



**THE EFFECT OF STAD (STUDENTS' TEAM ACHIEVEMENT
DIVISION) METHOD ON STUDENTS' ABILITY
IN WRITING EXPLANATION TEXT AT SECOND GRADE
IN MAN SIPIROK**

A THESIS

*Submitted to the Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Graduate of Education (S.Pd.) in English*

Written by:

**SRI LESTARI
Reg. No. 11 340 0081**

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017**



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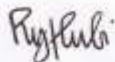
Assalamu 'alaikum wr. wb.

After reading, studying, and giving advice for necessary revise on the thesis belongs to **SRI LESTARI**, entitled **"THE EFFECT OF STAD (Students' Team Achievement Division) METHOD ON STUDENTS' ABILITY IN WRITING EXPLANATION TEXT AT SECOND GRADE IN MAN SIPIROK."** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

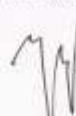
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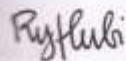

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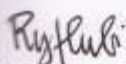
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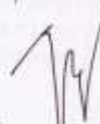
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Division) METHOD ON STUDENTS' ABILITY IN
WRITING EXPLANATION TEXT AT SECOND
GRADE IN MAN SIPIROK**

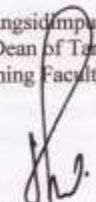
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ABSTRACT

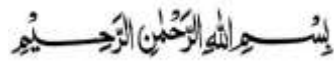
This research focused on the effect of STAD Method on Students' Ability in Writing Explanation text at Second Grade in MAN Sapirok. The students' problems were: 1) Students' writing ability was low; 2) The students were lack to develop their idea to organize a sentence to be a paragraph ; 3) the students are less in vocabulary, structure and grammar mastery. Beside the students' problem, teacher's strategy also became a problem in learning writing explanation text. The teacher still used the conventional strategy in teaching writing explanation text. The purpose of this research was to examine the effect of STAD Method on Students' Writing Explanation Text at Second Grade in MAN Sapirok.

The method was used in this research was experimental research. The population was the second grade in MAN Sapirok. Total population were 3 classes. Two classes were chosen randomly as the sample. They were XI MIA-1 (experimental class) and XI MIA-2 (control class). It was taken after conducting normality and homogeneity test. The data was derived from pre-test and post-test. To measure the data, the researcher used t-test formula.

After analyzing the data, the researcher found that mean score of experimental class after using STAD was higher than control class. Mean score of experimental class before using STAD was 58,3 and mean score after using STAD was 81. Meanwhile, the mean score of control class in pre-test was 54.5 and in post-test was 74. Besides it, the score of t_{count} was bigger than t_{table} ($3.91 > 2.021$). It means that the hypothesis alternative (H_a) was accepted. It was concluded that there was a significant effect of STAD method on students' ability in writing explanation text at Second grade in MAN Sapirok.

Key words: Students' ability, STAD, & Writing Explanation Text

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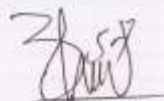
1. My beloved parent (Suparmen and Juminem) and also my big family who have taught me how to be patient, praying and survive with my own hand, who never be tired to give me the advice and always support me in any condition.
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, October 2017
Researcher



SRI LESTARI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of skills among four basic skills in English. It must be mastered by students. Writing is very important role to foreign learners in acquiring English and it is very necessary to be learnt. Actually, writing activity is big influence in many areas in the world such as; working, technology and especially in education area. Therefore, there are some reasons why is writing necessary in education area.

First reason, writing can be used as a tool to transfer knowledge, opinion, and experience from our mind into written form. Writing can be a great tool to help them to combine their experience, knowledge, or opinion. For example, in teaching learning process the students can share their knowledge or experience to other people through their writing.

Second reason, writing is an expression of language that used by the writer to convey idea into form of letter, symbol and word to the readers. It is a tool of writer to communicate information and ideas to the readers in written form too. In the other words, writing is a media of communication between the writer and the reader. For example, the students create a written like; a short story, poetry and others. They can share or publicize their writing into book, journal, and news paper then the reader can read it.

Then, writing can help the students to focus on accurate language use, such as grammar and vocabulary. It becomes well tool to provoke language development of the students because they are thinking when the students are writing. The last, writing can help introvert students because they are difficult to pronounce and to demonstrate their ideas so that they can express their ideas through written form. Moreover, there are some peoples better when they express themselves in writing than any other. In short, the researcher gives the conclusion about the explanation above that writing is an expression language to express our mind into written form and it can be used as tool to transfer knowledge from mind into written form, to express ideas and opinion.

There are many text type that should be mastered by the students and will have to write. The kinds of genre of text such as: Explanation text, Narrative text, spoof text, descriptive text and anecdote text. In writing, we should follow the generic structures of the text including the use of grammar. One of them is explanation text.

The other side, writing is not an easy skill to master. Writing is the hardest among other skills. Jack C. Richards and Willy A. Renandya state that “writing is the most difficult skill for second language learners to master”.¹ In writing, writer does not only write down what in their mind but also how to make the reader easy to understand what they have written, the reader gets the message from their

¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 303.

writing and the writer should make their writing meaningful too. Meanwhile, in writing the students also should possess ability to organize their writing into good parallel of sentences and good arranging paragraph. So, based on the reasons above writing become as the most difficult skill to be learnt among other skills.

Thus, students' ability in writing is still a problem and writing is not satisfied yet in some of schools especially at XI grade MAN Sipirok. Based on interviewed from English teacher in MAN Sipirok. She is Afnidar Triani Pasaribu said that there is some problems owned by students in writing ability. This happened because most of students faced with some difficulties to make a good written. The difficulties were classified into four categories namely; students' writing ability are low, the students are less in vocabulary mastery, they are less in structure and grammar mastery and they are difficult to organize and develop ideas into a good paragraph.

To make students understand writing explanation text, there are some strategies and methods that can be used in teaching and learning process. The strategies of cooperative learning, in cooperative learning there are jigsaw, and STAD (Students Team Achievement Division). Jigsaw is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle. Students team achievement division (STAD) is one of simple cooperative learning method. This method is adaptable to most subject and grade level. This method have some qualities, they are: STAD

can motivate encourage and help each other master skills presented by the teacher, make learning becomes fun and learning material to be easily to understand, a good method to begin for the teacher who are new to cooperative approach.

From the strategies that have mentioned above, the researcher interested STAD method. While, STAD is a cooperative learning strategy that the students are assigned to four member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson. Then, all students take individual quizzes on the material.why researcher choose STAD a method, below:

The first, STAD is to motivate students to encourage and help each other master skills presented by the teacher. They discuss the material together. So, they must help their teammates to learn the material. Student's individual accountability motivates students to do a good job explaining to each other, as the only way for the team to succeed is for all team members to master the information or skills.

The second, STAD make learning becomes fun and learning material to be easily to understand. Students are given the chance to work together in team after learning process, except in quiz. Students are given reward based improvement team score.

The last, STAD is a good method to begin for the teachers who are new to cooperative approach. This method is the general method in class managing

process in certain subject. Here, teachers can use their own matter to complete the lesson.

Based on the explanation above, the writer is interested to do a research that title: **“The Effect of STAD Method on Students’ Ability in Writing Explanation Text at Second Grade in MAN Sapirok”**.

B. Identification of the Problem

Based on the title and background of the problem, the researcher has found many problems on students’ ability writing explanation text at grade XI MAN Sapirok. First, Students’ writing ability are low. Second, students are less in vocabulary mastery. The last, they are less in structure and grammar mastery and they are difficult to organize and develop ideas into a good paragraph. So students cannot write English text correctly. It makes them do not understand about explanation text clearly.

C. Limitation of the Problem

Based on identification of the problem above, the researcher limits the problem about low ability of the students in writing explanation text at grade XI MAN Sapirok. The researcher done the research to find the effect of STAD to students’ writing ability.

D. Formulation of the Problem

In conducting the research, researcher describes the formulation of the problems as follow:

1. How was the students' ability in writing explanation text before using STAD method at grade XI MAN Sapirok ?
2. How was the students' ability in writing explanation text after using STAD method at grade XI MAN Sapirok ?
3. Was there a significant effect of STAD method on students' writing explanation text at grade XI MAN Sapirok ?

E. Purpose of the Research

Based on the formulation of the problem above, researcher determines the purpose of research they are:

1. To describe the students' ability in writing explanation text before using STAD method at grade XI MAN Sapirok.
2. To describe the students' ability in writing explanation text after using STAD method at grade XI MAN Sapirok.
3. To know there is a significant effect of STAD method on students' writing explanation text at grade XI MAN Sapirok

F. Significance of the resarch

The significances of the research are:

1. As an information to headmaster of MAN Sapirok. The headmaster can motivate and give suggestion thr teachers to be a professional so they can improve students ability in English especially writing.

2. As an information to the teachers about ability of their students so they can motivate the students of MAN Sapirok. This research is used as source of teaching writing skill.
3. Next researchers, it can be used as addition reference for same problems especially research in writing.

G. Definition of Operational Variables

There are some term that used in this research, they are:

1. STAD Method (Variabel X)

Students team achievement division (STAD) is one of simple cooperative learning method, That is adaptable to most subject and grade level. This method have some qualities, they are: STAD can motivate encourage and help each other master skills presented by the teacher, make learning becomes fun and learning material to be easily to understand, a good method to begin for the teacher who are new to cooperative approach.

2. Writing Explanation Text (Variabel Y)

Writing Explanation text is process of writing to explain why an object exists as it is or to describe how an object works. It is also to describe the process involved in the formation or working of an object or phenomenon.

H. Outline of the thesis

In this script, the writer organizes the script into five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one is introduction. It consists of seven subtitles. Those are: background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purpose of the research, significant of the research and definition of the operational variables.

Chapter two is theoretical description, which consist of four subtitles. It explains about STAD method, concept of writing, related finding, conceptual framework and hypothesis.

Chapter three is research methodology. It consists of six subtitles. Those are; place and schedule of the research, research design, population and sample, the instrument of collecting data, technique of collecting data and technique analyzing data.

Chapter four is research finding. It consists of three subtitles. Those are: description of data, discussion of the research and limitation of the research.

Chapter five consists of two subtitles, they are conclusion and suggestion.

CHAPTER II

THEORETICAL REVIEW

A. STAD Method

1. Defenition of STAD

Students team achievement division (STAD) is one of simple cooperative learning method. That is adaptable to most subject and grade level. This method have some qualities, they are: STAD can motivate encourage and help each other master skills presented by the teacher, make learning becomes fun and learning material to be easily to understand, a good method to begin for the teacher who are new to cooperative approach.

According to Slavin in STAD student divided to become some group or team, each of group consisted of 4-5 groups.¹ Every team have individual as heterogenic, likes, gender goodness, race, ethnic, and have ability bot so bad and good, until event accumulation of charactersistic different students.

According to Rai, STAD is one of the many strategies in cooperative leraning, which helps promote collaboration and self regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills.

¹ Slavin, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: kencana,2010) p.68

The application every team use spread sheet academic, and to make easy in mastery study can with question answer or discussion between group/team. Thus, to evaluate individual, the teacher will look at of every week, like a group or individual will do best to contribute for its group.

So, STAD is the existence of job in group and the determine group achievement efficacy of individual until every individual in group cannot efficacy with other group. Thus, students must active, creative find source material in teaching learning process.

2. Procedure of STAD Method

Applying of Method STAD consists of the phase- study phase bring student at situation of together and cooperation. Phase of activities of type STAD are:

a. Class presentation

The first teacher must prepare learn in order students can understand about learn as will discussion. Thus, result of study group will presentation in front of class. Presented in class STAD differ of system study group other, which presentation must focus at unit STAD. By this, students must focus with learn will teacher in order students able do evaluation as will give that tasks group or individual.

b. Group team

The special Characteristic of cooperative is group, which based form heterogeneities student in a class likes, gender, religion, tribe, and ability.

Especial Focus team is prepare member to reach good value, because result out for draw up its member to reach for the good value, because result of discussion that will accumulation become group value. So that, every member has responsibility for groups.²

c. Quiz

After teacher invite students to presentation result of discussion of each groups.³ if each groups give quiz to use know, what in a groups any group work as good with look at result quiz every member.

d. Raise value individual

The aim give raise value at member is to give each student about picture of performance students attainment aim of result maximal work have been done by individual or groups. Every student gives point growth as determine based difference of last quiz value. With the quiz value nowadays, every student has same opportunity to render maximal value for groups.

e. Team confession

As confession on team has best value can be given appreciation at present, certificate, and others.⁴

² *Ibid.* p. 75.

³ Agus Suprijono, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012),p. 134.

⁴Tukiran Taniredja at all, *Model- Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011), P.

3. Goals of STAD Method

Based on the background of STAD is one of simplest method of cooperative learning method. So, cooperative learning method is developed to achieve three learning goals. Those are academic achievement, receipt, development of social skills.

Another explanation, the use of STAD method make learning becomes fun and learning material to be easily to understand. Students are given the chance to work together after learning process, except in quiz. Student work in pair in change their answer, to discuss the different of answer. So, every student must master their lesson.

STAD can motivate students to work together in mastering skill that is touch by teacher. They must help each other to get reward. They motivate the other friend do the best work, shows that study is important, valuable and pleasing.

B. Conventional Method

1. Defenition of Conventional Method

Conventional methods are thought to be traditional methods. However, they can be found in a daily teaching practice and other new methods originated from them.⁵ Conventional method is habitual teaching method used

⁵Karolina Lesiak, Teaching English to Adolescent, accessed from <http://www.worldscientificnews.com/wp-content/upload/2015/06/WSN-7-2015-246-260.pdf>, retrieved 8 Mei 2017

by teacher in classroom. The process of teaching is traditional and can make the students boring.

2. Classification of Conventional Method

Conventional method has many teaching method that we can used in teaching and learning process. Conventional method can divide into some method such as: lecturer, project, discuss, problem solving, homework, demonstrations and so on.⁶ From that method, there is the method that is often used by the teacher, such as lecturer method.

1. Definition of Lecturer Method

Lecturer method is a method used by explanation orally to the students.⁷ Lecturer method is one of good conventional method for teaching, because lecturer method is a simple method to teach students in class.

2. Procedure of Lecturer Method

There are some steps in teaching by using lecturer method as follow:

a. Introduction

- 1) Interspersed with humor
- 2) An interesting story or picture
- 3) Give problems

⁶Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: PT, Asdi Maharsya, 2006) p.23

⁷Daryanto, *Strategi dan Tahapan Mengajar*, (Bandung: CV YramaWidya, 2013) p.2

- 4) Asking oral questions
 - 5) Inform the outline of the material
 - 6) Associate the topic with the life of students
 - 7) Explores students' curiosity
 - 8) Inform the goals to be achieved
- b. The material to be conveyed should be in accordance with the outline of the material that has been prepared by noting the following
- 1) Clarity of language
 - 2) Systematic
 - 3) Attention to the participants
 - 4) Using illustration or visualization examples
 - 5) Emphasis is important
 - 6) Goal-oriented
 - 7) Created a pleasant atmosphere
 - 8) Providing feedback⁸

In lecturer method at the end of the learning should be closed with a summary of the subject matter in other the subject matter that has been understood with the students does not forget again.

⁸ *Ibid*

C. Writing

1. Defenition of Writing

Writing is one of the most important skills in language learning besides reading, speaking and listening. Writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of nothing. When students write composition, for example, they are being creative.

According to David Nunan language generated by the students (in speech or writing) is referred as productive. Language directed at the students (in reading and listening) is called receptive.⁹

According to Harry A. Greene and friends: writing is one mean for expressing thought. The effectiveness of thought, and thus of the writing is dependent upon both the natural ability and the experiences of the individual and writing is the stage in which the writer produces a rough draft of the paper. Writing is regarded as a continuous, coordinated performance and a process of immense perceptual, linguistic, and cognitive complexity.¹⁰ It is an extremely complex cognitively in which the writer is required demonstrate control of a number of variable simultaneously.

Fajri also concludes that: writing is a description of language, which is understandable by someone using symbols.¹¹ In other words, writing can be

⁹David Nunan, *Practical English Language Teaching* (New York: Mc Gran Hill, 2003), p.48.

¹⁰ Harry A, Greene and friends, *Developing Language Skills in the Elementary School* (Boston, London, Sydney), p.284.

¹¹ Fajri, *An Analysis of the Students Ability in Writing the Argumentative Essay*. (Unpublished Thesis) UMTS Padangsidimpuan, 2006.

defined as a tool of language describe to someone about messages by using visual writer symbol.

On other hand, According to A.S Hornby, writing is written works of author or person's handwriting.

In addition according to David Nunan says: Writing is both a physical and a mental act.¹² At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one e-mail message typed in to a computer.

Rivers as quoted by Swarbick describes five stages of development which students need to go through in acquiring competence in writing, i.e.: copying, reproduction, recombination, guided writing, and free writing.¹³ In terms of writing process, the content and the medium of the writing may influence it. The processes are planning, drafting, editing and final version or final draft. The steps are important in composing a good writing.

Regarding activities before writing, Brown and Harmer note that the activities include exploring ideas which could be building vocabularies, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. writing should develop cohesion and style which includes connecting ideas, adding details, selecting

¹²David Nunan, *Language Teaching Methodology; A textbook for teachers* (Sydney: Macquarie University, 2000), p.91.

¹³A. Swarbick, *Teaching Modern Language* (London: Longman, 1994), p. 142

the correct verb tense, and writing the first draft.¹⁴ This is not the end of writing. After writing the first draft, it should be edit and revise about the content, form, organization, cohesion and style then grammar. In order to produce a good writing, it could be the fourth or the fifth draft or even more.

Further, writing is powerful process for learning: for describing, synthesizing, analyzing, interpreting, and communicating experience.¹⁵ Writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.

So, based explanation above, the researcher concludes writing is a process where a writer needs his ability in transforms what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

2. Stages in Writing Process

Writing is a product from some proceses. According to Donal Graves there are five-steps of writing process.

1) Prewriting

¹⁴ Brown, D.H, *Teaching By Principle: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), p. 341.

¹⁵ Mary Louise Holly and friends, *Action Research for Teachers* (New Jersey: Columbus, Ohio, 2005), p. 235.

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all ways to generate ideas.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

3) Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You reread paragraphs and move things around

4) Editing

This is the stage where grammar, spelling and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about

mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

5) Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.¹⁶

Based on explanation above, there are some steps in writing. It explain that writing need process, from a word to be a sentence and from a sentence to be a text. The process of writing will make possible to get good written.

3. Purpose of Writing

There must be any purpose of writing. It is imposible if people write with no purpose, although people just write a simple writing. There are some perpose of writing:

¹⁶Andrew, P Jonshon, *Teaching Reading and Writing: A Guide for Tutoring and Remediating Students*, (New York: Rowman & Littlefield Publisher, 2008), p. 179

1) To Inform

The most common writing purpose is to inform what people write in their writing. People often present information in their writing.

2) To Persuade

People sometimes write to make someone do or believe something by giving some reason.

3) To Express

People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.

4) To Entertain

Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.¹⁷

From explanation above, researcher define that writing is has some purposes. It is the reason why writing is one of skill that must be learned and the reason why students must be mastery in writing skill.

4. Writing Assesment

Writing is the skill that has result in the end process. To know the result that get when students writing there must be assess. There are some criteria for writing assessment. There are:

- 1) Grammar, is the part of study of language which deals with forms and structure of words.
- 2) Vocabulary is defined as an interrelated group of non-vebal system symbols, sign, and gesture.
- 3) Mechanics, the criteria is talk about pronounciation and spelling of the writing.

¹⁷ James A Reinking , Andrew W. Hart, *Strategies for Succesful Writing*, (New Jersey: Prentice-Hall, 1986), p. 4

- 4) Fluency, in fluency of writing must be consintence between choice of stuctures with vocabulary and also both of them must be appropriate.
- 5) Form, is one of the main assessments in writing ability. ¹⁸This criterion is identifined introduction, body, and conclusion of writing task.

D. Explanation Text

1. Definition of Explanation Text

Explanation text is to explain why an object exist as it or to describe how an object works. It is also to describe the process involved in the information or working of an object or phenomenon.¹⁹ Gerot and Wignell states that: “ explanation text is to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

According Otong Setiawan Djuharie:

Text explanations is explain to process a certain there/formed, or discuss a theory, phenomenon, ideology and matter bestial with nature phenomenon.²⁰ Text explanation also can be used to describe or explain function from a thing or tool.

An explanation was often inderpinned by an understanding that is represented by diffrent media such as music, text, and graphics. Thus explanation was subjected to interpretation, amd discussion. In sintific research, explanation is one of the purposee of research, e.g., exploration and

¹⁸ Arthur Hughes, *Testing for language Teachers*, (London: Cambridge Uneversity Press, 2003

¹⁹Pardiyono, *Teaching Genre-Based Writing*(Yogyakarta: Sndi Offset, 2007),p.155.

²⁰ Otong Setiawan Djuharie, *Genre* (Bandung: Yrama Widya, 2007),p.28

discription. Explanation is a way to uncover new knowledge, and to report relationship among different aspects of studied phenomena.

George E. Wishon & Julia M. Burks in book Let's Write English stated the paragraph of explanation is often used to explain a process or proceudre, or to give directions or instructions. Explaining was an important part of writing. The paragraph explaining a process or procedure , in simple terms, a how to do paragraph. It explained how to perform some action or how to make something.

To write explanation text, there is some considerations which should be care suggested by pardiyono as states in the table below:

Table 1
Text Element of Explanation Text

Text Element	Fuction
General statement about a particular topic to be explained	Content a general statement about a topic will be explained, the places process, the happened process and the formed process. Must Brief character, interesting and clear, which be able to stimulate interest of the readers in detail.
Sequence of explanation that describe the process, the formation, the involment, etc	In detail about explanation of the place process, the happened process,or the formation process. It very relative to answer the quetion :how” which the answer as statement or declarative sentence. (question answer as “how” which as interactive sentence in genre procedure) Grammatical patterns: - Many using declarative sentence (positive or negative) in present tense form. - The using of verbs of being, verbs of

	having and verbs of doing, for instance: go down, digest, lead, and skill.
Closing (optional)	Content the conclusion or statement about has just expalined.

2. Purposes of Explanation Text

In general, text explanation is very effective to explain to how process a phenomenon happens, or explain about existancea phenomenon.

explanation text is one of the purposes of research, e.g., exploration and discription. Explanation is a way to uncover new knowledge, and to report relathionship among different aspects of studied phenomena.

3. Example of Explanation Text

The following paragraph is example of explanation text:

Table 2
Tsunami

Text Organization	Example
A general Statement	A tsunami is a very large sea wave that is generated by a disturbance along the ocean floor. This disturbance can be an earthquake, a landslide, or a volcanic eruption. A tsunami is undetectable far out in the ocean, but once it reaches shallow water, this fast-traveling wave grows very large.
Squence of explanation	Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful water waves at the ocean surface. The ocean waves spread out from the vicinity of the earthquake

	source and move across the ocean until they reach the coastline, where their height increases as they reach the continental shelf, the part of the Earth's crust that slopes, or rises, from the ocean floor up to the land.
Closing	Tsunamis wash ashore with often disastrous effects such as severe flooding, loss of lives due to drowning, and damage to property.

E. Review of Related Findings

There are some related findings in to this research. Many people had done research about English. These related findings discuss about strategy and method in English, like STAD method, Then discuss about writing, Clearly, these are some research:

The first thesis is written by Safrina matumona. In research, she got mean score of pre-test 62.7 in experimental classs and 61 in control class. The signifivant effect was provide by students' post test mean score 77.02 of the experimental class which was treated by STAD method which was greated than the post test mean score (73.75) of the control class which was not treated by STAD method. The result of statistical hyphotesis test on the level of significant 5% found that $t_{\text{value}} > t_{\text{table}}$ ($34.67 > 2.000$). Thus H_0 was rejected and H_1 was

accepted. It means that there was a positive effect of using STAD method toward students' skill in writing explanation text.²¹

The second a thesis written by Mei Setya. This research designed was expeerimental research. The researcher found the result of this research in pre-test mean score of experimental and ccontrol class were 65 and 62.2. in post-test, mean score of experimental and control class were 78 and 70 the calculation of $t_{\text{count}} > t_{\text{table}}$ ($4.80 > 1.68$). it means using STAD is better than conventional method.²²

The third Rukiah research. She conclude that there was significant effect of using STAD Method on writing narrative text. It was seen from the result of t_{count} and t_{table} ($3.05 > 2.02$). the mean score of experimental and control class ($74.5 > 70.54$). Therefore, students writing achievement by using STAD method was better than conventional strategy.²³

In conclusion above, the researcher interest to make the research about “the Effect of STAD Method on Students Ability in writing explanation text at second grade in MAN Sipirok.

²¹ Sefrina Matumona, “The Comparative Study Between Student Teams Achievement Division (STAD) and Cooperative Integrated Reading and Composition (CIRC) Methods of Students' Reading Ability in Narrative Text at Grade viii of SMPN 4 Padangsidimpuan,(*Unpublished Thesis*) IAIN Padangsidimpuan 2015.

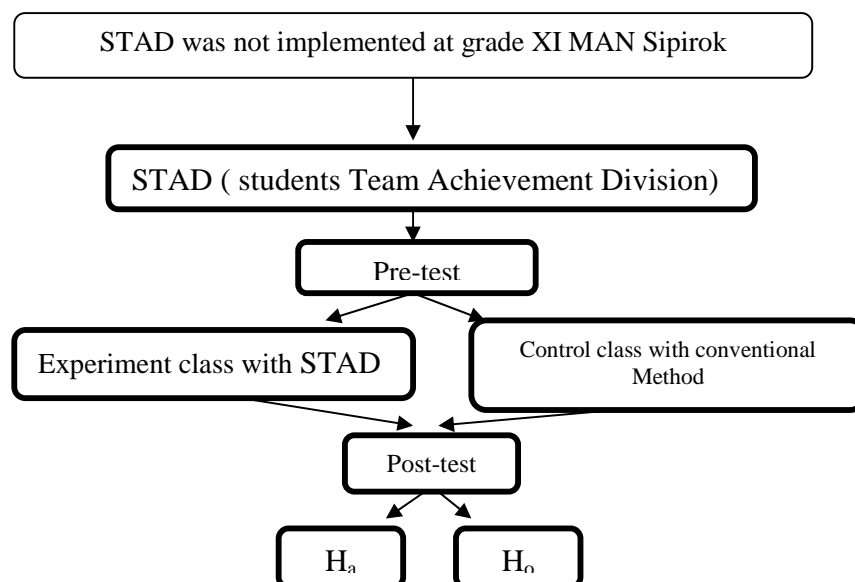
²² Mei Setya, “The Ability of the Eight Grade Students of SMP Negeri 3 Padangsidimpuan in Mastering Explanation Text. (*Unpublished script*, 2009)

²³ Rukiah,”The Effect of STAD Cooperative Learning on Student's Writing Achievements in Narrative text at first grade in MAN Siabu.(*Unpublished Thesis*) IAIN Padangsidimpuan 2009.

F. Conceptual Framework

The successful of writing ability depend on many factors. One of them is how the teacher teach English to the students. The suitable method is very important to teach writing explanation text ability. Writing explanation text is to explain why an object exists as it or to describe how an object works. It is also to describe the process involved in the information or working of an object or phenomenon.

However, it becomes main manifestation of the researcher. As the framework for this research is if we study competitively and individually, we will be effective and this method is one way to motivate the students to do the best, and give them freedom to look for their ability distance. The relation of STAD cooperative in writing explanation text can be seen as follow :



G. Hypothesis

Based on the explanation above the researcher formulated hypothesis of the research is “There is the significant effect Students achievement by using STAD is significantly than conventional strategy on writing explanation text in MAN Sapirok.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Place and Time of the Research

This research will be done at MAN Sapirok. It is located at Jl Simangambat kelurahan Bunga Bondar.kec.Sapirok Kab.Tapanuli selatan. The schedule of this research is from August 2017 up to September 2017.

B. Research Design

The researcher uses two classes in this research. One of the class was taught by using STAD and called as experimental class, meanwhile the other class was taught by conventional method and called as control class.

Table 1
Table of Research Design

Class	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control class	√	×	√

C. Population and Sample

1. Population

The population of the research is XI grade MAN Sapirok. It consist of 3 classes with 89 students. It can be seen in the following table:

Tabel 2
The population of the grade XI of MAN Sipirok

No.	Classroom	Male	Female	Amount
1.	XI.1	14	16	30
2.	XI.2	15	17	31
3.	XI.3	11	17	28
Total Number				89

Source : School Administration Data of MAN Sipirok

2. Sample

The researcher choose two classes as a sample. They are divided into experiment class and control class. The researcher used cluster sampling to take the sample. Considering to what Creswell say that:

Cluster sampling is ideal when it is impossible or impractical to comply a list of elements composing the population. A single stage sampling procedure is one in which the researcher has access to names in the population and can sample the people directly. In a multistage, clustering procedure the researcher first samples groups or cluster. Obtains name of individuals within groups or cluster and then samples within the cluster.¹

So the researcher took two classes as a sample of the research they were; XI MIA-1 which consist of 31 students and XI MIA-2 which consists of 28

¹ John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Method Approaches-Second Edition* (USA: Sage Publication inc,2003,p.156)

students. The total of the sample were 59 students. To determine appropriate sample, it was tested by using normality and homogeneity test, as follow:

a. Normality Test

Normality test is used to know the whether the test of data research is normal or not. In normality test, the data can be tested whit Chi-quadrade:

$$x^2 = \sum \left(\frac{f_0 - f_b}{f_h} \right)^2$$

Where :

x^2 = Chi-quadrade

f_0 = Frequency is gotten from the sample is image/result of observation (questioner)

f_h = frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate result of Chi-quadrade, it was used significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk = k-3). If result $x^2_{\text{count}} < x^2_{\text{table}}$, it can be concluded that data is distributed normal.

Based on the calculation the normality test in pre test, the researcher found that there were two classes that classified normal. They were: XI MIA 1 with degree of freedom (dk) = 6-1=5 (1.86<11.070) and XI MIA 2 with degree of freedom (dk) =6-1=5 (5,26<11.070).

b. Homogeneity Test

Homogeneity test is used to find homogeneity of the variances of each class. If the both of classes are same, it is can be called homogeneous. To test it, researcher use formula as follow:

$$F = \frac{\text{the biggest variant}}{\text{thesmallest variant}}$$

Where:

n_1 = Total of the data that bigger variant

n_2 = Total of the data that smaller variant

Based on explanation above, the researcher had given pre test to know wheter the samples are homogeneous and normal or not. After calculating the data, the researcher had found that both of two classes (XI MIA 1 and XI MIA 2), (see appendix 5 and 6). In this research, reseracher choose XI MIA 1 as experimental class and it class consisted of 31 students whereas XI MIA 2 as control class and it consisted of 28 students.

So total sampel of the research were 59 students. It can be seen from the table bellow:

Table 3
Sample of the research

Sample	Class	Total
Experimental Class	XI MIA 1	31
Control Class	XI MIA 2	28
Total		59

D. Instrument of Data Collecting

Instrument is a tool that can be used by the researcher to collect the valid and reliable data. In this research, the researcher used achievement test. This test included the cognitive test. Achievement test measure the current status of individuals on school-taught subject. Standardized achievement test are available for individual curriculum areas such as writing.²

From explanation in chapter II writing assesment or writing test there are five aspects. There are grammar, vocabulary, mechanic, fluency and form. The function of the test is to measure students in writing. In arranging the test, researcher follows, the indicator writing:

² L.R. Gay and Peter Airasian, , *Educational Research for Analysis and Application....* p. 154.

Tabel 6
Indicators of Writing Score

Aspect	Indicators	Score
Grammar	Few if any noticeable errors of grammar or word order	6
	Some errors of grammar or word which do not however, interfere with comprehension	5
	Errors of grammar or word order fairly frequent occasional re-reading necessary for full comprehension	4
	Errors of grammar of word order frequent; efforts of interpretation sometimes required an reader's part	3
	Errors of grammar or word order very frequent; reader often has to rely on own interpretation	2
	Errors of grammar or word order so severe as to make comprehension virtually impossible	1
Vocabulary	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	6
	Occasional uses in appropriate terms or relies in circumlocution; expression or ideas hardly impaired	5
	Uses writing or inappropriate word fairly frequently expression of ideas may be limited because of in adequate vocabulary	4
	Limited vocabulary and frequent errors clearly hinder expression of ideas	3
	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	2
	Vocabulary limitations so extreme as to make comprehension virtually impossible	1
Mechanics	Few if any noticeable lapses in punctuation or spelling	6
	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	5
	Errors in punctuation or spelling fairly frequent occasional re-reading necessary for full comprehension	4
	Frequent error in spelling or punctuation sometime to obscurity	3
	Errors in spelling or punctuation so frequent so frequent that reader must often rely on own interpretations	2
	Errors in spelling or punctuation so severe as to make comprehension virtually impossible	1
Fluency	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	6

	Occasional lack of consistency in choice of structures and vocabulary which does not	5
	Patchy with some structures or vocabulary items noticeable inappropriate to general style	4
	Structure of vocabulary items sometimes not only in appropriate but also misuses little sense of ease of Communications	3
	Communication often impaired by completely inappropriate or misused structures or vocabulary items.	2
	A 'hotch – potch ' of half learned misused structures and vocabulary items rendering communication almost impossible	1
Form	Highly organized clear progression of ideas well linked: like educated native writer	6
	Material well organized linked could occasionally be clearly but communication not impaired	5
	Some lack of organization re-reading required for clarification of ideas	4
	Little or no attempt at connectivity through reader can deduce some organization	3
	Individually ideas may be clear, but very difficult to deduce connection between them.	2
	Lack of organization so severe that communication is seriously impaired ³	1

Tabel 7
Score of Writing

No	Indicators	Score
1	Grammar	20
2	Vocabulary	20
3	Mechanics	20
4	Fluency	20
5	Form organization	20
	Total of Score	100

³ Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.

E. The Procedures of Research

To collect the data, the researcher uses test to students. The kind of the test is essay test. The test divided into two kind : pre test and post test. The procedure as below:

1. Pre test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of STAD conventional teaching before the writer gave treatment. In this case, the writer hoped that the whole students' speaking ability was same, or if there was a difference was hopefully not significant.

2. Treatment

The experimental group and the control group were given same material, which was consisted of communication aspects that will be taught by the teacher in different ways. The experimental group was given treatment, it was taught by using STAD method and the control group was taught by the conventional method.

3. Post Test

After giving treatment, both of the classes again are given the final test in order to measure their speaking achievement. This test is used for investigating the difference of speaking achievement between the group STAD class and control class. Index which is resulted after t-test will determine the admission or the rejection of the hypotheses.

F. Technique of Data Analyzing

1. Requirement Test

a. Normality Test

To know the normality, the researcher use *Chi-Quadrate* formula.

The formula is as follow:

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from the sample/result of observation (questioner).

f_h = Frequency is gotten from the sample as image from frequency is hoped from the population.

To calculate the result of Chi-Quadrate, it used significant level 5% (0,05) and degree of freedom as big as total of frequency was lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$. So, it could be concluded that data was distributed normal.

b. Homogeneity Test

To find the homogeneity, the researcher use *Harley test*. The formula is as follow:

$$F = \frac{\text{thebiggestvariant}}{\text{thesmallestvariant}}$$

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F_{\frac{1}{2}}^{\alpha}(n_1-1, (n_2-1))$, while if

$$F_{\text{count}} > F_{\text{table}}$$

Hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk denominator is (n_2-1) .

c. Hypothesis Test

$$T_1 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

T : The value which the statistical significance.

M_1 : The average score of the experimental class.

M_2 : The average score of control class.

X_1^2 : Deviation of experimental class.

X_2^2 : Deviation of control class.

n_1 : Number of experimental.

n_2 : Number of control.

CHAPTER IV

RESEARCH RESULT

As mentioned in earlier chapter, in order to evaluate the effect of stad method on students ability in writing explanation text, the researcher has calculated the data using pre test and post test. The researcher used the formulation of T-test to test the hypothesis. Next, researcher described the data as follow:

A. Description of Data

1. Description Data before Using STAD Method

The pre-test scores obtained before teaching in experimental class and control class is as follows:

a. Score of pre-test Experimental Class

The score of pre test in experimental class before teaching is as follows:

Table 8
The Score of Experimental Class in Pre-test

Total	1735
Highest score	80
Lowest score	30
Mean	58.3
Median	56.62
Modus	56.94
Range	50
Interval	7
Standard deviation	12.4
Variant	160.69

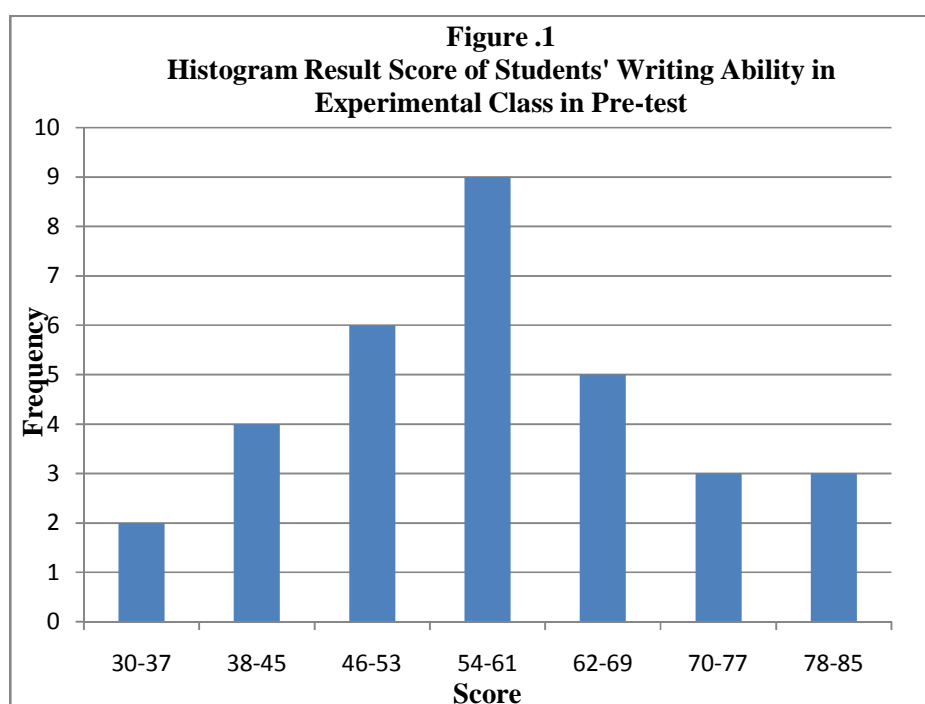
Based on students' answers in pre-test the researcher has calculated the students' score. The total score of experimental class in pre-test was 1735, mean score was 58.3, median was 56.62, modus was 56.94, range was 50, interval was 7, standard deviation was 12.4 and variant was 160.69. The researcher got the highest

score was 80 and the lowest score was 30. The calculation of how to get it could be seen in appendix 5 and 6

Then, the calculation of the frequency distribution of the students' score in experimental class can be applied into table frequency distribution as follow.

Table 9
Frequency Distribution of Experimental Class (Pre-test)

No	Interval	Frequency	Percentages
1	30 – 37	2	6.45%
2	38 – 45	4	12.90%
3	46 – 53	6	19.35%
4	54 – 61	9	29.03%
5	62 – 69	5	16.6%
6	70 – 77	3	9.67%
7	78-85	2	6.45%
<i>i=7</i>		31	100%



Based on the figure above, the frequency of students' score from 30 up to 37 was 2 ; 38 – 45 was 4; 46 up to 53 was 6; 54 up to 61 was 9; 62 up to 69 was 5; 70 up to 77 was 3.78 up to 85 was 2. The histogram shows that the highest interval (78 - 85) was 2 students and the lowest interval (30-37) was 2 students.

b. Score of Pre Test Control Class

The score of pre test in control class before teaching is as follow:

Table 10
The Score of Control Class in Pre-Test

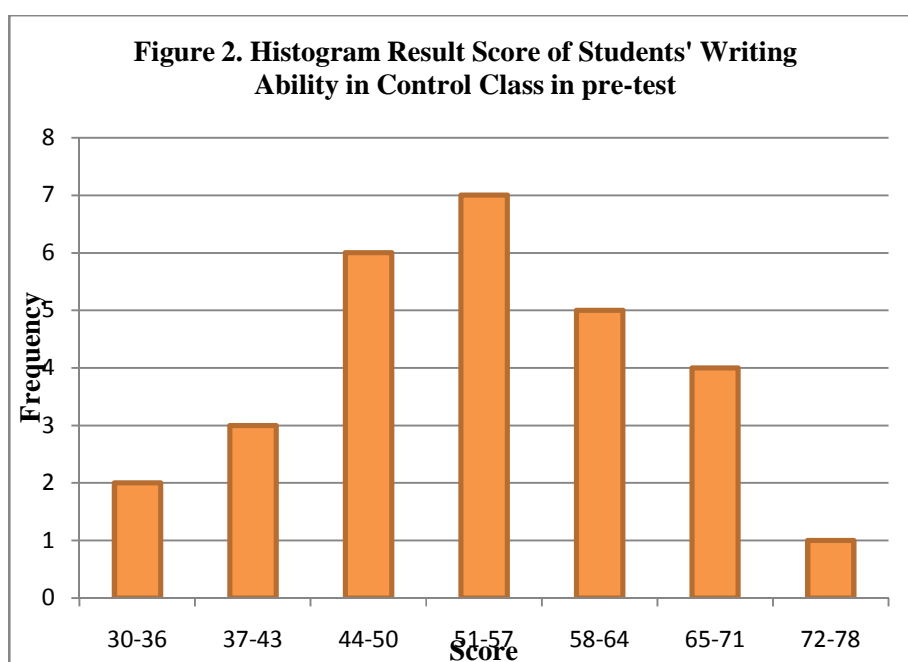
Total	1498
Highest score	78
Lowest score	30
Mean	54.5
Median	53.51
Modus	52.81
Range	48
Interval	7
Standard deviation	10.71
Variant	131.14

In pre-test of control class, the researcher calculated the result that had been gotten from the students answering in test. Total score of control class in pre-test was 1498, mean score was 54.5, standard deviation was 10.71, variant was 131.14, range was 48, interval was 7, median was 53.51 and modus was 52.81. The researcher got the highest score was 78 and the lowest score was 30. It can be seen on appendix 5 and 6.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Control Class (Pre-Test)

No	Interval	Frequency	Percentages
1.	30 – 36	2	7.1%
2.	37 – 43	3	10.71%
3.	44 – 50	6	21.42%
4.	51 – 57	7	33.33%
5.	58 – 64	5	17.8%
6.	65 – 71	4	14.28%
7.	72 – 78	1	3.57%
<i>i = 7</i>		28	100%



Based on the figure above, the frequency of students' score from 30 up to 36 was 2; 37 up to 43 was 3; 44 up to 50 was 6; 51 up to 57 was 7; 58 up to 64 was 5; 65 up to 71 was 4. 72 up to 78 was 1.

2. Description Data after using STAD Method

1. Score of Post-test Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher did

the treatment by using genre based language teaching. The score of post-test experimental class can be seen in the following table:

Table 12
The Score of Experimental Class in Post Test

Total	2379
Highest score	90
Lowest score	62
Mean	81
Median	77.9
Modus	79.5
Range	28
Interval	5
Standard deviation	6.91
Variant	48.99

The calculation of the result that had been gotten by the students answering in question (test) after the researcher did the treatment by using pictures set technique. Total score of experiment class in post-test was 2379, mean score was 81, standard deviation was 6.91, variant was 48.99, median was 77.9, range was 28, modus was 79.5 and interval was 5. The students' highest score was 90 and the lowest score was 62. It can be seen on appendix 7

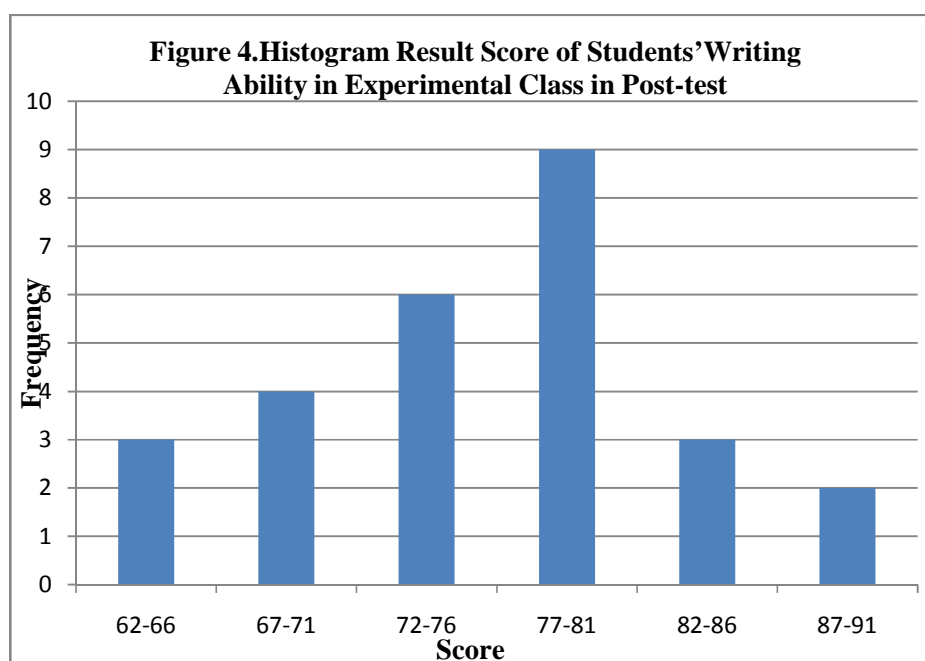
Based on the table above the calculation of the frequency distribution of the students' score of experiment class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentage
1	62 - 66	3	9.67%
2	67 - 71	4	12.90%
3	72 - 76	5	19.35%
4	77 - 81	6	29.03%
5	82 - 86	7	22.58%

6	87 - 91	2	6.4%
	$i = 5$	31	100%

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 62 up to 66 was 3; 67 up to 71 was 4; 72 up to 76 was 6; 77 up to 81 was 9; 82 up to 86 was 7; 87 up to 91 was 2. Then, the interval which had highest frequency was 87 up to 91 was 2 students and the lowest interval 62 up to 66 was 2 students.

2. Score of Post test Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in answering the question (test) after the researcher taught the

writing explanation text by using conventional strategy. The score of post-test control class can be seen in the following table:

Table 14
The Score of Control Class in Post-Test

Total	2012
Highest score	84
Lowest score	55
Mean	74
Median	71
Modus	71.15
Range	29
Interval	5
Standard deviation	76.5
Variant	59.31

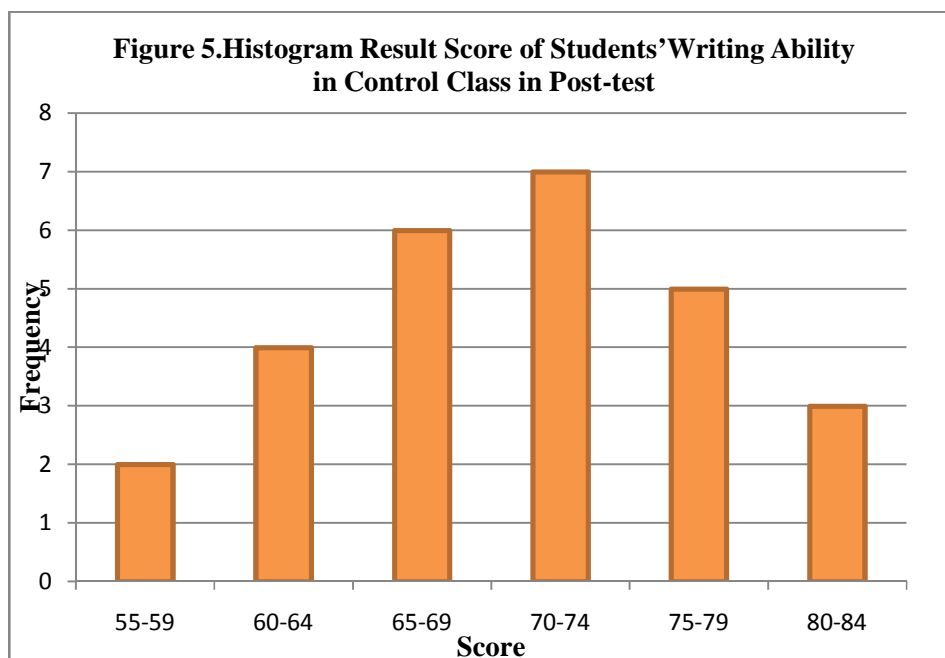
The result that had been gotten by the students in answering the question (test) after the researcher taught the writing by using conventional strategy. The total score of control class in post-test was 2012, mean was 74, standard deviation was 76.5, variant was 59.31, median was 71, range was 29, modus was 71.5 and interval was 5. The researcher got the highest score was 84 and the lowest score was 55. It can be seen on appendix 8.

Then, the computed of the frequency distribution of the students' score of control class can be applied into table frequency distribution as following:

Table 15
Frequency Distribution of Students' Score

No	Interval	Frequency	Percentages
1.	55-59	2	7.147%
2.	60-64	4	14.2%
3.	65-69	6	21.2%
4.	70-74	7	25%
5.	75-79	5	17.8%
6.	80-84	4	14.2%
		28	100%

For the clear description of the data, the researcher presents them in histogram on the following figure:



Based on the figure above, the frequency of students' score from 55 up to 59 was 2; 60 up to 64 was 4; 65 up to 69 was 6; 70 up to 74 was 7; 75 up to 79 was 5; 80 up to 84 was 4.

3. Description of comparison Score of Pre-test and Post-test

a. Comparison score of Pre-test and Post-test in Experimental Class

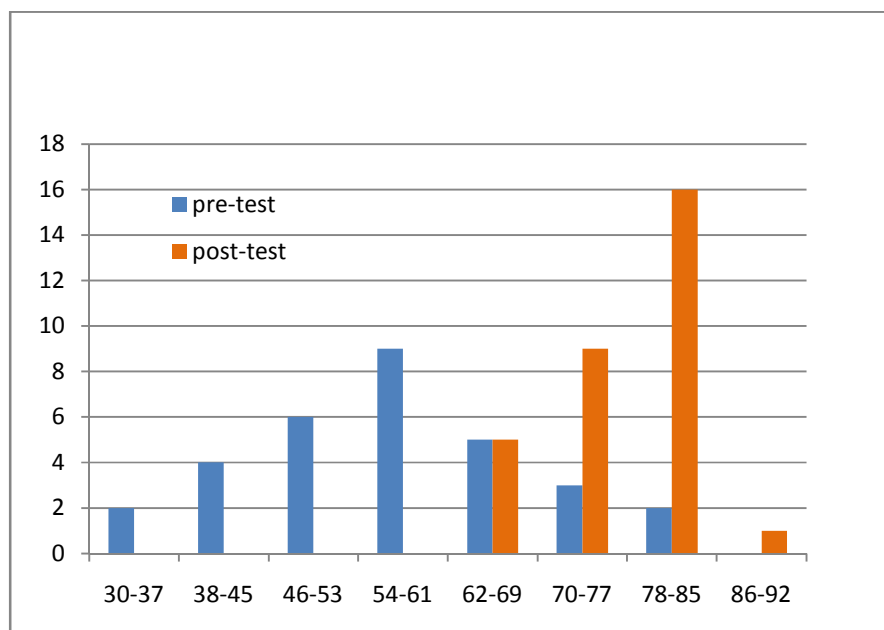
Based on students' answers in experimental of pre-test and post-test has calculated the students' score and most of students both of classes were low in writing. Experimental class consisted of 31 students (X MIA-1). The lowest score in Pre-test was 30 whereas the highest score was 80 and the lowest score in Post-test was 62 whereas the highest score was 90. It can be seen following table below:

Table 16

**Comparison Score of students Writing Ability in Pre-test and Post-test
(Experimental and Control Class)**

No	Initial Name	Result Pre-Test of Experimental class	Initial Name	Result Post-Test of Control class
1	AS	30	AS	62
2	BH	30	BH	62
3	DR	40	DR	65
4	DGS	40	DGS	65
5	ESS	40	ESS	68
6	EH	45	EH	70
7	FAH	50	FAH	70
8	HMP	50	HMP	70
9	IPS	50	IPS	72
10	JAS	50	JAS	72
11	LKH	50	LKH	75
12	MSH	50	MSH	75
13	MSP	55	MSP	75
14	MR	55	MR	75
15	NO	55	NO	78
16	NPSS	55	NPSS	78
17	NH	55	NH	78
18	NA	55	NA	78
19	NS	60	NS	78
20	PSH	60	PSH	80
21	RRS	60	RRS	80
22	RH	65	RH	80
23	RR	65	RR	80
24	RS	65	RS	82
25	RH	65	RH	82
26	SP	65	SP	82
27	SKW	70	SKW	82
28	SAH	70	SAH	82
29	SKB	75	SKB	85
30	SR	80	SR	85
31	WNS	80	WNS	90

In order to get dscription of the data clearly and completely, the researcher presents them in histogram on the following figure:



b. Comparison Score of Pre-test and Post-test in Control Class

Based on students' answer in control class of pre-test and post-test has calculated the students' score and most of students both of classes were low in writing. Control class consisted of 28 students (X MIA-3). The lowest score in Pre-test was 30 whereas the highest score was 78 and lowest score in Post-test was 55 whereas the highest score was 84. It can be seen in the following table below:

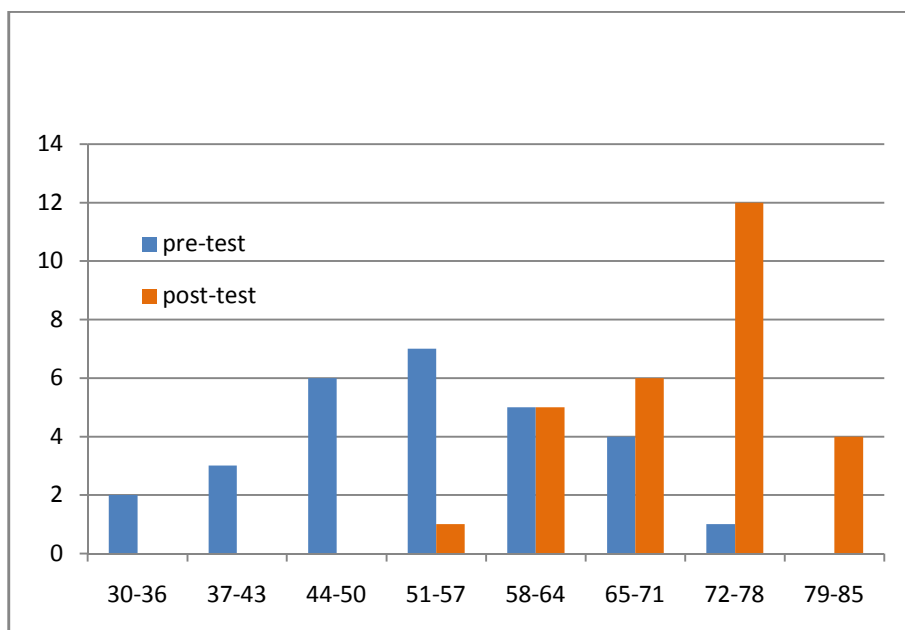


Table 17

Comparison Score of Students Writing Ability in Control Class (Pre-test and Post-Test)

No	Initial Name	Result Pre-test of Experimental class	Initial Name	Result Post-test of control class
1	AI	30	AI	55
2	AZS	30	AZS	58
3	AGS	40	AGS	64
4	ALS	40	ALS	64
5	APH	40	APH	64
6	BA	45	BA	64
7	D	45	D	65
8	ES	45	ES	68
9	EPH	50	EPH	68
10	FS	50	FS	68
11	FHS	50	FHS	68
12	HHH	55	HHH	68
13	LH	55	LH	72
14	LAH	55	LAH	72
15	MSH	55	MSH	74
16	MF	55	MF	74
17	MSS	55	MSS	74
18	NE	55	NE	74
19	NSU	60	NSU	74
20	NP	60	NP	78

21	NM	60	NM	78
22	NJH	60	NJH	78
23	PAR	60	PAR	78
24	RAP	65	RAP	78
25	RLP	65	RLP	82
26	SDS	70	SDS	84
27	SHS	70	SHS	84
28	TAS	78	TAS	84

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

c. Comparison between Experimental Class and Control Class

Based on students' answers in Post-test in experimental and control class, the researcher has calculated the students' score and most of students both of classes increased in writing. Experimental class consisted of 31 students (XI MIA-1), the lowest score was 62 whereas the highest score was 90. Then, most of students got raising score and their score increased very significant. But control class consisted of 28 students (X MIA-2), the lowest score was 55 whereas the highest score 84. Students' score increased too but not significant. In Post-test, the researcher applied STAD Method in experimental class and control class was give conventional strategy. It can be seen in the following table:

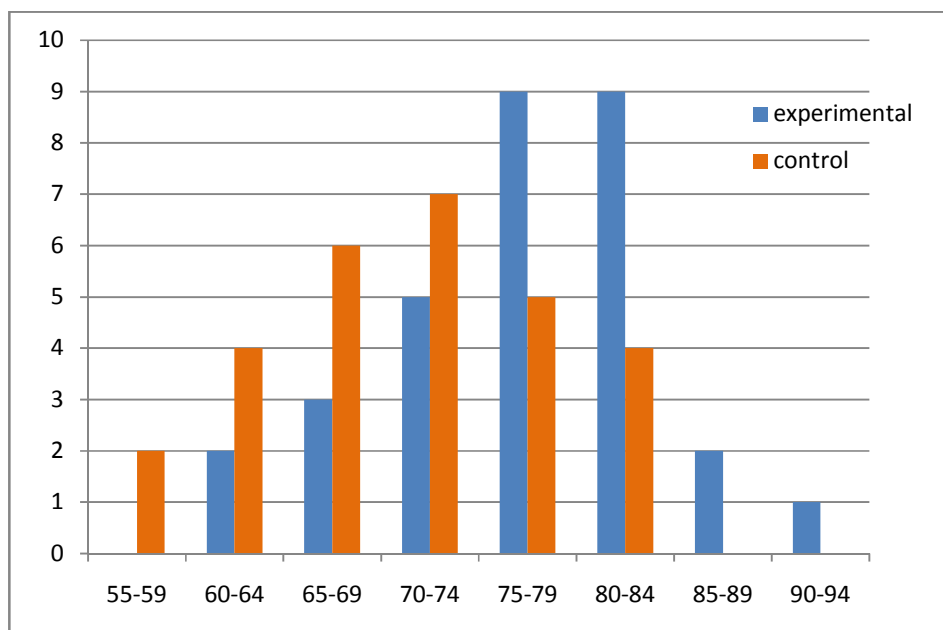
Table 18

Comparison Score of Students Writing Ability in Post-test (Experimental and Control Class)

No	Initial Name	Result post-test of experimental class	Initial Name	Result post-test of control class
1	AS	62	AI	55
2	BH	62	AZS	58
3	DR	65	AGS	64

4	DGS	65	ALS	64
5	ESS	68	APH	64
6	EH	70	BA	64
7	FAH	70	D	65
8	HMP	70	ES	68
9	IPS	72	EPH	68
10	JAS	72	FS	68
11	LKH	75	FHS	68
12	MSH	75	HHH	68
13	MSP	75	LH	72
14	MR	75	LAH	72
15	NO	78	MSH	74
16	NPSS	78	MF	74
17	NH	78	MSS	74
18	NA	78	NE	74
19	NS	78	NSU	74
20	PSH	80	NP	78
21	RRS	80	NM	78
22	RH	80	NJH	78
23	RR	80	PAR	78
24	RS	82	RAP	78
25	RH	82	RLP	82
26	SP	82	SDS	84
27	SKW	82	SHS	84
28	SAH	82	TAS	84
29	SKB	85	-	-
30	SR	85	-	-
31	WNS	90	-	-

It can be seen in histogram too, the figure following below:



B. Data Analysis

1. Requirement Test

a. Normality and Homogeneity Pre Test

1) Normality of experimental class and control class in Pre-Test

Table16
Normality and homogeneity in pre-test

Class	NormalityTest		HomogeneityTest	
	t_{count}	t_{table}	f_{count}	f_{table}
Experimental Class	-1.19	11.070	1.22 < 1.85	
Control Class	-1.21	11.070		

Based on the table above that has been calculated by researcher, the score of experiment class $Lo = -1.19 < Lt = 11.070$ with $n = 31$ and control class $Lo = -1.21 < Lt = 11.070$ with $n = 28$, and real level $\alpha 0.05$. Cause $Lo < Lt$ in the both

class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen on appendix 5 and 6.

2) Homogeneity of Experimental Class and Control Class in Pre-test

The coefficient of F_{count} 1.22 was compared with F_{table} . Where F_{table} was determined at real α 0.05, and the different numerator dk = $N-1 = 31-1 = 30$ and denominator dk $N-1 = 28-1 = 27$. So, by using the list of critical value at F distribution is got $F_{0.05} = 1.85$. It showed that $F_{\text{count}}(1.22) < F_{\text{table}} 1.85$. So, it could be concluded that the variant from the data of the students' writing ability at XI grade MAN Sipirok by experimental and control class were homogen. The calculation can be seen on appendix 6.

b. Normality and Homogeneity in Post-Test

1) Normality of Experimental Class and Control Class in Post-test

Table 17
Normality and Homogeneity in Post-Test

Class	NormalityTest		HomogeneityTest	
	t_{count}	t_{table}	f_{count}	f_{table}
Experimental Class	1.86	11.070	1.21 < 1.85	
Control Class	5.26	11.070		

The previous table shows that the score of experimental class $Lo = 1.86 < Lt =$ with $n = 31$ and control class $Lo = 5.26 < Lt = 11.070$ with $n = 28$, and real level α 0.05. Because $Lo < Lt$ in the both class, it means H_a was accepted. It meant that experiment class and control class were distributed normal. It can be seen on appendix 7 and 8.

2) Homogeneity of experimental class and control class in post-test

The coefficient of $F_{\text{count}} = 1,21$ was compared with F_{table} . Where F_{table} was determined at real $\alpha 0.05$ and the different numerator $dk = N-1 = 31-1 = 30$ and denominator $dk N-1 = 28-1 = 27$. So, by using the list of critical value at F distribution is got $F_{0.05} = 2.042$. It showed that $F_{\text{count}}(1.21) < F_{\text{table}} 1.85$. So, the researcher concluded that the variant from the data of the students' writing ability at MAN Sipirok in experimental and control class was homogenous. It can be seen on appendix 8.

2. Hypothesis Test

After calculated the data of post-test, researcher has found that post-test result of experiment and control class is normal and homogeneous. Based on the result, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (H_a) of the research was "there was the significant effect STAD method on students' ability in writing explanation text at second grade in MAN Sipirok. The calculation can be seen on the appendix.

Table 18
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.43	2.021	3.91	2.021

The test hypothesis has two criteria. First, if $t_{\text{count}} < t_{\text{table}}$, H_0 is accepted. Second, $t_{\text{count}} > t_{\text{table}}$, H_a is accepted. Based on researcher calculation, researcher found that $t_{\text{count}} 3.91$ while $t_{\text{table}} 2.021$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 31 + 28 - 2 = 57$. Cause $t_{\text{count}} > t_{\text{table}}$ ($3.91 > 2.021$), it means that hypothesis H_a is accepted and H_0 was rejected. So, there was the effect STAD method students writing ability at grade XI

MAN Sipirok. It described the mean score of experimental class by using STAD was 81 and the mean score of control class by using conventional method was 74. So from the explanation above that students' writing explanation ability by using STAD method was better than using conventional strategy. Then there was significant effect students writing ability by using STAD method at second grade in MAN Sipirok. The calculation of hypothesis test can be seen on appendix 9 and 10.

C. Discussion

Based on data analysis above, it has proven that the STAD method significant on students' writing ability. Meanwhile the principles of STAD method is teachers who are just beginning to use cooperative approach in the classroom, STAD also an effective method of cooperative learning. According to Rai, STAD is one of the many strategies in cooperative learning, which helps promote collaboration and self regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive attitude towards subject, better self-esteem, increased interpersonal skills. STAD method also sees that the four skills: speaking, listening, reading and writing reinforce each other but oral communication is seen basically.

According to related finding, Rukiah said STAD (students Teams Achievements Divisions) is the existence of job in group and the determine group achievement efficacy of individual until every individual in group cannot efficacy with other group. Thus, students must active, creative find source material in teaching learning process.

Then, Sefrina Matumona said STAD method have idea to motivate and help the other students to add their skill in mastering that touch by the teacher.

This proof show that STAD method is suitable to be applied in teaching writing because it has been proven by the previous researcher and the theory. So, STAD method has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding.

D. Threats of Research

The researcher found the treats of this research as below:

1. The students needed more the time for answering the test
2. There were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.
3. There were some students that were lack of serious to answer the test in pre-test and post-test. It can be the threat of the research. So, the researcher can not reach the validity of trustworthiness data.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusions of this research are before using STAD Method, the mean score of experimental class and control class were 58.3 and 54.5. After using STAD Method, the mean score of experimental and control class were 81 and 74. Besides it, the score of t_{count} was bigger than t_{table} ($3.91 > 2.021$). It means that the result of research showed there was a significant effect of using STAD Method on students' ability in writing explanation text at Second grade in MAN Sipirok So, the hypothesis was accepted.

B. Suggestion

After the researcher finished this research, the researcher got many informations in English teaching and learning process. Therefore researcher has suggestions below:

1. For the teacher, as an English teacher were hoped to use appropriate method to explain the English subject to the students. The writer suggest that the stad can be applied on English teaching classroom especially for teacher who want to increase the students ability especially on writing skill.
2. For students, students must follow the procedure of learning method

3. For other research, the researcher hope other research to do the research about other method.

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