) Writing to Entertain

Writing to entertain generally takes the form of so called “Imaginative Writing” or “Creative Writing”. Examples of imaginative writing are novels, stories, poems, song lyrics, plays and screenplays.

2) Writing to Inform

These kinds of writing can also be ‘entertaining’ in the sense that they’re a good read. But entertaining the reader isn’t their main purpose that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3) Writing to Persuade

This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of your feelings. Grenville mentioned above that imaginative writing occasionally pretends to be a true story, but if you’re writing to inform or persuade, you shouldn’t make things up.

¹¹ Kate Grenville, *Writing From Start to Finish: A Six Step Guide*, (Australia: National Library of Australia, 2001), p. 1

c. **The Process of Writing**

When we write, we do more than just put words together to make sentences. Good writers go through several steps to produce a piece of writing. There are six steps of writing process, they are¹²:

1) **Pre writing (Creating)**

The first step in the writing process is to choose a topic and collect information about it. This step is called Prewriting because you do the step before you start writing.

(a) Step One: Choose a topic

Before you write, your teacher gives you a specific assignment or some ideas of what to write about. If not, students allow to choose their own topic.

(b) Step Two: Gather Ideas

After choosing the topic, think about what you will write about the topic.

(c) Step Three: Organize

Decide which of the ideas you want to use and where you want to use them. Choose which idea to talk about first, which to talk about next, and which to talk about last.

¹² Dorothy E. Zemach, and Lisa A. Rumisek, *Academic Writing: From Paragraph to Essay*, (Oxford: Macmillan Education, 2005), p. 3

2) Step Four: Drafting

This is the fourth steps of writing process. In this step, write your paragraph or essay from start to finish. Use your notes about your ideas and organization.

3) Step Five: Reviewing and Revising

The fifth steps are review structure and content. Check what you have written. Check to see if you have any unnecessary information or typography.

4) Step Six: Rewriting

a. Revise Structure and Content

Use your ideas from step five to rewrite your text, making improvements to the structure and content. You might need to explain something more clearly or add more details. You may even need to change your organization so that your text is more logical. Together, step five and six can be called Editing.

b. Proofread

Read your text again. This time, check your spelling and grammar and think about the words you have chosen to use.

c. Make Final Corrections

Check that you have corrected the errors you discovered in steps five and six and make any other changes you want to make. Now your text is finished.

d. Types of Writing

According to Brown, writing is divided into four types¹³, they are:

(1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letter, word, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system.

(2) Intensive

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence.

(3) Responsive

In this category, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or

¹³ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, (New York: Pearson Education, 2004), p. 220

three paragraph. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretation of charts or graphs.

(4) Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. In extensive writing, the writer has been given even more freedom to choose topics, length, style, and perhaps even conventions of formatting are less constrained than the typical responsive writing exercise.

e. The Assessment Writing

Brown in his *Language Assessment* textbook in assessment writing has described a number of possible writing tasks according to their level of linguistic complexity, they are¹⁴:

1) Imitative Writing

- a) Exercises in handwriting letters, words, and punctuation
- b) Keyboarding (typing) exercises
- c) Copying
- d) Listening cloze selection tasks (listen and write)
- e) Picture-cued writing exercises
- f) Completing forms and questionnaires

¹⁴ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, p. 221

- g) Converting numbers and abbreviations to words and phrases
- h) Spelling task
- i) One-word dictation tasks

2) Intensive Writing

- a) Dictation of phrases and simple sentences
- b) Dicto-comp (rewrite a story just heard)
- c) Grammatical transformation exercises
- d) Picture description tasks
- e) Use vocabulary in a sentence
- f) Ordering tasks (re-order a list of words in random order)
- g) Short-answer tasks
- h) Sentence completion tasks

3) Responsive Writing

- a) Paraphrasing
- b) Guided writing, e.g., question and answer
- c) Paragraph construction tasks (topic sentence, main idea, etc)
- d) Responding to a reading or lecture

4) Extensive Writing

- a) Essay writing tasks
- b) Tasks in types of writing (Narrative, description, argument, etc.)
- c) Tasks in genres of writing (lab report, opinion essay, and research paper)

In this research, the researcher chooses responsive and extensive writing assessment to see students' ability in writing. The researcher uses paragraph construction tasks and essay writing tasks in exposition text writing. In this assessment, students are expected to make an essay, and choose their own topic, convey purpose, goal and main idea. Create the good paragraph with the topic sentence, supporting sentence, and concluding sentences.

f. The Evaluating Students Writing

Brown in his book shows the six general categories that are often the basis for the evaluation of students' writing¹⁵, they are:

1) Content

Consist of thesis statement, related ideas, development of ideas through personal experience, illustration, facts, opinions.

In this research, the content is the Generic structure of analytical exposition text, they are Thesis, Argumentative, and conclusion.

2) Organization

Consist of effectiveness of introduction, logical sequence of ideas, conclusion, and appropriate length.

3) Language Use

The ability to write the correct and appropriate sentences.

¹⁵ J. B. Heaton, *Writing English Language Tests*, (Longman Group UK Limited, 1988), p. 146

4) Vocabulary

5) Mechanics

Consist of spelling, punctuation, citation of references (if applicable), and neatness and appearance.

g. The Definition of Exposition Text

The creation of an exposition is a kind of paragraph that language teachers need to teach their pupils and become proficient in¹⁶. the purpose of this explication book is to broaden the reader's understanding and knowledge by elucidating the author's expertise and understanding gleaned from field research and reading.

Exposition is a writing that provides a clear understanding and knowledge about an object to the reader or purely and as it is. This is in accordance with the nature of the exposition text, namely providing knowledge and information without forcing the will.

Exposition text is divided into two kinds, they are hortatory exposition and analytical exposition¹⁷. Hortatory exposition text has a propensity to give recommendation to the reader, while analytical exposition text has a purpose to persuade the reader to believe what the writer believes. In this research, the researcher is interested in investigating the analytical exposition text.

¹⁶ Dalman, *Keterampilan Menulis*, (Jakarta: Rajawali Press, 2015), p. 119

¹⁷ Dimas Yudha Putra Garintama, "Analysis on Analytical Exposition Text Written by Elevent Graders of SMA Hang Tuah 4 Surabaya", *Jurnal Mahasiswa Universitas Negeri Surabaya*, 06, Nomor 01 (2018), p. 10

An analytical exposition text evaluates a topic critically but focused only on one side of an argument¹⁸. In your life, if you have tried persuade anyone on a certain issue or argued relentlessly about something with someone, then you have used an exposition. The argument and point of view have to be supported by facts and relevant information. The thesis statement has to be reiterated in the conclusion.

h. The Generic Structure of Exposition text

To create a good exposition text, students must know the generic structure of exposition text. The structures of exposition text are thesis, arguments, and reiteration¹⁹.

1) Thesis

Introduce a topic, outlines main idea or point of view to be presented (Thesis statement). The writer must tell the reader about the main topic that he/she will write about. You can always find a thesis in the first paragraph of text. In this section, readers can also see why the writers gives an opinion on the subject matter.

2) Argument

Provides the evidence (Arguments) to support the thesis statement, each paragraph identifies a particular point, the

¹⁸ Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*, (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017), p. 47

¹⁹ Mahrukh Bashir, *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI*, p. 48

elaboration may be further description, analysis, justification, giving examples, comparing and contrasting, etc.

3) Reiteration/Conclusion

Restate the position, perhaps with some emphasis. This section is always located at the end of the text and is the closing paragraph of the writing. Reiteration contains reaffirmation of the writer position and opinion on the main topic.

i. The Language Features of Analytical Exposition Text

1. Using Relational Process

Relationship between and among leaders, workers, followers, partners, and etc.

2. Using Causal Conjunctions

Causal conjunctions are conjunctions whose purpose is to explain the cause of something and its effects. Examples of causal conjunctions such as although, in case, as a result, in order, because, despite, and so on.

3. Using Internal Conjunctions

An internal conjunction is a conjunction that connects arguments between two clauses.

4. Using Simple Present Tense

Analytical exposition text uses the simple present tense because the result of the researcher's thoughts contained in the text is the results of current thoughts.

2. Student Teams Achievement Division (STAD)

a. The Definition of Student Teams Achievement Divisions (STAD)

A cooperative learning method has several types, namely Jigsaw, Team Games-Tournaments (TGT), Student Teams Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading Composition (CIRC) and etc²⁰. In this study, the researcher to use Students' Team Achievement Division (STAD) in increasing writing skill since this method is simple and suitable for teaching writing. This technique was developed by Slavin, and is a Cooperative type that emphasizes activity and interaction between students to motivate each other and help each other master subject matter in order to achieve maximum achievement.

In this method, students are grouped in various ways based on ability, gender, race, and nationality. First, students study the material together with their group mates. Then they are tested individually through quizzes to see their understanding about the material after learning together on group.

This type of learning is a type of cooperative learning that uses small groups with heterogeneous members in each group of 4-5 students²¹. The teams are made up of high, average, and low

²⁰ Robert E. Slavin, *Cooperative Learning: Student Teams. What Research Says to the Teacher*, (Washington D.C: National Education Association, 1982), p.7

²¹ Robert E. Slavin (1982), p.8

performing students, boys and girls of different racial or ethnic backgrounds, so that each team is a microcosm of the entire class.

According to Slavin, Student Teams Achievement Division has been shown to increase student academic performance even without teams²². In this technique every student has to join to find out the material before discussing it with other members. It aims to ensure that all students understand and master the material being studied.

Slavin also indicates that student team achievement division (STAD) is one of the simplest forms of cooperative learning²³. This method and is a good starting point for novice teachers collaborative approach. The main idea behind STAD is to motivate students, encourage each other and improve the skills of everyone presented by the teacher. If the student wants in order to receive team rewards, they must help their team mates learn the material. Surname must encourage team mates to do their best and show the atmosphere learning is important, valuable and enjoyable.

b. Stage of Student Team-Achievement Divisions (STAD)

Slavin state, in the learning process, cooperative learning of the STAD type goes through five stages which include²⁴:

²² Robert E. Slavin (1982)., p.9

²³ Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd Edition, (MA: Allyman Bacon, 2005), p.143

²⁴ Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, 2nd Edition, (London: Allyman Bacon, 2005), p. 143

1) Class Presentation

Where the teacher begins to convey the indicators that must be achieved that day and motivating students' curiosity about the material to be studied. Followed by providing perceptions with the aim of reminding students of the prerequisite material that has been studied, so that students can connect the material that will be present with the knowledge they already have. This way, students will realize that they must pay full attention during the class presentation, because it will help them do well on the quizzes, and their quiz scores determine their team scores.

2) Teams

Teams consist of four or five students who are representative of the class in terms of academic performance, gender, race, and ethnicity. At this stage, each student is given a material to be studied. In group work, student share task, help each other, provide solutions so that all group members can understand the material discussed. The primary function of the team is to ensure that all team members are learning and more specifically, to prepare their members to do well on quizzes.

Teams are the most important feature of STAD. At every point, the emphasis is on having team members do their best for the team, and the team must do its best to help each other. The

team provides group support for academic performance that is important in learning, and it is to provide mutual attention and respect that are important for outcomes such as intergroup relation, self-esteem, and acceptance of mainstream students.

3) Quizzes

Namely to determine the extent to which learning success has been achieved, individual tests are held regarding the material that has been discussed. In this stage, students are not allowed to help each other. Thus, each student is individually responsible for understanding the material.

4) Individual Progress Scores

The idea behind individual progress scores is to give each student a performance goal that will be achieved if they work harder and perform better than before.

Each student can contribute the maximum number of point to his/her team in scoring system, but no student can do so without giving his/her best effort. Each student is given a starting score, which is derived from the average of that student's previous performance on the same course. Students then accumulate points for their team based on the degree to which their quiz scores improve compared to their starting score.

5) Team Recognition

Teams will receive certificates or other forms of recognition if their average scores meet certain criteria. Student team scores may also be used to determine twenty percent of their ranking.

c. **The Excess of Student Teams Achievement Division (STAD)**

This Learning model is good to use when the teacher wants students to deepen or understand more in detail the material being taught to them. In this connection, the excess of this learning model is:

1. The direction of the lesson will be clearer because at the initial stage, teacher explains the description of the material being studied
2. Make learning atmosphere more enjoyable because students are grouped into heterogeneous groups.so he doesn't get bored quickly because he gets new friends or companions in learning
3. Learning is more focused because the teacher first presents the material before the group assignment begins
4. Can increase collaboration between students, because in learning students are given the opportunity to discuss in a group
5. By having quiz style question will increase children's enthusiasm for answering the questions asked

6. Can find out students' ability to absorb teaching material, because the teacher asks all students questions, and before conclusions are drawn the teacher first evaluates the learning.²⁵

d. The Lack of Student Teams Achievement Divisions (STAD)

Meanwhile, the shortcomings of this learning model are:

1. It is not easy for teacher's to determine heterogeneous groups
2. Because this group is heterogeneous, there is mismatch between students in one group, because weak students feel inferior when combined with strong students. Or there are students who feel they don't fit in, if they combine it with something they consider to be contrary to it.
3. In discussions, sometimes only a few students do it, while the others are only complementary.
4. In evaluation, students are often copy from their friends, so they are not purely based on their own abilities²⁶.

e. Teaching Exposition Text with Student Teams Achievement Division (STAD)

There are many methods to teach writing. Teacher should do the model to make students more understand about the lesson. In this research, Student Teams Achievement Division (STAD) is the way to teach writing in experimental class as the treatment. The material that taught by Student Teams Achievement Division

²⁵ Istarani, *58 Model Pembelajaran Inovatif*, (Medan: Media Persada, 2012), p.21

²⁶ Istarani, (2012), p. 23

(STAD) is Exposition Text. Here some way to teach writing by Student Teams Achievement Division (STAD) method.

Table II.1
Teaching Exposition Text with Student Teams Achievement Division (STAD)

Teacher's Activity		Students' Activity	
Initial Activity / Introduction			
1. Teacher opens the class with greetings and read a prayer before starting the lesson.		1. Students pray together before starting learning	
2. Teacher takes an attendance list.		2. Students listen to the teacher recording attendance and raise hands when their names are called.	
3. Teacher provides brainstorming to students.		3. Students follow the teacher's instructions while doing brainstorming.	
4. Teacher introduces and explains about exposition text.		4. Students listen to the teacher's explanation about exposition text and write anything important.	
Core Activities (Student Team Achievement Division)			
1. Teacher begins by conveying the indicators that must be achieved that day and motivates students' curiosity about the exposition text.	Class Presesntation	1. Students listen to the tacher explanation regarding the indiators that must be achieved that day.	
		2. Students can connect the material that will be presented with the knowledge they already have and the perception given by the teacher.	

<p>2. Teacher divided students into some smalls group with 4-5 students of each goup.</p> <p>3. Teacher provides material about text exposition to each group.</p>	Teams	<p>4. Students divide tasks to each member in group</p> <p>5. Each student in the group gives their understanding of exposition text.</p> <p>6. Students motivate each other, help students who don't understand, and provide solutions so that all group members can understand exposition text.</p>
<p>4. Teacher gives each student a question sheet to see how much they understand about the exposition text that has been discussed with the group.</p>	Quizzes	<p>7. Students do the individual assignments according to what they discussed.</p> <p>8. Students do the assignments individually without asking his/her friends anymore.</p>
<p>5. Teacher evaluates, calculates and gives scores for the individual work results that have been completed by each student.</p> <p>6. Teacher announces students' score from the assignment they have done, and gives back the students' answer sheet.</p>	Individual Progress Score	<p>9. Students listen to the teacher's announcement about their individual score.</p> <p>10. Students receive their respective answer sheets and compare their work with their group members.</p>
<p>7. Teacher gives certificates to groups that get high average scores.</p>	Team Recognition	<p>11. Team with the high average scores receive certificates as a reward for their achievement.</p>
Closing Activities		

1. Teacher provides a conclusion about exposition text and explain what the students do not understand.		1. Students listen to the teacher's explanation.
2. Teacher closes the lesson by reading a prayer		2. Students ask question about things they do not understand.
		3. Students say salam to the teacher.

B. Related Findings

There are several related findings that support this research. The first research is done by Sustini. The purpose of this research was to determine the learning outcomes of students in English lessons on writing analytical exposition text through the cooperative learning using Student Teams Achievement Division (STAD) type in classXI IPA⁴ odd semester 2017/2018 academic year of SMA Negeri 9 Bogor²⁷. After conducting the research, the result shows that the STAD type learning model was proven to improve students learning outcomes and made them more enthusiastic in learning English.

The second research made by Rizki. This study tries to measure the effectiveness of STAD method toward students' motivation in reading comprehension at SMPN 2 Ponorogo²⁸. Result of this research showed that the value of (t_0) between students, motivation in reading comprehension

²⁷ Euis Sustini, "Meningkatkan Kemampuan Menulis Teks Eksposisi Analitis Peserta Didik Pelajaran Bahasa Inggris Melalui Metode STAD", *Pedagonal: Jurnal Ilmiah Pendidikan*, (Bogor, Vol. 04, No. 02, 2020), <https://journal.unpak.ac.id/index.php/pedagonal/article/view/2520>

²⁸ Ar Rizki Barokah, "The Effectiveness of Student Teams Achievement Divisions (STAD) Method Toward Students' Motivation in Reading Comprehension at the Seventh Grade of SMPN 2 Ponorogo in Academic Year 2019/2020", *Thesis*, (Ponorogo: IAIN Ponorogo, 2020)

before and after taught using Students Team Achievement Division method is 4,96 (t_0) and t-table (t_t) is 2.04. concludes that Student Team Achievement Division (STAD) method is effective to be used in teaching reading at the seventh grade students of SMPN 2 Ponorogo in academic year 2019/2020.

The third is Handayani's research. The aims of this research are to know whether the use of STAD strategy can improve the learning motivation and to explain the improvement of analytical exposition reading skill of the eleventh graders of MA Hidayatullah pringsurat who are taught by using STAD²⁹. The research results proved that the data from the test shows that there is an improvement in the students' reading skill. It was confirmed by their mean scores of each cycle.

The next research is by Riandi, and friends. The objective of this study are to find out the effect of using Student Team Achievement Division (STAD) method and Small Group Discussion (SGD) method for tudents' writing skill and which method is the most effective one³⁰. The result this research is shows that STAD and SGD are significantly affect the students' writing skill. STAD method is the most affective one in teaching news item text than SGD method.

The last research is done by Annisa. This study aims to improve students' reading comprehension skill through the application of the STAD

²⁹ Reny Handayani, Using STAD to Improve Analytical Expoition Text Reading Skill of the Eleventh Graders of MA Hidayatullah Pringsurat, *A Paper*, (Magelang: Tidar University, 2020)

³⁰ Riandi Sinaga, Sahlan Tampubolon, and Erika Sinambela, The Effect of Students Team Achievement Division (STAD) Teaching Method and Small Group Discussion (SGD) Method on Students' Writing Descriptive Text Achievement, *Budapest International Research and Critics Institue Journal (BIRCI-Journal)*, (Medan: Universitas HKBP Nommensen, Vol. 4, no. 4, 2021)

method.³¹. The result showed that the application of STAD method in learning reading comprehension at Al Azhar 37 Islamic Junior High School Pekanbaru was effective in improving students' reading comprehension ability. The STAD method can be used as an effective alternative in learning reading comprehension at various levels of education.

Based on the research above, it can be concluded that Student Team-Achievement Division (STAD) have so many beneficial for education sector if it is implemented. It can increase students' motivation in learning, and make the students have better English learning outcome. Researcher tries Student Team-Achievement Division (STAD) in teaching writing ability at SMA N 4 Padangsidempuan. Hopefully this method can apply for teaching writing.

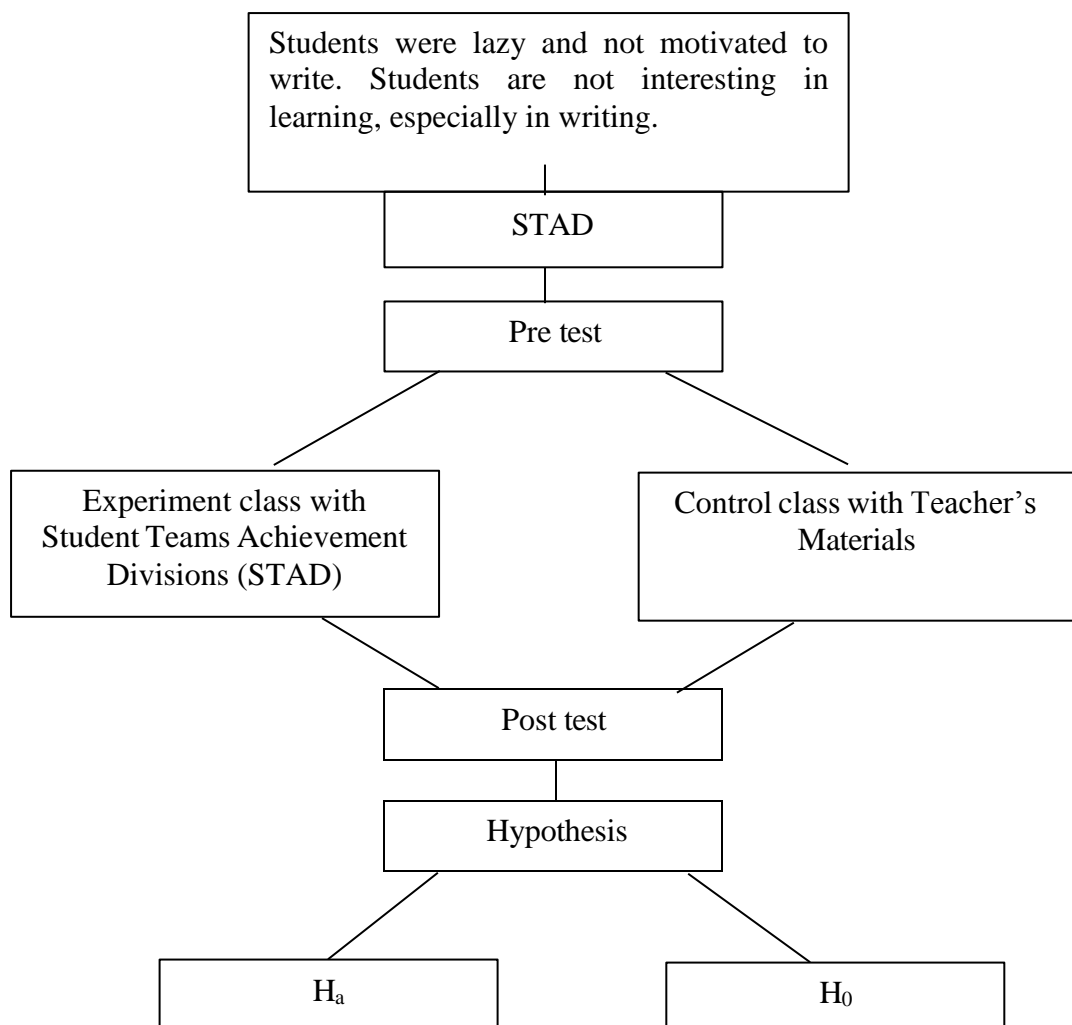
C. Conceptual Framework

Writing is the ability to communicate ideas through opinion and arguments using syntax and structure. The right method is crucial for instructing students in creating exposition text. Method is one of the solving problems in this case. The good method that teacher uses to teach writing can make students interested in learning writing. In this case, the researcher chooses cooperative language learning types Student Teams Achievement Division (STAD) as method to master writing ability specifically exposition text.

³¹ Rizky Annisa, The Effect of Students Team Achievement Division on Students' Reading Comprehension at SMP Islam Al Azhar 37 Pekanbaru, *Thesis*, (Riau, UIN SUSKA Riau, 2024)

The researcher used Student Teams Achievement Divisions (STAD) to know if this technique gives a significant effect on students' writing ability. To test the hypothesis, the researcher needs some steps. First, the researcher gives a pretest to students to know their knowledge. Then, divided them into experimental class by using Student Teams Achievement Divisions (STAD) and control class with teacher's material. After giving a treatment, the students are given a posttest to compare students' writing ability by using Student Teams Achievement Divisions (STAD).

The conceptual framework that has done as below:



D. Hypothesis

The researcher formulated the hypothesis of this research as follows:

H_a : There is a significant effect of Student Teams Achievement
Division on exposition text writing ability at Eleventh Grade
Students of SMA N 4 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research conducted at SMA N 4 Padangsidimpuan. It is located at Komplek Sadabuan, Sutan Soripada Mulia Street No. 38, North Padangsidimpuan, Padangsidimpuan city, North Sumatera Province. This research started from April 2024 up to finish.

B. Design of research

The kind of research is quantitative research with experimental method. Experimental design may be classified according to how well they provide control of the threats to internal validity, they are pre-experimental design, true experimental design, and quasi experimental design. In this research, researcher used true experimental design. True experimental design (also called randomized design) use randomization and provide maximum control of extraneous variables³². This design are the top recommendation for educational experiments because they ensure affective control over variables. In this research, the researcher used two classes, as an experimental class and as control class. Both classes conducted pre-test and post-test and only the experimental class has given the treatment.

In this research, researcher used randomized subjects, pretest–posttest control group design. In this design, one randomly assign subjects to the

³² Donald Ary et al., *Introduction to Research in Education 8th Edition*, (Wardsworth Cengage Learning, 2010), p.302

experimental and control groups and administers a pre-test on the dependent variable Y ³³. The treatment was introduced only to the experimental subject after which the two groups are measured on the dependent variable. If there are no differences between the groups on the posttest, the researcher can then look at the average change between pretest and posttest ($Y_2 - Y_1$) scores for each group to determine if the treatment produced a greater change than the control situation. The significant difference in the average pretest-posttest change for the two groups could be determined by a t test or F test.

The design appropriate to true experimental design by Ary's that illustrate in the table below:

Table III.1
(Pretest-Posttest Control Group Design)

Class	Pre-Test	Treatment	Post-Test
Experimental Class	Y_1	Student Teams Achievement Division (STAD)	Y_2
Control Class	Y_1	—	Y_2

Note:

Y_1 : Students' writing ability before using STAD

Y_2 : Students' writing ability after using STAD.

³³ Donald Ary et al., *Introduction to Research in Education 8th Edition*, (Wardsworth Cengage Learning, 2010), p.307

C. Population and Sample

1. Population

Sugiyono claims that the population is a generalization area of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then conclusions draw³⁴. So population is not only people, but also objects and other natural objects.

The population of this research was all students at grade XI of SMAN 4 Padangsidimpuan for academic year 2024/2025.

Table III.2

The Population of the Grade XI of SMAN 4 Padangsidimpuan

No	Class	Population
1	XI-1	28
2	XI-2	35
3	XI-3	29
4	XI-4	35
5	XI-5	35
6	XI-6	29
7	XI-7	31
8	XI-8	32
9	XI-9	30
10	XI-10	33
Total		317

2. Sample

The researcher used the simple random sampling for the sampling technique, which is taken from population randomly. The best characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in

³⁴ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kualitatif, Kuantitatif, dan R&D*, (Bandung: ALFABETA, 2011), p. 117

the random sample³⁵ This sampling technique, the researcher define the population first, list all members of population, drew lots from all population classes by randomly taking two pieces of paper that have the names of the eleventh class written on them. By the sampling technique that the researcher has done, the sample of this research are XI-3 and XI-6.

Table III.3

Samples of the Research Used Simple Random Sampling

Class	Sample	Students
Experimental Class	XI-3	29 Students
Control Class	XI-6	29 Students
Total		58 Students

D. Instruments of Collecting Data

Research instruments are used to measure the value of the variables studied.³⁶ Thus the number of instruments to be used for research will depend on the number of variables studied. Researcher used a test for students' writing ability. The type of the test is task writing which form makes opus. The researcher gave titles of Exposition text and the students will write a text based on the titles/topics have given. There were six categories for evaluating students' writing ability that has been mentioned in chapter two.

³⁵ Donald Ary et al., *Introduction to Research in Education 8th Edition*, (Wardsword Cengage Learning, 2010), p.150

³⁶ Sugiyono., p. 133

Table III.4
Indicator of Writing Analytical Exposition Text³⁷

Scoring elements	Scale	Quality	Description
Content/Generic Structure of Analytical Exposition (Thesis, Argumentative, Conclusion).	30-27	Excellent to Very Good	Knowledgeable substantive through development to assign topic.
	26-22	Good to Average	Some Knowledge of subject, adequate rang, limited development of thesis, mostly relevant to topic, but lack detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject, non-substantive.
Organization	20-18	Excellent to Very good	Fluent expression, ideas clearly stated.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out.
	13-10	Fair to Poor	Not fluent, ideas confused or disconnected.
	9-7	Very Poor	Does not communicate, no organization.

³⁷ J. B. Heaton, *Writing English Language Tests*, (1988), p. 146

Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice and usage but meaning confused or obscured.
			meaning confused or obscured
	13-10	Fair to Poor	Limited range, frequent errors of words/idiom form, choice and usage.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to Very Good	Effective complex constructions.
	21-19	Good to Average	Effective but simple constructions.
	17-11	Fair to Poor	Major problems in simple/complex constructions.
	10-5	Very Poor	Virtually no mastery of sentence construction rules.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions.
	4	Good to Average	Occasional errors of spelling, punctuation.
	3	Fair to Poor	Frequent errors of spelling, capitalization.
	2	Very Poor	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, and

			paragraphing.
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E. Validity and Reliability of instrument

1. Validity

A good test must have validity. Validity is the most important consideration in developing and evaluating measuring instruments³⁸. So the test can use to measure the aspects that will be measure. In this case, the researcher used construct validity. Construct Validity concerns the qualities that the task measures, how far it actually represents writing abilities³⁹. This is a key feature of assessment and means understanding exactly what ability the task is attempting to measure and the domain of writing that the task is seeking to capture. The researcher validated the test to the expert. The test will be an essay. One question for pre-test and one question for post-test.

2. Reliability

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring⁴⁰. . Reliability is the extent to which the test can reliably produce consistent scores. In other words, the results of the test should remain the same even

³⁸ Donald Ary et al., *Introduction to Research in Education 8th Edition*, (Wardsworth Cengage Learning, 2010), p. 225

³⁹ Ken Hyland, *Second Language Writing*, (Cambridge University Press, 2003), p. 218

⁴⁰ Donald Ary et al., *Introduction to Research in Education 8th Edition*, (Wardsworth Cengage Learning, 2010), p. 236

if the test is given to the same subject, but different participants, time, and also place.

F. The Technique of Data Collection

The researcher gave the test and treatment to get the data from the students. It was used to see the effect of the method is given. Procedures of the research are:

1. Pre-Test

Pre-test is a test that gave before doing the treatment. Pre-test was given to experimental class and control class. Pre-test uses to see the students' basic knowledge before applying the Student Teams Achievement Division (STAD) technique. The researcher did some steps for pre-test. The steps can be seen below:

- 1) The researcher created the material that will be given
- 2) Next, the researcher gave the material and question to experimental class and control class
- 3) After that, students were given time to answer the question
- 4) The researcher collected the answer sheet
- 5) The last, the researcher checked the answer sheets and counted the students score.

2. Treatment

Treatment is where the researcher teaching by using the method. The researcher provided students with material in the form of text. The ways to teach both classes are in different ways. In experimental class, the researcher used Student Teams Achievement Division (STAD) Technique. Meanwhile, in control class, the researcher used teacher's material.

Here are some steps of Student Teams Achievement Division (STAD), they are:

- 1) Teacher creates the material that would be given for each groups
- 2) Teacher is divided the students into small groups with three to five students for each group
- 3) Teacher gives the different materials for each group, and let them read the text first individually, and after that, they discuss their thought with other members. So, every student in each group thinks the material and shares it.
- 4) Students discuss their material with their group members, and teacher moves around the class to make sure that every student read and understand the text
- 5) After that, each group presents their discussion result in front of the class.

- 6) Finally, each student tries to answer the questions that have been prepared in the text to see how understand they are.

3. Post-Test

Post-test is a test that did after giving the treatment. The test was given to both classes. Post-test is the last test in this research. It means to see whether there is a significant effect or not. In this test, the researcher did a lot of steps. They are:

1. First the researcher prepared a test in the form of text and questions
2. Second, the researcher gave the paper of the test to both experimental and control class.
3. Then, the researcher explained the tips to answer.
4. The students answered the question
5. Next, the researcher collected the answer sheets.
6. The last, the researcher checked the students answer and counted the score.

G. Technique of Data Analyzing

Data was collected after doing tests. It used independent sample t-test to analyze the data. There were two tests that must be done before analyzing the data. They are normality test and homogeneity test.

1. Requirement Test

a. Normality Test

Normality test was way to know whether the data of the research is normal or not. The researcher used Shapiro Wilk. The data was calculated using SPSS V26. It was statistical program for social science that used to analyzed statistic data with computer application. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if $\text{sig} > 0.05$

The distribution is not normal, if $\text{sig} < 0.05$

b. Homogeneity Test

Homogeneity test used to see data from two classes will be same or not different in variant case. Homogeneity test means to know whether control class and experimental class have same variant or not. The researcher used SPSS v.26 with Shapiro Wilk test. Based on the criteria for testing data homogeneity used SPSS v.2, the criteria of acceptance and rejection of homogeneity test are:

If $\text{sig} > 0.05$, the variance is normal

If $\text{sig} < 0.05$, the variance is not normal.

2. Hypothesis Test

Hypothesis testing is a testing process used to test claims or hypotheses about a population based on samples of data collected. The data was collected by pre-test and post-test is analyzed by used

independent sample t-test formula with SPSS v.26. Researchers must made a hypothesis from the data that has been analyzed by looking at the t_{count} and comparing it with the t_{table} . If $t_{\text{count}} > t_{\text{table}}$ means the alternative hypothesis is accepted, while if $t_{\text{count}} < t_{\text{table}}$ means the alternative hypothesis is rejected. By testing the hypothesis, the formulation of the problem was answered based on the decision-making method using data analysis.

CHAPTER IV

THE RESULT OF RESEARCH

This chapter presents the result of the research. It talks about the effect of Student Team Achievement Division (STAD) on exposition text writing ability. The researcher has calculated the data using pre-test and post-test. This study applied quantitative research by using the formulation of t-test to test the hypothesis with using SPSS v.26.

A. Description of Data

1. Data Description of Data before Using Student Team Achievement Division (STAD)

a. The Pre-Test Score of Experimental Class

The researcher took class XI-3 as experimental class. Based on the students' performance in pre-test, the researcher has calculated the students' score as the table below:

Table IV.1
The Score of Experimental Class in Pre-Test

Description	Pre-Test
Total Score	1.416
Highest Score	65
Lowest Score	53
Mean	59.62
Median	59.00
Modus	58
Range	12
Interval	2
Standard deviation	3.122
Variant	9.744

Total score is the total points that got by students, it is 1.416 total of score in pre-test experimental class. The researcher also got

the highest score, the highest score is the largest value in the data. The highest score in this experimental pre-test was 65. While the lowest score, the smallest value in a data sequence. For the lowest score in experimental pre-test was 53. The range in this data was 12, this is the difference between the highest and the lowest score. The interval was 2, this is refer to the width of class intervals used for grouping data. The variant was 9.744, and the std. deviation was 3.122 it means the average students score by 3 points fom the mean score. The mean was 59.62, it means students score around 60. The median 59, it means half of the students score above 59is the score that appears most frequently in data.

From the research that has done by the researcher, the researcher found that the students have limited knowledge of subject, not fluent and still confused to the idea, have many errors of words/idiom that used, still used simple sentence, and on average they still do some errors on spelling and capitalization the words. For more details can be seen on the appendix 9.

Table IV.2
Frequency Distribution of Experimental Class in Pre-test

No.	Interval Class	Frequency	Mid-Points	Percentag es
1	53-54	2	53.5	6.9%
2	55-56	2	55.5	6.9%
3	57-58	6	57.5	20.6%
4	59-60	8	59.5	27.5%
5	61-62	5	61.5	17.2%
6	63-64	4	63.5	13.7%
7	65-66	2	65.5	6.9%
	<i>i</i> = 2	29		99.7%

From the table IV.2, the students' score in class interval between 53-54 was 2 students (6.9%), class interval between 55-56 was 2 students (6.9%), class interval between 57-58 was 6 students (20.6%), class interval between 59-60 was 8 student (27.5%), and class interval between 61-62 was 5 students (17.2%), class interval between 63-64 was 4 students (13.7%), class interval 65-66 was 2 students (6.9%).

Clear description of the data is presented in histogram. The researcher presents them in histogram on the following figure.

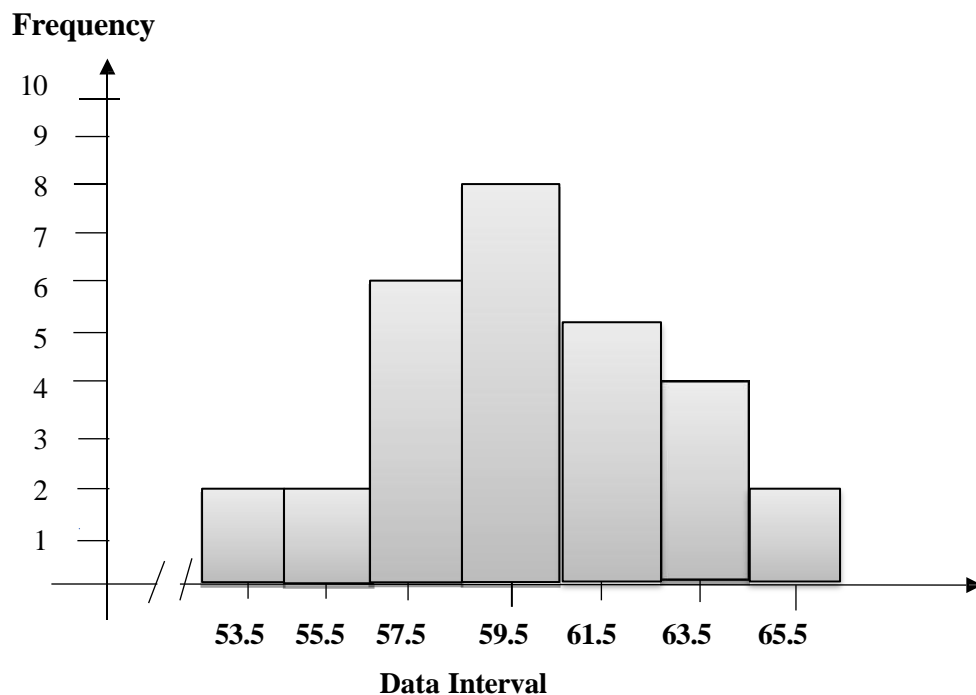


Figure IV.1: Pre-test Histogram of Experimental Class

b. The Pre-Test of Control Class

The researcher took class XI-6 as control class. In pre-test of control class, the researcher calculated the result that has gotten from the students in answering the question. The score of pre-test control class could be seen in the following table:

Table IV.3
The Score of Control Class in Pre-Test

Description	Pre-Test
Total Score	1.810
Highest Score	70
Lowest Score	53
Mean	62.41
Median	63.00
Modus	64
Range	17
Interval	3
Standard deviation	4.563
Variant	20.823

Based on the table IV.3, the total score was 1.810, the high score was 70, and the lowest score was 53. The range in this data was 17, this is the difference between the highest and the lowest score. The interval was 3, this is refer to the width of class intervals used for grouping data. The variant was 20.823, and the std. deviation was 4.563 it means the average students score by 4 points fom the mean score. The mean was 62.41, it means students score around 63. The median 63, it means half of the students score above 63 is the score that appears most frequently in data.

On average, they limited knowledge of subject, mostly relevant to the topic but lack detail, somewhat choppy and confused ideas,

have many errors of words/ idiom that used, used simple sentence, and have many errors of spelling, punctuation, capitalization and paragraphing. It can be seen on the appendix 10.

The calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.4
Frequency Distribution of Control Class in Pre-Test

No.	Interval Class	Frequency	Mid-Points	Precentages
1	53-55	3	54	10.3%
2	56-58	3	57	10.3%
3	59-61	5	60	17.2%
4	62-64	9	63	31%
5	65-67	5	64	17.2%
6	68-70	4	69	13.8%
	<i>i</i> = 3	29		99.8%

From the table IV.4, the students' score in class interval between 53-55 was 3 students (10.3%), class interval between 56-58 was 3 students (10.3%), class interval between 59-61 was 5 students (17.2%), class interval between 62-64 was 9 students (31%), class interval between 65-67 was 5 students (17.2%), and class interval between 68-70 was 4 students (13.8%). In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure.

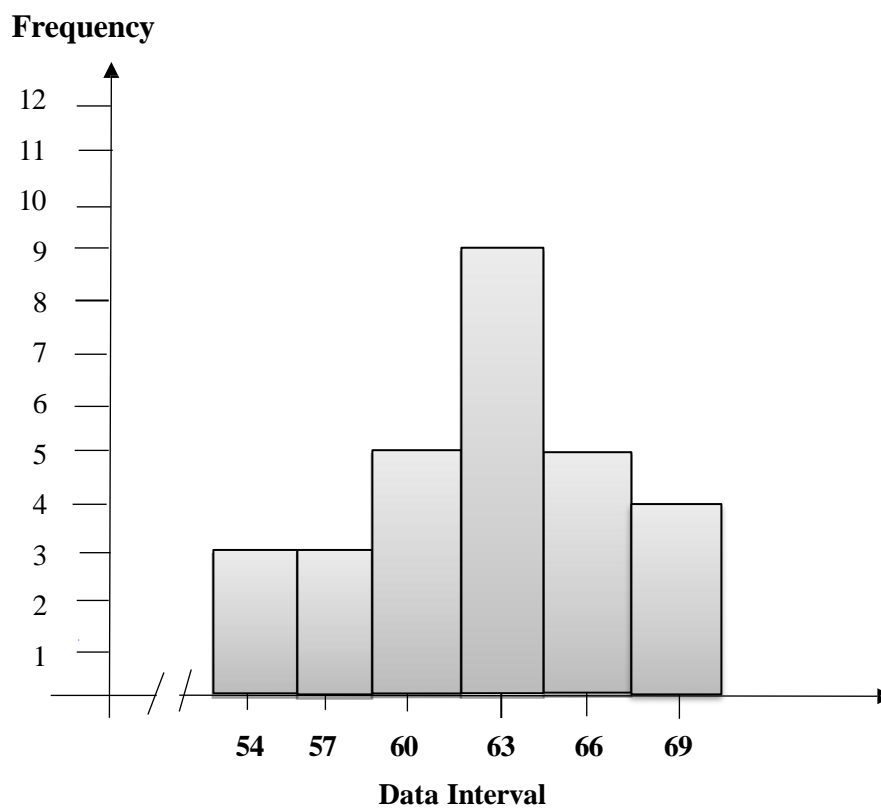


Figure IV.2 the Pre-Test Score of Control Class

2. The Description of Data after Using Student Team Achievement Division (STAD)

a. The Post-Test Score of Experimental Class

The calculation of the result that had been gotten by the students in doing the test after researcher did the treatment by Student Teams Achievement (STAD) method. Look at the following table.

Table IV.5
The Score of Experimental Class in Post-Test

Description	Post-Test
Total Score	2.351
Highest Score	87
Lowest Score	70
Mean	81.17
Median	81.00
Modus	80
Range	17
Interval	3
Standard deviation	4.080
Variant	16.648

Based on the table IV.5, the total score was 2.351, the highest score was 87, the lowest score was 70. The range in this data was 17, this is the difference between the highest and the lowest score. The interval was 3, this is refer to the width of class intervals used for grouping data. The variant was 16.648, and the std. deviation was 4.080 it means the average students score by 4 points fom the mean score. The mean was 81.17, it means students score around 81. The median 81, it means half of the students score above 81 is the score that appears most frequently in data.

After the treatment, the average of them improve their knowledge that mostly relevant to the topic although still lacking in detail, the idea more clearly and fluent expression, still have errors of words/idiom but improved, use an effective complex construction, and still have errors of spelling and punctuation but improve. It can be seen on the appendix 11. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.6
The Score of Experimental class in Post-Test

No.	Interval Class	Frequency	Mid-Points	Precentages
1	70-72	1	71	3.4%
2	73-75	1	74	3.4%
3	76-78	4	77	13.8%
4	79-81	9	80	31%
5	82-84	9	83	31%
6	85-87	5	86	17.2%
	<i>i</i> = 3	29		99.8%

From the table IV.6, the students' score in class interval between 70-72 and 73-75 was 1 student (3.4%), class interval 76-78 was 4 students (13.7%), class interval 79-81 was 9 students (31%), class interval 82-84 was 9 students (31%), and class interval 85-87 was 5 students (17.2%). To get description clearly, the histogram presents on the following figure.

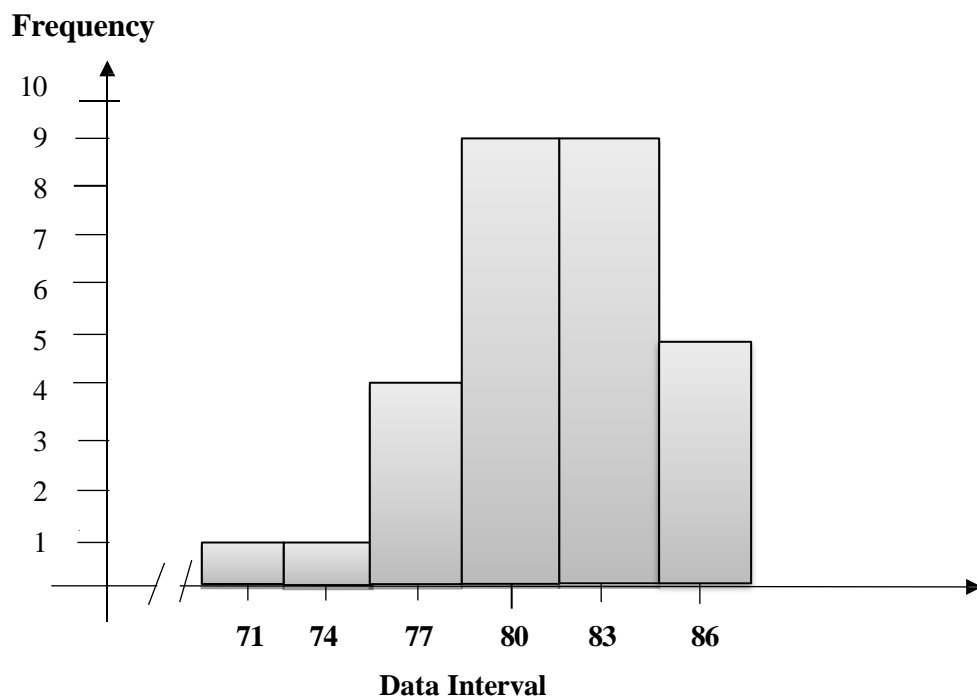


Figure IV.3 the Post-Test of Experimental Class

According to the score in experimental class, this score was obtained after the students' enthusiasm for learning in the group during the treatment.

b. The Post-Test Score of Control Class

In post-test of control class, the researcher calculated the result that has been gotten from the students in answering the question. The score of post-test control class could be seen in the following table.

Table IV.7
The Score of Control Class in Post-Test

Description	Post-Test
Total Score	1.551
Highest Score	60
Lowest Score	45
Mean	55.24
Median	55.00
Modus	55
Range	15
Interval	2
Standard deviation	3.324
Variant	11.047

Based on the table IV.7, the total score was 1.551, the highest score was 60, and the lowest score was 45. The range in this data was 15, this is the difference between the highest and the lowest score. The interval was 2, this is refer to the width of class intervals used for grouping data. The variant was 11.047, and the std. deviation was 3.324 it means the average students score by 3 points from the mean score. The mean was 55.24, it means students score

around 55. The median 55, it means half of the students score above 55 is the score that appears most frequently in data.

After the treatment, the average, they still limited knowledge of the subject, somewhat choppy and main ideas stand out, still have many errors of words/idiom that used, still used simple sentence, and have many errors of spelling, punctuation, capitalization and paragraphing. It can be seen on the appendix 12. Then the calculation of the frequency distribution of the students' score is described in the table as follow.

Table IV.8
Frequency Distribution of Control Class in Post-Test

No.	Interval Class	Frequency	Mid-Points	Precentages
1	49-50	2	49.5	6.9%
2	51-52	2	51.5	6.9%
3	53-54	6	53.5	20.6%
4	55-56	9	55.5	31%
5	57-58	6	57.5	20.6%
6	59-60	4	59.5	13.8%
	<i>i</i> = 2	29		99.8%

From the table IV.8, the students' score in class interval between 49-50 was 2 students (6.9%), class interval between 51-52 was 2 students (6.9%), class interval between 53-54 was 6 students (20.6%), class interval between 55-56 was 9 students (31%), class interval between 57-58 was 6 students (20.6%), class interval between 59-60 was 4 students (13.8%). To get description clearly, the histogram presents on the following figure.

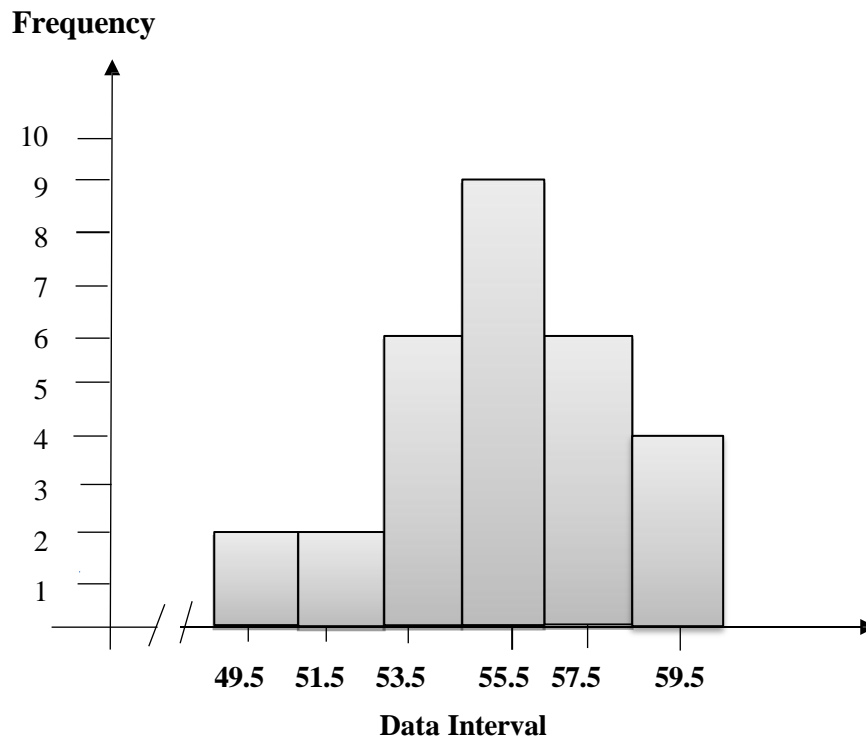


Figure IV.4 The Score of Post-test of Control Class

3. Description of Comparison the Score of Pre-Test and Post-Test

a. The Comparison of Score Pre-test and Post-Test in Control Class

After getting the score of pre-test and post-test in control class, the researcher made the comparison of score in form of table.

Table IV.9
The Comparison of Score of Pre-Test and Post-Test in Control Class

Description	Pre-Test	Post-Test
Total Score	1.810	1.551
Highest Score	70	60
Lowest Score	53	45
Mean	62.41	55.24
Median	63.00	55.00
Modus	64	55
Range	17	15
Interval	3	2
Standard deviation	4.563	3.324
Variant	20.823	11.047

Based on the table IV.9, the researcher found the different between pre-test and post-test in control class, the most of students got the lowest score in pre-test, the score was 53, and in post-test was 49. The highest score in pre-test was 70, and in post-test was 60. It can be concluded the score of students' writing ability was higher in the pre-test than the post-test.

b. The Comparison of Score Pre-Test and Post-Test Experimental Class

After getting the score of pre-test and post-test in experimental class, the researcher made the comparison of score in form of table. The comparison of score of pre-test and post-test in experimental class can be seen in the table below.

Table IV.10
Description of Data for Pre-Test and Post-Test in Experimental Class

Description	Pre-Test	Post-Test
Total Score	1.416	2.351
Highest Score	65	87
Lowest Score	53	70
Mean	59.62	81.17
Median	59.00	81.00
Modus	58	80
Range	12	17
Interval	2	3
Standard deviation	3.122	4.080
Variant	9.744	16.648

Based on the table IV.10, the researcher found the different between pre-test and post-test in experimental class, the most of students got the lowest score in pre-test was 53, and in post-test was 70. The highest score in pre-test was 65, and in post-test was 87. It

can be concluded the score of students' writing ability was improve, because the score was higher in the post -test than the pre-test.

B. Requirement and Hypothesis Test

1. Requirement Test

a. Normality Test

After got the score of pre-test and post-test in experimental class and control class, the researcher calculated the normality test. The normality test in this research used *Shapiro-Wilk*. The data was calculated using SPSS v.26. The result of normality data can be seen in the table below.

Table IV.11
Test of Normality

Class	df	Sig.
Pre-test Experimental	29	,432
Post-test Experimental	29	,068
Pre-test Control	29	,221
Post-test Control	29	,348

In this research, the researcher used Shapiro-Wilk that the test is used for small samples (Less than 100). If the p-value is grater than 0.05, the data is considered normal. So, based on the table test of normality above can be seen that the significances >0.05 .

b. Homogeneity Test

Homogeneity test is conducted to determine whether the variance is homogeneous or not. In calculating the data, researcher used SPSS v.26. The result in calculating the data can be seen in the table below.

Table IV.12
Homogeneity Test of Variance

Result	Levene Statistic	df1	df2	Sig
Based on Median	.613	3	112	.608
Based on Mean	.555	3	112	.646
Based on Adjusted df	.555	3	104.883	
Based on trimmed mean	.604	3	112	.614

From the table IV.12, based on mean of post-test experimental class and post-test control class, sig is .608. Where $.608 > 0.05$. It means that the variances are homogeneous.

2. Hypothesis Test

Based on the result of data analysis requirement test, it can be seen that both classes are normality distributed and have homogeneous variants. Therefore, to test the hypothesis can be done by using independents sample t-test. Researcher used SPSS v.26 application to calculate the hypothesis statistically. The hypothesis that has been tested as follows:

If $H_a : \mu_1 \neq \mu_2$, means there is significant effect of Student Teams Achievement Division (STAD) on exposition text writing ability at the XI grade students of SMA N 4 Padangsidempuan. The researcher presented the data in the table below.

Table IV.13
Independent Sample Test

		F	Sig	t
Students Learning Outcomes	Equal Variances Assumed	125.204	.000	4.973
	Equal Variances not Assumed			4.973

To see whether a researcher is successful or not, it can look at the t_{count} and t_{table} , if $t_{\text{count}} > t_{\text{table}}$, then H_a is accepted and H_0 is rejected. And if $t_{\text{count}} < t_{\text{table}}$, then H_a is rejected and H_0 is accepted. For the hypothesis of this research can be seen from the table above, where t_{count} was 4.973 and t_{table} was 2.770.

C. Discussion of the Result

The researcher discussed the result of this research with the theory that related with Student Teams Achievement Division (STAD). According to Slavin, “Student Teams Achievement Division (STAD) is a good starting point for novice teachers collaborative approach⁴¹. The main idea of STAD is to motivate students, encourage each other and improve the skills of everyone presented by the teacher. It means, this method is simple and suitable for teaching writing, because students motivate each other and help each other to master the subject.

Based on the result of this research, the researcher found that Student Teams Achievement Division (STAD) has the significant effect to taught writing. The researcher discussed the result of this research and compared

⁴¹ Robert E. Slavin, *Cooperative Learning*, 2nd Edition, (MA: Allyn Bacon, 1995)

with related findings. The related findings divided into several categories. The first category is the effect of Student Teams Achievement Division (STAD) on students reading comprehension and reading skill. But in this sub chapter, I will not discuss about this category, I just discuss the writing category.

The second category is the improvement of students' analytical exposition text writing ability. The research done by Sustini⁴², the result of this research showed that Student Teams Achievement Division (STAD) has an effect students' analytical exposition text writing ability. Based on the result of the research, in the first cycle and the second cycle showed that there was an improvement in English learning process. Teacher activity data showed that in cycle I was generally good, but there were several components of the observer's assessment that were still lacking namely ability to manage time less than optimally and not motivating students so that the enthusiasm of students in cycle I was generally still lacking. These shortcomings in cycle I were then corrected in cycle II and the teacher activity in cycle II was better than cycle I.

The third category is the effect of Student Teams Achievement Division (STAD) method and Small Group Discussion (SGD) method on students writing achievement. The research has done by Sinaga et.al.⁴³ This research also showed that Student Teams Achievement Division (STAD) has an effect on students' writing skill.

⁴² Euis Sustini

⁴³ Riandi Sinaga, Sahlan Tampubolon, and Erika Sinambela

Based on two researches above, this research has similarity with them. According to Isjoni, the main core of Student Teams Achievement Division (STAD) method is to explain the material to the students, give the material for each group, every group discuss the material and help each other, the teacher gives quiz style question for each student, and finally each student answer the quiz individually to see their understanding of the material given⁴⁴. The result of this research found that the theory of Slavin and Isjoni have been proven, and Student Teams Achievement Division (STAD) gives significant effect for students' writing ability at the XI grade students. It can be seen from the appendix that shown the score of pre-test and post-test in experimental class. The post-test was higher than the pre-test, which means the students' score after using Student Teams Achievement Division (STAD) method has an effect in writing.

In summary, the researcher found that all the related findings support this research. It can be concluded from the explanation above, that Student Team Achievement Division (STAD) is appropriate in teaching writing to students. It was found that there is significant effect of Student Teams Achievement Division (STAD) to the writing ability in this research, because the hypothesis is accepted. It can be seen that the $t_{count} > t_{table}$ or $4.973 > 2.770$. In post-test, the mean score of experimental class was 81.17, and the mean score of control class was 58.59.

⁴⁴ Isjoni, *Cooperative Learning: Mengembangkan Kemampuan Belajar Berkelompok*, (Bandung: 2013) p. 51

D. The Threats of the Research

There were some threats that faced by the researcher when conducting this research, as follow:

1. Student Teams Achievement Division (STAD) has not used in learning writing in the classroom before. It takes longer time to explain the steps many times and many students did not focus while listening to the teacher, so they did not understand the subject.
2. There researcher found the students' weakness in the class when the writing happened. They rarely try and practice to write.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are:

1. The students' writing ability before using Student Teams Achievement Division (STAD) at XI grade SMAN 4 Padangsidempuan was low. Both of the score still low.
2. After using Student Teams Achievement Division (STAD) method, the score of experimental class was higher than the score of control class. So, after using Student Teams Achievement Division (STAD), the score of experimental class was higher than before.
3. The result research showed that the students' score in the experimental class was higher than the control class. The result proved that t_{count} was higher than t_{table} . So, the hypothesis was accepted. It means Student Teams Achievement Division (STAD) method has an effect on writing exposition text.

B. Implication

Based on the research conducted on "The effect of student teams achievement division (STAD) on exposition text writing ability at the XI Grade students of SMAN 4 Padangsidempuan", the result of this study is Student Teams Achievement Division (STAD) can be a good method use to improve students writing ability. In summary, the use of Student Teams Achievement Division (STAD) during the research can affect to the students writing ability. Therefore,

the Student Teams Achievement Division (STAD) need to be applied continuously in teaching writing and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After finishing the research, the researcher got many information in English teaching and learning. It makes the researcher give some suggestions, as follow:

1. The headmaster of SMAN 4 Padangsidempuan, it can be used to motivate the teachers to teach as well as possible to maximize learning writing process because through this research it was proven that this technique increased students' writing ability especially in analytical exposition text.
2. English teacher, it is hoped to use this method while teaching writing because this method had been proved and can be help the students in understand writing.
3. Students, it is hoped can be useful to improve their writing ability after using the Student Teams Achievement Division (STAD).
4. Next researcher, this research can help the other researcher who will conduct further research in the same topic. It is hoped that other researchers can get many information from this experimental research, even do a comparison between this research to another researcher with the similar variables or factors.

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APPENDIX

CURICULUM VITAE

A. Identity

Name : Frylia Dwi Amanda Hasibuan
NIM : 2020300040
Place and Birthday : Padangsidempuan, 19 April 2002
Gender : Female
Religion : Islam
Address : Sigiring-Giring, Padangsidempuan

B. Parents

Father : Yan Amanda Hasibuan
Mother : Denni Dewi Rambe

C. Educational Background

Elementary School : SDN 200122 Timbangan
Junior High School : SMP N 1 Padangsidempuan
Senior High School : SMAN 4 Padangsidempuan
Collage : UIN Syahada Padangsidempuan

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Control Class

Nama Sekolah	: SMA Negeri 4 Padangsidimpuan
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: XI/2
Topik Pembelajaran	: Analytical Exposition Text
Keterampilan	: Writing
Alokasi Waktu	: 2x 45 Menit

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks, sesuai dengan konteks penggunaannya.

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, unsur kebahasaan teks eksposisi analitis lisan dan tulis.

4.4.2 Menyusun teks eksposisi analitis tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Indikator

3. 4. 1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks eksposisi.

4.5. 1 Mempresentasikan teks eksposisi tertulis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

D. Tujuan Pembelajaran

1. Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis dengan baik dan benar.

2. Peserta didik dapat membuat teks eksposisi analitis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan terkait video yang ditayangkan dengan baik dan benar.

3. Peserta didik dapat mempresentasikan teks eksposisi analitis tertulis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan baik dan benar..

E. Materi Pokok

Materi Analytical Exposition Text

1. Fungsi Sosial

Untuk menyatakan pendapat dan mempengaruhi pembaca dengan argumentasi analitis.

2. Structure Text (gagasan utama dan informasi rinci)

a. Thesis

Introduce the topic, outlines main idea or point of view to be presented.

b. Argument

Provides the evidence (arguments) to support the thesis statement.

c. Conclusion

Restate the position, perhaps with some emphasis.

3. Unsur Kebahasaan

a. Using Relational Process (Relationship between and among leaders, workers, followers, partners, and etc.)

- b. Using Casual Conjunction (ex. Although, in case, as a result, in order, because, despite, and so on).
- c. Using Internal Conjunction (Conjunction that connects arguments between two clauses).
- d. Using simple Tense (Example know, think, see, and so on).

F. Metode Pembelajaran / teknik:

1. Pendekatan : Saintifik
2. Metode : Discussion, Presentation.

G. Media, Alat, Sumber Pembelajaran

1. Slide Presentation
2. Paper
3. Buku Paket Bahasa Inggris Kelas XI K. 13
4. Sumber dari internet

H. Langkah-Langkah Kegiatan Pembelajaran

Tahap Pembelajaran	Kegiatan Pembelajaran	Alokasi Waktu
Pendahuluan	<p>Orientasi</p> <ol style="list-style-type: none"> 1. Peserta didik dan guru melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran. 2. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin. 3. Guru mengecek kebersihan kelas <p>Motivasi</p> <ol style="list-style-type: none"> 1. Guru menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 2. Guru dan peserta didik melakukan ice breaking untuk memberi motivasi dan membuat siswa fokus dalam belajar. 	15 Menit
Kegiatan Inti	Orientasi peserta didik pada masalah	60 menit

	<ol style="list-style-type: none"> 1. Peserta didik mengamati tayangan video mengenai teks eksposisi. 2. Peserta didik bertanya, dan menanggapi terkait informasi dari video tersebut. 3. Peserta didik menganalisis (jenis teks, tujuan, unsur kebahasaan dan struktur teks) dari video tersebut dan menuliskannya pada LKPD. 4. Peserta didik dan guru mendiskusikan fungsi sosial, unsur kebahasaan, dan struktur penulisan dari narrative text dan mengkonfirmasi materi dalam bentuk PPT yang ditayangkan oleh guru. 5. Guru memberi materi berupa teks eksposisi kepada seluruh siswa 6. Peserta didik menganalisis struktur teks, dan unsur kebahasaan, serta informasi yang ada pada teks eksposisi. 7. Guru memberi tugas berupa soal kepada peserta didik terkait teks yang telah diberikan sebelumnya. 8. Peserta didik mengerjakan soal dan mengumpulkannya kepada guru jika telah selesai mengerjakannya. 9. Guru memeriksa hasil kerja peserta didik dan memberikan nilai. 	
Kegiatan Penutup	<ol style="list-style-type: none"> 1. Guru dan peserta didik melakukan refleksi, menyimpulkan materi dan evaluasi proses pembelajaran. 2. Guru memberikan umpan balik proses dan hasil pembelajaran. 3. Guru menginformasikan rencana 	15 Menit

	kegiatan pembelajaran untuk pertemuan berikutnya. 4. Pembelajaran ditutup dengan berdo'a bersama.	
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I. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian
Menyusun Text eksposisi tulis dengan memperhatikan fungsi sosial, struktur teks, and unsur kebahasaan yang benar dan sesuai dengan konteks.	Tes Tertulis

Mengetahui,
English teacher

Padangsidempuan,
Peneliti

Emmy Kholidah Lumbantobing, S. Pd.
NIP. 19760826 200604 2 008

Frylia Dwi Amanda Hasibuan
NIM 20 203 00040

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experimental Class

Nama Sekolah	: SMA N 4 Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/2
Topik Pembelajaran	: Analytical Exposition Text
Keterampilan	: Writing
Alokasi Waktu	: 2 x 45 Menit

H. Kompetensi Inti

- KI 5 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI 6 : Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional.
- KI 7 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 8 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

I. Kompetensi Dasar

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait dengan teks, sesuai dengan konteks penggunaannya.
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, unsur kebahasaan teks eksposisi analitis lisan dan tulis.
- 4.4.2 Menyusun teks eksposisi analitis tulis, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

J. Indikator

- 3.4.1 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dalam teks eksposisi.
- 4.5.1 Mempresentasikan teks eksposisi tertulis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

K. Tujuan Pembelajaran

- 4. Peserta didik dapat menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks eksposisi analitis dengan baik dan benar.
- 5. Peserta didik dapat membuat teks eksposisi analitis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan terkait video yang ditayangkan dengan baik dan benar.
- 6. Peserta didik dapat mempresentasikan teks eksposisi analitis tertulis dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan dengan baik dan benar.

L. Materi Pokok

Materi Teks Eksposisi

4. Fungsi Sosial

Untuk menyatakan pendapat dan mempengaruhi pembaca dengan argumentasi analitis.

5. Structure Text (gagasan utama dan informasi rinci)

d. Thesis

Introduce the topic, outlines main idea or point of view to be presented.

e. Argument

Provides the evidence (arguments) to support the thesis statement.

f. Conclusion

Restate the position, perhaps with some emphasis.

6. Unsur Kebahasaan

e. Using Relational Process (Relationship between and among leaders, workers, followers, partners, and etc.)

f. Using Casual Conjunction (ex. Although, in case, as a result, in order, because, despite, and so on).

g. Using Internal Conjunction (Conjunction that connects arguments between two clauses.

- h. Using simple Tense (Example know, think, see, and so on).
- 4. Example of Exposition Text

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil, and coffee, the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and understorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

M. Metode Pembelajaran / teknik:

- 1. Pendekatan : Saintifik
- 2. Metode : Tanya jawab, diskusi kelompok dan penugasan.
- 3. Teknik : Student Teams Achievement Divisions.

N. Media, Alat, Sumber Pembelajaran

- 5. Slide Presentation
- 6. Paper
- 7. Buku Paket Bahasa Inggris Kelas XI K. 13
- 8. Sumber dari internet

I. Langkah-Langkah Kegiatan Pembelajaran

Teacher's Activity		Students' Activity
Kegiatan Awal/Pendahuluan		
1. Guru membuka kelas dengan salam dan membaca do'a sebelum memulai pembelajaran. 2. Guru mencatat kehadiran siswa 3. Guru memberikan brainstorming kepada peserta didik. 4. Guru menjelaskan tentang tujuan pembelajaran.		10. Berdoa bersama sebelum memulai pembelajaran 11. Peserta didik mendengarkan guru mencatat kehadiran dan mengangkat tangan ketika nama dipanggil. 12. Peserta didik mengikuti instruksi dari guru. 13. Peserta didik mendengarkan penjelasan guru tentang tujuan pembelajaran.
Kegiatan Inti (Student Team Achievement Division)		
1. Guru mulai menyampaikan indikator yang harus dicapai pada hari itu dan memotivasi rasa ingin tahu siswa tentang teks eksposisi.	Class Presentation	1. Peserta didik mendengarkan penjelasan guru mengenai indikator yang harus dicapai pada hari itu. 2. Peserta didik dapat menghubungkan materi yang akan disajikan dengan pengetahuan yang telah dimilikinya dengan persepsi yang diberikan oleh guru.
2. Guru membagi murid dalam beberapa kelompok kecil yang terdiri dari 4-5 siswa per grup. 3. Guru memberikan materi mengenai teks eskposisi sebagai materi yang akan dipelajari.	Group Activity Stage	3. Peserta didik membagi tugas kepada setiap siswa dalam grup. 4. Setiap siswa dalam grup memberikan pemahaman mereka mengenai teks esposisi 5. Peserta didik saling memotivasi, membantu siswa lain yang kurang memahami, and memberikan solusiagar semua member dalam grup

		mengerti tentang teks eksposisi.
4. Guru memberikan lembar tugas untuk setiap siswa untuk mengetes seberapa paham mereka tentang teks eksposisi yang telah di diskusikan bersama dengan kelompok.	Quis	6. Peserta didik menyelesaikan tugas individu mengenai teks eksposisi sesuai dengan apa yang telah mereka diskusikan. 7. Peserta didik menyelesaikan tugas secara individu tanpa bantuan dari siswa lainnya.
5. Guru mengevaluasi dan menghitung serta memberikan skor atas hasil kerja individu yang telah dikerjakan oleh setiap peserta didik. 6. Guru mengumumkan nilai tugas yang telah diselesaikan siswa dan mengembalikan lembar jawaban siswa.	Individual Progress Scores	8. Peserta didik mendengarkan pengumuman skor oleh guru. 9. Peserta didik menerima kembali lembar jawaban mereka dan membandingkan hasil tugas mereka dengan teman satu kelompok.
7. Guru memberikan penghargaan kepada kelompok yang memiliki nilai rata rata tertinggi berupa sertifikat.	Team Recognition	10. Tim yang memiliki nilai rata rata tertinggi menerima penghargaan berupa sertifikat.
Kegiatan Penutup		
1. Guru memberikan kesimpulan tentang teks eksposisi dan menjelaskan apa yang tidak dipahami oleh peserta didik. 2. Guru menutup pembelajaran dengan membaca do'a		1. Peserta didik mendengarkan penjelasan dari guru . 2. Peserta didik mengajukan pertanyaan mengenai hal yang kurang dimengerti berkaitan dengan teks eksposisi. 3. Peserta didik mengucapkan salam kepada guru.

J. Penilaian

Scoring elements	Scale	Quality	Description
Content/Generic Structure of Analytical Exposition (Thesis, Argumentative, Conclusion).	30-27	Excellent to Very Good	Knowledgeable substantive through development to assign topic.
	26-22	Good to Average	Some Knowledge of subject, adequate rang, limited development of thesis, mostly relevant to topic, but lack detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject, non-substantive.
Organization	20-18	Excellent to Very good	Fluent expression, ideas clearly stated.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out.
	13-10	Fair to Poor	Not fluent, ideas confused or disconnected.
	9-7	Very Poor	Does not communicate, no organization.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice and usage but meaning confused or obscured.
			meaning confused or obscured
	13-10	Fair to Poor	Limited range, frequent errors of words/idiom form, choice and usage.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary.
Language Use	25-22	Excellent to Very Good	Effective complex constructions.

	21-19	Good to Average	Effective but simple constructions.
	17-11	Fair to Poor	Major problems in simple/complex constructions.
	10-5	Very Poor	Virtually no mastery of sentence construction rules.
Mechanics	5	Excellent to Very Good	Demonstrates mastery of conventions.
	4	Good to Average	Occasional errors of spelling, punctuation.
	3	Fair to Poor	Frequent errors of spelling, capitalization.
	2	Very Poor	No mastery of convention, dominated by errors of spelling, punctuation, capitalization, and paragraphing.

Mengetahui,
English teacher

Padangsidimpuan,
Peneliti

Emmy Kholidah Lumbantobing, S. Pd.
NIP. 19760826 200604 2 008

Frylia Dwi Amanda Hasibuan
NIM 20 203 00040

APPENDIX 3

Pre-Test (Exposition Text Writing Test)

Nama :

Mata Pelajaran :

Kelas/ Semester :

Question

Read these instructions before doing the test!

1. Write an Exposition Text 3 paragraphs consist of thesis, argumentative, and conclusion.
Choose one of these topics to be described!
 - a. The important of having breakfast.
 - b. The important of using Smart Phone in daily life
2. You have 60 minutes to do your task.

Mengetahui,
Validator

Rahmawati Hasibuan, S. Pd.
NIP. 19690919 199801 2 005

APPENDIX 4

Post-Test (Exposition Text Writing Test)

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : XI/Genap

Question

Read these instructions before doing the test!

1. Write an Exposition Text 3 paragraphs consist of thesis, argumentative, and conclusion.
Choose one of these topics to be described!
 - a. Learning English through music
 - b. The impact of social media in society.
2. You have 60 minutes to do your task.

Mengetahui,
Validator

Rahmawati Hasibuan, S. Pd.
NIP. 19690919 199801 2 005

APPENDIX 5

Form of Construct Validity for Writing Matery Test

I am the one who signed this letter

Name : Rahmawati Hasibuan, S. Pd.

Job : English Teacher

After reading, studying, observing the research instrument in the form of a test that will be used for the teacher entitled: **“The Effect of Students Teams Achievement Division (STAD) on Exposition Text Writing Ability at the XI Grade Students of SMA N 4 Padangsidimpuan”**. Arranged by:

Name : Frylia Dwi Amanda Hasibuan

Reg. Number : 2020300040

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Depatment

Hereby declare the instrument if the test sheet is:

- ☐ Suitable for use to retrieve data
- ☐ Suitable for use to retrieve data with revision requirements
- ☐ Not feasible

Note

.....
.....
.....
.....

With hope the input and assessments that given can be used to complete in obtaining the quality of guidelines for good writing test.

Padangsidimpuan, 2024

Rahmawati Hasibuan, S. Pd.
NIP. 19690919 199801 2 005

APPENDIX 6

Calculation of Statistical Result

A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experimental

Langkah langkah menghitung distribusi frekuensi.

a. Menentukan banyak kelas (K)

$$\begin{aligned} K &= 1+3,3 \log n \\ &= 1+3,3 \log 29 \\ &= 1+3,3 \cdot 1,462 \\ &= 1+ 4,824 \\ &= 5,824 \\ &= 6 \end{aligned}$$

b. Rentang data

$$\begin{aligned} R &= \text{Data terbesar} - \text{data terkecil} \\ &= 65 - 53 \\ &= 12 \end{aligned}$$

c. Menentukan interval

$$\begin{aligned} I &= R/K \\ &= 12/6 \\ &= 2 \end{aligned}$$

Descriptive Statistic

Statistics Pre Test Experimental Class

		Hasil	Kelas
N	Valid	29	29
	Missing	0	0
Mean		59.62	1.00
Std. Error of Mean		.580	.000
Median		59.00	1.00
Mode		58	1
Std. Deviation		3.122	.000
Variance		9.744	.000
Skewness		-.279	
Std. Error of Skewness		.434	.434
Kurtosis		-.058	
Std. Error of Kurtosis		.845	.845
Range		12	0
Minimum		53	1
Maximum		65	1
Sum		1729	29

Hasil

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	2	6.9	6.9	6.9
	55	1	3.4	3.4	10.3
	56	1	3.4	3.4	13.8
	57	1	3.4	3.4	17.2
	58	5	17.2	17.2	34.5
	59	5	17.2	17.2	51.7
	60	3	10.3	10.3	62.1
	61	3	10.3	10.3	72.4
	62	2	6.9	6.9	79.3
	63	3	10.3	10.3	89.7

64	1	3.4	3.4	93.1
65	2	6.9	6.9	100.0
Total	29	100.0	100.0	

B. Perhitungan Distribusi Data Nilai Post-Test Kelas Experimental

Langkah langkah menghitung distribusi frekuensi

a. Menentukan banyak kelas (K)

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 29$$

$$= 1 + 3,3 \cdot 1,462$$

$$= 1 + 5.462 = 6$$

b. Rentang data

$$R = \text{data terbesar} - \text{data terkecil}$$

$$= 87 - 70$$

$$= 17$$

c. Menentukan interval

$$I = R/K$$

$$= 17/6$$

$$= 2,8 = 3$$

Descriptive Statistics

Statistics Post Test Experimental Class

		Hasil	Kelas
N	Valid	29	29
	Missing	0	0
Mean		81.17	1.00
Std. Error of Mean		.758	.000
Median		81.00	1.00
Mode		80 ^a	1
Std. Deviation		4.080	.000
Variance		16.648	.000
Skewness		-.899-	
Std. Error of Skewness		.434	.434
Kurtosis		.842	
Std. Error of Kurtosis		.845	.845
Range		17	0
Minimum		70	1
Maximum		87	1
Sum		2354	29

		Hasil			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	3.4	3.4	3.4
	73	1	3.4	3.4	6.9
	76	3	10.3	10.3	17.2
	78	1	3.4	3.4	20.7
	80	5	17.2	17.2	37.9
	81	4	13.8	13.8	51.7
	82	2	6.9	6.9	58.6
	83	2	6.9	6.9	65.5
	84	5	17.2	17.2	82.8
	85	1	3.4	3.4	86.2
	86	2	6.9	6.9	93.1

87	2	6.9	6.9	100.0
Total	29	100.0	100.0	

C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Kontrol

Langkah-langkah menghitung distribusi frekuensi.

a. Menentukan banyak kelas (K)

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 29$$

$$= 1 + 3,3 \cdot 4,8246$$

$$= 5,8246 = 6$$

b. Rentang data

$$R = \text{data terbesar} - \text{data terkecil}$$

$$= 70 - 53$$

$$= 17$$

c. Menentukan interval

$$I = R/K$$

$$= 17/6$$

$$= 2.8 = 3$$

Descriptive Statistics

Statistics		HASIL	KELAS
N	Valid	29	29
	Missing	0	0
Mean		62.41	1.00
Std. Error of Mean		.847	.000
Median		63.00	1.00
Mode		64	1
Std. Deviation		4.563	.000
Variance		20.823	.000
Skewness		-.211-	
Std. Error of Skewness		.434	.434
Kurtosis		-.647-	
Std. Error of Kurtosis		.845	.845
Range		17	0
Minimum		53	1
Maximum		70	1
Sum		1810	29

HASIL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53	1	3.4	3.4	3.4
	55	2	6.9	6.9	10.3
	57	1	3.4	3.4	13.8
	58	2	6.9	6.9	20.7
	59	3	10.3	10.3	31.0
	60	2	6.9	6.9	37.9
	62	2	6.9	6.9	44.8
	63	2	6.9	6.9	51.7
	64	5	17.2	17.2	69.0
	65	1	3.4	3.4	72.4
	66	3	10.3	10.3	82.8

67	1	3.4	3.4	86.2
68	1	3.4	3.4	89.7
69	1	3.4	3.4	93.1
70	2	6.9	6.9	100.0
Total	29	100.0	100.0	

D. Perhitungan distribusi data nilai post-test kelas kontrol

Langkah langkah menghitung distribusi frekuensi

a. Menentukan banyak kelas (K)

$$K = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log 29$$

$$= 1 + 3,3 . 1, 426$$

$$= 1 + 4,824$$

$$= 5, 824 = 6$$

b. Rentang data

$$R = \text{data terbesar} - \text{data terkecil}$$

$$= 60 - 49 = 11$$

c. Menentukan interval

$$I = R/K$$

$$= 11/6$$

$$= 1.8 = 2$$

Descriptive Statistics

Statistics Post Test Control Class

		Hasil	Kelas
N	Valid	29	29
	Missing	0	0
Mean		55.24	1.00
Std. Error of Mean		.617	.000
Median		55.00	1.00
Mode		55	1
Std. Deviation		3.324	.000
Variance		11.047	.000
Skewness		-.979-	
Std. Error of Skewness		.434	.434
Kurtosis		1.900	
Std. Error of Kurtosis		.845	.845
Range		15	0
Minimum		49	1
Maximum		60	1
Sum		1602	29

		Hasil			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	49	1	3.4	3.4	3.4
	50	1	3.4	3.4	6.9
	51	2	6.9	6.9	13.8
	53	3	10.3	10.3	24.1
	54	3	10.3	10.3	34.5
	55	5	17.2	17.2	51.7
	56	4	13.8	13.8	65.5
	57	2	6.9	6.9	72.4
	58	4	13.8	13.8	86.2
	59	1	3.4	3.4	89.7
	60	3	10.3	10.3	100.0

Total	29	100.0	100.0	
-------	----	-------	-------	--

E. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test Experimenta Class	.129	29	.200	.965	29	.432
Post Test Experimental Class	.180	29	.017	.934	29	.068
Pre Test Control Class	.177	29	.021	.953	29	.221
Post Test Control Class	.093	29	.200	.961	29	.348

F. Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
HASIL	Based on Mean	.613	3	112	.608
	Based on Median	.555	3	112	.646
	Based on Median and with adjusted df	.555	3	104.883	.646
	Based on trimmed mean	.604	3	112	.614

G. Independent Sample Test

Independent Samples Test											
		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	125.204	,000	4.973	114	<.000	<.000	8.534	1.716	11.934	5.135
	Equal variances not assumed			4.973	74.902	<.000	<.000	8.534	1.716	11.953	5.116

APPENDIX 7

Students' Score in Experimental Class

No	XI-3	Experimental Class		
	Name	First Test	Second Test	Comparison
3	FH	53	70	17
17	RM	53	73	20
4	F	55	76	21
5	FP	56	76	20
10	N	57	76	19
13	PPN	58	78	20
15	RRR	58	80	22
21	S	58	80	22
27	TR	58	80	22
28	WR	58	80	22
29	YD	59	80	21
1	AH	59	81	22
20	SNSH	59	81	22
22	SK	59	81	22
23	SMI	59	81	22
25	SKS	60	82	22
8	NS	60	82	22
14	RA	60	83	23
2	APR	61	83	22
26	TRB	61	84	23
11	PR	61	84	23
16	RA	62	84	22
18	RS	62	84	22
24	SRD	63	84	21
19	RF	63	85	22
6	H	63	86	23
7	KL	64	86	22
9	NM	65	87	22
12	PS	65	87	22
Jumlah		1.416	2.351	

APPENDIX 8

Students' Score in Control Class

No	XI-6	Control Class	
	Name	Pre-Test	Post-Test
1	S	53	49
2	CRS	55	50
3	MFA	55	51
4	RKN	57	51
5	AZH	58	53
6	ER	58	53
7	SA	59	53
8	MA	59	54
9	AS	59	54
10	DL	60	54
11	DK	60	55
12	FR	62	55
13	I	62	55
14	RM	63	55
15	AAL	63	55
16	HA	64	56
17	NPA	64	56
18	NS	64	56
19	RA	64	56
20	DAL	64	57
21	AR	65	57
22	ANA	66	58
23	V	66	58
24	K	66	58
25	NIS	67	58
26	NAR	68	59
27	RPS	69	60
28	MAS	70	60
29	ERDB	70	60
Jumlah		1.810	1.551

APPENDIX 9

The Pre-Test Result of Experimental Class

1. The Highest Score

XI - 3.

No. _____ TAJITA RAHIL BIRMANTRA Tgl. _____

The Important of Breakfast

Why is breakfast important? "Breakfast like a king, Lunch like a prince and dine like a pauper" is a well known phrase, but do you follow it? Breakfast is the first meal of the day usually eaten in the morning.

Breakfast provides many benefits to our health. Breakfast provides to body and brain with fuel after an overnight fast - that where its name originates, breaking the fast! Without breakfast you are effectually running on empty, like trying to start the car with no petrol.

In ~~con~~ conclusion, breakfast is use full for ~~continuing~~ Continuing the day with good energy.

GS : 23
O : 16
V : 14
W : 12
M : 2

66

2. The Lowest Score

Nama = FIKEL PRATAMA

Kelas = XI-3

Date : _____

The important of having breakfast

Did you know that the instant food you often consume can damage the organs in your body, and can even trigger various deadly diseases. Therefore, to prevent this from happening, we have to eat healthier foods of foods that do not contain chemical elements.

Apart from that, we also need to pay attention to the cleanliness of the food we are going to eat, whether it is really clean even though the food also contains ~~germs that are~~ chemicals of preservatives. Food also contains germs that we cannot see. However, we can clean or eliminate these germs by washing the food we are going to eat until it is clean.

Healthy food is food that is very important for us to consume, because healthy food contains many benefits for our bodies and we don't have to pay a lot of money to get healthy food, because at a low cost we can get healthy food.

bs : 18
o : 10
v : 12
w : 10
m : 3

55

~~for~~ Not consist
to the instructions!
it's about breakfast.
not healthy food.

APPENDIX 10

The Pre-Test Result of Control Class

1. The Highest Score

Selasa
Date: 21-1-2025.
XI-6

Nama: Emmi Rahma Dani BT

Judul: **PENTINGNYA SARAPAN PAGI.**

Thesis: Eating breakfast is essential for maintaining physical and mental health, improving cognitive function, and boosting productivity throughout the day.

Argumentation: Breakfast is often regarded as the most important meal of the day and for good reason. Consuming a nutritious meal in the morning provides the body with the energy and nutrients necessary to tackle daily tasks.

Firstly, breakfast helps regulate appetite and metabolism. Secondly, breakfast improves cognitive function and concentration.

Conclusion: Breakfast is a crucial component of a healthy lifestyle. By incorporating a healthy lifestyle, balanced morning meal into daily routines, make breakfast a priority to kick-start your day with energy, focus, and vitality.

GS	: 22
O	: 14
V	: 16
W	: 18
M	: 4

74

No. _____
Date: _____

☐ Nama: Saisubhian
☐ his : 16
☐ MPL : B. Inggris

☐ Breakfast positively impacts cognitive function. research indi-
☐ cates that children who eat breakfast exhibit better learning abilities
☐ than those who skip it. breakfast maintains optimal blood sugar
☐ levels, facilitating brain function therefore, breakfast
☐ is essential for physical health, cognitive abilities and
☐ conclusion

☐ In conclusion breakfast is a vital meal that should not be
☐ neglected. Prioritizing breakfast enhances overall mental well
☐ being and productivity. make breakfast a duty for a real
☐ enter more productive life

☐ GS : 13
☐ O : 12
☐ V : 14
☐ Lu : 12
☐ M : 2

53

APPENDIX 11

The Post-Test Result of Experimental Class

1. The Highest Score

NAMA : NADIYAH MAHDALENA
KELAS : XI-3

Post-Test
(Exposition Text Writing Test)

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/Genap

Question
Read these instructions before doing the test!

1. Tulis teks eksposisi minimal 3 paragraf sesuai dengan thesis, argumentation, dan conclusion. Pilih satu dari beberapa topik ini!
 - a. Learning English through music
 - b. The impact of social media in society.
2. Kerjakan dalam 60 menit!

Gr : 26
D : 17
V : 18
Lu : 22
M : 4

b. the impact of social media in society

social media has a significant impact on society, with both positive and negative effects.

one the other hand, social media ~~th~~ can facilitate communication and interaction among people from all over the world, enabling faster and more effective exchange of information and ideas. additionally social media can be used as a tool to promote social awareness and mobilize social action.

on the other hand, social media can also have negative effect, such as increasing the risk of addiction, reducing face-to-face social ~~of~~ interaction, and facilitating the spread of misinformation and hate speech.

overall, the impact of social media on society is complex and depends on how it is ~~used~~ ^{used} the more it is essential for us to use social media ~~to~~ wisely and responsibly and to take steps to mitigate its negative effects.

87

2. The Lowest Score

Nama : Fashu Hidayat Dila
KLS : XI-3

Post-Test
(Exposition Text Writing Test)

Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/Genap

Question

Read these instructions before doing the test!

1. Tulis teks eksposisi minimal 3 paragraf sesuai dengan thesis, argumentation, dan conclusion. Pilih satu dari beberapa topik ini!
 - a. Learning English through music
 - b. The impact of social media in society.
2. Kerjakan dalam 60 menit!

thesis :
Learning english through music and you can slux what learning when osenu expiou as rode to your subert room in learnin learnin

argumentation :
First, I think , learning English through music can improve our vocabulary because we listen and also read the lyrics as well.
Second, It can improve our English because we play the music almost everyday , we memorize the whole music and remember word by word.
as result, music English can improve our English.

65 : 22
0 : 16
V : 9
W : 22
M : 2

70

APPENDIX 12

The Post-Test Result Control Class

1. The Highest Score

[illegible]

2. The Lowest Score

Nama : Salsabillah
kelas : XI-6

No. _____ Tgl. _____

Learning English through Music

Thesis : Music can make learning english more enjoyable and effective.

Argument : vi

1. Improved listening skills
Music can enhanced listening skills in english. helping learners understand sentence structures and vocabulary.
2. Enhanced speaking skills
Singing english song can improve Pronunciation and intonation, making learners more confident in speaking english.
3. Increased Motivation
Music can make learning english more enjoyable, boosting motivation and interest in the language.

Conclusion : in conclusion, music is a valuable tool for learning english. Improving listening, speaking and motivation. By incorporating music into language learning, learners can make the process more enjoyable and effective.

Paragraph bukan point! -

GS : 14
O : 12
V : 12
W : 10
M : 2

50

APPENDIX 13

Documentation

1. Pre-Test Experimental Class



2. Pre-Test Control Class



3. Treatment



4. Post-Test of Experimental Class



5. Post-Test of Control Class





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31 Desember 2024

Lampiran : -

Hal : Riset

Penyelesaian Skripsi

Yth. Kepala SMAN 4 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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Program Studi : Tadris Bahasa Inggris

Alamat : Jl. P. Ali Basa Gg. Melati No 14. Kelurahan Timbangan
Kec. Padangsidimpuan Tenggara

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Students Teams Achievement Division (STAD) on Exposition Text Writing Ability at XI Grade Students of SMAN 4 Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian mulai tanggal 11 Desember 2024 s.d. tanggal 11 Januari 2025 dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan

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**PEMERINTAH PROVINSI SUMATERA UTARA
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Padangsidimpuan

benar telah melaksanakan Riset Penyelesaian Skripsi di SMA Negeri 4 Padangsidimpuan pada tanggal 14 Januari 2025 s.d 18 Februari 2025 dengan judul skripsi :

"The Effect of Students Teams Achievement Division (STAD) on Exposition Text Writing Ability at XI Grade Students of SMAN 4 Padangsidimpuan".

Demikian surat keterangan ini diberikan kepada yang bersangkutan, untuk dapat dipergunakan sebagaimana mestinya.

Padangsidimpuan, 19 Februari 2025

Kepala SMA Negeri 4 Padangsidimpuan

