

HALAMAN PENGESAHAN SKRIPSI

THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION  
(STAD) TOWARD STUDENTS' ABILITY IN ESSAY WRITING  
AT SMP METHODIST 7 MEDAN  
A THESIS

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# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Study**

Language is a method of communication that conveys meaning through symbols like words and gestures. It is a vital component of human communication that enables people to convey their goals, feelings, ideas, and thoughts. Language can be expressed orally, in writing, or in sign language. In the context of English education, the term "language" typically refers to the study and use of the English language. This includes aspects such as grammar, vocabulary, pronunciation, writing, reading, and comprehension. English education focuses on developing students' proficiency in using English for communication, both orally and in written form. One of them is Writing.

Writing is the process of expressing thoughts, ideas, or information through the use of written symbols. It is a form of communication that allows individuals to convey their messages to others, preserving information for posterity or immediate exchange. Sipayung et al., (2019), that students can articulate their ideas through writing communication. One of the greatest human inventions is the development of writing. This writing skill is very important for students in the current era because writing is one of the activities used to convey written information.

Furthermore, students must be able to write English correctly which is important for effective communication. This involves understanding grammar, sentence structure, and spelling skills. Regular practice and feedback help refine and improve students' writing abilities. English is one of the important aspects

possessed by students. Writing activities often involve research, helping students hone information-gathering and analysis skills. Thus, being good at writing English is not only beneficial in an academic context but also equips students with important skills to face challenges in the future. One of them is essay writing.

Essay writing, as a basic skill, is an integral part of academic achievement and is often considered a reflection of a student's cognitive abilities and communication proficiency. Essays are a type of writing that explores the subject matter further than paragraphs. Topics can and should be discussed in more detail in an essay than in a one-paragraph report. A good and detailed essay must contain the correct information, but errors are often found in essay writing so that the information conveyed is no longer clear or detailed. One example found by the researcher is that, based on the results of an interview with one of the English teachers at SMP Methodist 7 Medan, the teacher explained that there were several problems found in the teaching and learning process, especially in writing essays, namely the lack of student vocabulary, lack of grammar, and lack of understanding structure in essay writing. This can be seen in giving assignments to students to write recount text, where when writing recount text they still use the wrong tenses. For example, yesterday I went to Samosir, which should have been Yesterday I went to Samosir. The teacher also said that there was still a lack of practice among students in repeating lessons at home. Lack of practice is also sometimes caused by there being no participants to exchange information, even though students are expected to be able to become informants in a class so that students can present their results or knowledge to other students. Apart from

observing the teacher, the researcher also went directly into the field to give them a pre-test to find out students' weaknesses in writing, especially in writing essays.

**Table 1.1 The List of Students Writing Essays Score at SMP Methodist 7**

**Medan**

No	Name	C (30)	O (20)	V (20)	G (25)	M (5)	Total Score (100)
1	JS	13	7	7	7	2	36
2	JF	13	7	13	10	2	45
3	RA	13	7	13	10	2	45
4	SS	13	10	12	10	2	47
5	GF	13	9	9	9	2	42
<b>Score</b>							<b>215</b>
<b>Mean</b>							<b>43</b>

Based on observations of 5 students in making writing scores in ninth-grade essays at SMP Methodist 7, the average student writing score is 43. There were 5 students (46%) who scored below 59 in the very poor category. Student scores in writing essays are based on five aspects of writing, namely content, organization, grammar, vocabulary, and mechanics are all important. To resolve those problems, the teachers must find solutions, so that students continue to learn comfortably and achieve maximum results. So to solve this problem, researcher felt they had to use a method that was able to improve students' ability to exchange information, namely the Student Teams Achievement Division (STAD).

In the dynamic landscape of education, the quest for effective pedagogical approaches that enhance students' learning outcomes is perpetual. One such approach that has gained considerable attention and recognition is STAD. STAD is a model of cooperative learning. STAD is a cooperative learning model that encourages student cooperation through learning in groups with diverse members to master the skills being studied. In the STAD model, students are placed in study

groups consisting of four to five students who have different levels of academic ability. This results in groups with students who are high, medium, or low achievers, or a variety of social groups, such as gender, race, ethnicity, or other social groups. This method emphasizes collaboration, communication, and mutual support among group members. This study investigates the effect of STAD on students' ability in essay writing, recognizing the critical role writing skills play in academic and professional success. Conventional classroom settings often rely on an individualistic approach to teaching writing, where students work in isolation. However, the shift to cooperative learning methodology specifically for the STAD model has emerged as a potential breakthrough in creating a more interactive and engaging learning environment.

This research aims to explore how Student Teams Achievement Division (STAD) affects students' ability to write interesting and well-structured essays. By studying the STAD nature of this teaching method, we aim to uncover the various ways in which students benefit from collaboration to improve their writing skills. This investigation seeks to provide valuable insights for educators and curriculum developers to make informed decisions regarding teaching methods that contribute to student academic success. As we begin this exploration, it is important to consider the theoretical foundations of the Student Teams Achievement Division (STAD), examining its roots in social constructivism and alignment with contemporary educational theories. By understanding the theoretical basis, we can better understand how the Student Teams Achievement Division (STAD) fosters an environment conducive to the development of writing skills.

The Effect of the Cooperative Learning Model of the Jigsaw Type on the Results of Students Learned from Skills Critical Thinking of Vocational Schools. Previous researcher used references to see relevant research results. References include books and journals about the learning model. Then the previous researcher used the jigsaw type in the cooperative learning approach, meanwhile, this researcher used quasi-experimental and the STAD model in the cooperative learning approach.

The findings of this research effort aim to contribute to the ongoing discourse on effective teaching methodologies, highlighting the potential of the Student Teams Achievement Division (STAD) to shape and improve students' ability to write essays. In this research, cooperative learning has not been implemented. Therefore, research that applies the Student Teams Achievement Division (STAD) directly in the classroom is required. In direct research into the application of Student Teams Achievement Division (STAD), the researcher raised the title The Effect of Using Student Teams Achievement Division (STAD) Toward Students' Ability in Essay Writing at SMP Methodist 7 Medan

## **1.2 The Problem of the Study**

Based on the background explained above, the researcher experimented with the use of the Student Teams Achievement Division (STAD) in teaching essay writing in the ninth grade of SMP Methodist 7 Medan. The problem of this research is

1. Does the Student Teams Achievement Divison (STAD) model affect students' ability to write essays for class IX students at SMP Methodist 7 Medan?

### **1.3 The Objective of the Study**

The objective of the study is to determine the effect of using the Student Teams Achievement Divison (STAD) model on student learning outcomes in writing essays at SMP Methodist 7 Medan.

### **1.4 The Scope of the Study**

Based on the understanding above, the researcher limited this research to avoid widening the discussion. The research opinions in question include:

1. This research was conducted at SMP Methodist 7 Medan and the subjects to be studied are class IX students at SMP Methodist 7 Medan.
2. The material presented in this research is Essay Writing especially Narrative text
3. The learning model used so far is the STAD model

### **1.5 The Significances of the Study**

Based on the research background, the researcher hoped this research would be useful. Theoretically and practically.

#### 1. Theoretically

1. The results of this research are useful for contributing ideas or enriching concepts and theories of science from research that is appropriate to the field of education.
2. The results of this research are useful as reference material that can be used regarding learning outcomes and various learning models.
3. The results of this research are useful as material for consideration in relevant research in the future.

## 2. Practically Research

### 1. For Schools

The results of this research are useful as evaluation material for determining policies related to learning in schools.

### 2. For Teachers

It is hoped that the results of this research can provide input for teachers to improve students' learning achievement in the learning process.

### 3. For Universities

It is hoped that the results of this research can add to the references in the HKBP Nommensen University (UHN) library.

## **1.6 The Hypothesis of the Study**

The following are the study hypothesis

(Ho) : The writing ability of students in the tenth grade of SMP Methodist 7 Medan can be greatly influenced by the use of STAD in essay writing.

(Ha) : The writing ability of students in the tenth grade of SMP Methodist 7 Medan can't be greatly influenced by the use of STAD in essay writing.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

This study's theoretical framework is based on ideas, theories, and other research on The Effect of Using Student Teams Achievement Division (STAD) in Essay Writing at SMP Methodist 7 Medan.

#### **2.2 Essay Writing**

Writing is a crucial skill in language development and communication, and it plays a significant role in various educational settings. In the context of English education, "writing" refers to the process of expressing thoughts, ideas, and information through the use of written language.

According to Brown in Yessy Octavianna et al., (2023) writing skills are the ability to write naturally, coherently, grammatically, fluently, authentically, and purposefully. It is mean, writing skills are abilities that cover various important aspects in the process of composing writing. It involves the ability to express thoughts and ideas clearly and effectively through the written word. This skill includes the ability to write naturally, where the writing sounds natural and is easy for readers to understand. Apart from that, writing skills also require organizing ideas in a coherent and orderly manner, so as to form a logical and easy-to-follow train of thought. The use of grammatical grammar is important to ensure harmony and fluency in understanding writing.

Sipayung et al., (2019), that students can articulate their ideas through writing communication. One of the greatest human inventions is the development of writing. Many individuals find it hard to comprehend how language functions

in the modern world without writing. When individuals talk without using written language, oral literature proliferates and a great deal of important information is retained by a small group of people in a specific setting; this information cannot be extensively disseminated to others in various locations and generations. They'll all die at the end, though. Given the limited memory span of humans, these are quite important issues. These issues have been resolved by the invention of writing, which has made it possible to communicate across great distances and throughout centuries. Writing enables a culture to document its history, poetry, and technological advancements for posterity to know and appreciate. Thus, being good at writing English is not only beneficial in an academic context but also equips students with important skills to face challenges in the future. One of them is essay writing.

According to Hidayah in Hani & Perlina, (2022), essay writing is a composition of words that expresses the author's particular viewpoint on a subject that is up for evaluation. Students are capable of coming up with writing topics, but not many of them are proficient essay writers. This is because the format of the writing involves the expression of an opinion on a certain topic and calls on students to provide a more in-depth and comprehensive understanding of the subject. To put it another way, essay writing requires formal language. Essay writing is versatile and can be found in various contexts, including academic assignments, literary analysis, opinion pieces, and more. The effectiveness of an essay lies in its ability to convey ideas, logically, and persuasively.

According to Sun and Feng in I Nyoman Suparsa et al., (2023), One of the writing skills covered in the Creative Writing Teaching Curriculum is essay

writing. Writing abilities play a critical and strategic role in language proficiency since they allow pupils to communicate their thoughts and issues to others through the composition of essays. It is excellent that the Creative Writing Teaching Curriculum includes essay writing as one of the covered writing skills. Essay writing is indeed a valuable skill that goes beyond the academic realm; it plays a crucial role in developing language proficiency and enhancing communication skills.

Sitorus, et al (2023) an essay writing is an academic article. It's necessary for learners as their base to be great writers. An essay writing is a piece of script Essay writing is a prominent thing and they are used to be extended in academic writing. It means an essay is more than a mere academic article; it is a dynamic tool that empowers learners to navigate the complexities of writing, fostering intellectual growth and contributing to the broader academic landscape. As students engage with essays, they cultivate the skills necessary for effective communication and critical thinking, laying the groundwork for a future where they can express their ideas with clarity and impact.

Based on the explanation above, it can be concluded essay writing, defined as a composition expressing the author's viewpoint on a subject open for evaluation, is a crucial component of the Creative Writing Teaching Curriculum. Recognized as an academic article, essay writing serves as a foundational element for learners aspiring to become proficient writers. More than just a piece of script, essays play a prominent role in academic writing, extending their influence across various contexts. An essay is not merely an academic article; it serves as a dynamic tool empowering learners to navigate the intricacies of writing. Through

the process of essay writing, learners not only enhance their academic skills but also contribute to their intellectual growth, thereby enriching the broader academic landscape. In essence, essays are invaluable instruments that go beyond the confines of a classroom, shaping individuals into adept writers capable of engaging with the complexities of diverse subjects, apart from knowing the meaning of essay writing. In writing essays, there are also several types that can be used.

Abdallah in Zakiah, (2022) there are several types of essay writing they are ;

### 1. Expository Essay

An expository essay aims to illustrate something to the reader by providing directions or instructions on accomplishing a task or how something is done. You are demonstrating your own experience and elaborating with evidence rather than your own opinion.

### 2. Compare and Contrast Essay

The essay may be a neutral discussion or an attempt to persuade the reader of the benefits of a particular item, individual, or idea. It may also be published to entertain the reader or gain insight into human nature. The essay could cover all similarities and differences, or it could concentrate solely on one. The similarities between two items are usually discussed in a comparison essay, while the differences are usually discussed in a contrast essay.

### 3. Argumentative Essay

An argumentative essay attempts to persuade the reader to agree with the author's point of view. The researcher may be serious or humorous, but he or she must still try to persuade the reader of the importance of his or her point of view.

The essay may make a straightforward statement or use irony or sarcasm to convince the reader subtly. Your strategy is to take a stand on a subject and back it up with facts, not dive into an unresolved issue.

#### 4. Cause and Effect Essay

The cause-and-effect Essay discusses why or how an event occurred, as well as what happened as a result of the event. The relationship between two or more events or interactions is the subject of this essay. The causes for anything happening are generally addressed in a cause essay. An effective essay examines what occurs as a result of a particular occurrence or situation.

#### 5. Narrative essay

A narrative essay accomplishes a goal by telling a story, engaging the reader, and conveying a message. The following are some of the goals of writing a narrative: to build a sense of common history, to entertain, to educate, and to provide insight.

Of the five types of essay writing, the researcher used narrative essays because they are in accordance with the syllabus in class IX independent curriculum material. When writing an essay, of course, use several generic structures to create or write a good and systematic essay so that the writing can be understood or understood by the reader.

Iverson & Dervan, et.al. (2022) mentions that an essay is a group of paragraphs, each with the function of supporting a controlling idea called a thesis. The thesis is the assertion or controlling purpose. In writing an essay, the opening paragraph, the body, and the concluding paragraph. It encourages students to examine their ideas concerning a particular topic

## 1. The opening paragraph

The general statement and the thesis statement make up the opening paragraph. The opening paragraph of an essay, often referred to as the introduction, plays a crucial role in capturing the reader's attention and setting the tone for the entire piece. A well-crafted introduction should provide a clear overview of the topic, establish the purpose of the essay, and entice the reader to continue exploring the content.

## 2. The Body

The topic sentence, supporting sentence, and concluding sentence form a body paragraph. A body paragraph in an essay serves as a platform for presenting and developing a single aspect of your overall argument or analysis. Typically, an essay consists of multiple body paragraphs, each focusing on a specific point or piece of evidence that supports the thesis statement.

## 3. Concluding Paragraph

An essay's conclusion paragraph serves as a means of informing the reader that the essay is finished. The concluding paragraph in an essay is your final opportunity to leave a lasting impression on the reader and reinforce the significance of your argument. It should bring together the key points discussed in the body paragraphs, restate the thesis in a new light, and leave the reader with a sense of closure.

According to the justification given above, the researcher concluded that Overall, the structure described by Brandon & Brandon emphasizes the importance of coherence and organization in essay writing. The opening paragraph engages the reader, the body paragraphs develop the argument, and the

concluding paragraph ensures a strong and memorable conclusion. This structure guides students in presenting their ideas clearly and persuasively.

## **2.3 Student Teams Achievement Divisions (STAD)**

### **2.3.1 Definition of STAD**

In the context of cooperative learning, the term "STAD" may refer to a particular cooperative learning approach known as "STAD" or "Student Teams Achievement Division." STAD is a cooperative learning method developed by Slavin. Slavin in Nurdin et al.,(2022) In the STAD model, students are placed in study groups consisting of four to five students who have different levels of academic ability. This results in groups with students who are high, medium, or low achievers, or a variety of social groups, such as gender, race, ethnicity, or other social groups. It means in this context, students work together in groups to achieve common learning goals. This approach encourages cooperation, interdependence, and knowledge exchange between group members so that each individual can contribute and achieve better understanding through collaboration.

Narzoles in Nuraini & Mundriyah, (2021) One cooperative learning technique that fosters both autonomous and collaborative learning is called Student Teams Achievement Divisions (STAD). Since classes are structured around diverse groupings, this approach is highly adaptive and flexible to various student levels. Additionally, Narzoles in Nuraini & Mundriyah, (2021) stated that the objective of STAD is for students to learn collaboratively and to acknowledge that if a task is not performed by all participants, the subject is not understood. Good student-teacher contact, an improved attitude toward the subject, higher self-esteem, and improved interpersonal skills are the reasons behind the choice of

STAD. It means the Student Teams Achievement Division (STAD) emerges as a cooperative learning technique that effectively promotes both autonomous and collaborative learning. Its emphasis on diverse groupings within classes reflects a high level of adaptability and flexibility, accommodating students at various levels of proficiency. The primary goal of STAD is to foster collaborative learning, emphasizing that the understanding of a subject relies on the active participation of all group members.

Wardana in Wulandari, (2022) STAD cooperative learning encourages students to be motivated, responsible, think critically, and work together. To achieve a goal, namely getting an outstanding team award, students can help their friends and themselves in taking the upcoming quiz. With evaluation, students can hear what they learned from the teacher's explanation and group work. The teacher starts learning the outcomes of the lesson until the students are unable to cooperate. It means Cooperative learning using the STAD method has a positive impact on student motivation, personal responsibility, critical thinking skills, and the ability to work together. Having a shared goal, such as earning an outstanding team award, provides additional motivation for students to help each other and achieve success together through quizzes.

From the explanation above, the researcher concludes that "STAD" in the context of cooperative learning refers to the cooperative learning approach known as "STAD" or "Student Team Achievement Division". Developed by Robert Slavin, STAD involves students working collaboratively in small groups with varying skill levels to achieve shared learning goals. This method emphasizes



cooperation, interdependence, and knowledge exchange between group members, encouraging better understanding through collaboration.

### **2.3.2 The Components of STAD**

Slavin in Deswarni,(2018) STAD cooperative learning consists of five main elements: class presentation, teams, quizzes, individual scores, and team recognition.

#### **1. Class presentation**

A presentation is given in class to introduce the STAD material. The teacher usually gives direct instruction or leads a lecture discussion throughout the class, although there is always a chance for audiovisual aids. Presentation in class Since STAD differs from traditional instruction, there needs to be a clear focus on the STAD unit. For the pupils to perform well on the quizzes, they need to comprehend the teacher's presentation. Their team score is determined by the quiz results.

#### **2. Teams**

The team gets together to study the worksheet or other material once the teacher has presented it. Occasionally, throughout the study, students debate the problems together, compare their responses, and correct each other's misconceptions. Their teammates commit errors. The most crucial component of STAD is the team. The focus of STAD is always on the team members giving it their all for the team and the team trying its hardest to support its members. The team offers the peer support that is critical for learning in academics as well as the mutual respect and care that are

necessary for outcomes like acceptance of mainstream students, intergroup relations, and self-esteem.

### 3. Test

Students take individual quizzes following one to two periods of team practice and one to two periods of teacher presentation. Pupils are not allowed to support one another in tests. It is therefore the responsibility of each student to be familiar with the subject matter. Therefore, during the quizzes, pupils are not allowed to assist one another. Each pupil utilizes a single copy of the test.

### 4. Scores for Individual Improvement

The purpose of the individual improvement score is to assign a performance target to each student, one that they can achieve by working more and performing well. Superior to earlier times. Any student using this scoring method can give their team the maximum number of points. Every student receives a "base" score, which is determined by averaging their prior performance on tests of a similar nature. Based on their score, students receive points for their team. Additionally, the individual scores of each member are used to calculate the group improvement scores. Based on how much their quiz results (percentage correct) surpass their base score, pupils receive points for their teams.

### 5. Team Recognition

If a team's average score surpasses a specific threshold, they could receive certificates or another award. The team score of the student might also

be utilized to ascertain up to twenty percent of their score. Most of the credit goes to the squad that has made the biggest progress.

### **2.3.3 Implementation STAD in Essay Writing**

STAD or Student Teams-Achievement Divisions, is a Cooperative learning strategy designed to encourage cooperation between students in achieving learning goals. This approach aims to promote positive interdependence, individual accountability, group processing, and social skills. Implementing STAD in essay writing involves several key steps to ensure its success. STAD can improve students' thinking skills and help students develop knowledge and strategies to improve writing skills ( Amalia, 2023)

Applying STAD to essay writing can be an effective approach to improving students' writing skills while increasing teamwork and group interaction. Several steps for implementing STAD in essay writing

1. Team Formation

Assign students to small groups according to their writing talents, making sure that each team has a variety of writing backgrounds.

2. Introduction to the Essay Topic

Talk about the introduction, body paragraphs, and conclusion as well as other essential components of a great essay.

4. Class Presentation

Give a presentation to the class outlining the key ideas and strategies for producing essays.

5. Teamwork

Teams collaborate to share individual viewpoints on the subject, generate ideas, and structure the essay.

#### 6. Individual Preparation

Using the provided framework as a guide, each student composes their essay after the team cooperation phase.

#### 7. Peer Assessment and Editing

Groups trade essays for editing and peer assessment. Every team member examines the output of their peers, providing constructive feedback.

#### 8. Finishing the Essay

Every student revises their portion of the essay in light of input from peers to increase the essay's overall coherence and quality.

#### 9. Assessment and Recognizes

Examine the essays as a whole, taking into account each person's unique contribution as well as the caliber of each team's total effort.

#### 10. Introspection

Have a reflection session at the end of the process when students talk about the things they learned, the difficulties they encountered, and how they can get better at writing collaboratively.

#### 11. Ongoing Enhancement

Utilize the essay writing process' input to make continual improvements to the way STAD is applied in subsequent assignments. Students who use STAD when writing essays improve not only their writing but also their critical thinking, communication, and teamwork skills. The

method's cooperative structure fosters an engaging and dynamic learning environment.

#### **2.3.4 The Advantages and Disadvantages of STAD**

Slavin in Kurniawan et al.,(2017) Student Teams Achievement Divisions (STAD) have several advantages for the teaching process, both socially and academically.

The advantages include

1. Raising academic accomplishment;
2. Raising students' self-esteem
3. Raising motivation for learning
4. Increase group and individual responsibility, mutual assistance relationships, and verbal communication

Mills in Kurniawan et al.,(2017) stated the disadvantages of STAD include

1. Students move at varying rates. This implies that students who require additional time to comprehend the material may become frustrated about falling behind. On the other hand, pupils who pick things up more quickly could believe that they have to wait for others who pick things up more slowly.
2. The leadership dynamic. It suggests that there is a particular group dynamic where some students are always the leaders and others are the followers.
3. Variation in the pulling force. It indicates that certain students are unable to contribute to the task in an equal manner.

From the explanation above, the researcher concludes that although STAD offers benefits such as increased academic achievement, increased self-esteem, and increased motivation, it is important to be aware of its potential weaknesses, including varying learning levels, leadership dynamics, and unequal contributions. Effective implementation and teacher guidance are critical to mitigating these challenges and ensuring a positive and equitable cooperative learning experience.

#### **2.4 The Previous Study**

The use of STAD in writing has been the subject of much previous research. Four previous studies are used as explanations below. To prevent this scientific work from being plagiarized by others, previous research was used. Additionally, it differentiates between this study and previous investigations.

The first research by Sawitri et al., (2019) is, the Cooperative Learning Approach in Learning MTA Surakarta High School Students. A qualitative approach was adopted for this investigation. In this study, the use of cooperative learning to improve students' ability to read through descriptive text, while the researcher used quasi-experimental learning to determine the effect of cooperative learning on students' English writing at SMP Methodist 7 Medan. The contribution obtained by this researcher from previous researcher is by using the cooperative learning model STAD in learning which is quite active in group discussions between students. Active and enthusiastic students while gathering information about presentations that are given to other groups if unclear, as well as when presenting the results of group discussions. However, the researcher also understands that the challenges encountered throughout the learning process are

only limited to the guidance provided by the teacher on cooperative learning methods.

The second research by Yanti, (2023). Application of STAD in improving students' reading skills. Previous research aimed to improve students' reading skills by using STAD, while researcher used STAD to experiment with students in writing essays. Another difference lies in the research method where the previous researcher used CAR while this researcher used a quasi-experimental method. The contribution obtained from this article is to provide an understanding of how the STAD model of cooperative learning is implemented.

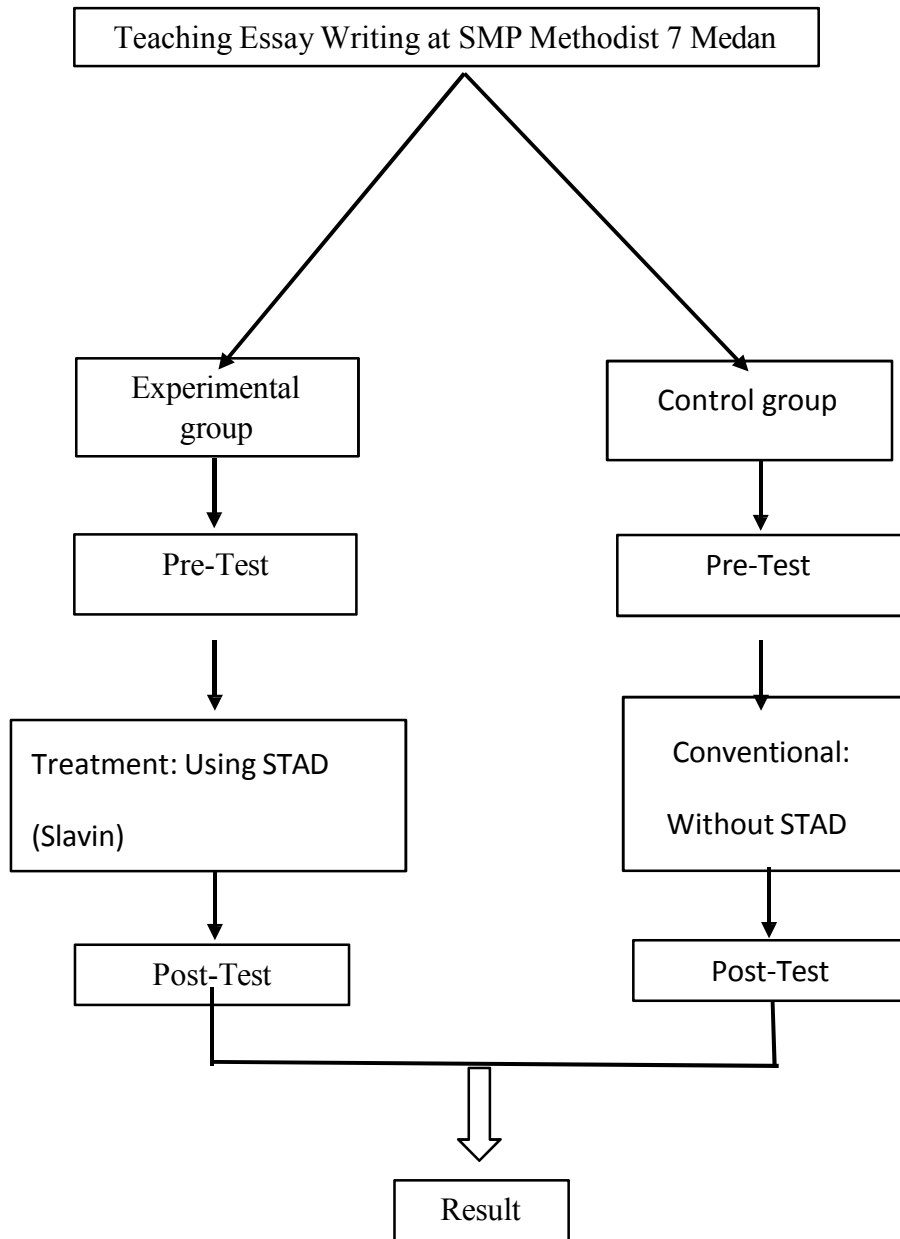
The last research by Subiyantari,(2019) The Effectiveness of the Cooperative Learning Model of the Jigsaw model on the Results of Students Learned from Skills Critical Thinking of Vocational Schools. Previous researcher used references to see relevant research results. References include books and journals about the learning model. Then the previous researcher used the jigsaw model in the cooperative learning approach, meanwhile, this researcher used experimental and the STAD model in the cooperative learning approach. The contribution this researcher got from the previous researcher was that this researcher looked at the results of many Jigsaw-model cooperative learning model advantages that can influence students' critical thinking skills and student learning outcomes. Jigsaw-model cooperative learning helps students to think critically in solving problems. Seeing the results of Jigsaw-model cooperative learning carried out by previous researcher, this researcher wants to test STAD-model cooperative learning

## **2.5 Conceptual Framework**

Writing is an important language acquisition skill. This allows students to communicate, acquire new information, share ideas with others, and accomplish many other things. Writing is done with three purposes: to entertain, to inform, and to persuade. Teachers need to identify specific language learning resources to improve students' writing skills. In teaching writing, teachers must have interesting methods in the learning process. STAD-model cooperative learning was the specific method used in this research. STAD-model cooperative learning provides opportunities for students with different abilities, backgrounds, and learning styles to work together, thereby encouraging inclusivity. Teachers are expected to be able to improve their students' writing skills through the effective use of this method, especially for class IX students. Choosing the right material is very important to improve writing skills. STAD-model cooperative learning is a learning method that is not monotonous to carry out and collaborative activities encourage debate discussions, to develop critical thinking skills. Students often feel more comfortable seeking help or clarification from peers, creating a supportive learning environment. As a result, students found the teaching and learning process enjoyable.



Figure 2.1 Conceptual Framework



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This study's research methodology a quasi-experiment was the research design employed in this study. A quasi-experiment is an experiment designed and executed without randomization, but it also entails grouping participants. One group pretest-posttest was employed as a quasi-experimental approach design Gopalan et al.,(2020).

In this quasi-experimental research, the researcher used a one-group pre-test and post-test design. The control class and experimental class were not compared in this study, but the researcher can determine with certainty the extent of the impact of the Student Teams Achievement Division (STAD) approach after conducting an initial test. In this research, students were taught using the Student Teams Achievement Division (STAD) teaching model after first completing a pretest to ensure their initial level of ability. After the pretest, students receive Student Teams Achievement Division (STAD) instruction.

After the treatment, a post-test was given to all students to see whether the use of the Student Teams Achievement Division (STAD) based learning model had an important impact on students' essay writing abilities in the ninth grade of SMP Methodist 7 Medan.

Apart from that, pre-test and post-test observations are provided for each condition. This is based on the evaluation given by the teacher. Furthermore, the Student Teams Achievement Division (STAD) was used in the experimental class that was given treatment.

**Table 3.1 Research Design**

Groups	Test	Treatment	Test
Experimental IX	Pre-Test	Employing STAD	Post-Test

## **3.2 Population and Sample**

### **3.2.1 Population**

According to Sugiyono in Hutabarat et al., (2017). The population is generalizing a region made up of objects or subjects that have specific features and characteristics that the researcher has defined to learn and then draw conclusions from. The population of the study is ninth-grade students SMP Methodist 7 Medan in the academic 2023-2024 that consist of IX. It consists of one class and a total of 17 students.

### **3.2.2 Sample**

According to Sugiyono in Melanie, n.d. (2020), "Sample is part of the number and characteristics possessed by this population". In this study, the researcher took one class of ninth-grade students as an experimental class with a total of 17 students at SMP Methodist 7 Medan randomly.

## **3.3 Instrument of Collecting Data**

In this study, the researcher used a writing test as an instrument to collect data. The data in this research was taken from a writing test. The researcher gave pre-tests and post-tests to students and the researcher collected student answer sheets as data for analysis researcher. The test was given to both groups, namely the experimental.

### **3.4 Technique of Collecting Data**

To collect data for this research, several steps must be taken. The researcher did this by using a pretest, treatment, and post-test to collect data to measure students' abilities to achieve their goals. Techniques for conducting pretest and post-test treatment to collect data are:

#### **1. Pre-test**

The aim is to find out the average score of children's writing abilities before treatment. Each student receives a writing test. Answer sheets are collected and graded after students have finished working on them. The teacher has given a pre-test before starting the topic of English lessons.

#### **2. Treatment/Teaching**

Student Teams Achievement Division (STAD) has been used as a teaching tool to convey knowledge to students. Several meetings have been held. Students have been treated with Student Teams Achievement Division (STAD) learning by the teacher. The teacher has divided the class into several groups, each consisting of 4-5 students.

#### **3. Post-test**

After treatment, a post-test is given to see if there is a difference in average scores between the pre-test and post-test. Each student takes an essay writing quiz given by a teacher. Answer sheets are collected and assessed after students complete their work.

**Table 3.2 Process of Planning**

<b>No</b>	<b>Step</b>	<b>Experimental Group</b>	<b>Time</b>
1	Pre-Test	<ol style="list-style-type: none"><li>1. The teacher greeted the class and confirmed their attendance.</li><li>2. The teacher motivated the students and, gave directions.</li><li>3. A pre-test was given by the teacher.</li></ol>	45 minutes
2	Treatment	<ol style="list-style-type: none"><li>1. The teacher entered the classroom and greeted the students</li><li>2. The teacher explained STAD to the students</li><li>3. The teacher provided brainstorming around essay writing</li><li>4. The teacher explained an example of Student Teams Achievement (STAD) to create essay writing</li><li>5. The teacher asked the students to write essay writing based on their expressing their ideas personally and creatively.</li><li>6. Students were asked to show their work for STAD</li><li>7. The teacher asked students to collect the assignments for essay writing</li></ol>	90 minutes per meeting
3	Post-Test	<ol style="list-style-type: none"><li>1. The teacher greeted the students and asked how they were doing</li><li>2. The teacher motivated the students</li><li>3. The teacher administered a post-test to the students.</li><li>4. The teacher asked if any of the students had any queries</li><li>5. The teacher said goodbye to the students after responding to their query</li></ol>	45 minutes

### **3. 5 Scoring System**

According to Jacobs in Setyowati et al., (2020) Using the Jacobs ESL Composition the student works were scored by two raters independently based on five criteria: topic, organization, vocabulary, language use, and mechanics. These categories cover various aspects to evaluate the overall quality of a written piece. It is common for educational institutions and testing organizations to consider these elements when assessing writing proficiency.

**Table 3.2 Scale for Assessing the Students' Writing (Jacob in Husna,2019)**

<b>Component of Writing</b>	<b>Score</b>	<b>Level</b>	<b>Scale and Descriptor</b>
<b>Content</b>	30-27	Excellent to very good	By creating a cohesive paragraph pertinent to the subject, the topic sentence, and the conclusion
	26-22	Good to average	Limited paragraph unity development Though mostly pertinent to the subject, it is vague
	21-17	Fair to poor	Insufficient comprehension of the text and insufficient topic development
	16-13	Very poor	lacks comprehension of the paragraph
<b>Organization</b>	20-18	Excellent to very good	Arranged well put simply Unified
	17-14	Good to average	Idea with limited support Reasonable but insufficient order
	13-10	Fair to fair	Non-fluent, unclear ideas Absence of national development
	9-7	Very Poor	Lacks communication skills
<b>Vocabulary</b>	20-18	Excellent to very good	Use of words effectively Word form proficiency
	17-14	Good to average	Sufficient range of word form error
	13-10	Fair to fair	Restricted range recurring word form mistakes
	9-7	Very poor	Translation, basically little vocabulary knowledge in English word form errors
<b>Grammar</b>	25-22	Excellent to very good	Efficient building of complicated structures Word provides functionality Pronouns, articles, and prepositions
	21-19	Good to average	Simple but efficient construction Multiple inconsistencies

**Table 3.2 Scale for Assessing the Students' Writing (Jacob in Husna,2019)**

			Prepositions, articles, pronouns, and tenses, but the meaning is rarely muddled
	17-11	Fair to fair	Simple Often occurring tense and word function errors Pronouns, articles, and prepositions Confusion in meaning
	10-5	Very poor	Lack of proficiency with structures dominated by mistakes doesn't exchange words Insufficient to assess
<b>Mechanic</b>	5	Excellent to very good	command of customs A few misspellings, punctuation mistakes, and capitalization mistakes
	4	Good to average	Occasionally misspelled, punctuated, or capitalized words Not messy in meaning
	3	Fair to fair	recurring typographical, capitalization, punctuation, and paragraphing errors Confusion in meaning
	2	Very poor	Insufficient to assess

The total points (30 + 20 + 20 + 25 + 5) add up to 100, providing a comprehensive evaluation of various aspects of writing quality. Each category contributes to the overall score, reflecting the importance of different elements in effective writing.

**Table 3.3 The Level of Student Score**

No	Range of Score	Levels
1.	90-100	Excellent
2.	81 -89	Very good
3.	71-80	Good
4.	60-70	Fair
5.	<59	Poor

### 3.6 The Technique of Analyzing Data

The steps that have been taken in analyzing the data are:

1. Calculate the average student score before and after being given treatment

$$\bar{X} = \frac{\sum f_1 x_1}{\sum f_1}$$

(Sudjana, 2005: 67)

Where :  $f_1$  = frequency

$x_1$  = interval class

$\bar{X}$  = mean

2. Calculate the standard deviation  $S_1$  dan  $S_2$  before and after treatment using the following formula.

$$S^2 = \frac{\sum f_1 x_1^2}{n} - \left( \frac{\sum f_1 x_1}{n} \right)^2$$

(Sudjana, 2005: 95)

Where :

n: amount of data

$x_1$  : interval class

3. Normality test by using Liliefors test, the steps consisted of :

- a. Observing  $X_1, X_2, \dots, X_n$  should be raw numbers  $Z_1, Z_2, \dots, Z_n$  by using this formula :

$$z_1 = \frac{x_1 - \bar{x}}{s}$$

(Sudjana,2005:466)



Where :

$X_1$ : The score obtained by the 1st student

$\bar{X}$ : Average score

$s$ : standard deviation

- b. Calculate the opportunity  $F(z_1) = F(Z < Z_1)$  by using a list of the standard normal distribution.
- c. Calculate  $Z_1, Z_2, \dots, Z_n$  that state with  $S(Z_1)$
- d. Calculate  $F(Z_1) - S(Z_1)$  and determine the absolute value.
- e. To accept and reject the normal distribution in research, it can be compared with  $L_0$  and criticism taken from the Liliefors test table with  $\alpha 0.05$  and the test criteria  $L_0 < L$

4. To determine whether the data was homogeneous or not, the homogeneity of variance test is used using the Barlett test as follows

$$X^2 = \ln 10 \left\{ B - \sum_i (n_i - 1) \log S_i^2 \right\}$$

(Sudjana, 1989: 261)

Criteria of testing:

If  $X_{count} < X_{table}$ . This proved that the population variance is homogeneous

5. Hypothesis testing to find out whether STAD has an effect on students' writing abilities. Hypothesis testing uses the t-test formula by Arikunto, namely:

$$t_0 = \frac{M_1 - M_2}{SEM_{M_1 - M_2}}$$

(Sudijono, 2007: 282-285)

Where :

$t_o$ : t observation

$M_1$ : Mean post-test

$M_2$ : Mean pre-test

$SEM_1 - M_2$ : Standard error difference between the two groups

The formula above is used to test at a significance level of 5% list = 0.05 of the list distribution  $t_{dk} = (n-1)$  with the rule  $t_{count} > t_{table}$  then  $H_a$  is accepted and  $H_o$  is accepted rejected if  $t_{count} < t_{table}$ .

