



**THE EFFECT OF STAD COOPERATIVE LEARNING  
ON STUDEN'S WRITING ACHIEVEMENTS IN  
NARRATIVE TEXT AT FIRST GRADE  
IN MAN SIABU**

**A THESIS**

*Submitted to State College for Islamic Studies STAIN Padangsidempuan  
as a Partial Fulfillment of Requirement for Degree of Islamic  
Educational Scholar (S.Pd.I) in English Program*

**WRITTEN BY:**

**RUKIAH**  
Reg. No. 08 340 0030

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

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**By:**

**RUKIAH**  
Reg. No. 08 340 0030

**Advisor I**

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

**Advisor II**

Sojuangon Rambe, S.S.,M.Pd  
NIP. 19790815 200604 1 002

**ENGLISH EDUCATION STUDY PROGRAM**

**DEPARTMENT OF TARBIYAH  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2013**



**RELIGION MINISTRY  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

Secretary: Imam Bonjol Street. 4,5 Km Sihitang Padangsidimpuan. Contact (0634) 22080

Things : Skripsi a.n. Rukiah

Padangsidimpuan, 18<sup>th</sup> June 2013

To:

Chairman of STAIN Padangsidimpuan

In-

Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

After reading, researching, and providing suggestions for improvement as necessary to the thesis of Rukiah entitled "THE EFFECT OF STAD COOPERATIVE LEARNING ON STUDEN'S WRITING ACHIEVEMENTS IN NARRATIVE TEXT AT FIRST GRADE IN MAN SIABU", we argue that this thesis has been accepted to complete the tasks and requirement in order to achieve an Islamic Educational Scholar (S.Pd.I) in English Program of STAIN Padangsidimpuan.

As soon, we hope Rukiah can be called to account her thesis in Munaqasyah. That's all, thanks for your attention.

*Wassalamu 'alaikum Wr. Wb*

**Advisor I**

**Ravenriani Fahmei Lubis, M.Ag**  
NIP.19710510 200003 2 001

**Advisor II**

**Sojuangon Rambe, S.S.,M.Pd**  
NIP. 19790815 200604 1 002

## PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah yang Maha Pengasih lagi Maha Penyayang, saya yang bertanda tangan dibawah ini:

Nama : RUKIAH  
NIM : 08 340 0030  
Jurusan/Program Studi : TARBIYAH/ TBI-1  
Judul Skripsi : **THE EFFECT OF STAD COOVARATIVE  
LEARNING ON STUDENT'S WRITING  
ACHIEVEMENTS IN NARRATIVE TEXT AT FIRST  
GRADE IN MAN SIABU**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku-buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam (STAIN) Padangsidipmuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

Padangsidipmuan, 18 Juni 2013

Saya yang menyatakan,

  
  
**RUKIAH**  
**Reg. No. 08 340 0030**

## **DECLARATION LETTER OF WRITING OWN THESIS**

The name who signed here:

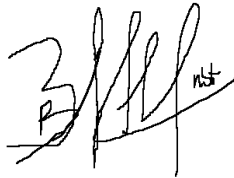
Name : RUKIAH  
Registration Number : 08 340 0030  
Department/ Study Program : TARBIYAH/ TBI-1  
The Title of Thesis : **THE EFFECT OF STAD COOVARATIVE  
LEARNING ON STUDENT'S WRITING  
ACHIEVEMENTS IN NARRATIVE TEXT AT  
FIRST GRADE IN MAN SIABU**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of STAIN Padangsidimpuan in article 14 subsections 2.

I did this declaration truthfully, if there was a deviation and incorrect of my declaration later on, I resigned to get the punishment as what had involved in students' ethic code of STAIN Padangsidimpuan in article 19 subsections 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norms and accepting legal requirement.

Padangsidimpuan, June 18<sup>th</sup> 2013

Declaration maker,

A handwritten signature in black ink, appearing to be 'Rukiah', with a small 'nt' or similar mark at the end.

**RUKIAH**  
**Reg. No. 08 340 0030**



**RELIGION MINISTRY  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**EXAMINER  
SCHOLAR MUNAQASYAH EXAMINATION**

**Name : RUKIAH  
Reg. Number : 08 340 0030  
Title : THE EFFECT OF STAD COOVARATIVE LEARNING  
ON STUDENT'S WRITING ACHIEVEMENTS IN  
NARRATIVE TEXT AT FIRST GRADE IN MAN SIABU**

**Chief**  


**Zulhimma, S.Ag, M.Pd  
NIP. 19720702 199703 2 002**

**Secretary**



**Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001**

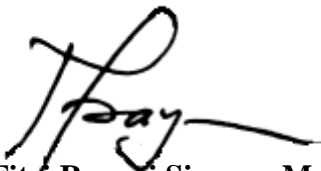
**MEMBERS**



**1. Zulhimma, S.Ag, M.Pd  
NIP. 19720702 199703 2 002**



**2. Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001**



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NIP. 19790815 200604 1 002**

**Proposed :**

**Place : Padangsidimpuan  
Date : June 18<sup>th</sup> 2013  
Time : 09.00 am until 12.00 am  
Result/mark : 74.25 (B)  
IPK : 3,11  
Predicate : Very Good**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

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**PENGESAHAN**

Skripsi Berjudul : **THE EFFECT OF STAD COOVARATIVE LEARNING  
ON STUDENT'S WRITING ACHIEVEMENTS IN  
NARRATIVE TEXT AT FIRST GRADE IN MAN SIABU**

Ditulis Oleh : RUKIAH  
NIM : 08 340 0030

Telah dapat diterima untuk memenuhi salah satu tugas  
dan syarat-syarat dalam memperoleh gelar  
Sarjana Pendidikan Islam (S.Pd.I)

Padangsidimpuan, September 2013

Ketua



  
**DR. H. IBRAHIM SIREGAR, MCL**  
**NIP. 19680704 200003 1 003**



## ACNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, the researcher has found various difficulties. Fortunately, many people help me to finish this thesis. May be without their helped and supported this thesis would not be as it is now.

The researcher would like to express his thanks to:

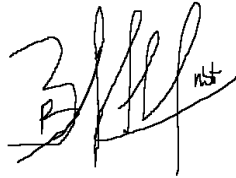
1. Dr. H. Ibrahim Siregar, S.Ag., MCL, as the Leader of State College for Islamic Studies Padangsidempuan and Deputy Leader I, II, III.
2. Rayendriani Fahmei Lubis, M.Ag. as advisor I, for valuable advice, the best suggestion, comments in writing this thesis.
3. Sojuangon Rambe, S.S., M.Pd. as advisor II, and validator instruments for value able suggestion, comments, and helping in writing this thesis.
4. My beloved (Herman nst, Parlaungan nst, Aswan nst, Siti Asnah, Siti khadijah)
5. Headmaster, English teacher, and students first grade MAN Siabu who had helped the researcher in completing his research.

6. My beloved friend Retni larasati, Tika anjely, Maimunah, Aminah Lesmiati, Naimah, all my friends, and green bedsiter as no forget, that I can't mention, for their support and suggestion.

Researcher realizes this thesis is imperfect. Therefore, critics and suggestions are really needed to make this thesis become better in the future.

Padangsidimpuan, 15 Juli 2013

Researcher,

A handwritten signature in black ink, appearing to be 'RUKIAH' with a stylized flourish at the end.

RUKIAH

Reg.No. 08. 340 0030

## ABSTRACT

NAMA : **RUKIAH**  
REG. NO. : 08.340 0030  
DEPARTEMENT/PRODY : TARBIYAH/ BAHASA INGGRIS - 1  
THESIS TITLE : **THE EFFECT OF STAD COOPERATIVE  
LEARNING ON STUDEN'S WRITING  
ACHIEVEMENTS IN NARRATIVE TEXT AT  
FIRST GRADE IN MAN SIABU**

Based on the fact of the problems about students' writing achievement's narrative text, the researcher identified many problems such as lack of vocabulary, lack of ideas, and student's not understand about sturcture of sentence. So that, these problems make them bored and accept what was in print directly without making consideration first, and they think that what is in print, it is true. Finally, the researcher was interested to search and to know the effect STAD of cooperative learning on student's writing achievement's narrative text at first grade MAN Siabu.

In this research, the researcher wanted to find out about how significant STAD of cooperative learning on student's writing achievement's narrative text was. The population of research was all of students at first grade MAN Siabu and the sample of research was class X.1 and class X.2, they were 60 students. As the instrument for collecting the data the researcher used the task writing form essey test. The researcher used T-test for analyzing data.

Based on the data, it was found that (1) the students' writing achievements narrative text by using STAD of Cooperative learning as "enough" (72,14), (2) the students' writing Achievements narrative text by using conventional method as "enough" (69,5), and (3) there is significant effect STAD of cooperative learning on students' achievements writing narrative text at first grade in MAN Siabu. rather than conventional method. ( $t_s = 2,57$ ), categorized as "low". It means that the hypothesis is accepted.

## **CURRICULUM VITAE**

### **A. Identity**

Name : Rukiah  
NIM : 08 340 0030  
Place and Birthday : Malintangjae, 10 Desember, 1989  
Sex : Female  
Religion : Moslem  
Address : Malintangjae, Kec. Bukit malintang  
Kab.Mandailing Natal

### **B. Parent**

1. Father's name : Alm. Panusunan Nst
2. Mother's name : Sapiana Lbs

### **C. Education Background**

1. Graduated from Elementary School in SD Negeri 147889 Siabu from 1997-2002.
2. Graduated from Junior High School in SMPNegeri3 Siabu from 2002-2005.
3. Graduated from Senior High School in MAN Siabu from 2005-2008.
4. Be University Student in STAIN Padangsidimpuan.

## APPENDIX 1

### PLANNING OF THE TEACHING CLASS EXPERIMENT

School : MAN Siabu

Subject matter : English

Class / Semester : X / 2

Standard Competence : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, dalam konteks kehidupan sehari-hari

Basic Competence : Mengungkapkan makna dan langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasatulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Kind of text : narrative text

Aspect / Skill : writing

Time : 4 x 45 Menit

#### 1. Indicators

- a. Siswa mampu menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa
- b. Siswa mampu menghasilkan teks berbentuk narrative

#### 2. Objectives

- a. untuk membuat siswa mampu menggunakan kalimat past tense dalam menyampaikan peristiwa yang sudah terjadi.
- b. untuk membuat siswa mampu menghasilkan teks berbentuk narrative

### 3. Matery : Malin kundang

Sturuktural elements	Textural features	Narrative	Grammatical features
<p>Orientation (obligatory)</p> <ul style="list-style-type: none"> <li>▪ To set up what is to follow by introducing who, where, when, setting and narrator (1)</li> </ul>	<p>Reference</p> <ul style="list-style-type: none"> <li>▪ Forward to foreshadow disruption to normal events ( malin kundang</li> <li>▪ Out into context (1)</li> <li>▪ Time conjunction ( west sumatra)</li> </ul>	<p>A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his</p>	<p>Dependent time clause ( a long time ago, ) with circumstances of place ( a small village near the beach in west sumatra) to build setting</p> <p>Past tenses with complete ( passed, went would bring) and in complete ( was walking) aspects</p>

		mother, or sold the caught fish in the town.	
<p>Complication (obligatory)</p> <p>Sequence of events disrupted creating a problem or crisis for characters. Characters evaluate problematic events to give them significance</p>	<p>Reference</p> <ul style="list-style-type: none"> <li>▪ Tracking main characters ( malin kundang, he; ( merchant ship. His mother. )</li> </ul> <p>Conjunction</p> <ul style="list-style-type: none"> <li>▪ Series of clauses in temporal sequence ( when, and )</li> <li>▪ Expressions of attitude ( good, brave)</li> </ul>	<p>One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant.</p> <p>With his brave and power, MalinKundang defeated the pirates.</p> <p>The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life,</p>	<p>Clause combined in different ways ie expansion, projection, non-finite and finite dependent, embedded clauses as participants</p> <p>Participants ( malin kundang, merchant, mother )</p> <p>predominant theme</p> <p>Sequence of past tense material processes (saw, raided, helped, brave thanked asked, agreed)</p>

		MalinKundang agreed. He left his mother alone.	Past tense mental processes ( with his brave and power, merchant was so happy and thanked to him) and past tense relational processes ( was) to evaluate events, to show down action and build up suspense
Resolution ( Obligatory) <ul style="list-style-type: none"> <li>▪ Problem / crisis resolved and normal events resume</li> </ul>	Conjunction <ul style="list-style-type: none"> <li>▪ Causal ( many later) signaling beginning of resolution of crisis</li> <li>▪ Temporal sequence ( when, and, after)</li> </ul>	Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the	Sequence of past tense material processes in quick succession ( helped, landed, wanted, released, came, dressed, denied, begged, ordered, yelled)



		<p>town;</p> <p>“MalinKundang has become rich and now he is here”.An old woman ran to the beach to meet the new rich merchant. She was MalinKundang’s mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came,</p> <p>MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged MalinKundang and for three times he yelled at her. At last MalinKundang said</p>	
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		to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.	
<p>Coda ( optional )</p> <ul style="list-style-type: none"> <li>▪ Show how characters have been changed by the events</li> <li>▪ Evaluates whole incident</li> </ul>	<p>Conjunction</p> <ul style="list-style-type: none"> <li>▪ Counter expectancy (finally)</li> </ul>	<p>Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was</p>	<p>Mental processes projecting thought ( finally)</p> <p>Relational processes to evaluate (was)</p> <p>Expressions of attitude ( enraged)</p>

		<p>thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone</p>	
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--

**4. Method : STAD**

**5. Steps**

**Meting 1**

No	KegiatanBelajar	Waktu
1.	<p>Introduction</p> <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Explain indicator and give motivation</li> </ul>	10 minutes
2.	<p>Main Activity</p> <ol style="list-style-type: none"> <li>1. Membentuk kelompok yang anggotanya sama dengan 4 orang secara heterogen (campuran menurut prestasi, jenis kelamin, suku, dan lain-lain).</li> <li>2. Guru menyajikan pelajaran</li> <li>3. Guru memberi tugas menulis kepada kelompok untuk dikerjakan oleh anggota-anggota kelompok. Anggota yang sudah mengerti dapat menjelaskan pada anggota lainnya sampai semua anggota dalam kelompok itu mengerti.</li> <li>4. Memberi evaluasi dengan mengumumkan</li> </ol>	60 minutes

	<p>nilai kelompok.</p> <p>5. Memberi kesimpulan.</p>	10 minutes
3.	<p>Closing</p> <ul style="list-style-type: none"> <li>➤ conclusion</li> <li>➤ Greeting</li> </ul>	

### **Meting 2,**

No	KegiatanBelajar	Waktu
1.	<p>Introduction</p> <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Explain indicator and give motivation</li> </ul>	10 minutes
2.	<p>Main Activity</p> <ol style="list-style-type: none"> <li>1. Guru memberi tugas menulis kepada seluruh siswa, pada saat menulis siswa tidak boleh saling membantu.</li> <li>2. Memberi evaluasi dari tugas individu siswa</li> <li>3. Memberi kesimpulan.</li> </ol>	60 minutes
3.	<p>Closing</p> <ul style="list-style-type: none"> <li>➤ conclusion</li> <li>➤ Greeting</li> </ul>	10 minutes

### **6. Sumber Materi :**

- Buku Paket Bahasa Inggris untuk Kelas X MAN
- Buku Teks yang Relevan

### **7. Evaluation**

1. Grammar :
2. Organization :

- 3 Fluency :
4. Vocabularies :
5. Mechanics :

---

Total score :

**Validator,**

**SojuangonRambe, S. S, M. Pd**  
**NIP. 19790815 200604 1 003**

**Peneliti,**

**Rukiah**  
**NIM. 08 340 0030**

## PLANNING OF THE TEACHING

### APENDIX II

#### CLASS CONTROL

School : MAN Siabu

Subject matter : English

Class / Semester : X / 2

Standard Competence : Mengungkapkan makna dalam teks tulis fungsional pendek dan esei sederhana berbentuk *narrative*, dalam konteks kehidupan sehari-hari

Basic Competence : Mengungkapkan makna dan langkah retorika secara akurat, lancar dan berterima dengan menggunakan ragam bahasatulis dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.

Kind of text : narrative text

Aspect / Skill : writing

Time : 4 x 45 Menit

#### 1. Indicators

- c. Siswa mampu menggunakan kalimat past tense dalam menyampaikan sebuah peristiwa yang sudah terjadi
- d. Siswa mampu menghasilkan teks berbentuk narrative.

#### 2 Objectives

- a. untuk membuat siswa mampu menggunakan kalimat past tense dalam menyampaikan peristiwa yang sudah terjadi.
- b. untuk membuat siswa mampu menghasilkan teks berbentuk narrative

### 3. Matery :

#### MalinKundang.

Orientation

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

complication

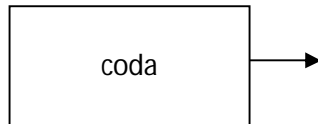
One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

resolution

Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "MalinKundang has become rich and now he is here".An old woman ran to the beach to meet the new rich merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged

MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness.

Finally, enraged, she cursed MalinKundang that he would turn into a stone if he didn't apologize. MalinKundang just laughed and really set sail. In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for MalinKundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.



**4. Method : Discussion**

**5. procedure**

**Meting 1,2**

No	KegiatanBelajar	Waktu
1.	Introduction <ul style="list-style-type: none"> <li>➤ Greeting</li> <li>➤ Explain indicator and give motivation</li> </ul>	10 minutes
2.	Main Activity <ul style="list-style-type: none"> <li>➤ Guru menjelaskan teks narrative</li> <li>➤ Guru menjelaskan bagaimana menulis teks narrative</li> <li>➤ Guru menyuruh siswa menulis sebuah teks narrative.</li> </ul>	60 minutes
3.	Closing <ul style="list-style-type: none"> <li>➤ conclusion</li> <li>➤ Greeting</li> </ul>	10 minutes

**6. Sumber Materi :**

- Buku Paket Bahasa Inggris untuk Kelas X MAN
- Buku Teks yang Relevan

**7. Evaluation**

1. Grammar :



2. Organization :

3. Fluency :

4. Vocabularies :

5. Mechanics :

---

Total score :

## APPENDIX 2

### INSTRUMENT FOR PRE- TEST

#### 1. Pengantar

- a. Instrument ini hanya bertujuan untuk menjanging data dari siswa / I tentang student's writing achievements narrative text
- b. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini.

#### 2. Petunjuk

- a. Perhatikanlah judul cerita dibawah ini
- b. Tulislah sebuah cerita berdasarkan pengalamanmu dari judul dibawah ini, dan sesuaikan dengan indicator narrative text yaitu :

<b>Orientation</b>	Orientation yaitu sebuah paragraph pembuka yang menggambarkan watak pelaku dalam sebuah cerita.
<b>Complication</b>	Complication yaitu paragraph yang menggambarkan timbulnya sebuah maalah dalam sebuah cerita
<b>Resolution</b>	Resolution yaitu paragraph yang menggamabarkan solusi dari masalah yang terjadi dalam cerita.
<b>Coda</b>	Coda yaitu paragraph yang menggambarkan ahir atau kesimpulan dalam sebuah cerita.

- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
- d. Waktu yang tersedia 60 menit.

**3. Soal : pilihlah salah satu judul dibawah ini, kemudian tulislah dalam sebuah bentuk narrative teks.**

**a. Sangkuriang**

**b. Lake Toba**

**c. Cinderella**

**Validator,**

**SojuangonRambe, S. S, M. Pd**

**NIP. 19790815 200604 1 003**

## INSTRUMENT FOR POST- TEST

### 1. Pengantar

- a. Instrument ini hanya bertujuan untuk menjangar data darasiswa / I tentang student's writing achievements narrative text
- b. Jawaban anda tidak mempengaruhi kedudukan anda disekolah ini.

### 2. Petunjuk

- a. Perhatikanlah judul cerita dibawah ini
- b. Tulislah sebuah cerita berdasarkan pengalaman mudari judul dibawah ini, dansesuaikandengan indicator narrative text yaitu :

<b>Orientation</b>	Orientation yaitu sebuah paragraph pembuka yang menggambarkan watak pelaku dalam sebuah cerita.
<b>Complication</b>	Complication yaitu paragraph yang menggambarkan timbulnya sebuah maalah dalam sebuah cerita
<b>Resolution</b>	Resolution yaitu paragraph yang menggamabarkan solusi dari masalah yang terjadi dalam cerita.
<b>Coda</b>	Coda yaitu paragraph yang menggambarkan ahir atau kesimpulan dalam sebuah cerita.

- c. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.
- d. Waktu yang tersedia 60 menit.

3. Soal ; pilih lah salah satu judul dibawah ini, kemudian tulis dalam bentuk narrative teks.
- a. Snow white
  - b. Sampuraga
  - c. TangkubanPerahu

Validator,

**SojuangonRambe, S. S, M. Pd**  
**NIP. 19790815 200604 1 003**

## APPENDIX V

### THE SCORE OF CONTROL CLASS

No	Pre-test						Post-test					
	O	C	R	Cd	x	x <sup>2</sup>	O	C	R	Cd	x	x <sup>2</sup>
1	20	10	15	20	65	4225	20	10	15	20	65	4225
2	10	15	15	20	60	3600	20	10	10	20	60	3600
3	15	15	15	20	65	4225	20	15	20	20	75	4225
4	20	15	15	20	70	4900	20	20	10	20	70	4900
5	15	10	20	20	65	4225	15	10	5	20	70	4900
6	20	10	10	10	60	3600	20	15	10	20	65	4225
7	15	15	20	20	70	4900	20	15	20	20	75	5625
8	20	10	15	20	65	4225	20	10	15	20	65	4225
9	10	10	20	10	50	2500	20	15	15	20	60	3600
10	15	10	20	20	65	4225	15	15	15	20	65	4225
11	20	10	20	20	70	4900	20	20	15	20	75	5625
12	20	15	15	20	70	4900	20	20	20	20	80	6400
13	15	15	10	20	60	3600	20	15	10	20	70	4900
14	10	10	10	20	60	3600	15	15	15	15	60	3600
15	15	5	15	10	65	4225	20	20	10	20	70	4900
16	10	10	20	20	60	3600	20	15	10	20	65	4225
17	20	10	10	20	60	3600	20	10	15	20	65	5625
18	20	20	20	20	80	6400	20	10	10	20	60	3600
19	20	10	10	20	60	3600	20	20	20	20	80	6400
20	20	10	15	15	60	3600	20	20	20	25	85	7225
21	15	15	15	20	65	4225	20	20	20	25	85	7225
22	10	10	10	20	50	2500	20	10	15	20	65	4225
23	15	15	15	20	65	4225	20	15	15	20	60	3600
24	15	15	15	15	60	3600	20	10	15	20	65	4225
25	15	15	15	15	60	3600	20	10	15	20	65	4225
26	10	15	20	20	65	4225	20	15	15	20	60	3600
27	10	10	10	20	50	2500	20	15	15	20	70	4900
28	20	10	20	20	70	4900	20	20	20	20	80	6400
29	20	10	20	20	70	4900	20	20	20	20	80	6400
30	10	10	10	20	50	2500	20	20	15	20	75	5625
Total					1895	121325				2095		148025

Note:

O : Orientation  
C : Complication  
R : Resolution  
Cd : Coda

## **APPENDIX VI**

## THE SCORE OF EXPERIMENT CLASS

No	Pre-test						Post-test					
	O	C	R	Cd	X	$x^2$	O	C	R	Cd	X	$x^2$
1	20	15	10	20	65	4225	20	10	20	20	70	4900
2	20	15	15	20	60	3600	20	10	20	20	70	4900
3	20	20	10	20	70	4900	20	20	20	20	80	6400
4	20	10	15	20	65	4225	20	15	20	20	75	5625
5	15	15	10	20	60	3600	20	20	10	20	70	4900
6	20	10	15	20	56	4225	20	15	20	20	75	5625
7	15	15	10	20	60	3600	20	10	20	20	70	4900
8	20	10	15	20	65	4225	10	10	10	20	50	2500
9	10	10	10	20	60	3600	20	10	20	20	70	4900
10	20	15	15	20	60	3600	20	10	10	20	60	3600
11	15	15	10	20	70	4900	20	15	20	20	75	5625
12	15	15	10	20	60	3600	20	15	20	20	75	5625
13	20	15	10	20	65	4225	20	20	20	20	80	6400
14	15	15	15	20	65	4225	20	20	20	20	80	6400
15	20	10	10	20	60	3600	10	10	10	20	50	2500
16	20	20	20	20	80	6400	20	15	20	20	75	5625
17	20	10	10	20	60	3600	15	10	20	20	75	5625
18	20	10	10	20	60	3600	15	15	15	15	60	3600
19	20	15	10	20	65	4225	20	20	20	20	80	6400
20	10	10	10	10	40	1600	15	20	15	10	80	6400
21	20	10	20	20	70	4900	20	20	10	20	70	4900
22	15	15	10	20	65	4225	20	10	10	20	60	3600
23	20	10	10	20	60	3600	20	20	10	20	75	5625
24	15	10	10	20	65	4225	20	20	20	20	80	6400
25	20	20	20	20	80	6400	20	20	10	20	70	4900
26	10	10	10	20	50	2500	20	15	20	20	75	5625
27	10	10	10	10	40	1600	20	15	20	20	75	5625
28	20	10	20	20	70	4900	20	20	20	20	80	6400
29	20	10	20	20	70	4900	20	20	15	20	75	5625



30	20	20	20	20	80	6400	20	20	20	20	80	6400
Total					190	123425			Total		2705	205225
					5							

Note:

- O : Orientation
- C : Complication
- R : Resolution
- Cd : Coda

## APPENDIX VII

### THE SCORE OF CONTROL CLASS IN PRE-TEST

1. The score of control class in pre-test from low score to high score

50 50 50 50 60 60 60 60 60 60  
 60 60 60 60 65 65 65 65 65 65  
 65 65 65 70 70 70 70 70 80 80  
 7

2. High score = 80

3. Low score = 50

4. Range = high score – low score  
 = 80 - 50 = 30

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log 30$   
 =  $1 + 3,3 (1,477)$   
 =  $1 + 4,874$   
 = 5,874  
 = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{6} = 5$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
50-54	4	52	2	8	4	16
55-59	-	57	1	0	1	0
60-64	10	62	0	0	0	0
65-69	9	67	-1	-9	1	9
70-74	5	72	-2	-10	4	20
75-79	-	77	-3	-0	9	0
80-84	2	82	-4	-8	16	32
$i = 5$	30			-19	35	77

8.  $M_x = M^1 + i \frac{\sum f x^1}{N}$

$$\begin{aligned}
&= 62 + 5\left(\frac{-19}{30}\right) \\
&= 62 + 5(0,6) \\
&= 62 + 3 \\
&= 65
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
&= 5 \sqrt{\frac{77}{30} - \left[\frac{-19}{30}\right]^2} \\
&= 5 \sqrt{2,56 - (0,6)^2} \\
&= 5 \sqrt{2,56 - 0,36} \\
&= 5 \sqrt{2,2} \\
&= 5(1,48) \\
&= 7,4
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f <sub>h</sub>	f <sub>0</sub>	$\frac{(f_0 - f_h)}{f_h}$
80-84	84,5	2,63	0,4957	0,8187	2,45	2	0,18
75-79	79,5	1,95	0,4774	0,0777	2,33	-	-,1
70-74	74,5	1,28	0,3997	0,1739	5,21	5	0,04
65-69	69,5	0,60	0,2258	0,2019	6,05	9	0,48
60-64	64,5	-0,06	0,0239	0,2474	7,42	10	0,34
55-59	59,5	0,74	0,2704	0,503	1,50	-	0-1
50-54	54,5	1,41	0,4207	0,061	1,83	4	1,18
	49,5	2,09	0,4817				
							3,18

Based on table above, researcher found that  $x^2_{\text{count}} = 3,18$  while  $x^2_{\text{table}} = 5,99$ , cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $3,18 < 5,99$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution of control class by using conventional strategy (Pre-test) is normal.

Median

No	Interval of Classes	F	X
1	50-54	4	52
2	55-59	-	57
3	60-64	10	62
4	65-69	9	67
5	70-74	5	72
6	75-79	-	77
7	80-84	2	82

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Me = Median

B = Low limit of the interval median conceives Me

F<sub>m</sub> = Frequency of class conceives Me

F<sub>2</sub> = Frequency of cumulative before interval of classes conceives Me

C = Length of classes

n = Total of sample

Position of Me in the interval of classes is number 1, that:

B = 64,5

F<sub>2</sub> = 10

C = 6

f<sub>me</sub> = 16

$$n = 30$$

So :

$$\begin{aligned} \text{Me} &= B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right) \\ &= 64,5 + \left( \frac{15 - 10}{16} \times 6 \right) \\ &= 64,5 + (1,8) \\ &= 66,3 \end{aligned}$$

$$\text{Modus} = 60$$

## APPENDIX VIII

### THE SCORE OF EXPERIMENT CLASS IN PRE-TEST

- The score of experiment class in pre-test from low score to high score  
40405060606060 60 60 60  
60 60 60 65 65 65 65 65 65 65  
65657070707070 80 80 80

2. High score = 80

3. Low score = 40

4. Range = high score – low score  
= 80 – 40 = 40

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
=  $1 + 3,3 \log 30$   
=  $1 + 3,3 (1,477)$   
=  $1 + 4,874$   
= 5,874  
= 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{40}{6} = 6,6 = 7$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	$x'$	$fx'$	$x'^2$	$fx'^2$
40-46	2	43	2	4	4	8
47-53	1	50	1	1	1	1
54-60	10	57	0	0	0	0
61-67	9	64	-1	-9	1	9
68-74	5	71	-2	-10	4	20
75-81	3	78	-3	-9	9	18
$i = 5$	30			-23	19	46

$$M_x = M^1 + i \frac{\sum f_i x_i^1}{N}$$

$$= 60 + 7 \left( \frac{-23}{30} \right)$$

$$\begin{aligned}
&= 60 + 7 (0,7) \\
&= 60 + (4,9) \\
&= 64,9
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[ \frac{\sum fx'}{N} \right]^2} \\
&= 7 \sqrt{\frac{46}{30} - \left[ \frac{-23}{30} \right]^2} \\
&= 7 \sqrt{1,5 - (0,7)^2} \\
&= 7 \sqrt{1,5 - 0,49} \\
&= 7 \sqrt{1,01} \\
&= 7 (1,0) \\
&= 7
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
75-81	81,5	2,37	0,4911		14,7	3	0,79
68-74	74,5	1,37	0,4147	0,0764	12,4	5	0,59
61- 67	67,5	0, 37	0,1443	0,2704	4,3	9	1,09
54-60	60,5	0,62	0,2324	0,088	6,9	10	0,44
47 -53	53,5	1,62	0,4474	0,215	13,4	1	0,92
40-46	46,5	2,62	0,4956	0,0482	14,8	2	0,86
	39,5	3,62	0,4999	0,0043	14,9		0
							4,69

Based on table above, researcher found that  $x^2_{\text{count}} = 4,69$  while  $x^2_{\text{table}} = 7,81$ , cause  $x^2_{\text{cause}} < x^2_{\text{table}}$  ( $4,69 < 7,81$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution of experiment class by using STAD of cooperative learning (Pre-test) is normal.

#### 8. Median

No	Interval of Classes	F	X
1	40-46	2	43
2	47-53	1	50
3	54-60	10	57
4	61-67	9	64
5	68-74	5	71
6	75-81	3	78

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Where :

$$B = 60,5$$

$$F_2 = 10$$

$$C = 6$$

$$f_{me} = 17$$

$$n = 30$$

So :



$$\begin{aligned} \text{Me} &= 60,5 + \left( \frac{15-10}{17} \times 6 \right) \\ &= 60,5 + (1,74) \\ &= 62,24 \end{aligned}$$

9. Modus = 60

## APPENDIX IX

### THE SCORE OF CONTROL CLASS IN POST-TEST

1. The score of control class in pre-test from low score to high score

60 60 60 60 60 6565656565  
 65 6565656570707070 75  
 705 75 75 75 8080 808085 85

2. High score = 85

3. Low score = 60

4. Range = high score – low score  
 = 85 – 60 = 25

5. The total of classes (BK) =  $1 + 3,3 \log (n)$   
 =  $1 + 3,3 \log 30$   
 =  $1 + 3,3 (1,447)$   
 =  $1 + 4,874$   
 = 5,874  
 = 6

6. Interval (i)

$$i = \frac{R}{BK} = \frac{25}{6} = 4,16 = 4$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{x_i}$

Interval Class	F	X	x'	fx'	x' <sup>2</sup>	fx' <sup>2</sup>
60 – 63	5	62	1	5	1	5
64 – 67	10	67	0	0	0	0
68 – 71	4	70	-1	-4	1	4
72 – 75	5	74	-2	-10	4	20
76 – 79	-	78	-3	0	9	0
80 – 83	4	82	-4	-16	16	64
84 - 87	2	86	-5	-10	25	50
i: 4	30			-35	56	143

8.  $Mx = M^1 + i \frac{\sum f x^1}{N}$

$$\begin{aligned}
&= 66 + 4\left(\frac{-35}{30}\right) \\
&= 66 + 4(-1.66) \\
&= 66 + 4,64 \\
&= 70,64
\end{aligned}$$

$$\begin{aligned}
9. \text{SD}_t &= i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2} \\
&= 4 \sqrt{\frac{143}{30} - \left[\frac{-35}{30}\right]^2} \\
&= 4 \sqrt{5,1 - (1,16)^2} \\
&= 4 \sqrt{5,1 - 1,16} \\
&= 4 \sqrt{3,8} \\
&= 4 (1,94) \\
&= 7,7
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0 - f_h)}{f_h}$
84-87	87,5	2,19	0,4857		0,99	2	1,02
80-83	83,5	1,67	0,4525	0,0332	2,32	4	0,72
76-79	79,5	1,15	0,776	0,0776	4,77	-	-1
72-75	75,5	0,57	0,2157	0,1592	5,15	5	0,02
68-71	71,5	0,11	0,0438	0,1719	2,68	4	0,49
64 -67	67,5	0,40	0,1334	0,0896	5,62	10	0,77
60-63	63,5	0,92	0,3212	0,1874	3,11	5	0, 60
	59,5	-1,44	0,4251	0,1039			

	3,62
--	------

Based on table above, researcher found that  $x^2_{\text{count}} = 3,62$  while  $x^2_{\text{table}} = 3,84$ , cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $3,62 < 3,84$ ) with degree of freedom  $dk = 4 - 3 = 1$  and significant level  $\alpha = 5\%$ . So distribution of control class by using conventional strategy (Post-test) is normal.

#### 10. Median

No	Interval of Classes	F	fk
1	60-63	5	62
2	64-67	10	67
3	68 -71	4	70
4	72 -75	5	74
5	76 -79	-	78
6	80- 80	4	82
	84 - 87	2	86

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Position of Me in the interval of classes is number 1, that:

$$\begin{aligned} B &= 67,5 \\ F_2 &= 10 \\ f_{me} &= 15 \\ C &= 6 \\ n &= 30 \end{aligned}$$

So :

$$\begin{aligned} \text{Me} &= 67,5 + \left( \frac{15-10}{15} \times 6 \right) \\ &= 67,5 + (1,98) \\ &= 69,5 \end{aligned}$$

11. Modus = 65

## APPENDIX X

### THE SCORE OF EXPERIMENT CLASS IN POST-TEST

1. The score of experiment class in pre-test from low score to high score

50 50 60 60 60 70 70 70 70 70

75 75 75 75 75 75 75 75 75 75

75 80 80 80 80 80 80 80 80 80

2. High score = 80

3. Low score = 50

4. Range = high score – low score

$$= 80 - 50 = 30$$

5. The total of classes (BK) =  $1 + 3,3 \log (n)$

$$= 1 + 3,3 \log 30$$

$$= 1 + 3,3 (1,477)$$

$$= 1 + 4,874$$

$$= 5,874$$

$$= 6$$

6. Interval (i)

$$i = \frac{R}{BK} = \frac{30}{6} = 5$$

7. Mean score ( $\bar{x}$ ) =  $\frac{\sum f_i x_i}{N}$

Interval Class	f	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
50 – 54	2	52	5	10	25	50
55 – 59	-	57	4	0	16	0
60 – 64	3	62	3	9	9	27
65 – 69	-	67	2	0	4	0
70 – 74	5	72	1	5	1	5
75 – 79	11	77	0	0	0	0
80 - 84	9	82	-1	-9	1	9
$i = 4$	30			15	56	91

8.  $M_x = M^1 + i \frac{\sum f x^1}{N}$

$$\begin{aligned}
&= 77 + 5\left(\frac{15}{30}\right) \\
&= 77 + 5(0,5) \\
&= 77 + (2,5) \\
&= 79,5
\end{aligned}$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{N} - \left[\frac{\sum fx'}{N}\right]^2}$$

$$\begin{aligned}
&= 5 \sqrt{\frac{91}{30} - \left[\frac{15}{30}\right]^2} \\
&= 5 \sqrt{3,03 - (0,5)^2} \\
&= 5 \sqrt{3,03 - 0,25} \\
&= 5 \sqrt{2,78} \\
&= 5(1,66) \\
&= 8,3
\end{aligned}$$

**Table of the Frequency Distribution is Expected and Observation**

Interval of Score	Real Upper Limit	Z - Score	Limit of Large of the Area	Large of area	$f_h$	$f_0$	$\frac{(f_0-f_h)}{f_h}$
80-84	84,5	0,60	0,2258				
75-79	79,5	0,0	0,00	0,2258	6,77	9	0,32
70 - 74	74,5	-0,60	0,2258	0,2258	6,77	11	0,62
65-69	69,5	-1,20	0,3849	0,1591	4,77	5	0,04
60-64	64,5	-1,80	0,4641	0,0792	2,37	-	1
55-59	59,5	-2,40	0,4918	0,0277	0,83	3	2,61
50-54	54,5	-3,01	0,4987	0,0069	0,20	-	1
	49,5	-3,61	0,4998	0,0011	0,03	2	0,03
							5,62

Based on table above, researcher found that  $x^2_{\text{count}} = 5,62$  while  $x^2_{\text{table}} = 5,99$  cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $5,62 < 5,99$ ) with degree of freedom  $dk = 5 - 3 = 2$  and significant level  $\alpha = 5\%$ . So distribution of experiment class by using STAD of cooperative learning (Post-test) is normal.

## 9. Median

No	Interval of Classes	F	X
1	50-54	2	52
2	55-59	-	57
3	60-64	3	62
4	65-69	-	67
5	70-74	5	72
6	75-79	11	77
7	80 - 74	9	82

Explanation :

$$Me = B + \left( \frac{n/2 - (\sum f_2)}{f_{me}} \cdot C \right)$$

Position of Me in the interval of classes is number 1, that:

$$Bb = 69,5$$

$$F = 11$$

$$fm = 9$$

$$C = 6$$

$$n = 30$$

So :

$$= 69,5 + \left( \frac{15 - 11}{9} \times 6 \right)$$

$$= 69,5 + (2,64)$$

$$= 72,14$$

12. Modus = 75



## APPENDIX XI

### THE SCORE OF CONTROL CLASS IN PRE-TEST AND POST-TEST

No	Pre-test	Post-test	$Y_1$	$Y_2^2$
1	65	65	-	-
2	60	60	-	25
3	65	75	10	100
4	70	75	5	25
5	65	70	5	25
6	60	65	5	25
7	70	75	5	25
8	65	65	-	-
9	50	60	10	100
10	65	65	-	-
11	70	75	5	25
12	70	80	10	100
13	60	70	10	100
14	60	65	5	25
15	65	70	5	25
16	60	65	5	25
17	60	65	5	25
18	60	60	-	-
19	80	80	-	-
20	60	80	20	400
21	65	80	15	225
22	50	65	10	100
23	65	60	-5	25
24	60	65	5	25
25	60	65	5	25
26	65	60	-5	25
27	50	70	20	400
28	70	80	10	100
29	70	80	10	100
30	50	75	25	625
	1895	2095	195	2700

## APPENDIX XII

### THE SCORE OF EXPERIMENT CLASS IN PRE-TEST AND POST-TEST

No	Pre-test	Post-test	$Y_1$	$Y_2^2$
1	65	70	5	25
2	65	70	10	100
3	70	80	10	100
4	65	75	10	100
5	60	70	10	100
6	65	75	10	100
7	60	70	10	100
8	65	50	-10	100
9	60	70	10	100
10	60	60	-	-
11	70	75	5	25
12	60	75	15	225
13	65	80	15	225
14	65	80	15	225
15	60	50	-10	100
16	80	75	-5	25
17	60	75	15	225
18	60	60	-	-
19	65	80	-15	225
20	40	70	30	900
21	70	80	10	100
22	65	60	-5	25
23	60	75	15	225
24	65	80	15	225
25	80	70	-10	100
26	50	75	25	625
27	40	75	35	1225
28	70	80	10	100
29	70	75	5	25
30	80	80	-	-
	1905	2175	225	5650

## APPENDIX XIII

### HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using STAD of cooperative learning and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

A. variant of the control class sample by using conventional strategy is:

$$n = 30$$

$$\sum xi = 1905$$

$$\sum xi^2 = 123425$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{30(123425) - (1905)^2}{30(30-1)} \\ &= \frac{3702750 - 3629025}{30(29)} \\ &= \frac{73725}{870} \\ &= 84,74 \end{aligned}$$

B. Variant of the experimental class sample by using skimming strategy is:

$$n = 30$$

$$\sum xi = 1895$$

$$\sum xi^2 = 121325$$

So:

$$S^2 = \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$\begin{aligned}
&= \frac{30(121325) - (1895)^2}{30(30-1)} \\
&= \frac{3639750 - 3591025}{30(29)} \\
&= \frac{48725}{870} \\
&= 56,00
\end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned}
F &= \frac{84,74}{56.00} \\
&= 1,51
\end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,51$  with  $\alpha$  5 % and  $dk = 30$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,91$  cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,51 < 1,91$ ). So, there is no difference the variant between the first class as control class by using conventional strategy and the second class as experiment class by using STAD of cooperative learning (homogeneous).

## APPENDIX XIV

### HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(30 - 1)(56,00) + (30 - 1)(84,74)}{30 + 30 - 2}} \\ &= \sqrt{\frac{29(56,00) + 29(84,74)}{58}} \\ &= \sqrt{\frac{1624 + 2457,46}{58}} \\ &= \sqrt{\frac{4081,46}{58}} \\ &= \sqrt{70,37} \\ &= 8,38 \end{aligned}$$

So:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\begin{aligned}
&= \frac{64,9 - 65}{\sqrt[7,59]{\frac{1}{30} + \frac{1}{30}}} \\
&= \frac{0,1}{\sqrt[7,59]{\frac{2}{30}}} \\
&= \frac{0,1}{\sqrt[7,59]{0,06}} \\
&= \frac{0,1}{0,79} \\
&= 0,12
\end{aligned}$$

Based on researcher calculation result of the homogeneity test of the both averages, researcher found that  $t_{\text{count}} = 0,12$  with opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ , researcher found that  $t_{\text{table}} = 1,67$ , cause  $t_{\text{count}} < t_{\text{table}} (0,12 < 1,67)$ . So,  $H_0$  is accepted, it means no difference the average between the first class as experimental class by using STAD of cooperative learning and the second class as control class by using STAD of cooperative learning in this research.

## APPENDIX XV

### HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experiment class sample by using STAD of cooperative learning and variant of the second class as control class sample by using conventional strategy are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis:

$$H_0 : \delta_1^2 = \delta_2^2$$

$$H_1 : \delta_1^2 \neq \delta_2^2$$

C. variant of the control class sample by using conventional strategy is:

$$n = 30$$

$$\sum xi = 2095$$

$$\sum xi^2 = 148025$$

So:

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{30(148025) - (2095)^2}{30(30-1)} \\ &= \frac{4440750 - 4389025}{870} \\ &= \frac{51725}{870} \\ &= 59,45 \end{aligned}$$

D. Variant of the experimental class sample by using STAD of cooperative learning is:

$$n = 30$$

$$\sum xi = 2175$$

$$\sum xi^2 = 159775$$

So:

$$\begin{aligned}
S^2 &= \frac{n\sum x_1^2 - (\sum x_1)^2}{n(n-1)} \\
&= \frac{30(159775) - (2175)^2}{30(30-1)} \\
&= \frac{4793250 - 4730625}{30(29)} \\
&= \frac{62625}{870} \\
&= 71,98
\end{aligned}$$

The Formula was used to test hypothesis was:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

So:

$$\begin{aligned}
F &= \frac{71,98}{59,45} \\
&= 1,21
\end{aligned}$$

After doing the calculation, researcher found that  $F_{\text{count}} = 1,21$  with  $\alpha$  5 % and  $dk = 30$  from the distribution list F, researcher found that  $F_{\text{table}} = 1,90$  cause  $F_{\text{count}} < F_{\text{table}}$  ( $1,21 < 1,90$ ). So, there is no difference the variant between the first class as control class by using conventional strategy and the second class as experiment class by using STAD of cooperative learning (homogeneous).



## APPENDIX XVI

### HOMOGENEITY TEST OF THE BOTH AVERAGES

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \text{ with } S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

So:

$$\begin{aligned} S &= \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}} \\ &= \sqrt{\frac{(30 - 1)(59,45) + (30 - 1)(71,98)}{30 + 30 - 2}} \\ &= \sqrt{\frac{29(59,45) + 29(71,98)}{58}} \\ &= \sqrt{\frac{1724,05 + 2087,42}{58}} \\ &= \sqrt{\frac{3811,47}{58}} \\ &= \sqrt{65,7} \\ &= 8,10 \end{aligned}$$

So:

$$\begin{aligned} t &= \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{1724,05 - 2087,42}{\sqrt{\frac{1}{30} + \frac{1}{30}}} \end{aligned}$$

$$\begin{aligned}
&= \frac{3,63}{\sqrt[11,41]{\frac{2}{30}}} \\
&= \frac{3,63}{\sqrt[11,41]{0,06}} \\
&= \frac{3,63}{0,79} \\
&= 4,59
\end{aligned}$$

Based on calculation result of the difference test of the both averages, researcher found that  $t_{\text{count}}=4.59$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 30 + 30 - 2 = 58$ , and researcher found that  $t_{\text{table}} = 2,02$  cause  $t_{\text{count}} > t_{\text{table}}$  ( $4,59 > 2,02$ ). So,  $H_a$  is accepted, it means that there is a significant effect of using STAD of cooperative on students' achievement in writing narrative text..

**APPENDIX XXII**

**PRODUCT MOMENT r Table**

<b>N</b>	<b>Taraf</b>	<b>Signif</b>	<b>N</b>	<b>Taraf</b>	<b>Signif</b>	<b>N</b>	<b>Taraf</b>	<b>Signif</b>
	<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,612	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,261
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115

20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,517	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

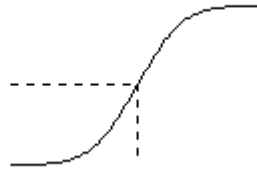
## APPENDIX XXIII

### Z-Table

Density Function:



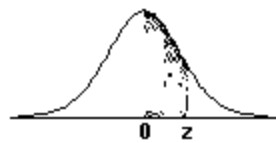
Distribution Function:



$$z = 0.00$$

$$p = .50$$

#### Area between 0 and z



	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177

<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
<b>2.9</b>	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
<b>3.0</b>	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

**APPENDIX XXIV**

**Chi-Square Table**

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
1	---	---	0.001	0.004	0.016	2.706	3.841	5.024	6.635	7.879
2	0.010	0.020	0.051	0.103	0.211	4.605	5.991	7.378	9.210	10.597
3	0.072	0.115	0.216	0.352	0.584	6.251	7.815	9.348	11.345	12.838
4	0.207	0.297	0.484	0.711	1.064	7.779	9.488	11.143	13.277	14.860
5	0.412	0.554	0.831	1.145	1.610	9.236	11.070	12.833	15.086	16.750
6	0.676	0.872	1.237	1.635	2.204	10.645	12.592	14.449	16.812	18.548
7	0.989	1.239	1.690	2.167	2.833	12.017	14.067	16.013	18.475	20.278
8	1.344	1.646	2.180	2.733	3.490	13.362	15.507	17.535	20.090	21.955
9	1.735	2.088	2.700	3.325	4.168	14.684	16.919	19.023	21.666	23.589
10	2.156	2.558	3.247	3.940	4.865	15.987	18.307	20.483	23.209	25.188
11	2.603	3.053	3.816	4.575	5.578	17.275	19.675	21.920	24.725	26.757
12	3.074	3.571	4.404	5.226	6.304	18.549	21.026	23.337	26.217	28.300
13	3.565	4.107	5.009	5.892	7.042	19.812	22.362	24.736	27.688	29.819
14	4.075	4.660	5.629	6.571	7.790	21.064	23.685	26.119	29.141	31.319
15	4.601	5.229	6.262	7.261	8.547	22.307	24.996	27.488	30.578	32.801
16	5.142	5.812	6.908	7.962	9.312	23.542	26.296	28.845	32.000	34.267
17	5.697	6.408	7.564	8.672	10.085	24.769	27.587	30.191	33.409	35.718
18	6.265	7.015	8.231	9.390	10.865	25.989	28.869	31.526	34.805	37.156
19	6.844	7.633	8.907	10.117	11.651	27.204	30.144	32.852	36.191	38.582
20	7.434	8.260	9.591	10.851	12.443	28.412	31.410	34.170	37.566	39.997
21	8.034	8.897	10.283	11.591	13.240	29.615	32.671	35.479	38.932	41.401
22	8.643	9.542	10.982	12.338	14.041	30.813	33.924	36.781	40.289	42.796
23	9.260	10.196	11.689	13.091	14.848	32.007	35.172	38.076	41.638	44.181
24	9.886	10.856	12.401	13.848	15.659	33.196	36.415	39.364	42.980	45.559
25	10.520	11.524	13.120	14.611	16.473	34.382	37.652	40.646	44.314	46.928
26	11.160	12.198	13.844	15.379	17.292	35.563	38.885	41.923	45.642	48.290
27	11.808	12.879	14.573	16.151	18.114	36.741	40.113	43.195	46.963	49.645
28	12.461	13.565	15.308	16.928	18.939	37.916	41.337	44.461	48.278	50.993

df	0.995	0.99	0.975	0.95	0.90	0.10	0.05	0.025	0.01	0.005
29	13.121	14.256	16.047	17.708	19.768	39.087	42.557	45.722	49.588	52.336
30	13.787	14.953	16.791	18.493	20.599	40.256	43.773	46.979	50.892	53.672
40	20.707	22.164	24.433	26.509	29.051	51.805	55.758	59.342	63.691	66.766
50	27.991	29.707	32.357	34.764	37.689	63.167	67.505	71.420	76.154	79.490
60	35.534	37.485	40.482	43.188	46.459	74.397	79.082	83.298	88.379	91.952
70	43.275	45.442	48.758	51.739	55.329	85.527	90.531	95.023	100.425	104.215
80	51.172	53.540	57.153	60.391	64.278	96.578	101.879	106.629	112.329	116.321
90	59.196	61.754	65.647	69.126	73.291	107.565	113.145	118.136	124.116	128.299
100	67.328	70.065	74.222	77.929	82.358	118.498	124.342	129.561	135.807	140.169





17	0.689 3.646	0.863 3.965	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222
18	0.688 3.610	0.862 3.922	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197
19	0.688 3.579	0.861 3.883	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174
20	0.687 3.552	0.860 3.850	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153
21	0.686 3.527	0.859 3.819	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135
22	0.686 3.505	0.858 3.792	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119
23	0.685 3.485	0.858 3.768	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104
24	0.685 3.467	0.857 3.745	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091
25	0.684 3.450	0.856 3.725	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078
26	0.684 3.435	0.856 3.707	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067
27	0.684 3.421	0.855 3.690	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057
28	0.683 3.408	0.855 3.674	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047
29	0.683 3.396	0.854 3.659	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038
30	0.683 3.385	0.854 3.646	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030
40	0.681 3.307	0.851 3.551	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971
50	0.679 3.261	0.849 3.496	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937
60	0.679 3.232	0.848 3.460	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915
80	0.678 3.195	0.846 3.416	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887
100	0.677 3.174	0.845 3.390	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871
1000	0.675 3.098	0.842 3.300	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813
z*	0.674 3.090	0.841 3.291	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807

50% 60% 70% 80% 90% 95% 96% 98% 99% 99.5%  
99.8% 99.9%

Confidence level C

# CHAPTER I

## INTRODUCTION

### A. Background

Writing is one of the four language skills, writing is a way to convey the ideas by written. Writing is important to be learned and mastered by every individual. Thus, writing as communication indirectly or without face to face. By writing, we can make expression what do you think about something and improve new ideas.

Generally, writing has a lot of significances. First, writing need in economic such as maintaining financial accounts. You must keep or maintain financial records and accounts which are reliable and provide an accurate view of your business. Common sense demands financial records as well. Without financial records you are probably going to lose deductions and have much less control over how much money you make ( or lose). So it must be maintained in written form.

Second, writing need in social such as writing consist of transmitting information accurately to a technical or non- technical audience. Where transmitting information is the way to transmit the data or the information through written form in structural ways. For example, SMS (short Message Service), books, letters, magazines, newspaper.

Third, writing need in education, such as keeping historical records. Means the modern practice of history begins with written records: evidence of human culture without writing is the realm of prehistory. Further discussion, the history is written to prove of the realm of history. Writing became a more dependable method of recording and presenting events in a permanent form, and writing determined the link between previously uncategorized and the first known writing. As conclusion, keeping historical records will be the evidence of the last time event up to the future. Thus, it can make you easy to finish a task in academic. Such as proposal, reports of research and so on.

There are some kinds of writing: exposition, description, narration, and argumentation. Narrative is written to tell story, describe an experience. Narrative is a text containing four components, such as, orientation, complication, resolution, and coda. The students should know about components of narrative text, so that, they are able to write narrative very well.

Writing in education is not easy learning activities. Because in writing need several rule as: vocabularies, ideas, structure of sentences. Actually, students at first grade in MAN SIABU can't write well. Based on information from teachers, the problems are about limitation of vocabularies, ideas, and words structure of sentence.

First, students do not have many vocabularies. Many vocabularies are one way to easy in written. But in reality, from the teacher's explanation about the ability of the students, they do not have many vocabularies. If the students are

ordered by teacher to write by model dictation, they usually use the dictionary because they do not know the written of the words. So that, it's make them difficult to write.

Second, students lack of ideas. A good idea is make writing easy to comprehend a text. The good idea can see of content a narrative text such as, orientation, complication, resolution, and coda. The students in MAN SIABU lack of idea because they do not understand about orientation, complication, resolution, and coda. So that, it makes them can't write narrative text.

The last, students do not understand about structure in a sentence. The structure sentence very important to easier in write, such as, arranges subject, predicate, and complement. But in reality, from the teacher's explanation that student cannot write goodly. If the students are ordered by teacher to write, they always write based on teacher saying without think how to arrange subject, predicate, and compliment in writing. So that, it makes them cannot write narrative text.

To make students understand writing narrative 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, TAI, STAD.

STAD (Student Teams- Achievement Division) is the method of teaching learning. That students divided in a small groups, makes students more easy in problem solving, because in groups the students enjoy and can sharing what they

want or think, STAD can help the students that weakness in writing. So, the process of teaching learning more active and creative. Based on the explanation above, the writer in interested to do a research that title:

“THE EFFECT OF STAD COOPERATIVE LEARNING ON STUDEN’S WRITING ACHIEVEMENTS IN NARRATIVE TEXT AT FIRST GRADE IN MAN SIABU”

#### **B. Identification of The Problem**

Based on the explanation of background above, the identification of the problems are:

1. Students lack of vocabularies.
2. Students lack of ideas.
3. Students do not understand structure in sentences.

#### **C. Limitation of The Research**

Based on identification of the problem above, the writer limits about writing narrative text at first grade in MAN SIABU.

#### **D. The Formulation of The Problem**

To make the problem to be clear in research is pointed on the formulation of the problem. Based on identification above as follow: is there the effect STAD of cooperative learning on student’s writing achievements narrative text in MAN SIABU?

### **E. The Purposes of The Research**

The objectives of research are:

1. To describe the achievement study with use STAD of cooperative learning what is effect or develop on achievement study in writing narrative after use STAD of cooperative learning.
2. To describe the achievement study in writing narrative without use STAD of cooperative learning.
3. To examine whether is there effect significance different of achievement study on writing narrative text with use STAD of cooperative learning than without make it.

Based on formulation above the writer determiners the purposes of the research is to examine effect of STAD cooperative learning on student's achievements writing narrative text in MAN SIABU.

### **F. The Significance of Research**

This research has significances to the following area:

1. For teacher, the result of this research will give one suitable method that can be used by teachers to get successful learning. This research is expected to provide information, which may have practical as well as theoretical values for English language teacher. Theoretically, the result of this research will add what has been found in the area of English teaching in foreign language. The result of this research will inform English language teachers in their attempts to decide which of the best method in teaching writing.

2. For students, using appropriate method in learning will make students enjoy to study and it make them to increase their motivation in learning, because one of the important factor to get successful learning is using appropriate method. For educational world, to increase the quality of education especially in English by using appropriate method in teaching English.
3. For other researcher, the result of this research is hoped to help the other research who will conduct further research in the same topic. This research can give them information about teaching method, especially writing STAD cooperative learning on student's writing achievements in narrative text. So, it makes them easier in their research.

#### **G. Definition of The Operational Variables**

There are many variable of the title; the writer explains the variable below:

1. Effect is a change which is a result or consequence of an action or other cause.
2. Cooperative learning is one teaching method, refers to a variety of teaching method in which students work in small groups to help one another learn academic content. In conclusion, cooperative not a new idea in education, but until recently it has only been used by a few teachers for limited purposes, such as occasional group project or reports.
3. STAD is one cooperative learning, STAD is a small groups, as each four or five person, and the person in groups divided Heterogenic. In conclusion STAD is a teaching method focus on students centered approach until the effective and active in teaching and learning process.



4. Writing narrative text is a past activity, story or experience. In conclusion writing narrative text is a story talk the past activities or events which order to problematic and to give lesson to reader.
5. Achievement study is something that in obtaining or a result of activity.
6. The effect STAD cooperative learning on student's writing achievements in narrative text at first grade in MAN SIABU: is one effect model learning in comprehension writing narrative text in one the senior high school in SIABU.

#### **H. The Outline of Thesis**

The systematic of this research is divided into five chapter, and each chapter consist of many sub chapters with detail as follows :

In chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research objective, research significances, definition of operational variable.

In chapter two, consist of theoretical description, which consist sub chapter such as theoretical review consist STAD of cooperative learning on student's writing achievements in narrative text. Then review of related finding, and conceptual framework, hypothesis.

In chapter three, consist of place and time of the research, research design, population and sample. Instruments of data collecting, procedure of research, testing of instrument, data collecting data analysis.

In chapter four, consist of the result of the research which consist of description of the data, the testing of hypothesis, the result of research.

And the last is chapter five, consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Description

##### 1. STAD Cooperative learning

###### a. Cooperative learning

Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understands. Cooperative work rarely replace teacher in striation, but rather replaces individual seatwork, in study, and individual drill. Properly organized students in cooperative groups work with each other to make certain that everyone in the group has mastered the concepts being taught.

Cooperative learning is not a new idea in education, but until recently it has only been used by a few teachers for limited purposes, such as occasional group projects or reports. However, research over the last twenty years has identified cooperative learning methods that can be used effectively at every grade level to each every type of content, from math to reading to writing to science, from basic skills to complex problem solving. Increasingly, cooperative learning being used as teacher's main way of organizing classroom for instruction.<sup>1</sup>

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<sup>1</sup> Robert. E. Slavin, *Cooperative learning*, (Bandung: Nusa Media, 2005), p. 143.

Finally concluded, this method is focus centered students, not teacher's such last time until, students fell happy, not boring when do act teaching and learning process. The students can find source of material wherever until them always active in study. And make teacher easier in explanation learning.

b. STAD Cooperative learning

STAD (students Teams Achievements Divisions) is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to the cooperative learning. In STAD consist of five components as: class presentation, teams, quizzes, individual improvements scores, and team recognition.

According Marhan (20: 9) STAD is the most researched of all cooperative learning methods and is very adaptable to a wide range of subjects and grades. In STAD, students study 4-5 members following a teacher presentation, teams are made up of students with varying academic abilities.<sup>2</sup>

Slavin (InNur: 2000: 26) in STAD student divided to become some group or team, each of group consisted of 4 or 5 groups. Every team have individual as heterogenic, likes, gender goodness, race, ethnic, and have ability not so bad and good, until event accumulation of characteristic different students.<sup>3</sup>

The application every team use spread sheet academic, and to make easy in mastery of study can with Question and answer or discussion between

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<sup>2</sup>Marhan, *cooperative Learning and Communicative Competence*, (<http://www.academia> accessed at April 6, 2013 retrieved on 10 pm).

<sup>3</sup>Trianto, *Mendesain Model Pembelajaran Inovatif- Progresif*, ( Jakarta: kencana,2010) P. 68.

group/team. Thus, to evaluation individual, the teacher will look at of every week, like a group or individual will do best to contribution 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.

c. The procedure method STAD

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

1) Class achievement

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.

2) 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.<sup>4</sup>

### 3) Quiz

After teacher invite students to presentation result of discussion of each groups, if each groups give quiz to use know, what in a groups any group work as good with look at result quiz every member.<sup>5</sup>

### 4) 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.

### 5) Team confession

As confession on team has best value can be given appreciation at present, certificate, and others.<sup>6</sup>

## 2. Writing Achievement

Achievement is a result of capable every individual as can see or feel, such as in study. According by Piusabdillah p that "Achievement is study achievement

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<sup>4</sup> *Ibid.* p. 75.

<sup>5</sup> Agus Suprijono, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 134.

<sup>6</sup> Tukiran Taniredja and Dkk, *Model- Model Pembelajaran Inovatif*, (Bandung: Alfabeta, 2011),

as have reach.<sup>7</sup> And in dictionary Indonesian achievement is study achievement as have reach of as have reach after due process study.<sup>8</sup>

So, the conclusion is achievement study is the skill someone to do something, than event change skill of notable becomes able is show of achievement study.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.

According to David Nunan, writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts,, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report.<sup>9</sup>

So, according David Nunan, writing is a both a physical and a mental work of inventing of idea and it also both a process and a product, the writer imagines, organizes, drafts, edits, and reads.

On other hand, H.R Tarigan said: “ menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang di pahami oleh seseorang, sehingga orang-orang lain dapat membaca lambing-lambang grafik tersebut kalau mereka memahami bahasa dangan

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<sup>7</sup> Pius Abdillah p and M Dahlan Albany, *Kamus Besar Ilmiah Popular Lengkap*, (Surabaya: Arkola, 1998), p. 499.

<sup>8</sup> Pusat Bahasa Departmen Pendidikan Nasional, *Kamus Besar Bahasa Indonesia, Edisi Ketiga* (Jakarta: Balai Pustaka), p. 534.

<sup>9</sup> David Nunan, *Practical English Language Teaching*, (America: The MC. Grow. Hill Companies, 2003), P. 88.

barang grafik itu, menulis merupakan suatu representasi bagian dari kesatuan- kesatuan ekspresi bahasa”.<sup>10</sup>

So, according H.R Tarigan, writing is an activity to transfer the ideas and describe a language, so the readers can understand what the writer means. So that, writing achievements is a skill transfers ideas in a written with process study until show good writing.

### 3. Narrative text.

#### a. The concept of narrative text

A.S Hornby in Oxford Advanced Learner’s Dictionary defined: narrative is a description of events, especially in a novel or story, the act or process of feelling a story.<sup>11</sup> It similiarly with john langan said “Narration is a writer tells the story of something that happened” through narrative, we make statement clear by relating in detail something that has happened to us.<sup>12</sup> Menurut Otong Setiawan mengatakan: narrative adalah merupakan jenisteksceritadongeng yang bertujuan menghibur pembaca.<sup>13</sup> So, According Otong Setiawan, Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers.

And according to Pardiyono said that: Narrative adalah jenis teks yang sangat tepat untuk menceritakan aktivita s atau kejadian masa lalu yang menonjolkan problematika experience dan resolution dengan maksud

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<sup>10</sup> HR. Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkala, 1986), p. 21.

<sup>11</sup>Hullon Wills, *Structure Style and Usage a Guide to Expository Writing*, (New York: Holt, Rinehart and wiston, 1996), p. 94-99.

<sup>12</sup> John Langan. *Collage Writing Skills With Readings*,( New York: MC Graw-Mill Book Company, 1986), p. 111.

<sup>13</sup>Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2007), p. 41.

menghibur dan sering kali dimaksudkan untuk memberi pelajaran moral kepada pembaca.<sup>14</sup>

So, according Pardiyo Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers.

According to Otong Setiawan Djuharie, to write the narrative, there are four components that should be care:

1) Orientation

Orientation is parts of text give setting or opening about the Narrative

2) Complication

Complication is parts of text to inform about the conflict in Narrative

3) Resolution

Resolution is parts of text to describe about the reaction to solve the problem

4) Coda

Coda is the describe reflection or evaluation the conflict about the Narrative.

The function of component Narrative:

a) Orientation

The function of orientation

- 1) Content of topic an activity or event which wonderfully will be talked.
- 2) Should be interest and can provoke the readers to know specially.
- 3) Using adjective to describe personal attitude generally.

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<sup>14</sup>Pardiyo. *Teaching Genre-Based Writing* (Yogyakarta: Andi Offset, 2007),p. 94.



b) Complication

- 1) Content details about the activities or the events which problematic which are arranged sequence from introduction, conflict until climax.
- 2) Talking chronologically, sequence the activities are done, the same in writing recount text, in narrative text is also used sequence. Makers: first, second, third, etc. or first, next, after, that, then, finally etc.
- 3) Grammatical features
  - a. Using predicate with the verb which past tense forming, past perfect tense, past continuous tense.
  - b. Using verb of doing on predicate, such as ran out, got and bent etc. which describe the activities.
  - c. Using adjective which the function to show the personal attitude, such as frightened, quiet, calm, worried, confused, anxious, happy.
  - d. Repenting subjective pronoun is same in text is general such as: first *my aunt* was very frightened, but *she tried* manage herself to be quiet.
  - e. Using conjunction is also found such as: first, my aunt was very frightened but she tried to manage herself to be quiet.

c) Resolution

Content problem solving has told until the climax.

## d) Coda

- 1) Content about moral lesson which is possible can be taken at the events, such as my aunt was so relieved to see the snake leaving the room without making my harm to anybody.<sup>15</sup>

So, according pardiyono, narrative is an special kind of text which talks about events with problematic and unexpected outcome that entertains and instructs the reader or the listener, such as: novels, poems, comics, movies and other, and the pattern uses simple past tense.

## Example of Narrative

**The Myth of MalinKundang.**

Orientation

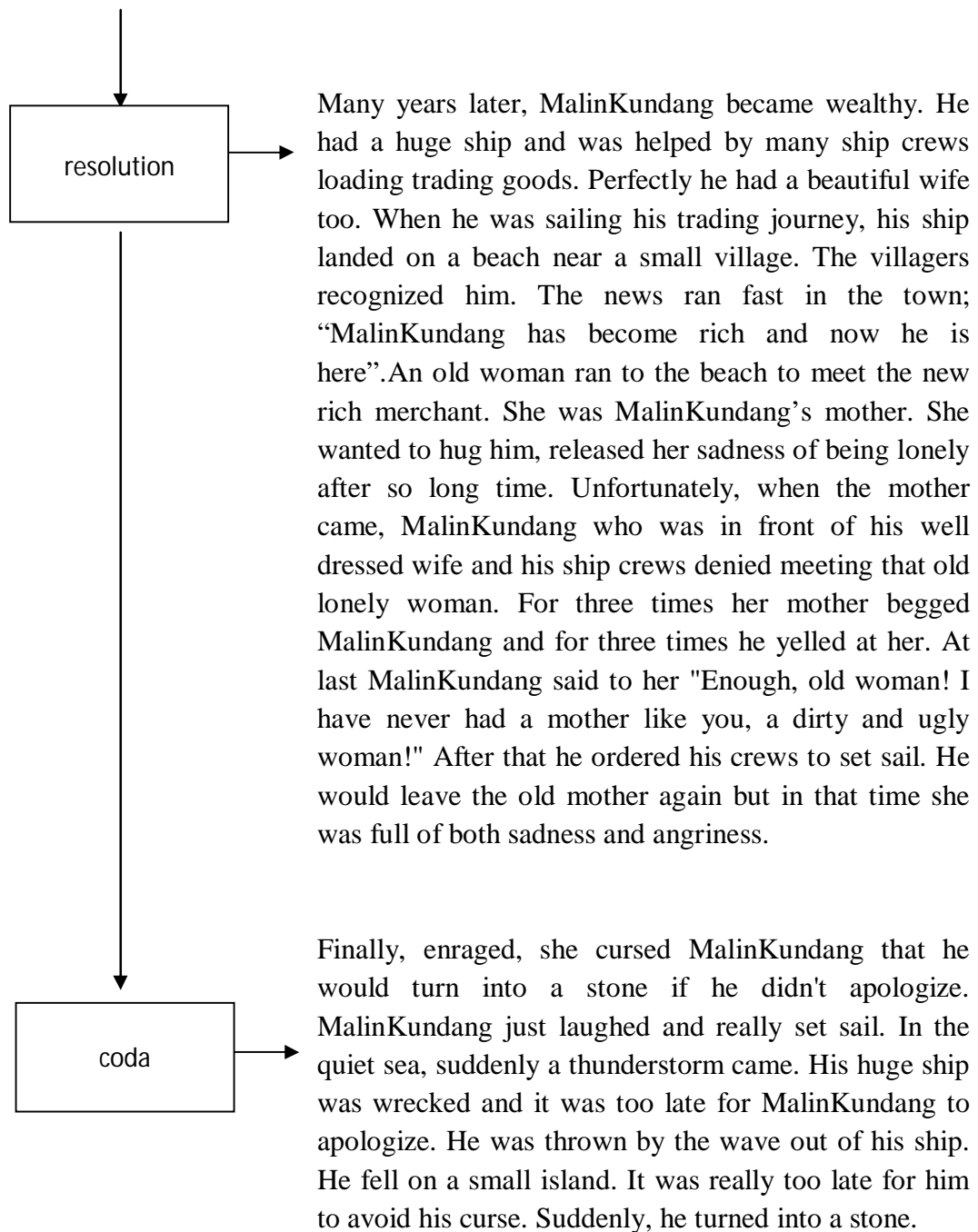
A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother. MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town.

complication

One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone.

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<sup>15</sup>*Ibid.* p. 97-98.





## 2) The Language Elements of Narrative

According to Otong Setiawan Djuharie, the language elements used in writing narrative paragraph are, nouns, individual participant, past tense, conjunction, action verb, and saying verb.

- a. Noun is a word used as the name of a person, place or thing.<sup>16</sup>

Budi is our teacher

There is a table in the class

I saw a man in the market

- b. Individual participant

Individual participant means that the subject who takes part in a situation or the story of specific subject.<sup>17</sup> Such as story about snow white, Prophet Muhammad, MalinKundang.

- c. Past Tense

The simple past is used of a complete action that happened at one specific time in the past.<sup>18</sup> According to Betty Schramper Azar, simple past tense is used to talk about activities or situations that began and ended at a particular time in the past.<sup>19</sup> Meanwhile, according to Jayanthi Dakshina Murthy, simple past tense is when a verb is used to

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<sup>16</sup>Wren and Martin. *Op.Cit.*, p.5.

<sup>17</sup>Otong Setiawan Djuharie. *Op.Cit.*, p. 25.

<sup>18</sup> Cliffs, *Toefl*, (India: Dream Land, 2005), p. 59.

<sup>19</sup> Betty Schramper Azar. *Fundamentals of English Grammar*, (Jakarta: Bina Rupa Aksara, 1993), p. 32.

shown that an action was completed.<sup>20</sup> So, simple past tense is a sentence or story as do past thus, can see of used verb and adverb of sentences.

#### d. Conjunction

Conjunction is a word which is used to join one word to another word, or one sentence to another sentence. There are two types of conjunction subordinating conjunction.<sup>21</sup> According to Slamet Riyanto dkk, conjunctions are words that are used to connect words or a group of words or sentence.<sup>22</sup> so, conclusion conjunction is a word as function combine a word or sentences.

#### e. Action verb

The action verb divided into two forms.<sup>23</sup>

##### 1. Regular verb

The A regular verb is a verb which has a normal inflection or normally added by “ed” or “d” to the infinitive. Example:

Help	helped	helped
Play	played	played
Open	opened	opened

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<sup>20</sup>Jayanthi Dakshina Murty. *Contemporary English Grammar*, (New Delhi: Book Palace. 2003), p. 151.

<sup>21</sup>Wren and Martin. *Op.Cit*, p. 151-153.

<sup>22</sup>Slamet Riyantodkk. *A Complete Course to the Toeic Test*, (Jogjakarta: Pustaka Pelajar, 2008), p. 80.

<sup>23</sup> Ahmad Kardimin. *Fundamental English Grammar*, (Jakarta: Pustaka Pelajar, 2009), p. 30-36.

## 2. Irregular verb

An irregular verb is a verb which does not have a normal inflection or normally added by “ed”d” to the infinitive form. Example:

Become	became	become
Buy	bought	bought
Begin	began	begun

According to Betty Schramper Azar, the action verb divided in two forms.<sup>24</sup>

1. Regular verb: the simple past and past participle and in-ed.

Example:

Listen	listened	listened
Study	studied	studied
Stop	stopped	stopped

2. Irregular verb: the simple past and past participle do not end in-ed.

Example:

Swim	swam	swum
Find	found	found
Break	broke	broken

### f. Saying verb

It is about verb which to show the report or say such as said, told promised, thought, understood.<sup>25</sup> According to Jayanthi Dakshina Murthy,

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<sup>24</sup> Betty SchramperAzar. Op Cit., p. 41.

verb is described as a word which is used to indicate an actions, a state of being of existence or possession. Example, *bought, save, handed, lent, offered, paid, played, promised, showed, sang, made, told, sent, sold, got.*<sup>26</sup>

## **B. Review of Related Finding**

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

The first, an analysis on the students ability writing narrative based on picture of the grade VIII at MTs. Mardiyah Islamiyah by Sakinah. She conclude that there were 31 students from the whole sample got average score 70% or more. It means that 67, 39% of samples are able to write narrative stories based on pictures. There were 15 students from the whole the sample got average score less that 70%. It means that 32, 60% of samples are unable to write narrative stories based on pictures. After calculating and analyzing the data, it was shown from the score is 18, 35% which was regarded in level fair to poor. Thus, based on the data is god, the grade VIII students of MTs, S MardiyahIslamiyah in 2009/2010 academic years were regarded as able to write narrative based on picture but they still faced in the language skill.<sup>27</sup>

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<sup>25</sup>Otong Setiawan Djuharie. *Op. Cit.*, p. 41.

<sup>26</sup>Jayanthi Dakshina Murthy. *Op. Cit.*, p. 86-87.

<sup>27</sup> Sakinah, *Analysis on The Students Ability Writing Narrative Based on Picture of The Grade VIII at MTs S Mardiyah Islamiyah*, (unpublished script, 2009).

The second, the ability of the eight Grade Students of SMP Negeri 3 Padangsidempuan in Mastering Narrative Text in 2009-2010. The conclude that ability of the eight grade students of SMP 3 Padangsidempuan in Mastering narrative text is good.it canbe be seen through the average score is 75.<sup>28</sup>

The third, the different achievement student use cooperative STAD with Discussion on kesetimbangan kimia in XI SMA N I Angkola selatan, based her conclusion in scription, by method stad more good in mastery student on kesetimbangan kimia.<sup>29</sup>

In conclusion above, the researcher interest to make the research about “THE EFFECT STAD OF COOPERATIVE LEARNING ON STUDENT’S WRITING ACHIEVEMENTS IN NARRATIVE TEXT AT FIRST GRADE IN MAN SIABU”

### C. Conceptual Framework

The successful of writing ability depend on many factors. One of them is how the teacher teaches English to the students. The suitable method is very important to teach writing narrative text ability. Writing narrative text is a text that is used to retell something that happened in the past and to tell a series of past event and it relates to somebody experienced. Biography and autobiography are the examples of recount texts.

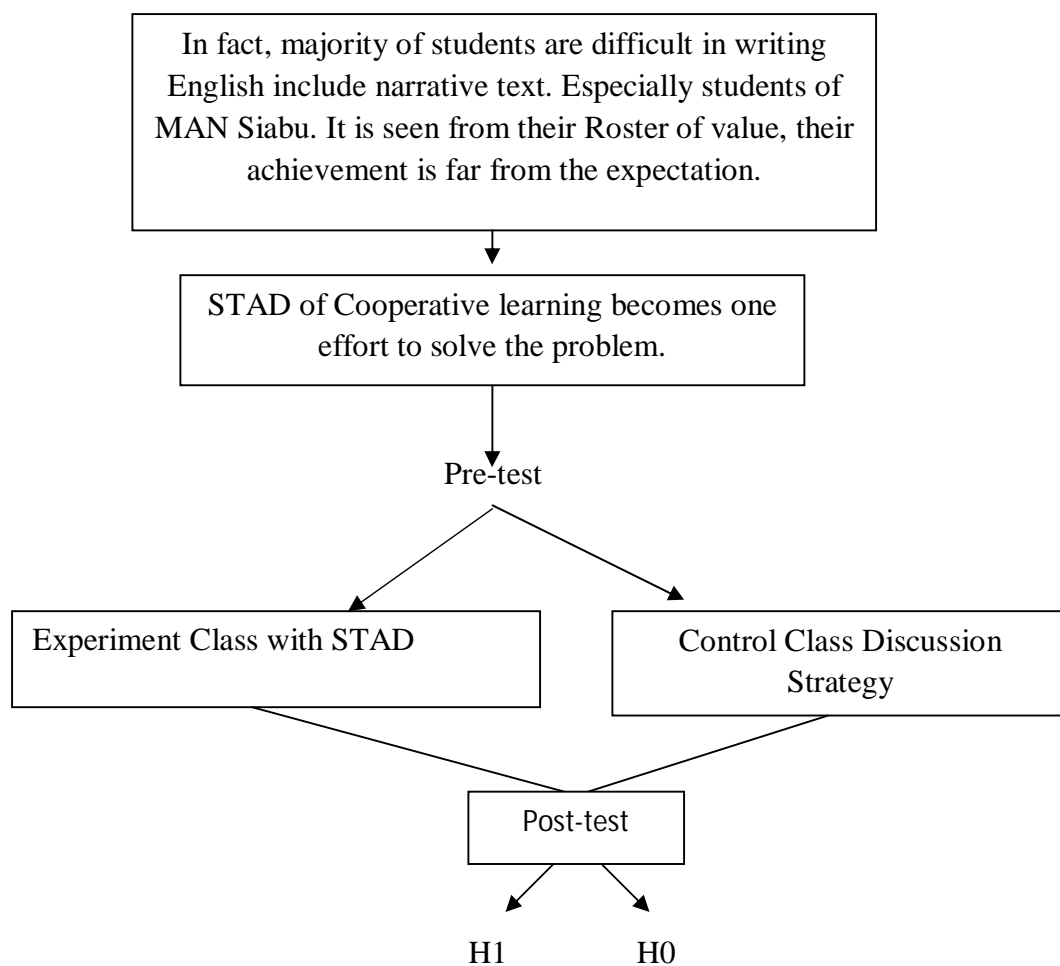
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<sup>28</sup> Evi Maya Sari, *The Ability of The Eight Grade Students of SMP Negeri 3 Padangsidempuan in Mastering Narrative Text*, (unpublished script, 2009).

<sup>29</sup> Maysaroh, *The Different Achievement Study Use Cooperative Learning Tive STAD with Discussion on Kesetimbangan Kimia*, (unpublished script 2010).



However, it becomes main manifestation of the writer. 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 narrative text can be seen as follow:



From the pictures above, STAD Cooperative learning is a method used by the teacher on writing narrative text ability. In order the learning of writing

narrative text through STAD method to be easier, the teacher must be able to facilitate the students to learn effectively.

Based on the description above, using STAD should be seen as a suitable strategy in teaching and learning of writing narrative text ability and it develops the students' competencies. STAD of Cooperative learning gives maximum control for teacher to teach writing with large or small classes to convey the students' interest and motivation in writing narrative text subject especially. Hopefully, the students will write narrative text better STAD of cooperative learning.

#### **D. Hypothesis**

Based on the explanation above the researcher formulated hypothesis of the research is "There is the effect Students achievements by using STAD is significantly than discussion on writing narrative text in MAN SIABU?"

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The method used in this research was experimental method. According to L.R Gay and Peter Airisian Stated that, experimental research is the only type of research that can test hypothesis to established cause and effect relationship.<sup>1</sup> And IbnuHajar stated that experimental research is research design scientific which more careful and appropriate to do research the effect of something variable and another variable.<sup>2</sup> In addition, Sugiyono stated that experimental research is a research that is used to find the effect of treatment, different with the other research does not use treatment.<sup>3</sup>

From the quotation above, researcher concludes that the experimental research was a kind of research which had to aim to know the causal effect relationship between one or more variables to another variable. So, writer will use experiment method as research design on “the effect of cooperative learning STAD on student’s writing achievements in narrative text at first grade in MAN Siabu”

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<sup>1</sup>L. R. Gay and Peter Airisian, *Education Research* (New York: Merrill, 2000) p. 367.

<sup>2</sup>Ibnu Hajar, *Dasar-Dasar Methodology Penelitian Quantitatif dalam Pendidikan* (Semarang: PT Raja Grafindo Persada, 1999), p. 321.

<sup>3</sup>Sugiyono, *Metodology Pendidikan* (Bandung: Alfabeta, 2010). P. 107.

**Table 1 Research Design of Instrument**

Class	Pretest	Treatment	Post test
Experiment	✓	✓	✓
Control	✓	X	✓

### 1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. Its function is to find scores of the STAD and discussion group before the writer treatment. In case, the writer hopes that the whole student's narrative text ability of writing narrative text ability. The experimental group and the control group are given some mate are same or if there is a difference between those group, the difference is 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 groups was given treatment, it was taught by using the group presentation technique and the control group was taught by the conventional technique.

### 3. Post-test

After giving the treatment, the researcher conducted a post-test which the same test with the pre-test and it must conduct in the previous of the research. The post test will be the final test in the research, especially in measuring the

treatment whether it is significant or not. After conducting the post test, the researcher analysis the data.

## **B. Time and Place of Research**

This research will be done at MAN SIABU. It is located at Jl. Medan-Padang, Kabupaten Mandailing Natal. This subject of research is at the first grade of students at MAN SIABU. This research is planned to start from April 2013 until finally.

## **C. The Population and the Sample**

### **1. Population**

According to SuharsimiArikunto, “Populasiadalahkeseluruhan data subject penelitian”.<sup>4</sup> It means that population is the entire subject of the research. According to Gay and Airisian, “population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable”.<sup>5</sup> The last, Ary said that population is all members of well defined class of people, event, objects.<sup>6</sup>

From the definition above, it could be concluded that the population was the entire subject under study.

The population of this research is all the ten grade students of MAN Siabu in 2012/2013 academic year. This school consists of ten classes which consist of 183 students.

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<sup>4</sup>Suharsimi Arikunto, *Op.Cit*, p.108.

<sup>5</sup>L.R. Gay and Peter Airisian. *Op.Cit*, P. 122.

<sup>6</sup>Sukardi, *Metodologi Penelitian Pendidikan* (Jakarta: Bumi Aksara, 2003), p. 53.

**Table 2**  
**The Population of the first Grade Students of MAN Siabu**  
**In 2012/2013 academic year**

No.	Class	Total
1	X .1	30
2	X .2	30
3	X .3	33
4	X .4	30
5	X .5	30
6	X .6	30
Total of Students		183

## 2. Sample

According to Gay and Airisian, “Sample comprises the individuals, items, or events selected from a larger group referred to as a population.”<sup>7</sup> Suharsimi Arikunto said that when subject less than 100, sample was taken from all total of subject, while if its amount more than 100, sample was taken by 10%- 15% or 20%- 25% or more appropriate with the researcher’s ability.<sup>8</sup>Therefore, in this sample, the analysis, but the group or classes consist of several individuals. The writer concludes this technique is used in this research, because the population is homogeneous. It means that in this research the sample

### a. Normality test

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, as follow:

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<sup>7</sup>L.R. Gay and Peter Airisian. *Op.Cit*, p. 121

<sup>8</sup>Suharsimi Arikunto. *Op.Cit*, p. 109.

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

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<sup>9</sup>

To calculate the result of Chi-Quadrate, experiment class (X-1) after doing the calculation, researcher found that  $x^2_{\text{count}} = 4,69 < x^2_{\text{table}} = 7,81$  used significant level 5 % degree of freedom as big as total of frequency is lessened 3 (dk = 5 – 3). If result  $x^2_{\text{count}} < x^2_{\text{table}}$ . So, it was could be concluded that the data was distributed by normal. Researcher calculation, it can be seen on the appendix XII.

#### b. Homogeneityvariant test

Homogeneity variant test was used to know whether control class and experimental class have the same variant or not. If the both of classes was same, it was could be called homogeneous. To test it, researcher used formula as follow:

$$F = \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}}$$

Where:

$n_1$  = Total of the data that bigger variant

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<sup>9</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

$n_2$  = Total of the data that smaller variant

Criteria:

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_a : \sigma_1^2 \neq \sigma_2^2$$

Where:

$\sigma_1^2$  = Variant of experimental class

$\sigma_2^2$  = Variant of control class<sup>10</sup>

$H_0$  is accepted if  $F \leq F_{\frac{1}{2} (n_1-1)(n_2-1)}$  while if  $F_{count} > F_{table}$ . So,  $H_0$  is rejected with

significant level 5 % (0,05) and  $F_{count}$  was 0,12 with significant level  $\alpha = 5\%$  with  $dk = (n_1 + n_2 - 2) = (30 + 30 - 2) = 68$  from the distributing list F was found that  $F_{table}$  was 1.91, cause  $F_{count} < F_{table}$  (0,12 < 1.67). So, no difference the variant between the both of classes (homogeneous). From the above explanation the data was distributed normal and homogen. It means in this research the researcher use random sampling to taken the sample, as X.1 ( Experiment class) and X.2 (Control class), total of students was 60 students. it can be seen on the appendix XVIII.

#### **D. Instrument**

A research must have a good instrument because it is able to guarantee for taking the valid data. In addition, Arikunto says, " Instrument of the research is a tool of facility which is used by researcher in collecting data so that the process is

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<sup>10</sup>Sudjana, *Metoda Statistika*, (Jakarta: Tarsito, 2002), p. 250.



easier and better or more careful, complete, and systematic”.<sup>11</sup> In this research, the instrument of collecting data is using test.

Based on the definition above, when doing the research must use a tool, it means can be object or facility and its function is to collect the data from the field. In this research is the collection of many questions.

In making the instrument, it is based on both variables. In this case, teaching with cooperative STAD as independent or X variable and writing narrative text ability as dependent or Y variable.

### **Test arrangement**

The type of the test is task writing which form makes a opus. The researcher will gave a title narrative text. Then, students will write story title the appropriate narrative text. After that, the answer sheets collected for the analysis or examined by researcher. The function of the test is to measure students writing narrative achievement. In arranging the test, the researcher follows, the indicator writing:

### **Grammar**

No.	Indicator	Score
1	Few ( if any) noticeable errors of grammar or word order	6
2	Some error of grammar or word order which do not however, interfere with comprehension	5

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<sup>11</sup>Suharsimi Arikunto, *Op.Cit*, p.160.

3	Error of grammar or word order fairly frequent occasional re- reading necessary for full comprehension	4
4	Errors of grammar of word order frequent: efforts of interpretation sometimes required an reader's part	3
5	Error of grammar of word order very frequent reader of ten has to rely on own interpretation	2
6	Errors of grammar of word order so severe as to make comprehension virtually impossible	1

### Vocabulary

No.	Indicator	Score
1	Use of vocabulary and idiom rarely (it at all) distinguishable from that of educated native writer	6
2	Occasionally uses in appropriate terms or relies on circumlocution: expression or ideas hardly impaired	5
3	Uses writing or inappropriate word fairly frequently expression of ideas maybe limited because of in adequate vocabulary	4
4	Limited vocabulary and frequent errors clearly hinder expression of ideas.	3
5	Vocabulary so limited and so frequently misused that reader must often rely on own interpretation	2
6	Vocabulary limitation so extreme as to make comprehension virtually impossible	1

**Mechanic**

No.	Indicator	Score
1	Few (if any) noticeable lapses in punctuation or spelling	6
2	Occasional lapses in punctuation or spelling which do not, however interfere with comprehension	5
3	Errors in punctuation or spelling fairly frequent occasional re- reading necessary for full comprehension.	4
4	Frequent error in spelling or punctuation sometimes to obscurity	3
5	Errors in spelling or punctuation so frequent that reader must often rely on own interpretation	2
6	. Errors in spelling or punctuation so severe as to make comprehension virtually impossible	1

**Fluency (style and ease of communication)**

No.	Indicator	Score
1	Choice of structures and vocabulary consistently appropriate: like that of educated native writer	6
2	Occasional lack of consistency in choice of structures and vocabulary which does not.	5
3	patchy, with some structures or vocabulary items noticeably inappropriate to general style	4
4	Structures of vocabulary items sometime not only in appropriate but also misused little sense of ease of communication.	3
5	Communication often impaired by completely	2

	inappropriate or misused structures or vocabulary items.	
6	. A hotch- potch of half learned misused structures and vocabulary items rendering communication almost impossible.	1

### Form organization

No.	Indicator	Score
1	Highly organized clear progression of ideas well linked : like educated native writer	6
2	Material well organized linked could occasionally be clearer but communication not impaired	5
3	Some lack of organization re- reading required for clarification of ideas	4
4	Little or no attempt at connectivity, though reader can deduce some organization	3
5	Individual ideas may be clear, but very difficult to deduce connection between them.	2
6	. Lack of organization so severe that communication is seriously impaired. <sup>12</sup>	1

### Score:

No.	Indicator	Score
1	Grammar	20
2	Vocabulary	20

<sup>12</sup> Arthur Hughes, *Testing For Language Teachers*, (New York: Cambridge University Press, 1990), p. 91-93.

3	Mechanic	20
4	Fluency	20
5	Form organization	20
	Total score	100

### **E. The Technique of Collecting Data**

To get the data from the students, the writer collects by giving pre- test and post test to students. Test is some of question or view and other tool is used for measure skill, knowledge and intelligence ability. The test is divided into two kinds:

#### 1. Pre-test

The pre-test is conducted to find out the homogeneity of the sample. Its function is to find scores of the STAD and discussion group before the writer treatment. In case, the writer hopes that the whole student's narrative text ability of writing narrative text ability. The experimental group and the control group are given some mate are same or if there is a difference between those group, the difference is hopefully not significant.

#### 2. Post-test

After giving the treatment, the researcher conducted a post-test which the same test with the pre-test and it must conduct in the previous of the research. The post test will be the final test in the research.

## F. The Technique of the Data Analysis

### 1. Requirement test

#### a. Normality test

To know whether data of research has normal. So, reseracher used Chi-Quadrate formula, 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<sup>13</sup>

To calculate the result of Chi- Quadrate, 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  $x_{count}^2 < x_{table}^2$ . So, it can be concluded that data is distributed by normal.

#### b. Homogeneity variant test

Homogeneity variant teat was used to know whether control class and experimental class have the same variant or not. If the both of classes is same, it is can be called homogeneous. To test it, researcher used formula as follow:

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<sup>13</sup>Mardalis, *Metode Penelitian: Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2003), p. 85.

$$F = \frac{\text{The biggest variant}}{\text{The smallest variant}}$$

Where:

$$\begin{aligned} n_1 &= \text{Total of the data that bigger variant} \\ n_2 &= \text{Total of the data that smaller variant}^{14} \end{aligned}$$

Hypothesis is rejected if  $F \leq F_{\frac{1}{2}\alpha(n_1-1)(1=n_2-1)}$  while if  $F_{count} > F_{table}$

hypothesis is accepted. It determined with significant level 5% (0,05) and dk numerator is  $(n_1 - 1)$  while dk denominator is  $(n_2 - 1)$ .

## 2. Hypothesis Test

Data Analysis was used to test the hypothesis by using t-test, that:

$$H_a : \mu_1 \neq \mu_2$$

$$H_o : \mu_1 = \mu_2$$

If  $H_a : \mu_1 > \mu_2$ , it was mean the result of students' writing achievements narrative text at first grade MAN Siabu was significant effect. But, if the  $H_o$ : it was meaning the result of students' writing achievement narrative using STAD of cooperative learning grade X MAN Siabu. Was no significant effect. To test the hypothesis, researcher used the formula as follow:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$\bar{x}_1 = \text{Mean of experimental class sample}$$

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<sup>14</sup>Ibid. p. 250

$\bar{x}_2$  = Mean of control class sample

$n_1$  = Total of experimental class sample

$n_2$  = Total of control class sample<sup>15</sup>

The formula of standard deviation was:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

$s$  = Variant

$s_1^2$  = Variant of experimental class

$s_2^2$  = Variant of control class<sup>16</sup>

To test criteria of hypothesis is if  $H_0$  is accepted by  $-t_{table} < t_{count} < t_{table}$ . By opportunity  $\left(1 - \frac{1}{2}\alpha\right)$  and  $dk = (n_1 + n_2 - 2)$  and  $H_0$  was rejected if there was  $t$  has the other results.

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<sup>15</sup>*Ibid.* p. 219.

<sup>16</sup>*Ibid.* p. 239.



**CHAPTER IV**  
**RESULT OF THE RESEARCH**

**A. Description of Data**

The description of data was done by calculating the data of pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis and to calculating more valid in calculating the data researcher to validated Mimunah S.Pd. I, Naimah S.Pd I and Retni Next, the researcher described the data as follow:

**1. The Score of Experiment Class**

**a. Pre-test Experimental Class**

**Table 3**  
**The Score of Experiment Class in Pre-test**

Total	1905
Highest School	80
Lowest Score	40
Range	40
Interval	6
Mean	64,9
SDt	7
Median	62,2
Modus	60

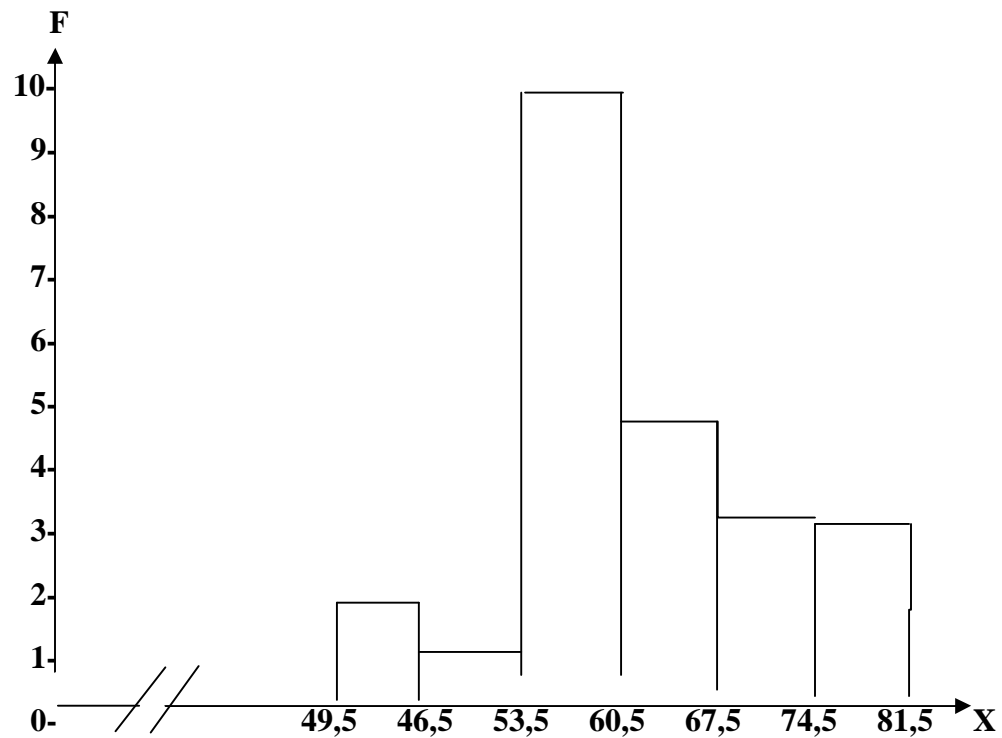
Based on the table above the total score of experiment class in pre-test was 1905, mean was 64,9, median was 62,2 modus was 60. The researcher get the highest score was 80 and the lowest score was 40. Next, the calculation of how to get it could be seen in the appendix X and XII. Then, the computed of the

frequency distribution of the students' score of experiment class could be applied into table frequency distribution as follow:

**Table 4**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	40-46	2	5%
2	47-53	1	5%
3	54-60	10	35%
4	61-67	9	30%
5	68-74	5	10%
6	75-81	3	15%
$i = 7$		3	100%

Based on the table above, it can be drawn at histogram as follow:



**b. Post-test Experiment Class**

**Table 5**  
**The Score of Experiment Class in Post-test**

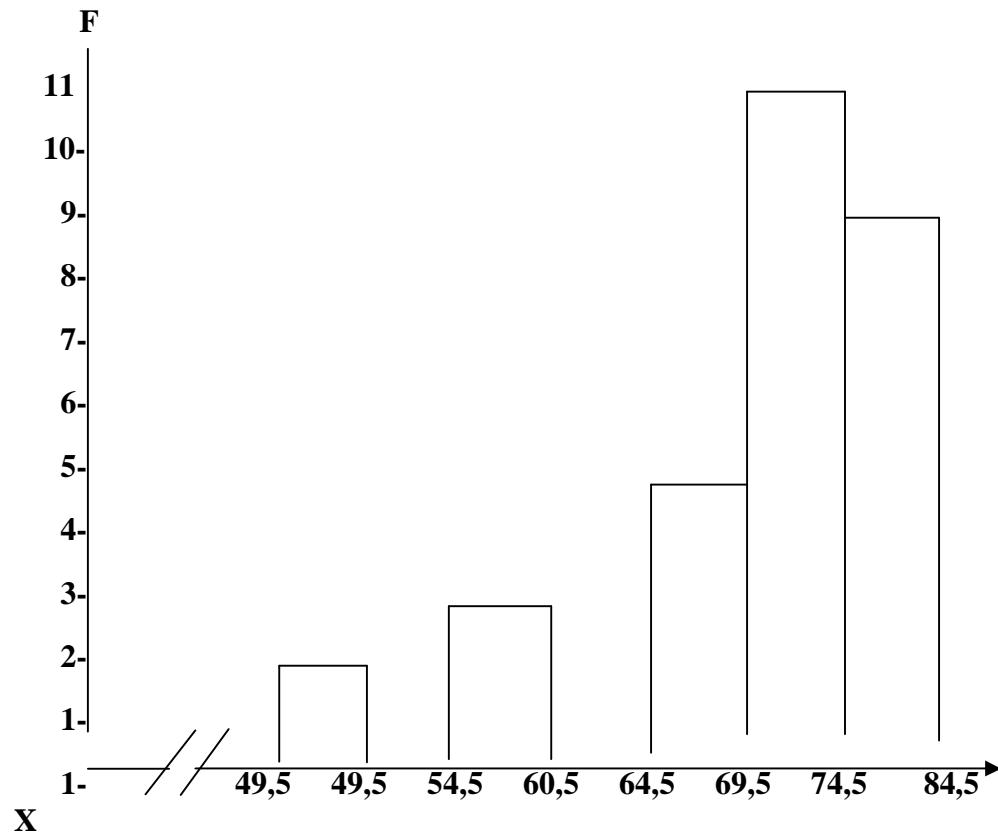
Total	2175
Highest Score	80
Lowest Score	50
Range	30
Interval	5
Mean	79,5
SDt	8,3
Median	72,14
Modus	75

Based on the table above the total score of experiment class in post-test was 2175, mean was 79,5 median was 72,14 modus was 75. The researcher get the highest score was 80 and the lowest score was 50. Next, the calculation of how to get it could be seen in the appendix X and XIV. Then, the computed of the frequency distribution of the students' score of experimentclass could be applied into table frequency distribution as follow:

**Table 6**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	50-54	2	5%
2	55-59	-	0%
3	60-64	3	15%
4	65-69	-	0%
5	70-74	5	15%
6	75-79	11	35%
7	80-84	9	30%
<i>i</i> = 4		30	100%

Based on the table above, it can be drawn at histogram as follow:



## 2. The Score of Control Class

### a. Pre-test Control Class

**Table 7**

**The Score of Control Class in Pre-tes**

Total	1895
Highest Score	80
Lowest Score	50
Range	30
Interval	5
Mean	65
SDt	7,4
Median	66,3
Modus	60

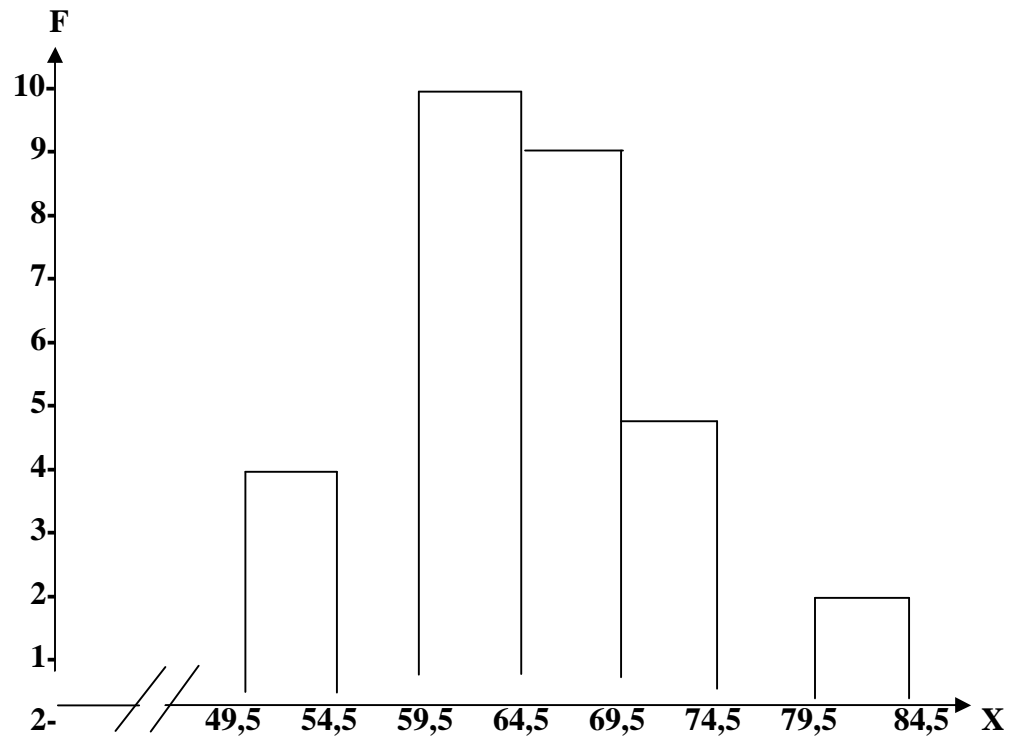
Based on the table above the total score of control class in pre-test was 1895, mean was 65 median was 66,3 modus was 60. The researcher get the highest score was 80 and the lowest score was 50. Next, the calculation of how to get it could be seen in the appendix XI and XIII.

From the table above, the researcher concluded that the students' ability before using conventional strategy was enough. It was improved by the means score of experiment class and control class was 60 and 60. Then, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

**Table 8**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	50-54	4	15%
2	55-59	-	0%
3	60-64	10	35%
4	65-69	9	30%
5	70-74	5	15%
6	75-79	-	%
7	80-84	2	5%
<i>i = 5</i>		30	100%

Based on the table above, it can be drawn at histogram as follow:



#### b. Post-test Control Class

**Table 9**

**The Score of Control Class in Post-test**

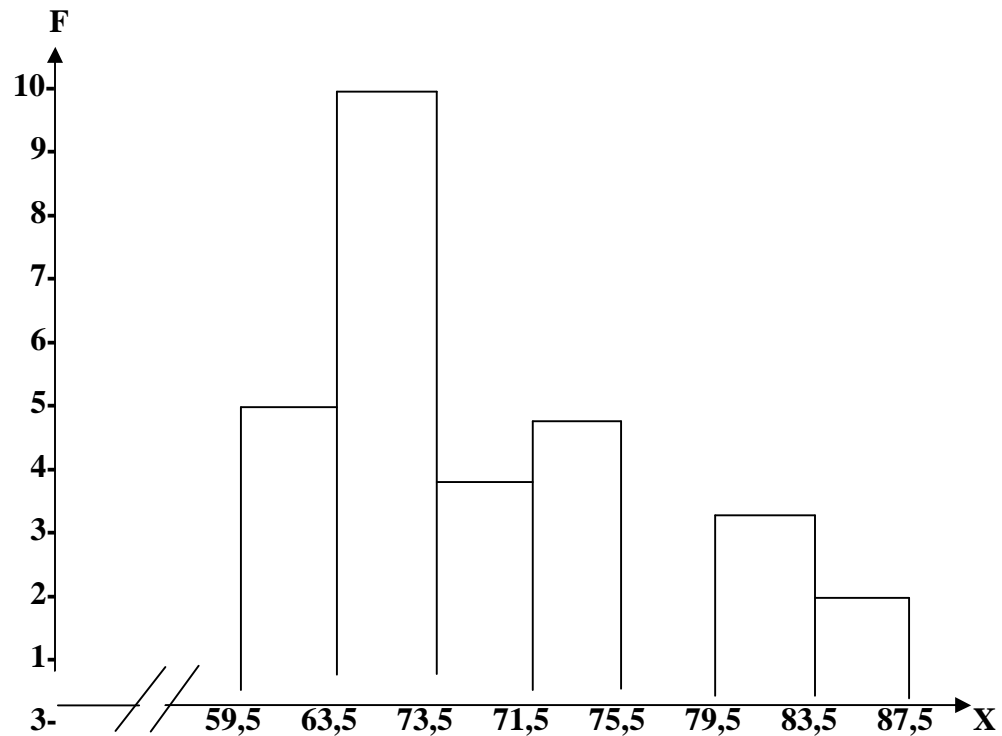
Total	2095
Highest Score	85
Lowest Score	60
Range	25
Interval	4
Mean	70,64
SDt	7,7
Median	69,5
Modus	67,5

Based on the table above the total score of control class in post-test was 2095, mean was 70,64 median was 69,5 modus was 67,5. The researcher get the highest score was 85 and the lowest score was 60. Then, the calculation of how to get it could be seen in the appendix XI and XV. Next, the computed of the frequency distribution of the students' score of control class could be applied into table frequency distribution as follow:

**Table 10**  
**The Frequency Distribution of Students' Score**

No	Interval	Frequency	Percentages
1	60-63	5	15%
2	64-67	10	35%
3	68-71	4	15%
4	72-75	5	15%
5	76-79	-	0%
6	80-83	4	15%
7	84-87	2	5%
<i>i</i> = 4		30	100%

Based on the table above, it can be drawn at histogram as follow:



### 3. Requirement Test

#### a. Normality test of Experiment Class and Control Class in Pre-test

Table 11

#### Normality Test and Homogeneity Test in Pre-test

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	4,69	7,81	0,12 < 1,67	
Control Class	3,15	5,99		

Based on the table above researcher calculation, the score  $\chi^2_{table}$  with degree of freedom  $dk = (k - 3) = (5 - 3) = 2$  and significant level  $\alpha$  was 5 %, researcher



found that  $x^2_{table}$  was 5,99. Cause  $x^2_{count} < x^2_{table}$  in the both class. So,  $H_0$  is accepted, it means that experiment class and control class are distributed normal. Researcher calculation, it can be seen on the appendix XII and XIII.

### **b. Homogeneity test of experiment Class and Control Class in pre-test**

From the researcher calculation of the homogeneity variant test, researcher found that  $F_{count}$  was 0,12 with significant level  $\alpha = 5\%$  with  $dk = (n_1 + n_2 - 2) = (30 + 30 - 2) = 68$  from the distributing list F was found that  $F_{table}$  was 1.91, cause  $F_{count} < F_{table}$  ( $0,12 < 1.67$ ). So, no difference the variant between the both of classes (homogeneous). Researcher calculation, it can be seen on the appendix XVIII.

So that, based on analysis the score pre-test, researcher was concluded that the sample is distributed normal and homogeneous (pre-test). It means that both of classes in this research is begun from the same situation.

### **c. Normality Test of Experiment Class and Control Class in Post-test**

**Table 12**  
**Normality Test and Homogeneity Test in Post-test**

Class	Normality Test		Homogeneity Test	
	$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
Experiment Class	5,62	5,99	4,59 < 2,02	
Control Class	3,62	3,84		

Based on table above researcher calculation of normality test to the experiment class by using skimming strategy in post-test, researcher found that the score  $\chi^2_{table}$  with degree of freedom  $dk = (k - 3) = (4 - 3) = 1$  and significant level  $\alpha = 5\%$ , researcher found that  $\chi^2_{table}=3.84$ ,  $\chi^2_{count}$  in the experiment class by using STAD of cooperative learning and in the control class by using conventional strategy  $< \chi^2_{table}$ . Cause the both classes  $\chi^2_{count} < \chi^2_{table}$ . So,  $H_0$  is accepted, it means that the both classes are distributed normal. Researcher calculation, it can be seen on the appendix XIV and XV.

#### d. Homogeneity test experiment Class and Control Class in post-test

From the researcher calculation of the homogeneity variant test, researcher found that  $F_{count}$  was 4,59 with significant level  $\alpha = 5\%$  with  $dk = (n_1 + n_2 - 2) = (30 + 30 - 2) = 58$  from the distributing list F was found that  $F_{table}$  was 1.91, cause  $F_{count} < F_{table} (4,59 < 2,02)$ . So, no difference the variant between the both of classes (homogeneous). Researcher calculation, it can be seen on the appendix XVI

## B. Hypothesis Test

The data would be analyzed to prove hypothesis by using formula of T-test. The result of the researcher calculation, it can be seen on the table as follow:

**Table 13**  
**Result of T-test from the Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
0,12	1,67	4,59	2,02

Hypothesis test uses the difference test of the both averages with criteria:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

$H_a$ : There was a significant effect of using STAD of cooperative learning on student's achievement's writing narrative text.

$H_0$ : There was no significant effect of using STAD of cooperative learning on student's achievement's writing narrative text.

Based on researcher calculation, researcher found that  $t_{count} 4,59$  while  $t_{table} 1,66$ . With opportunity  $(1 - \alpha) = 1 - 5\% = 95\%$  and  $df = (n_1 + n_2 - 2) = (30 + 30 - 2) = 68$ , cause  $t_{count} > t_{table}$  ( $4,59 > 2,02$ ). It means that hypothesis ( $H_a$ ) was accepted; it means there is a significant effect of using STAD of cooperative students' achievement on writing narrative text. It described the mean score of experiment class by using STAD of cooperative 79,5 and mean score of control class in using discussion strategy is 70,6 So, From the explanation above it was students' achievement writing narrative text by using STAD was better than conventional strategy ( $\mu^1 > \mu^2$ ). Researcher calculation, it could be seen on appendix XVI

### C. Discussion

In this research, researcher found that the students' achievement in writing narrative is low. Student's could't determine or understand about indicator of

narrative text orientation, complication, resolution, coda, lack of vocabulary, ideas and structure in a sentence, It is known when researcher asked them to find mean idea or information from the text directly, most of students can not answered it.

After doing the observation, researcher found the problem. It is because strategy that used in writing is bored. So the students' motivation in learning English especially in writing narrative is low. From the problem, researcher tried to give the treatment by using STAD of cooperative. STAD of cooperative was practiced by students in class which the students was full monitored by researcher to get the maximal result of this research. The purpose of this strategy is to examine is STAD can use in learning narrative text. The result of the treatment is students' writing achievements in narrative higher than before. Although the research found the effect was very low.

Analysis results and hypothesis testing show that both these variables have the effect and hypothesis alternative ( $H_a$ ) was accepted. This means that students' writing narrative text achievement by using STAD of cooperative is better than conventional strategy ( $\mu^1 > \mu^2$ ). Hypothesis zero ( $H_0$ ) was rejected. Finally, the researcher concluded that STAD of cooperative learning was effective in writing narrative.

#### **D. The Threats of the Research**

The steps of the research had been done appropriate with the steps which were on the methodology of research. The steps were done to get the result of the research objectively and systematically, but to get the excellence results from this research were more difficult because there were the weakness of this research.

The weakness of researcher such as time, because the students had activities, and also there were many weakness of the researcher that has not been known. In this research, the researcher had weakness in doing the research, because in MAN Siabu just have examination semester and they not focus again to study, they always think on result of examination them. So that, the writer must repeat explanation of matter again in do research at X MAN Siabu.

In this research, there were so many problems, but the researcher attempted to do the best, so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The students' achievement in writing narrative text by using STAD cooperative learning at grade in MAN Siabu was 72,14
2. The students' achievement writing narrative using conventional strategy at first grade in MAN Siabu was 69,5
3. The Student's achievement's writing narrative by using STAD of cooperative learning was better than conventional strategy ( $\mu_1 > \mu_2$ ). Hypothesis alternative ( $H_a$ ) was accepted.. It can be seen from the mean score of experimental and control class ( $76.84 > 72.12$ )..

#### **B. Suggestion**

After finishing the research, researcher gets much information which relates to the teaching and learning process. In addition, the result of the research is using STAD cooperative has a significant effect on students' achievement's writing narrative and could help the students to increase their writing narrative text. Therefore, researcher has suggestion:

1. The researcher hopes that the students especially the first grade of MAN Siabu will improve their writing narrative by STAD of cooperative learning.

2. For the students, students should memorize and practice their writing narrative text in their daily activities.
3. For the teacher, STAD of cooperative learning can be used as a strategy in teaching writing to improve student's writing achievement in narrative text.

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## TABLE OF CONTENTS

	Page
<b>TITLE PAGE</b>	
<b>LEGALIZATION ADVISOR SHEET</b>	
<b>AGREEMENT ADVISOR SHEET</b>	
<b>DECLARATION LETTER OF WRITING OWN THESIS</b>	
<b>LEGALIZATION EXAMINER SHEET</b>	
<b>AGREEMENT CHIEF SHEET</b>	
<b>ABSTRACT</b> .....	i
<b>ACNOWLEDMENT</b> .....	ii
<b>TABLE OF CONTENT</b> .....	iv
<b>LIST OF TABLE</b> .....	vi
<b>LIST OF FIGURE</b> .....	vii
<b>LIST OF APPENDICES</b> .....	viii
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Problem .....	1
B. Identification of Problem .....	4
C. Limitation of Problem.....	4
D. Formulation of the Problem .....	4
E. Purpose of the Research.....	5
F. Significances of research.....	5
G. Definition of Research Variable .....	6
H. Out Line of Thesis .....	7
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Theoretical Description.....	8
1. STAD Cooperative learning .....	8
2. Writing Achievement's .....	11
3. Narrative text .....	13
B. Review of Related Finding.....	21
C. Conceptual Framework.....	22
D. Hypothesis .....	24

<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Design .....	25
B. Time and Place of Research .....	27
C. Population and Sample .....	27
D. Instrument .....	30
E. Technique of Collecting Data.....	35
F. Technique of Data Analysis .....	36
<b>CHAPTER IV DESCRIPTION OF THE DATA AND DISCUSSION</b>	
A. Description of Data.....	39
1. The Score of Experiment Class.....	39
a. Pre-test Experiment Class.....	39
b. Post-test Experiment Class .....	41
2. The Score Control Class .....	42
a. Pre-test Control Class .....	42
b. Post-test Control Class .....	44
3. Requirement Test .....	46
a. Normality Test of Experiment Class and Control Class in Pre-test .....	46
b. Homogeneity Test of Experiment Class and Control Class in Pre-test .....	52
c. Normality Test of Experiment Class and Control Class in Pre-test .....	46
d. Homogeneity Test of Experiment Class and Control Class in Post-test.....	48
B. Hypothesis Test .....	48
C. Discussion .....	49
D. Threats of the Research.....	51
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	52
B. Suggestion .....	52

**REFERENCES**

**CURRICULUM VITAE**

**APPENDICES**

## LIST OF THE TABLES

Table 1	Table of the Design of Instrument .....	26
Table 2	The Population of The First Grade Student's of MAN Siabu in 2012/2013 Academic Year .....	28
Table 3	The Score of Experiment Class in Pre-test.....	39
Table 4	The Frequency Distribution of Students' score .....	40
Table 5	The Score of Experiment Class in Post-test .....	41
Table 6	The Frequency Distribution of Students' score .....	41
Table 7	The Score of Control Class in Pre-test .....	42
Table 8	The Frequency Distribution of Students' score .....	43
Table 9	The Score of Control Class in Post-test.....	44
Table 10	Normality Test and Homogeneity Test in Pre-test .....	45
Table 11	Normality Test and Homogeneity Test in Pre-test .....	46
Table 12	Normality Test and Homogeneity Test in Post-test.....	47
Table 13	Result of T-test from the Both Averages.....	48

## LIST OF FIGURES

Figure 1	Histogram Students' Score of Experiment Class in Pre-test .....	40
Figure 2	Histogram Students' Score of Experiment Class in Post-test.....	42
Figure 3	Histogram Students' Score of Control Class in Pre-test.....	44
Figure 4	Histogram Students' Score of Control Class in Post-test.....	46

## **LIST OF APPENDICES**

Appendix I	: RPP
Appendix II	: RPP
Appendix III	: Pre-test
Appendix IV	: Post-test
Appendix V	: The Score of Control Class in Pre-test and Post-test
Appendix VI	: The Score of Experiment Class in Pre-test and Post-test
Appendix VII	: Calculation the Score of Control Class in Pre-test
Appendix VIII	: Calculation the Score of Experiment Class in Pre-test
Appendix IX	: Calculation the Score of Control Class in Post-test
Appendix X	: Calculation the Score of Experiment Class in Post-test
Appendix XI	: The Range of Experiment Class in Pre-test and Post-test
Appendix XII	: The Range of Experiment Class in Pre-test and Post-test
Appendix XIII	: Homogeneity Test in Pre-test
Appendix XIV	: Homogeneity Test of the Both Averages in Pre-test
Appendix XV	: Homogeneity Test in Post-test
Appendix XVI	: Homogeneity Test of the Both Averages in Post-test