

**IMPROVING ENGLISH WRITING SKILL THROUGH
STUDENT TEAMS-ACHIEVEMENT DIVISION
(STAD) IN FIFTH GRADE OF ELEMENTARY
SCHOOL STUDENTS
(Experimental Research at the Fifth Grade Students of
SD Lab School Unnes Semarang in the Academic Year of
2013/2014)**



A Thesis

**In Partial Fulfillment of the Requirements
For Master's Degree in Linguistics**

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**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
2016**

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Semarang in the Academic Year of 2013/2014)

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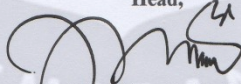
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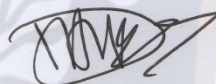
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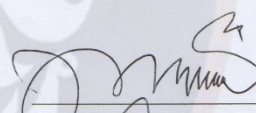
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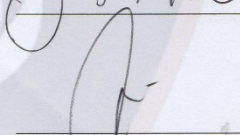
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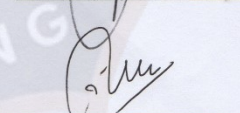
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CERTIFICATION OF ORIGINALITY

I, **ANGGI RIRIS PAWESTY**, hereby declare that this submission of thesis entitled **“Improving English Writing Skill Through Student Teams-Achievement Division (STAD) in Fifth Grade of Elementary Students (Experimental Research at the Fifth Grade Students of SD Lab School Unnes Semarang in the Academic Year of 2013/2014)”** for awarding of M.Hum is my own and original work and that to the best my knowledge and belief. It was not previously formed the basis for the award if any degree or any other similar title of any institution or any university. Other writers’ opinion or findings included in this thesis are quoted or cited in accordance with the ethical standard.

Semarang, August 26th, 2016



AnggiRirisPawesty, S. S

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It always seems impossible until its done

- Nelson Mandela

Learn from the past, live for today and plan for tomorrow

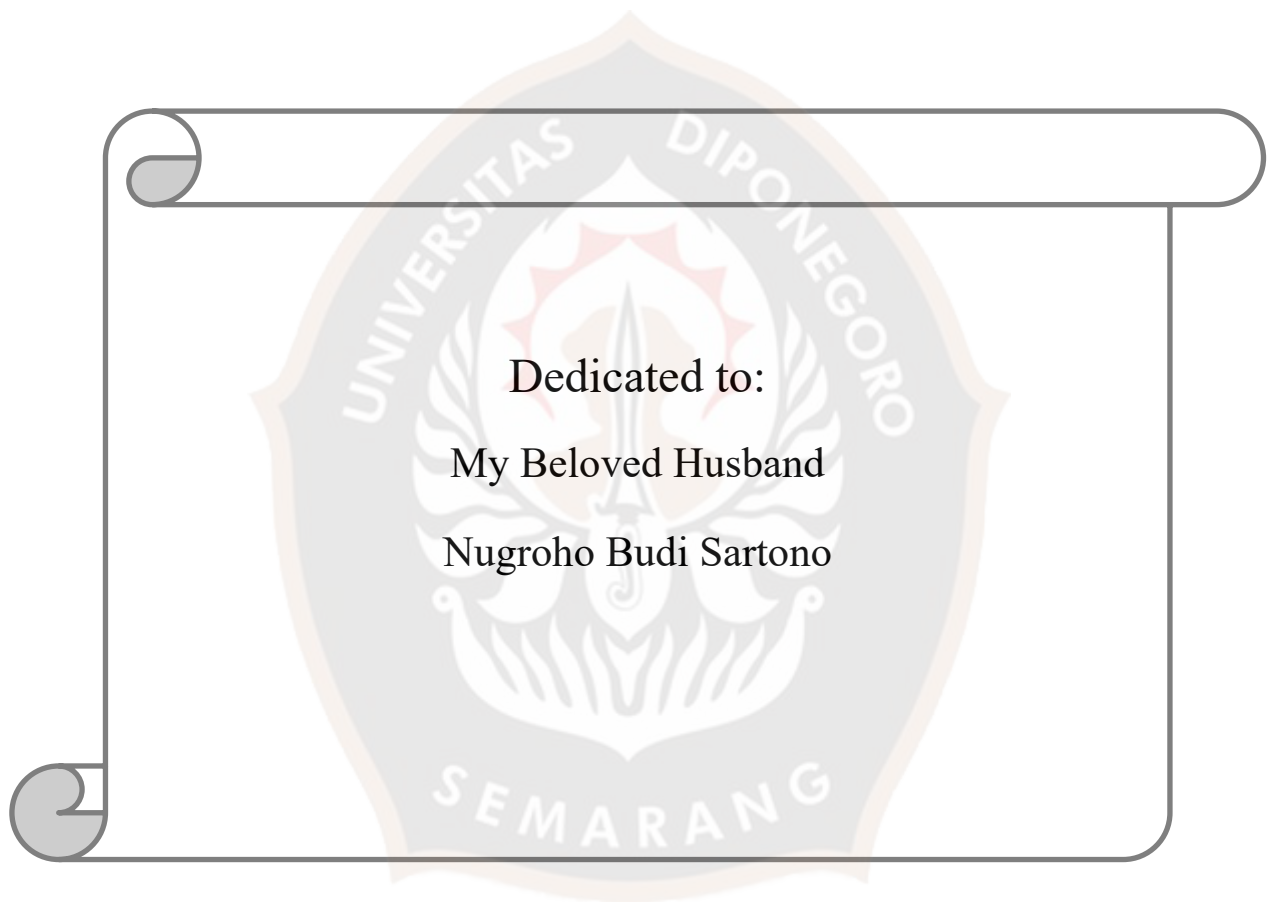


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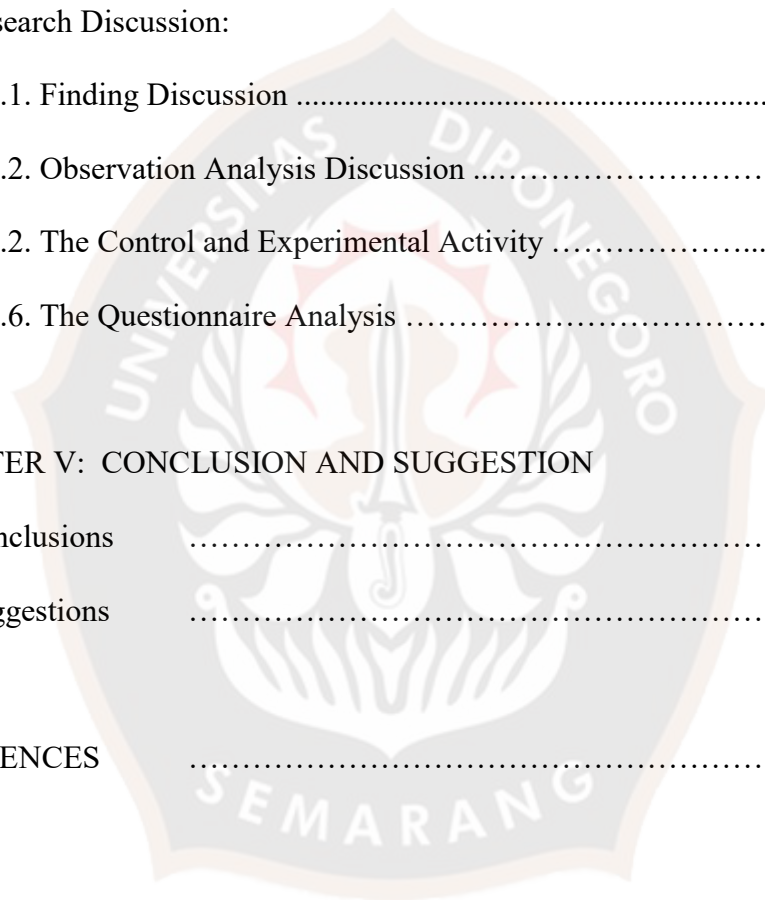
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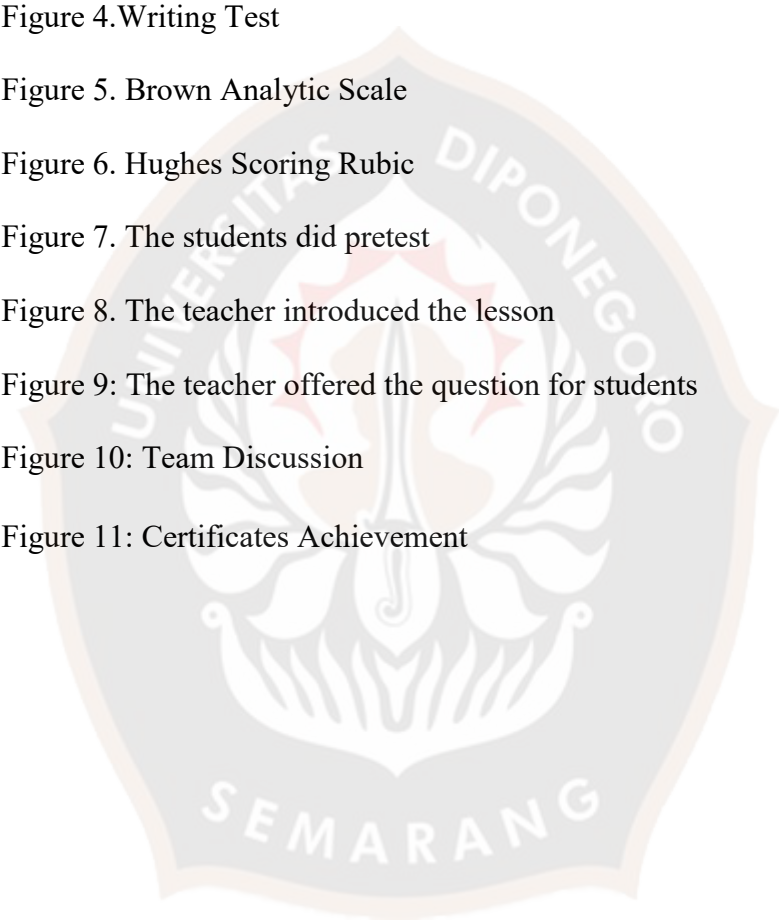
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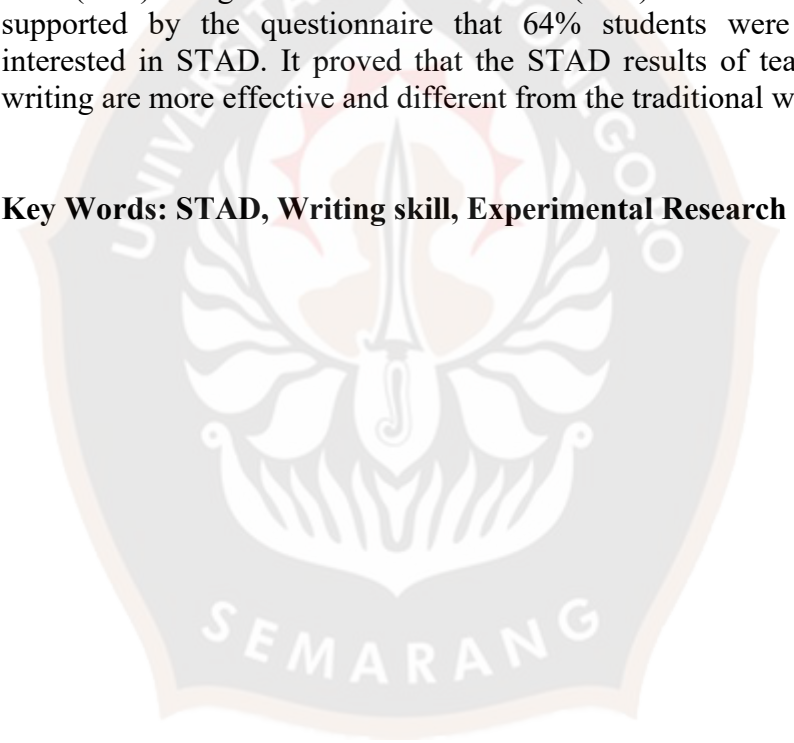
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Abstract

The study is to show the effectiveness of Student Teams-Achievement Divisions (STAD) in improving English writing skills for the fifth grade students of SD Lab School Unnes Semarang. The researcher treated them in teamwork. The research design is quasi experimental research. The researcher found that the data were not normally distributed, but homogeny, so she analyzed them by using Mann Whitney statistics. They got very different average scores. The average scores of the experimental class are 64.20 in pretest, 70.00 in post test and 5.80 in gain score. The control class is 64.08 in pretest, 66.00 in protest and 1.92 in gain score. The score increase of practical writing experimental class (5.80) is higher than the control class (1.92). The tests were supported by the questionnaire that 64% students were very interested in STAD. It proved that the STAD results of teaching writing are more effective and different from the traditional way.

Key Words: STAD, Writing skill, Experimental Research



CHAPTER I

INTRODUCTION

1.1. Background of the Study

People communicate using language to each other. Language is basically a means of both oral and written system. Learning a language can help human to understand themselves and their culture. They also can share their ideas and feeling of community. English is the International language. People in the world learn and teach English.

English is not one of the compulsory subjects, but English is as a local content subject in Elementary schools. In one hand, English starts to be taught from the fourth grade in the public schools, on the other hand some private schools start in the first grade. The government provided a curriculum as the guidance of English teachers in the teaching-learning process such as syllabus and lesson plan. In the English curriculum 2006, the learning activities involve listening, speaking, reading and writing.

Listening and reading are receptive skills that learners do not need to produce utterances to do this but they decode and understand it. On the other hand, speaking and writing are productive skills that learners have acquired and produce a message through speech or written text that you want them to understand. Those skills can be used to create discourse in daily life. Teachers teach English in Elementary of private schools in order to develop students'

ability in language accompanying action and interaction and are “*here and now*”.

Based on my observation in the class, writing is very difficult for Indonesian young learners because they learn English as a foreign language. They study words, phrases, and sentences as a foreign language. They rewrite, arrange and write words, phrases and sentences. In each grade, they have different competencies in writing competence. The writer focused in the fifth grade for her research. The students write and create a simple, meaningful sentence. Because of that, the writer focused on teaching writing skill. The writer hoped that the student can create their sentence meaningful.

A teacher, in carrying out the lesson plan has to refer to the curriculum. A curriculum is arranged to realize the aim of the national education by considering the students’ development phase, the environment, the national education need, the development of science and technology as well as art. According to National Standard of Education (SNE), the English standard competence of writing for the 4th grade is that the students can spell and write simple English writing in the context of class. Meanwhile, the competence for the 5th grade is that the students can spell and write simple English sentences in the context of class. The competence for the 6th grade is that they can write simple and short functional text. So, there are three standard competences in writing. (Permendiknas No. 22, 2006)

Writing for children is very hard. Besides, they can hold a pencil, they also have to arrange their ideas well. And also they will use throughout their

time until adulthood their writing skill. For young learners, they only rewrite from their parents and teachers or scaffolding and spell some letters. So studying with children can develop their writing skill while they are young. Making writing activities fun and joyful learning, the teachers will keep children mentally interested in and help them stick with it.

Every school, classroom or instructional group has its own condition. Johnson (1970: 20) stated that the climate patterns of interaction in the classroom will have large impact upon the behavior of the students and the amount of learning that takes place. Some private schools apply English as the subject and use it in their interaction at classroom. The writer chose SD LabschoolUnnes in Semarang as a research object. SD LabschoolUnnes introduces English since the first grade. English becomes a favorite subject in that school.

The writer thinks that Indonesian Elementary school students are difficult in English writing skill. In my class, I found they often make mistakes to write a word, phrase and simple sentence. They also miss an alphabet in writing a word. The teaching of English writing has a significant influence on the development of education and society. The main task of the teacher is arranging program, implementing the program, carrying out an evaluation, analyzing the result of evaluation, and arranging remedial and enrichment programs for the students. Therefore, the teachers should have special techniques to make English writing easy and fun for Elementary school students.

That statement above is supported by Finnochiaro (1974: 173) who said that teachers need some methods and techniques of teaching English writing as a second language to improve their skills in English and knowledge. She also says that the learners should be given knowledge to adjust themselves in their languages and skills in listening, speaking, reading, and writing activities. (Finnochiaro, 1974:10)

Nowadays some researchers have promoted cooperative language learning in language teaching. Cooperative learning is teaching learning activities by making the students to work in a team with their friends. The students can learn and share knowledge each other in a group. They also motivate one another in learning. Because of the benefits, many teachers, observers and researchers have implemented it in their process of teaching and learning. From many kinds of Cooperative Learning, such as Think Pair Share (TPS), Jigsaw, Number Head Together (NHT), Teams-Games-Tournaments (TGT) and Students Teams-Achievement Division (STAD), the writer chose STAD because of teamwork, achievement and time.

STAD is more effective in cooperative learning methods for improving students learning of a clear objective in language rules and skills. Generally, teachers produce and employ STAD in their classroom to improve students' reading, writing and spelling skills.

The writer will treat the students through Students Teams Achievement (STAD). STAD is one of Cooperative learning techniques that devised by Slavin and his associates at John Hopkins University. This

technique uses heterogeneity and divides class into several team works. This condition is used to make more modified interaction, more negotiation for meaning than if the step of teaching starts with the presentation of the material. After that, during team discussion, they discuss cooperatively with the teacher who provided worksheet and answer sheets. In STAD the student's interest can be stimulated by the classroom "give and take" process. There will be interaction between students-students, and students-teacher

Writing is used for communication indirectly. It can be used as a means of communication to convey message by using written or symbols. In daily life, writing has an important role in communicating with each other such as to send or write a letter to the others. In the activity, people have to master writing in order that their writing will be understood by the others. Harmer (2004: 31) stated that writing motivated the students focusing on their language and it can insist on their language development when they solve their problem. Because of that, writing skill is more difficult than other skills.

Writing is one of the main skills in learning English besides listening, speaking and reading. Writing is more difficult than others. Therefore, the writer has observed that the teaching of writing in Elementary school needs such kind of communicative technique. It is because when the students are taught using the conventional technique, sometimes the teacher ignores the students' character as a young learner. One of the differences of teaching English for young learners and adults is from their characteristics. Younger

learners have some characteristics such as they are active, still like playing with their friends and soon. It is supported by Halliwellin Cameron. He clarifies the children's characteristics as follows:

- a. They are good to interpret the meaning
- b. They are creative
- c. They learn indirectly rather than directly.
- d. They are always fun to do something
- e. They have a good imagination and fantasy in their mind.

(1992: 3-5)

They need various techniques and suitable media. Teachers should know the best techniques and media for them. Therefore, the writer has an interest in elaborating a research pertaining the STAD (Student Teams-Achievement Division) implementation in teaching English writing under the title "Improving English Writing Skill through Student Teams-Achievement Division: Experimental research at the fifth grade students of SD Labschool Unnes Semarang Academic Year of 2013/2014."

1.2. Statements of the Problems

In order to make a systematic approach in solving the problem, the statement of the problems are:

- a. Can the Student Teams-Achievement Divisions (STAD) improve students' English Writing?

- b. How significant is the difference between the result of teaching writing using STAD and without STAD?

1.3. Objectives of the Study

The objectives of the study are as follows:

- a. to describe how the Student Teams-Achievement Divisions can improve the students' English writing?
- b. find out whether there is a significant difference of the teaching writing results between a group of students treated by using STAD and without STAD

1.4. Significances of the Study

The writer elaborates the significances of the study

- a. Theoretical Significance

The study can give knowledge and explanation to (teachers/lecturers) and educators pertaining how to solve the students' English writing difficulties by using STAD. This technique will produce significant effect to improve the English teaching in Elementary school.

- b. Practical Significance

The study may be useful and meaningful for young learner English (teachers/lecturers) and educators as supplementary knowledge in developing the students' writing skill by using STAD. The Students can also get some advantages from this technique when they want to enjoy

their English learning. They also study the values of cooperative with their friends.

1.5. Definitions of Key Terms

The key terms are STAD, Writing, Experimental research.

- a. Student Team Achievement Division (STAD) is a one of Cooperative learning technique that focuses on small group discussion with the different characteristics of the members. They cooperate each other to achieve their best task. It was revised by Robert Slavin and his associates at Johns Hopkins University.

In STAD, students are divided into 4 or 5 member various groups. There are four steps in STAD: (a) teach, (b) team study, (c) test and (d) recognition.

- b. Writing is a skill to produce words, phrase, and sentences that can communicate each other through a text, and the text must fulfill the requisite of being meaningful and comprehensive. Murcia & Olshtain (2000:142)
- c. Experimental Research is a kind of research to categorize variables and its correlation form, and also manipulate of the object of research (Cohen et al 2007:277)

1.6. Hypotheses

There are two hypotheses in the research

- a. Ha: There is no significant difference of the teaching, learning result among a group of the students treated by using STAD and without STAD strategy.
- b. Ho: There is a significant difference of the teaching, learning result among a group of the students treated by using STAD and without STAD strategy.

1.7. Organization of Writing

This study provides five chapters which described as the following explanation:

Chapter I is the introduction which covers the background of the study, the reason for choosing the topic, statements of the problems, objectives of the study, significances of the study, the scope of the study, definition of terms, hypotheses, and organization of writing.

Chapter II is a review of the related literature which discussed previous studies, cooperative learning, Student Teams-Achievement Divisions, writing skill, and characteristics of young learners.

Chapter III is a research method which explains research design, population and sample, research setting, data collecting techniques, research variables, research instrument, and procedure of data analysis.

Chapter IV explains findings and discussions. The findings deal with preliminary analysis, including normality test, homogeneity test, and the results of the tests. The discussion talks to the result and resolve the problem.

The chapter V provides conclusion and suggestion as the end of the discussion



CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer explains some literature used in the research. The writer wants to expound the previous studies relating with the English students' improvement writing skill by using Student Teams-Achievement Division. In this session, the writer enacts the concept of cooperative learning, Student Teams-Achievement Division, Writing Skill and its teaching, Characteristics of Elementary Students, Student Teams-Achievement Division for Elementary students' writing.

2.1. Previous Studies

Rosyidah (2016) explored the role play using stick puppets to improve the speaking skill. She focused on the tenth graders of Senior high schools students' speaking. Her finding is the mean score of pretest and posttest improved. The mean score was $79,11 > 69,51$. Alfian (2012) explored the implementation of TPSS (Think Pair Share Strategy). He focused on the Diploma III students' writing. Because it was done in pairs, it would be difficult for the pairs who have the same level of achievement. Nevertheless, it improved the students' writing ability significantly. Ana (2013) explored the implementation of CO OP CO OP in teaching writing a recount text. Ana's study focused on the Junior High School students' writing. She found that the experimental group's mean score is higher than the control group.

Experimental group's pretest and posttest were 57,8125 and 81,7188. Meanwhile the control group's pretest and posttest were 57,1034 and 60,965. It proved that using CO OP CO OP can improve writing students' skill in writing. Puluhulawa (2011) explored the implementation of STAD (Students Team Achievement Division). Puluhulawa's study focused on the tenth graders of Senior high school students' writing. He found problems dealing with vocabulary and grammar. He found that 87,10% students were lack of vocabulary and grammar before getting treatment. The result of the study showed that the students' writing ability improved. Pamelasari (2009) explored the implementation of STAD (Students Team Achievement Division). Pamelasari's study focused on the eight graders of Senior High School students' reading descriptive text. She found problems dealing with vocabulary.

As writer's explanation in the previous studies pertaining about STAD which applied writing competence successfully. Then the difference of the previous studies relates the writer's research that focuses on Elementary Students' English writing skill in this research. Then the writer uses experimental research. She wants to prove that Student Teams-Achievement Division technique could be applied to improve elementary school students' achievement in English writing.

The writer focuses on Elementary Students' English writing skill, dealing with vocabulary in this research. She wants to prove that Student

Teams-Achievement Division is suitable to be applied to improve Elementary Students' achievement in English writing.

2.2. Underlying Theories

2.2.1. Cooperative Learning

Cooperative learning is a learning which makes students share their knowledge with one another. Cooperative learning is a technique of teaching, which makes the students to discuss together in small discussion groups that consists of mixed-ability learning groups to achieve their goal in task (Slavin, 1987:11). Therefore, cooperative learning is very different from the traditional method because students work collaboratively than they work individually.

The cooperative learning theory is linked to the theory of constructivism, in which elaborates a social teaching in the learning process. Slavin (in Brown, 2008:13) states that students must have an ability to find and produce their own information individually.

As Richards and Rogers (2001:192) said that cooperative learning is a method to teach in pairs or small group discussion in the classroom. In this method, the students are needed to discuss together with friends to solve their problems in the learning process.

Cooperative learning is very important to be employed in the language classroom because It can assist the learners to achieve their cognitive proficiency and their social interaction. Slavin (1995:2) stated at cooperative

learning take a central part to improve the educational practice beside the increase of learners achievement as well as such other results as increased their relation between their friends. Another reason to augment the student realization to learn to think, to have problem solving acquisition, and also apply their knowledge and skill

Cooperative learning also give a method to make team work to improve teaching learning process and academic achievement. Olsen and Kagan (in Kessler, 1992:1) states “Cooperative Learning is a research that asses the effect of education. It provides ways to make group discussion to improve and increase academic achievement. Cooperative learning is specific and free discussion; not are all types of group discussion require to cooperative learning. It is well form organized, by the result the children can interact with others, and the children are motivated to increase their learning.”

There are some goals proposed in cooperative learning. Richard and Rogers (2003:193) mention the benefits of cooperative learning as follows:

- a. To accommodate chances for the students as the second language learner
- b. To accommodate teachers with an interactive fun method
- c. To emanate the interaction of the student through group discussion
- d. To accommodate opportunities for the students to communities each other.
- e. To motivate the student to be confident in group discussion.

McGroarty (in Kessler, 1992: 2) classifies six main advantages of cooperative learning for students as follows

1. interaction between the students make variety languages practice
2. Development the students' cognitive and their second language
3. Opportunities to stimulate their learning
4. The ability for teachers to master new professional skills without time boundaries.
5. Development of active learning in class

Slavin stated that cooperative learning is a good solution to solve the problem in their different ethnic groups with cooperative interactions. (1995: 51). It means that cooperative learning can make students from different ability to work in a group cooperatively.

There are some techniques in cooperative learning method, such as: Student Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), Co-Op Co-Op, Jigsaw, Number Head Together (NHT), and Think Pair Share (TPS)

STAD focuses small group discussion. TGT focuses small group discussion to prepare for a trivia game. TAI focuses on intergroup relations. CIRC focuses on reading group discussion. Co-Op Co-Op focuses on structuring the classroom discussion to fulfill an objective that helps other students. NHT focuses on individual achievement. TPS focuses question or problem silently in group discussion,

From the explanation above, the writer accomplishes that cooperative learning is the effective approach. It has some goals that can motivate and improve the learners' ability to learn.

2.2.2. Student Teams Achievement Division (STAD)

Students Teams-Achievement Division is one of the methods that are developed by Slavin. In Cooperative Learning, students will seat together in a group to master the lesson from the teacher. The important thing is students help each other to be successful. All of the cooperative learning give ideas that students have to make a good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

In STAD, the teacher does a teaching, group discussion, and individual evaluation. Groups receive certificates or other forms of recognition based on their all group score, from their exercises, task and pretest-posttest . In Student Teams-Achievement Divisions (STAD) (Slavin, 1994), students are divided into four or five member groups that are various in their ability in the class. The teacher introduces a lesson, and then students discuss within their groups to make sure that all group members have known the lesson. Finally, all students take individual assignment on the material, and they cannot help one another

The cooperative activities are used in the classroom that is related to cooperative learning. The teacher supports groups within the classroom and promotes class wide cooperation through class meetings (Johnson&Johnson,

1994, p.20). This approach has some characteristics that are used in group cooperation:

- a. The Purpose of group
- b. Individual responsibility
- c. The opportunity of success together
- d. The team competition
- e. The specialization of task
- f. The adaptation to the need of group

The first day of teaching writing using STAD method, the teacher explains to the students about the means of team works. The teacher also explains the team rules; the students have to be responsible to ascertain that the members of the group have studied the materials. No one of the group is not allowed to stop studying until all of the members of the group have understood the materials. If the members of the group find difficulties they can ask to their teams before asking the teachers, and each group discusses the material given. Slavin (1995: 71) states that there are five major elements in teaching writing using STAD method;

- a) Class presentation

The teachers give a class presentation with direct learning method or class discussion also audiovisual presentations. Students must focus clearly and pay careful attention during the class presentation in order to

understand teacher's explanation and do well on quizzes. And their quiz scores determine their team score.

b) Team works

The students are divided into 4-5 heterogeneous teams. They will learn and discuss the students' work sheets, and helps each other collaboratively to get the best score. The team is the most important point in STAD. This condition provides the team support for their performance academically and common concern and respect each other. The role of teams is to make the team members to study together in achieving their quizzes.

c) Quizzes

The teacher gives individual quizzes over 1-2 periods of class presentations and team works to the students. They cannot help their members while doing the quizzes. They are individually responsible for knowing the material. Each student gets one copy of the quiz. Then, the teacher gives an improvement score to them. These quizzes are to measure their knowledge in their material.

d) Individual improvement scores

Individual improvement scores are done to improve the students' achievement. They have a basic score from the quizzes. And each member can give the maximum score to the group.

e) Team recognition

Teams receive certificates or other forms of recognition after improving their past achievement and the average group score is higher than the criteria score.

In STAD process, STAD has several advantages (Slavin, 1995:17) as mentions:

1. Students work together in achieving their goals
2. Actively assist and motivate students to share their knowledge
3. Active role as a peer tutor to help their group improvement score
4. Students interact each other to argue

According to Dess (1991:411) the disadvantages are as follows:

1. The students need more time to achieve the goal
2. The teachers need more time to apply it
3. The students became dependable

STAD has also several disadvantages (Bee & Masterson, 1990:9-11)

1. Some students in their group can push their friends to confirm their opinion
2. A fast learner in their group can take control the discussion
3. Some students can depend on their improvement to the

This technique shares intergroup cooperation and intergroup competition. The students discuss in their group cooperatively.

2.2.3. Writing Skill and its Teaching

Writing is a process of exploring and organizing our ideas or thoughts by combining sequences of logical sentences in written form. Writing is speaking to others on paper, as stated by Alan Meyers (2003:2). Furthermore, he stated that speaking to other people on papers or on computer screen is a form of writing. Writing is a talent, but the improvement needs more practice. Writing is also an activity to express and form the opinion, to set them on paper and redesign and to review them (2003:2).

Murcia & Olstain (2000:142) stated, "writing is the production written word in which could express their opinion and messages to other people by forming utterances, so we can recognize what we want talk about. Therefore, we could express our opinion and messages to the other people by forming utterances.

Byner (1981:24) outlines, writing is a main points of copying speech, even though it must be acknowledged as a communication. Nystrad (1998:75), states that writing is a substance of explaining text in conflating the words and sentences that make the readers understand. The writer can assume that writing is a skill to express ideas from our mind and the readers can understand what the writer means

Writing is a form of thinking; it is thinking for a particular audience, and for a particular occasion. Considering that writing is also the important expression language activity, Pretty and Jensen have an opinion that writing is a process of expressing idea, thinking, feeling and determining experiences,

and it is essential for self expression, communication, and discovery of meaning (Pretty and Jensen, 1980:369).

According to Alice Oshima and Ann Hogue, “writing is a progressive activity” (1997:2). It means that when we write something like writing a letter, we have already been thinking about what and how we are going to say. Writing is used for communication indirectly. It can be used as a means of communication to convey messages by using written or symbols. In daily life, writing has an important role in communicating with each other, such as to send or write a letter to the others. In the activity, people have to master writing in order that their writing will be understood by the others.

Writing skill is very important in college or school, especially for students who want to finish their study by making a task or a thesis in order to fulfill the last assignment to graduate from senior high school or to get diploma or strata.

Writing is one of the most important things to do in college. Good writing skills are essential to your success, whether you report on reading or lab work, preparing research papers or taking essay test (Gerhard and Rodrigo, 1986:1).

In spite of this, writing is potentially one of the most difficult things in college or school. Writing basically needs mental (memory, logic, emotion, conscious and subconscious reaction) and physical (movements of the hand, use of the eyes, awareness of sub vocalized sound, etc.). Their processes are dynamic, interconnected, recursive and none sequential. Therefore, writing

skill becomes one of the most important things because it needs a combination between mental and physical.

Writing is used to refer to the process of formulating thoughts, ideas or feelings and expressing them in written language in such a way that it can be communicated to the readers. According to Finnchiaro (1973:153) “two types of writing are here are

a. Practical or factual writing

It deals with the fact. It can be found in the writing letter, summaries or description of doing something.

b. Creative or imaginative writing

This type of writing usually exists in literature. The examples of imaginative writing are novel, short story, etc.

In real life, as we have seen, we normally have a reason for writing and we write to or for somebody. Alan Meyers (2003: 4) stated that communicating always has purpose: to inform, to persuade, or to entertain, or may be to do all three. Most writing is a response to a particular need. By Reid (2000: 8), The three purposes of writing are:

- 1) To explain (educate, inform)
- 2) To entertain (amuse, give pleasure)
- 3) To persuade (convince, change the reader's mind)

Teaching writing for Elementary students is complicated. They make a simple word, phrase and sentence grammatically. The teacher also can apply the various of writing tasks for some grades of elementary school

students.. The teacher has to provide the chances to students to put an attention on vocabulary and word choice. Thus, it can help them to write a good text. Celce-Muria (2001: 208) describes that vocabulary and word choice are the two prominent skills which have to be considered to be had for the student. She also states that by word and vocabulary acquisition we point to (letter recognition and discrimination, word identification, basic rules of spelling, and mechanics) as well as identification of whole writing.

Pertaining to the mechanics of writing, Paatel and Jain (2008: 126) debunk the mechanics of writing as follows:

1. Using a proper kinesic hand movement.
2. Spell letter in appropriate size and shape
3. Spell letter in proper space
4. Spell words in proper space
5. Spell sentence in proper space
6. Spell word correctly
7. Use capital letters correctly
8. Do the writing clearly

The main objective to teach writing is not to give motivation to the pupils to become good writer, but to help them to create different variety of the text. Nevertheless, the teacher give many chances to students for practicing writing activity. The teacher must explain clearly to the student in expressing idea.

Hadfield & Hadfield (1990: 30) stated that writing is different from speaking. In speaking, someone can acquire the skill naturally as she/he grows up, but writing needs to be learned since she/he cannot acquire writing skill naturally. Therefore in teaching English writing for Elementary school students, the teachers have to consider many things. The usual things related with writing are word choices (vocabulary), the use of grammar, mechanics, and organization of ideas into a coherent and a cohesive text. Actually, grammar is not taught in elementary schools. Because of that, the teacher should pay attention to teaching English writing. The teacher just gives them example of sentences then they rewrite and create with their own word.

Acquiring English writing skill for Elementary school students needs a lot of practices and to produce a piece of writing needs along process. Therefore teachers teach them focusing on the level of the students, the average age, and the expectation of the specific reason. When your students are still 6-9 years old, they are still beginner level. The teachers just introduce the spelling of the letters, the vocabulary with the real object and rewrite a short sentence. When your students are 10-12 years old, they are intermediate level. The teachers start introducing a simple sentence, create a simple sentence using a picture and write their own sentence. It can be proved from standard and basic competence of syllabus.

Figure 1. English Standard and Basic Competence

GRADE	STANDARD COMPETENCE	BASIC COMPETENCE
1 st	Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas sekitar peserta didik	<p>4.1 Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar</p> <p>4.2 Menyalin tulisan bahasa Inggris dengan ejaan yang benar</p>
2 nd	<p>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas sekitar peserta didik</p> <p>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks sekolah</p>	<p>4.1 Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar</p> <p>4.2 Menyalin tulisan bahasa Inggris dengan ejaan yang benar</p> <p>8.1. Mengeja kalimat sangat sederhana secara tepat dan berterima</p> <p>8.2. Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terimakasih, dan ucapan simpati</p>
3 rd	Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas sekitar peserta didik	<p>4.1 Mengeja kosakata bahasa Inggris sangat sederhana secara tepat dan berterima dengan ejaan yang benar</p> <p>4.2 Menyalin tulisan bahasa Inggris dengan ejaan</p>

		yang benar
4 th	<p>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas</p> <p>Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas</p>	<p>4.3 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan kata, frasa, dan kalimat sangat sederhana</p> <p>4.4 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti: ucapanselamatdanpesan tertulis</p> <p>8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana</p> <p>8.2 Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapanselamatdanpesan tertulis</p>
5 th	Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah	<p>4.1 Mengeja kalimat sangat sederhana secara tepat dan berterima</p> <p>4.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima seperti: ucapanselamat, ucapanterimakasih,</p>

	Mengeja dan menyalin kalimat sangat sederhana dalam konteks sekolah	<p>danundangan</p> <p>8.1 Mengeja kalimat sangat sederhana secara tepat dan berterima</p> <p>8.2 Menyalin dan menulis kalimat sangat sederhana secara tepat dan berterima dengan tanda baca yang tepat seperti: ucapan selamat, ucapan terimakasih, dan ucapan simpati</p>
6th	<p>Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik</p> <p>Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik</p>	<p>4.1 Menulis teks fungsional pendek sangat sederhana secara berterima</p> <p>4.2 Menulis kartu-kartu ucapan sangat sederhana secara berterima</p> <p>8.1 Menulis teks fungsional pendek sangat sederhana secara berterima dalam konteks sekitar peserta didik</p> <p>8.2 Menulis kartu-kartu ucapan sederhana secara berterima</p>

(Permendiknas Nomor 22 Tahun 2006)

From those competencies, the teachers know what should be taught for the students.

2.2.4. Characteristics of Elementary Students

Elementary school students are defined as young learners. That statement is supported by Slatterly and Willis in Kang Shin (2006:2) “The young learners are learners who age 7 – 12 years old and very young learners is as under 7 years old.”

Comparison a child and adults can be viewed in many different angles. They sometimes able to learn much faster than we do. Some experts mention some characteristic of young learners. According to Scott and Ytreberg (2003:2)

1. The pivoting concepts are formed. They have decided their point of view of the world
2. Children can differentiate between fact and fiction
3. Children always ask question.
4. Children continually use the real thing to express their idea.
5. Children can decide their learning.
6. Children do what they like
7. Children concretely have sense to ask about what the adult said
8. Children learn from environment

Additionally, children who age 8-10 years old have a different language. they are considering the main rules of syntax in their own language. by the age of ten, children can:

9. recognize abstract
10. recognize symbols (beginning with words)

11. Generalize and structured

Based on Halliwell (1992:3-12) teaching EFL can use of these different some characteristics, as the following below:

1. They can find out the meaning without knowing particular words
2. They are interested in real objects
3. They are creative.
4. They learn unconsciously.
5. They cannot focus for more half hours, the longer time make them bored
6. They are talkative.

As far as this, general theoretical aspects of the children's intelligence and their characteristics have been discussed.

Ur (2005:286) recommends that elementary school student need a good technique to encourage their desire in learning English such fun learning activities. There are motivations for them.

1. Appraising their success by giving them reward
2. Tests
3. Competition

2.2.5. Writing Activity for Elementary School Students

Teachers face the biggest challenges in classroom in teaching English writing. Students usually do not have motivation to write because the teacher never encouraged them to enjoy writing. They are eager to work the letter

and word in connection with their names of families, pets, toys and classroom objects. English writing can be challenging skill for them to learn. Writing is done silently by individual. It involves taking much time to finish activity.

In Elementary school students are the fifth grade students. They are still called young learners. They study English as a foreign language. They need more practice with words and sentences. As Pinter, (77:2006) said that practicing in word and sentence level writing and spelling are needed by older learners. The fifth grade students are older children in English Young Learner Classes. They can write writing instruction, shopping lists, recipes, puzzles or simple diaries and letter.

The students sometimes feel difficult to arrange their idea because writing skill is hardly ever introduced early and sometimes does not use appropriate method for them. When they get a writing assignment, it is often a burden to them. And they have no more idea to write. So process of writing is stuck. The interesting activity is very effective for them. For example, they arrange sentences by picture complete the lyrics of song and make a letter.

Measurement skills are generally carried out in the form of guided tests with the help of pictures, such as

1. Students arrange the word into good sentence
2. Students complete the incomplete sentence

There are some writing activities that can make the students enjoy

1. Creative writing

The teacher gives the students a word and they create a poem..

For example: Things in the sky, then the students mention star, sun, bird fly

2. Peer writing

This activity is in pairs. The students work in pairs to match the sentences, then they write a story. After that they compare with other pairs, and then the teacher shows the error on the board and asks students to correct them.

3. Journal diaries and storytelling

The students tell their own story like activity in weekend

4. Cooperative writing

This activity is a collaborative web tool. They use videos, images and songs.

5. Using word cloud and songs

This activity is about songs. The students circle the words they hear, and then hand out the lyrics for checking in pairs

6. Cartoons

The students write the character of cartoon that they get. The teachers give the clue and make them easy to create their own writing.

7. Book project

It is an activity to be done at home because it might be time-consuming.

(Roseli Serra, <https://www.britishcouncil.org>)

According Vivian Cook (1996:106) there are some good learning strategies for young learners:

1. Find an appropriate learning style
2. Put yourself in the teaching and learning process
3. Enhance the language awareness form system and communication
4. Put attention in expanding the knowledge.

Cook also stated that the process of learning second language should be commenced at an early age as it is proved that young learners are better learners than adult learners.

According Hughes (2003:208) Test writing for young learners can be:

1. Anagram with picture

It is for test vocabulary and spelling. Children do like puzzle. There is a series of pictures and the children create word or sentence based on the picture

2. Cartoon story

It is a series of cartoons tell a simple story

3. Gap filling with pictures

This test combined reading and writing skill. A passage is presented in which there are dots where words are missing. Above each blank there is a pictorial representation of the missing word.

According to Cameron (2001:230), to be effective in assessment, each focus would need to specify the actual items, words, discourse and grammatical form in learning skill.

Writing skill focuses on vocabulary such as spelling and letter formation. Then it focuses discourse, it related to organization of texts at sentence level, above precision and accuracy in conveying ideas. Writing skill also focuses in accuracy in use of grammar.

2.2.6. Students Teams-Achievement Division Applied in Teaching

Writing for Elementary School Students

Being foreign language learners, many students spend more time to practice with the mechanical basics of writing. Young learners start writing with tracing and copying. And the fifth elementary school students also need practice with words and sentences and also spellings, too. They may also be ready for freer writing. In freer writing, they can express their ideas to write. The teachers just guide them.

The students often have difficulties in writing. They do mistakes in a word, spelling, and sentences. The writer gives an alternative teaching technique. Using STAD, students are involved in discussing problems together, sharing the difficulties in writing and providing them with knowledge. Pinter (2006: 79) states that " research shows that learners who discuss together in pairs on doing tasks such as writing a letter, it is better than they do by themselves.

The process of using STAD technique in the classroom deals with preparation and schedule of activities as implementation of the STAD technique. Here some processes in STAD as stated by Slavin (1996: 95-83)

1. Preparation

Before using STAD technique, we need some preparations to make the teaching learning process run successfully. The preparation should be prepared more detail because it can influence the teaching learning process. There are some preparations:

a. Materials

The teachers can use curriculum materials based on the syllabus, specifically design for students' teams learning or materials adapted from text books. They make a worksheet, an answer sheet, and a quiz for each unit. Each unit should occupy three or five days of instruction.

b. Assigning students to teams

The teachers assign the students to teams. Each team consists of heterogeneous students. A good team is a five to six students that is half male and half female. They would also have a fast, a slow and a medium learners. Therefore, their teams are favorable

c. Determining initial base scores

Base scores represent students' average scores on past quizzes. The students did some quizzes then the teacher calculated their score.

d. Team building

The teachers give team building exercises to make the students know one another. They cooperate to do some exercise and correct them one another.

2. Schedule activities

a. Teaching

It means that the teachers present and explain the lesson. The teaching must include opening, development, and guide-practice components of the total lesson, the teamactivities and quiz covering independent practice and assessment respectively. Then the teachers guide the students in their activity. The activity for students is based on the lesson plan. Teachers teach them cooperatively.

b. Team study

The team study includes time for half a class period, main idea, and materials needed such as worksheet and answer sheet. The teachers divide them into group. In their group, they work a task together.

c. Test

The test includes time for half a class period, main idea (quiz), material needed (quiz copy). During the test, students work individually. They are not permitted to ask the answer from their teammate.

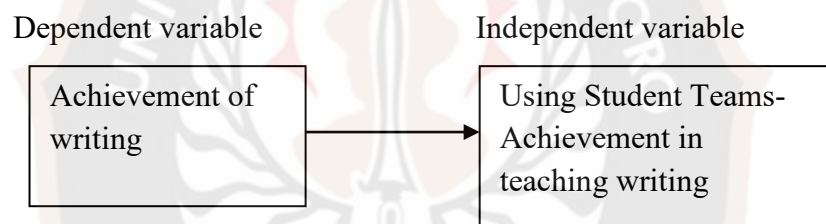
d. Team recognition

The team recognition are figuring individual improvement scores, team scores and awarding team rewards. Team gets certificate or other rewards if their average score exceed a certain criterion.

Students' team scores may also be used to determine up to twenty percent of their grades.

2.3. Theoretical Framework

This writing is going to discover whether STAD can increase the student achievement in English writing. Based on the goals of the experimental research purposes the theoretical framework as following:



CHAPTER III

RESEARCH METHOD

In this chapter the writer discusses about research design, population and sample, research setting, data collecting techniques, research variables, research instrument, and procedure of data analysis.

3.1 Research Design

The writer uses a past experimental research design. The experimental method is for all other factors that might influence that outcome. It is also part of the quantitative method. The main characteristic of this research is: the control group. The writer used a quasi experimental design. In this design, the experimental class and the control class were selected without random assignment. Both classes took a pretest and posttest. Only the experimental class receives the treatment.

The quasi experimental design

Experimental class	O_1	X	O_2
Control class	O_3		O_4

From the figure above, O symbol represents to the process observation or measurement, O1 and O3 are the pretest, O2 and O4 are the posttest. While X symbol represents the exposure of a group to an experimental variable (the treatment). The pretest was given to identify the students' initial ability of experimental and control class before the treatment was given to both of groups. The posttest was given after the treatment in order to find out the

significant improvement in the experimental class. The research design can be described into the following table

Table 1: Nonequivalent Control Group Design

Class	Pretest	Treatment	Posttest
Experimental	T1	X	T2
Control	T3		T4

Finally, the result can be recognized by comparing the differences between T1-T2 and T3-T4.

3.2 Population and Sample

The population in this research is the fifth grade elementary school students of SD Lab SchoolUnnes in the academic year of 2013/2014 that consists of fifty students. In some experimental design procedure, the participants might be divided into experimental group and control group. Students are divided into two classes. One class is a control class, and another one is an experiment group.

Table 2: The sample of Experimental Class

Class	Sex		Total
	Male	Female	
VB (1)	12	14	25

Table 3: The sample of Control Class

Class	Sex		Total
	Male	Female	
VA (2)	13	12	25

Here is the table of participants is described below:

Table 4: Participants of the research

No	Group	
	Experiment	Control
1	ADNANDITO RAUL IZZAZ	ABEL DIMAS ABHISTA
2	AFIFAH USHWATUN KHASANAH	ALEXANDER VIO VERNANDA
3	AHMAD DITO BUDI PRASETYO	ALFINA LATIF
4	ALBERN DEWA KUMARA	ANANDA POETRI LUTHVIANSYAH
5	ALI AKBAR RAMADHAN	ATHARIQ ALFA HYOGA
6	ANANDA PUTRA AFFANDI	AZAA KAMALIA
7	AURELLIA RACHMA PRASYANTI	BIMO ANDREANO
8	DEWANGKARA YOGA SETYAWAN	DITA PATRICIA
9	DIAZ ILHAM HIDSORA. H	ERSYVA LILIANA PUTRI
10	FADELIS GADIS EKASARI	HALLEY DAMAN ANANTARA
11	FARAH KINANTI	HENDRA ARYA PURNAMA
12	FATEKHAH AISYAH PUTRI. H	JAGUAR BRATASENA
13	HAIFA NUHA NABILA	LABITTA DYA
14	JEANY OKTAVIA	M. FAIZ GIFARI
15	KURNIA SALSABILA ZAIN	MAULANA SURYA ATMAJA
16	LINTANG AYU MAITRI	NABILA KANAYA PUTRI
17	MOCH. RYAN NOOR HAKIM	NADYEN PUTRI DINANTI. S.K
18	NOVAL PUTRA RAMADHAN	NOUVAL ABDILLAH
19	RAMANDA TIRTYA CHANDRA	NOUVAL ILHAM RAMADHAN
20	RANA AULIA ANDARI	PIPIT NURAINI
21	REVANZA BAYNARD PUTRA .W	REVV ANADANA PUTRA
22	RUCITA SUMINARING CAHYANI	SAFIRA DEWI APRILIA
23	SAFIRA DINIYA AZIS SAFRIZAL	SEPTI KURNIASARI
24	VISAHARLA ZAHIDAH TIFAL	SOFIANA NURMALITA DEWI
25	YUSHafa ATTARIQ VARLEGATHAN	SUSANTO RISKI EKA SAPOETRA

The writer chose class 5A as the control class and 5B as the experimental class. Both classes would fulfill the pretest and posttest out. Nevertheless, they had different treatment in the teaching and learning process, especially in teaching English writing. The experimental class had treatment using STAD and the control class had treatment without using STAD.

3.3 Research Setting

LabschoolUnneselementaryis the institution in which the object of the study is conducted. It is located on Menoreh Tengah Street X no. 4 Sampangan, Semarang. It was established in 2008 and is managed by Unnes. It is far from the centre of the town. There are some facilities available to support teaching learning process, such as computer laboratory, library, and Audio visual.

This research was started in October. It began in the first week of October and ended in the last month and year. The students learned the descriptive material, which is taught for the fifth grade students in Elementary school. The lesson was given one a week for both group and the duration was thirty five minutes for each meeting.

3.4. Data Collecting Technique

In collecting the data, the writer gave a pre-test to the students who became the samples of the research. In this study, the writer gave them pre-

test and post-test. Firstly, both the experimental and control group did pre-test before they got a treatment. After that, the students got different treatment. The experimental group got treatment using STAD in their English writing skill and the control group only got treatment without using STAD. Then, the writer gave the post-test to measure the effect of using STAD in teaching English writing for elementary school students.

Figure 2: Pretest

Pre –Test

- Make an invitation card for birthday party based on the data below!
- Make a greeting card for birthday party based on the data below!
- Make a thank-you card for birthday party based on the data below!

Figure 3: Posttest

Post –Test

- Make an invitation card for birthday party based on the data below!
- Make a greeting card for birthday party based on the data below!
- Make a thank-you card for birthday party based on the data below!

3.5 Research Variables

The conditions or characteristics that the experimenter manipulates, controls, or observes are called variable (Best, 1977: 93). There are two variables in this research. The independent variable is the use of STAD as the

teaching method to teach English writing to Elementary school students. And the dependent variable is English writing activity of fifth grade students in the SD LabschoolUnnes Semarang academic year 2013/2014.

3.6 Research Instruments

The writer collected the data through

1. Observation

The writer observed the students without their awareness, so the naturalness of their skill maximized. It was used to find additional information relating to this study.

There are some steps introduced by Brown (2004: 268) to conduct the classroom observation:

- a. The objective should be effective
- b. Provide sufficient sample
- c. Arrange the logistic for making unnoticed observation
- d. Arrange a recording performance method
- e. Put a considerably number of different element to be observed once
- f. Postulate the observation planning
- g. Decide how the result will be used

Brown (2004) proposed the form of recording observation such as anecdotal records, checklist, or rating scale. The writer took the

form of checklist to record the observation. The writer observed the students' activity using criteria below:

- a. Age, It is appropriate or not
 - b. The writing should be neat
 - c. Has difficulty to differentiate letters and numbers
 - d. Reverses letters (numbers and symbols)
 - e. Spacing the words and sentences correctly
 - f. Rewrite clearly
 - g. Spells poorly and inconsistently
 - h. Self assessing difficulty
2. Test

The main instrument of the study is a test. The test in this study belongs to class progress test. Heaton (1988:171) states that the test is to measure the student's ability in the classroom.

The tests used in this study were in the form of writing tests, after try out and expert judgments, those were pretest and posttest. They were analyzed based on the elements of writing. They were used to find out the effectiveness of STAD method to improve the students' writing ability.

Figure 4: Writing test

Writing Test
<ul style="list-style-type: none"> • Make an invitation card for birthday party based on the data below! • Make a greeting card for birthday party based on the data below! • Make a thank-you card for birthday party based on the data below!

The result was analyzed based on the analytic scoring rubric. The writer found Analytic Scale that suggested by Brown (2004: 244 – 245). There were some categories to analyze student’s writing.

Figure 5: Brown Analytic Scale

	20 – 18 Excellent to Good	17 – 15 Good to Adequate	14 – 12 Adequate to Fair	11 – 6 Unacceptable	5 – 1 Not college-level work
I. Organization: Introduction, Body, and Conclusion	Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete	Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions may be absent or misused.	Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalizations may not be fully supported by the evidence given; problems of organization interfere.	Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).
II. Logical Development of Ideas: Content	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.	Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.
III. Grammar	Native-like fluency in English grammar; correct use of relative clauses, prepositions, modals, articles, verb forms, and tense sequencing; no fragments or run-on sentences.	Advanced proficiency in English grammar; some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences.	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present.	Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.	Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentence structure.
IV. Punctuation, spelling and mechanics	Correct use of English writing conventions; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.	Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas.	Serious problems with format of paper; parts of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers.	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems.
V. Style and quality of expression	Precise vocabulary usage; use of parallel structures; concise; register good.	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.	Some vocabulary misused; lacks awareness of register; may be too wordy.	Poor expression of ideas; problems in vocabulary; lacks variety of structure.	Inappropriate use of vocabulary; no concept of register or sentence variety.

Figure 6: Hughes Scoring Rubric

The scoring rubric is suggested by Hughes (2003; 101-102)

<p>Grammar</p> <p>6. Few (if any) noticeable errors of grammar or word order.</p> <p>5. Some errors of grammar or word order which do not, however, interfere with comprehension</p> <p>4. Error of grammar or word order are fairly frequent, occasional rereading necessary for full comprehension,</p> <p>3. Errors of grammar or word order frequent, efforts of interpretation sometimes required on reader's part,</p> <p>2. Errors of grammar or word order very frequent, reader often has to rely on own interpretation</p> <p>1. Errors of grammar or word order so severe as to make comprehension virtually impossible</p>
<p>Vocabulary</p> <p>6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer</p> <p>5. Occasionally uses inappropriate terms or relies on circumlocutions, expression of ideas hardly impaired</p> <p>4. uses wrong or inappropriate words fairly frequently, expression of ideas may be limited because of inadequate vocabulary</p> <p>3. Limited vocabulary and frequent errors clearly hinder expression of ideas.</p> <p>2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation</p> <p>1. Vocabulary limitations so extreme as to make comprehension virtually impossible</p>
<p>Mechanics</p> <p>6. Few (if any) noticeable lapses in punctuation or spelling.</p>

5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4. Errors in punctuation and spelling fairly frequent, occasional rereading necessary for full comprehension
3. Frequent errors in spelling or punctuation, lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible

Fluency

6. Choice of structures and vocabulary consistently appropriate, like that of educated native writer
5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication
4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style
3. Structures or vocabulary items sometimes not only appropriate but also misused, little sense of ease of communication.
2. Communication often impaired by completely inappropriate or misused structures or vocabulary items
1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible

Form

6. Highly organized, clear progression of ideas well linked, like educated native writer

5. Material well organized, links could occasionally be clearer but communication not impaired

4. Some lack of organization, rereading required for clarification of ideas

3. Little or no attempt at connectivity, though reader can deduce some organization

2. Individual ideas may be clear, but very difficult to deduce connection between them

1. Lack of organization so severe that communication is seriously Impaired

SCORE:

GRAMMAR+VOCABULARY+MECHANISM+FLUENCY

+FORM =

The description of score above as follows:

The highest score of each category is 6, the lowest score is 1.

Poor is 1, fair is 2, good is 3, very good is 4, excellent is 5, very

excellent is 6. The writer counted the score as follows:

Table5: The List of Scores of Students' Writing Assessment

N O	Student s	Category					Tota l	Scor e
		Gramm ar	Vocabular y	Mechanis m	Fluenc y	For m		
1	Student s	6	6	6	6	6	35	100

$$\text{The Student's Score} = \frac{\text{The total score}}{\text{Total items of category}} \times 100$$

$$= \frac{35}{35} \times 100$$

$$= 100$$

From both scoring rubrics, the writer chose Hughes scoring because it does not need complicated computation and more specific classification in assessing English writing.

3. Questionnaire

Questionnaire is a number of written questions used to get information from respondents (Arikunto, 2006: 151). In this research, the questionnaire is to obtain the students' interest concerning Students Teams-Achievement Division technique applied in teaching English writing. The type of questionnaire is closed question because it can complete and straight forward to code quickly and do not discriminate the respondents. There are ten statements in the questionnaire. It

should be answered by the students. After the questionnaire was answered by them, the result was calculated.

Table 6: Questionnaire

NO	STATEMENTS	SS	S	R	TS	STS
1	Padaawalpelajaran, adasesuatu yang menarikbagisaya					
2	Pertama kali sayamelihatpembelajaranini, sayapercayabahwapembelajaraninime nyenangkan					
3	Materipembelajaraninisangatmenarikp erhatian.					
4	Terdapatdiskusikelompok yang sangatmenarikbagisaya.					
5	Diskusikelompokdapatmembantukesul itansayadalambelajar					
6	Isi pembelajaraniniakanbermanfaatbagisa ya					
7	Sayamenyelesaikantesdenganmudahse telahadanyadiskusikelompok					
8	Menyelesaikantugas- tugasdalam pembelajaraninimembuatsa yamerasapuasterhadaphasil yang telahsayacapai					
9	Setelahmempelajaripembelajaranini, sayapercayabahwasayaakanberhasildal amtes					
10	Sayasenangakanpenghargaankelompo k					

SS : SangatSetuju (Strongly agree)

S : Setuju (Agree)

R : Ragu-ragu (Doubt)

TS: TidakSetuju (Disagree)

STS: SangatTidakSetuju (Strongly agree)

3.7 Procedure of Data Analyses

The data analysis of this study were quantitative measurement to find the significance difference of STAD technique and without STAD technique. It is quantitative because the data gained were numeric and analyzed by using statistical computation. These data were analyzed to know the average of students' mark and the students' mastery learning in order to know their achievement.

The writer used comparative technique to analyze it. The writer compared the score between the experimental and the control class. This case also called as processing data. Data processing is the last step to know the result of both the experiment and control class and their difference. After getting data from pre test and post test, they were analyzed and processed by using statistic calculation of the t-test formula with significance degree 5%. The writer analyzed the mean score of each component of the test to find out the improvements of students' in English writing skill mastery after the treatments were given.

T-tests were used if the data were normally distributed and homogeneous, whereas Mean Whitney if the data are not normally distributed or homogenous. Formula tests were used: (Sugiyono, 2007: 134);

$$t = \frac{[X_1 - X_2]}{\left[\frac{S_1^2}{n_1} - \frac{S_2^2}{n_2} \right]}$$

- X_1 = Mean score of experiment class
- X_2 = Mean score of control class
- S_1 = Standard deviation of student of experiment class
- S_2 = Standard deviation of student of control class
- n_1 = Number of student of experiment class
- n_2 = Number of student of control class

Formula *MannWhitney* was used (Sugiyono, 2007:153);

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1 \text{ dan } U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

- n_1 = number of student of experiment class
- n_2 = number of student of control class
- U_1 = ranksof experiment class
- U_2 = ranks of control class
- R_1 = sum of the ranksof experiment class
- R_2 = sum of the ranks of control class

CHAPTER 4

FINDING AND DISCUSSION

It describes findings and discussions. The findings deal with preliminary analysis, including normality test, homogeneity test. Besides preliminary analysis, there were also hypothesis testing and the results of the tests. Then, after the data were collected from the research were analyzed, it was discussed to find out the answer the question in chapter one.

4.1. Research Finding

The writer would do some analysis test to find some data. The findings deal with preliminary analysis, including normality test, homogeneity test. Besides preliminary analysis, there were also hypothesis testing and the results of the tests

4.1.1. Preliminary Analysis

The Analysis was the normality test and the homogeneity test.

1. Normality Test

The normality test was applied in order to know whether the data was normally distributed or not. The instruments taken for testing the normality test were from the result of pretest and posttest of experimental and control group.

Table 7: Normality Test of Pretest Score

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pre test	Experimental	.256	25	.000	.856	25	.002
	Control	.281	25	.000	.788	25	.000

a. Lilliefors Significance Correction

From the output data above, the variable of pretest experiment in sig. (2-tailed) is 0.002. This indicates that the data were not normally distributed because sig. < 0, 05. Then, the variable of pretest control in sig. (2-tailed) is 0.000. It means that the data were not normally distributed because sig. < 0, 05. Therefore the distribution of pretest scores is not normally distributed.

Table8: Normality Test of Posttest Score

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Post test	Experimental	.251	25	.000	.815	25	.000
	Control	.209	25	.006	.862	25	.003

a. Lilliefors Significance Correction

From the output data above, the variable of posttest experiment in sig. (2-tailed) is 0.000. This indicates that the data were not normally distributed because sig. < 0,05. Than the variable of posttest control in sig. (2-tailed) is 0.003. It means that the data were not normally distributed because sig. < 0,05. Therefore the

distribution of posttest of experiment and control group is normally distributed.

Table 9: Gain Score of Normality Test

		Tests of Normality					
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Gain	Experimental	.145	25	.185	.963	25	.468
	Control	.155	25	.125	.945	25	.197

a. Lilliefors Significance Correction

From the output data above, the variable of gain experiment in sig. (2-tailed) is 0.468. This indicates that the data were normally distributed because sig. > 0,05. Than the variable of posttest control in sig. (2-tailed) is 0.197. It means that the data were normally distributed because sig. >0,05. Therefore the distribution of gain score of experiment and control group is normally distributed. After the writer did the normality test, the writer continued to Homogeneity Test.

2. Homogeneity Test

The homogeneity test was applied in order to know whether the students' capability was homogenous or not. The instruments taken for testing the homogeneity test were from the result of pretest and posttest of experiment and control group. The writer used Levene formula.

Table 10: Homogeneity Pretest**Test of Homogeneity of Variances**

Pre test

Levene Statistic	df1	df2	Sig.
1.252	1	48	.269

From the result above, it shows the data were homogenous and indicated that the students have similar capability, because significance level is $0,269 > 0,05$. Therefore we can conclude that they have similar capability in doing pretest

Table 11: Homogeneity Posttest**Test of Homogeneity of Variances**

Post test

Levene Statistic	df1	df2	Sig.
.139	1	48	.711

From the result above, it shows the data were homogenous and indicated that the students have similar capability, because significance level is $0,711 > 0,05$. Therefore we can conclude that they have similar capability in doing posttest.

Table 12: Homogeneity Gain**Test of Homogeneity of Variances**

Gain

Levene Statistic	df1	df2	Sig.
.934	1	48	.339

From the result above, it shows the data were homogenous and indicated that the students have similar capability, because significance level is $0,339 > 0.05$. Therefore we can conclude that they have similar capability in doing pretest

4.1.2 Hypothesis Testing

After the preliminary test, the hypothesis was applied. The hypothesis is to find out the effectiveness of STAD method applied in the experiment group comparing to the control group which was taught without STAD method. The writer conducted non parametric test because the data of pretest and posttest were not normally distributed. The writer compared both group using comparative analysis of the pretest and the posttest score from the two groups to prove the assumptions.

1. Comparative Analysis of mean of Pretest Score of the Experiment and the Control Group

There are two hypotheses to test it as follows:

Ha: There is no significant difference between mean of pretest scores of the two groups

Ho: There is a significant difference between mean of pretest scores of the two groups

The hypothesis above was tested by using Mann Whitney because the pretest of experiment and control group is not normally distributed. The criterion used in this case is:

H_0 is accepted if $Asymp.Sig. > 0.05$.

H_0 is rejected if $Asymp.Sig < 0.05$

Table 13: Mann Whitney Pretest

	Pre test
Mann-Whitney U	287.000
Wilcoxon W	612.000
Z	-.517
Asymp. Sig. (2-tailed)	.605

a. Grouping Variable: Class

From the result above, it shows there is no significant difference between mean of pretest scores of the two groups because significance level is $0.605 > 0.05$.

both classes have the same ability in practical writing. The mean value of practical writing class experiment (64.20) similar to the control class (64.08).

After the writer used Mann Whitney test, the writer could continued to analyze the data using independent samples test.

Table 14: Independent Samples Test of Pretest

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Pre test	Equal variances assumed	1.252	.269	.193	48	.848	.240	1.242	-2.256	2.736
	Equal variances not assumed			.193	47.028	.848	.240	1.242	-2.258	2.738

From the independent samples test above, significance level is 0,269, so the writer used equal variances assumed.

Significance level of t test (0,848) > 0,05 H_0 is accepted. Therefore there is no significant difference between mean of the two groups.

2. Comparative Analysis of mean of Posttest Score of the Experiment and the Control Group

There are two hypotheses to test it as follows:

H_a : There is no significant difference between mean of posttest scores of the two groups

H_0 : There is a significant difference between mean of posttest scores of the two groups

The hypothesis above also was tested by using Mann Whitney because the posttest of experiment and control group is not normally distributed. The criterion used in this case is:

H_0 is accepted if $Asymp.Sig. > 0.05$.

H_0 is rejected if $Asymp.Sig < 0.05$

Table 15: Mann Whitney Posttest

	Post test
Mann-Whitney U	213.500
Wilcoxon W	538.500
Z	-1.951
Asymp. Sig. (2-tailed)	.040

a. Grouping Variable: Class

From the result above, it shows there is significant difference between mean of posttest scores of the two groups because significance level is $0.40 < 0.05$. The score of practical writing experimental class (70.00) is higher than the control class (66.00).

Table 16: Independent Samples Test of Posttest

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Post test	.139	.711	1.939	48	.043	3.880	2.001	-.143	7.903
			1.939	46.177	.048	3.880	2.001	-.148	7.908

From the independent samples test above, significance level is 0,711, so the writer used equal variances assumed.

Significance level of t test ($0,043 < 0,05$) H_0 is refused. Therefore there is significant difference between mean of the two groups.

3. Comparative Analysis of mean of Gain Score of the Experiment and the Control Group

There are two hypotheses to test it as follows:

H_a : There is no significant difference between mean of gain scores of the two groups

H_o : There is a significant difference between mean of gain scores of the two groups

The hypothesis above was tested by using *independent samples test* because the gain of experiment and control group is normally distributed and homogeny. The criterion used in this case is:

H_o is accepted if $Asymp.Sig. > 0.05$.

H_o is rejected if $Asymp.Sig < 0.05$

Table 17: Independent Samples Test Gain

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Gain	.934	.339	2.527	48	.015	3.640	1.441	.743	6.537
			2.527	45.649	.015	3.640	1.441	.739	6.541

From the independent samples test above, significance level is 0,339, so the writer used equal variances assumed. The Significance level of t test is $0,015 < 0,05$. H_0 is refused. Therefore there is significant difference between mean of the two groups.

4.1.3 The Results of the Tests

After the writer did analysis of homogeneity and normality test of writing score of fifth grade students of SD LabschoolUnnes, she found that the samples were homogenous and the data were not normally distributed in pretest and posttest of experiment and control group. Even there was not problem in this research because the writer used non parametric analysis, Mann Whitney analysis.

Then from the hypothesis testing, the writer analyzed that the mean of pretest score of experimental group compared with control group, there is no significance difference between mean of pretest of two groups. It is because the significance level is $0,605 > 0,05$. In the other hand, the mean of posttest score of experimental group compared with control group, there is significance different between mean of posttest of two groups. It is because the significance level is $0,48 < 0,05$. And the mean of gain score of the experimental compared with control group, there is significance different between mean of the gain score of two groups.

Based on the findings above, the highest score of experiment class was 73 for pretest, 90 for posttest. The highest score of control class was

73 for pretest, 80 for posttest. There was significance difference result of the test.

Meanwhile, the lowest score of experiment was 60 for pretest, 63 for posttest. The control class was 60 for pretest and posttest. There was no significance difference result of the test. The mean of experiment class was 64.20 for pretest and 70 for posttest. On the other hand, control class was 61,5 for pretest and 63,8 for posttest; the standard deviation of experiment class was 4.062 for pretest and 7.742 for posttest. And control class was 4.638 for pretest and 6.235 for posttest.

The writer concluded that the score of the pretest and posttest of experimental class average score 64.20 for pretest 70.00 of post test and 5.80 for gain score. The score of the pretest and posttest of Control Class average score 61.05 for pretest 63.08 of post test.

From the findings and the results, the writer concluded that there is a significant difference between the experiment group's student who were taught by using STAD and the control group's students who were taught without STAD because there is improvement in their score.

4.2 Research Discussion

This study was conducted to improve the students' ability in English writing skill by using STAD technique for the fifth grade elementary school students. There are two problems that the writer

proposed. There were to what extent and how the Students Teams-Achievement Divisions (STAD) result of teaching writing is different from result teaching without STAD.

4.2.1. Finding Discussion

From the statistical above, the writer found that there is an improvement for experimental and control group. From pretest and posttest that have been conducted, the mean scores were different improvement. There is a significant different from both groups, the experimental and the control group. However, there is improvement on variance of control group but it is still lower than experimental group.

The mean of experimental group's pretest scores is higher than the control group (64,2 > 61,5) but the difference is close. Thus, it can be assumed that there is no significant difference between the pretest means of the experiment and the control group.

From the result in finding research, it shows that the value of F is 0.713 meanwhile the result of the probability is 0.402 or > 0.05 . It can be assumed that the variances of the experimental and control class are homogenous. In the row of equal variances assumed, it is seen that the value of t of the gain score is 2.706, degree of freedom (df) is in 49, the mean difference 3.877, and the standard error difference is 1.433. The lower difference score is 0.998 and the upper is 6.756. There is significant difference between mean of gain scores of the two groups because

significance level is $0.009 < 0.05$. The score increase of practical writing experimental class (5.80) is higher than the control class (1.92).

The writer concluded that there is a significant difference between the experiment group's student who were taught by using STAD and the control group's students who were taught without STAD. It means that both groups, Experimental and Control were different after giving treatment. Meanwhile, Experimental group had better score than Control group. We can look at from the mean score, 76 than 66.

Table 18: Mean Score

Group	Pretest	Posttest
Experiment	64	70
Control	62	64

From the table above, The Experimental and control class got 64 and 62 for pretest. The experimental got 70 and control class got 64 for posttest. There was improvement in Experimental and control class. The improvement score were 6 points for experiment group, and 2 for control group. The improvement of experiment score was clearly high. So, we can conclude that STAD technique is effective to improve student's English writing skill.

The findings of the research showed that the implementation of STAD could improve the students' English writing skill. It was indicated by the students' English writing skill before the implementation and after

the implementation of the technique. From the preliminary test, it was revealed that the students' writing skill was low.

From the result of analysis having known that there was a difference score of posttest between experimental group and control group. The experimental group's score improves higher than the control one. It was happened because there was a different treatment for both two groups. The students in the experimental and control group learned using different strategy. The experimental group learned using STAD technique and the control group learned without using STAD.

4.2.2. Observation Analysis Discussion

Before the treatment was done, the writer observed the students. The writer observed the students before they did test and got the treatment. She observed them without their awareness. The observation was done to know their pre- ability in writing. It is also to measure the background of the students in English writing. The writer observed both group, experimental and control group. Then the writer analyzed the result of observation.

Table19: The Result of Observation

Criterion	Percentage

Age, it is appropriate or not	60%
The writing should be neat	40%
Has difficulty to differentiate letter and numbers	16%
Reverses letters (numbers and symbols)	0%
Spacing the words or sentences	20%
Rewrite correctly	60%
Spells poorly and inconsistently	60%
Self assessing difficulty	80%

From the result above, we can know that 60% of students are appropriate age in their grade. So that they can follow the teacher instructions well. 40% of students still wrote messy and incomplete. They often crossed out their writing and made it unclear. 16% of students still had difficult to remember the numbers. They often misspelled. No one student frequently reversed letters, numbers and symbols. 20% of students used uneven spacing between letters and words. But most of them wrote letters and words using space. 60% of students rewrote some texts inaccurately. 60% of students still wrote spelling poorly and inconsistently. 80% of the students still had difficult proofreading and self-correcting work. Therefore from that explanation, we can conclude that they need group discussion to help each other like team-correcting work.

The writer observed both group, the experimental and control group. The writer stated that some students still have difficult proofreading and self-correcting work. Therefore, the writer thinks they need team-correcting work in writing skill.

4.2.2. Control and Experimental Activity

The teacher divided the students into two classes. They were experimental class and control class. The teacher treated them in different treatment. The experimental class was treated using STAD and for control class without using STAD. They did same pretest and posttest. From the pretest and posttest from both classes, the writer knew that there was different improvement of their mean score. The experimental class is higher than the control class.

Then the writer described the activity of control and experimental activity. Then there were some activities of control and experiment group:

1. Control Class Activity

The control class consists of twenty five students. They didn't get STAD treatment in English writing learning process. The teacher taught them seven times after pretest. Each meeting consists of thirty minutes per hour. In a month, we met four times to explain and do the task. The two times is for a test, pretest and posttest. The situation of teaching learning process in the control class is different from the situation in the experimental class. If in the experimental class they

worked in a group and many discussions, but in the control class, they did individually. We could look at the process of teaching learning in control group below:

For control group the descriptive material is given as usual that is the teacher explains.

a. Opening

The teacher checked the students' attendance and say hello with them. She introduced material that they learned about English writing skill. And the teacher conducted a pretest for the students before they got the lesson further.

b. Teacher explains the material

The teacher gave materials about card such as invitation, greeting and thank you cards. They would rewrite and create their own cards

c. Questioning and asking

The teacher offered the students if they had question about the material. The teacher would explain more detail about the material.

d. Students do the task by themselves

After they did some exercise from the teacher, they did the task individually

e. Closing

The teacher closed with conducting posttest to measure their ability in English writing

There are some pictures which show the activity in the control group

**Figure 7:
The students did pretest**



**Figure 8:
The teacher introduced the lesson**



The teacher opened and introduced the lesson about cards. She explained the material and guided them to make some cards, such as a birthday invitation, greeting card and thank-you card.

Figure 9: The teacher offered the question for students



After that, the teacher gave the students an opportunity to ask a question about the lesson. Some students asked about cards, how to make them. Then the teacher explained more detail and give an example about cards like an birthday invitation, wedding invitation and soon. They looked at that cards and tried to imitate them. After a few meetings, they did some a task individually. The last meeting, they had posttest to do.

The mean score of pretest was very different with the mean score of posttest. The pretest score was 62. Meanwhile, the posttest was 64. The improvement score was only two points. There is no significant improvement in their learning teaching process

Those activities showed that the control class got the treatment without using STAD. It meant they just listen to the explanation and do the task themselves without group discussion. They looked passive and shy to ask something difficult.

2. Experimental Activity

The number is the same with the control group. The students got STAD treatment in English writing learning process. This treatment was held for seven meetings. The time was same as the control group. At the first meeting, the writer as the teacher greeted the students. She checked the student's attendance list and gave motivation for them. The motivation can make them have enthusiasm and spirit to learn the lesson. Before the writer started her treatment, she gave the students pre test. The pretest measures their English writing skill based on syllabus. The pretest is about invitation, greeting and thank you card. Even though the students had not given them before, it is never mind. It was because to know their ability and knowledge before treatment.

The next activity was the treatment. This treatment emphasized the students' English writing ability in an invitation card, a greeting card and

thank-you card. Those cards are too simple writing for them. They imitate and create their own cards.

The writer explained the material about cards for thirty five minutes. She reminded the students about the material because it was learned by the students at the first semester. It was done for application in the basic competence of writing. The writer also introduced STAD as her teaching technique.

Based on Slavin (1995:71) Class of STAD activity consists of class presentation, team study, quizzes, individual improving scores, and team recognition.

Therefore the activities of experimental group consist of:

a. Teacher presentation

The teacher explained the material about invitation, greeting card and thank you cards. Then she explained the teaching technique using cooperative learning “STAD”. STAD comes from Students Teams-Achievement Division.

In teaching English writing through STAD, the students are given to opportunities to practice English very often. The students are taught the material of cards in the lesson plan. The teacher should be sure that they are understood the material. Later, the teacher give the assignment to the students.

b. Teams Study

The writer organized the students based on the mixture of sex, race and their performance in class. There were five groups. Each group consists of five members. The group represented a cross-section of the class in academic level, gender and race. The team is to prepare its members to do well on the quizzes.

They studied the material and the teacher gave worksheet to do. Each team got worksheet and answer sheet. They wrote their names in the answer sheet and give the name for their group. The members worked to make sure that their team member understand the material and study to correct the misconception, error and mistakes.

Table 20: Group members

Group	Members
1	ADNANDITO RAUL IZZAZ
	AFIFAH USHWATUN KHASANAH
	AURELLIA RACHMA PRASYANTI
	KURNIA SALSABILA ZAIN
	LINTANG AYU MAITRI
2	ALI AKBAR RAMADHAN
	AHMAD DITO BUDI PRASETYO
	ALBERN DEWA KUMARA
	RUCITA SUMINARING CAHYANI
	SAFIRA DINIYA AZIS SAFRIZAL
3	DEWANGKARA YOGA SETYAWAN
	DIAZ ILHAM HIDSORA. H
	FADELIS GADIS EKASARI
	VISAHARLA ZAHIDAH TIFAL
	YUSHAFAT ATTARIQ VARLEGATHAN
4	ANANDA PUTRA AFFANDI
	FARAH KINANTI
	FATEKHAH AISYAH PUTRI. H
	RAMANDA TIRTYA CHANDRA

	RANA AULIA ANDARI
5	NOVAL PUTRA RAMADHAN
	HAIFA NUHA NABILA
	JEANY OKTAVIA
	MOCH. RYAN NOOR HAKIM
	REVANZA BAYNARD PUTRA .W

Then after they join together in a group, they learned and did the task.

They were given one sheet of task with the instruction.

Figure 10: Team Discussion



As Philpot (2009: 4) said that the teacher can give motivation to passive students to join active in their group with the comfortable situation. Based of that, monitoring of the students' activities in groups, such as

1. the teacher asked the students about their work patiently
2. The teacher closed the students to give spirit them,
3. The teacher asked to especially the passive students, by direct questions, it is to make they are confident in participating group discussion
4. The teacher always gave positive comment to the students

Those strategies minimize the misunderstanding between teacher and student. Team study makes them check for understanding.

In the team discussion, they discussed together. Each other shared their work. They asked the difficult vocabulary to the leader. The leader is the fast learner in the academic level. This leader helped their members to get a good work.

c. Quizzes

After the teacher gave presentation for a few days, she conducted quizzes and the students did them individually. They did them without asking or answering their teammates' question.

They are arranged to test knowledge gained by the students from class presentation and during team practice. The teacher told them that the team's point based on the score of the each member's score. If they get higher score, their team will get higher point. They did the quiz in 60 minutes.

The mean score of pretest was very different with the mean score of posttest. The pretest score was 64. Meanwhile, the posttest was 70. The improvement score was six points. There is significant improvement in their learning teaching process

d. Individual improving scores

The improvement points are acquired from comparing the result of pretest (base score) and quiz or posttest 1 student got 27 improvement points, 1 student got 20 improvement points and 5 students got 10

improvement points. Thus we can see that their score raise 1 to more than 10 points above their base score. Here is the table of the students' improvement points:

Table 21: Students' improvement points

No	Name	Score		Improvement Points
		Pre Test	Post Test	
	Adnandito Raul Izzaz	60	67	7
	AfifahUshwatunKhasanah	60	70	10
	Ahmaddito Budi Prasetyo	63	73	10
	AlbernDewa Kumara	60	63	3
	Ali Akbar Ramadhan	73	87	14
	Ananda Putra Affandi	70	77	7
	AurelliaRachma	70	70	0
	Dewangkara Yoga Setiawan	67	80	27
	Diaz IlhamHidsora	63	63	0
	FadelisGadisKinthi	60	63	3
	Farah Kinanti	63	63	0
	FatekhahAisyahPutri	67	73	6
	Haifa Nuha Nabila	60	67	7
	Jeany	60	63	3
	KurniaSalsabilaZain	67	63	-4

	Lintang Ayu Maitri	70	90	20
	Moch Ryan Noor Hakim	63	67	4
	Noval Putra Ramadhan	60	70	10
	Ramanda Tirtya	67	63	-4
	Rana Aulia Andari	60	67	7
	Revanza Baynard Putra W.	63	67	4
	Rucita Suminaring	63	67	4
	Safira Diniya Azis	70	83	13
	Visharla Zahidah	63	67	4
	Yushava Attoriq V.	63	67	4

e. Recognizing Team

After they got the score improvement, they recognized their team as a good team, great team or super team. The good team is a team that gets score fifteen point. The great team is a team that gets score twenty point. The super team is a team that gets high score twenty five point. The teacher gave a compliment to group that got Super team and Great team.

The compliment can be kinds of food, drink and stationeries. The students felt happy and proud of. They got compliment and certificate from the teacher.

Here is the classification of the team recognition:

Table 22: Team Recognition

Criterion	Award
15	GOOD TEAM
20	GREAT TEAM
25	SUPER TEAM

After the mean of improvement points from each group was calculated, it was obtained that two teams recognized as Super Team and one team recognized as Great Team.

Here is the award of the group:

Super Team

ALI AKBAR RAMADHAN
AHMAD DITO BUDI PRASETYO
ALBERN DEWA KUMARA
RUCITA SUMINARING CAHYANI
SAFIRA DINIYA AZIS SAFRIZAL

DEWANGKARA YOGA SETYAWAN
DIAZ ILHAM HIDSORA. H
FADELIS GADIS EKASARI
VISAHARLA ZAHIDAH TIFAL
YUSHAFA ATTARIQ VARLEGATHAN

Great team

ADNANDITO RAUL IZZAZ
AFIFAH USHWATUN KHASANAH
AURELLIA RACHMA PRASYANTI
KURNIA SALSABILA ZAIN
LINTANG AYU MAITRI

The mean of improvement points was 30, it means that group was Super team, and it was more than 25, so that group can be recognized as Super Team.

Figure 11: Certificates Achievement



They are proud of getting Super team and Great team certificates

From two different activities above, the writer knew that there would have different results. Actually, they had same material that teacher given, they still had different improvement. In control class, they learned individually to understand more the material. They could not share the problem and just keep it in their mind. It was different in experimental class, they learned and shared the material in team discussion. If someone had difficulties in a task, their teammates help and guided him/her. Therefore they got significant improvement in their posttest.

Based on achievement result, there are some factors that teachers can improve the English writing skill by using STAD. First, the teacher

observed the students to know their ability background. And from that the teacher knew that the students need someone to help correcting work.

Second, one of main concepts of STAD was team. Here the students shared their knowledge about invitation, greeting and thank you card. They also gave some feedback about member's writing. This could help them to understand the material well and finally they could write some good cards such as invitation, greeting and thank you card. The team also motivated them to do their best because each members score participate in recognition team stage. Therefore, each member motivated him/herself to do the best in order not to disappointed him/her team members'

From the experimental and control class activity, we knew that they had different treatment. Moreover, the both classes got improvement much different. Therefore, we can conclude that Student Teams-Achievement Division (STAD) can improve students' English writing. There is also a significant difference of teaching writing results between the experimental class and the control class.

4.2.2. The Questionnaire Analysis

The writer also gave students questionnaire. The questionnaire was given after STAD activity finished. It was conducted to know the improvement of teaching learning process and to analyze the students' opinion on the teaching technique. It was also to check whether they were

interested or not. It showed about the effectiveness STAD if it is applied in the class. There were ten statements should be answered by the students.

Table 23: The result of the Questionnaire

NO	STATEMENTS	SS	S	R	TS	STS
1	Padaawalpelajaran, adasesuatu yang menarikbagisaya.	20%	20%	40%	12%	8%
2	Pertama kali sayamelihatpembelajaranini, sayapercayabahwapembelajaraninimenyengan	48%	40%	12%		
3	Materipembelajaraninisangatmenarikperhatian.	60%	32%	8%		
4	Terdapatdiskusikelompok yang sangatmenarikbagisaya.	64%	36%			
5	Diskusikelompokdapatmembantukesulitanisyadalambelajar	60%	40%			
6	Isi pembelajaraniakanbermanfaatbagisaya	36%	64%			
7	Sayamenyelesaikantesdenganmudahsetelahdanyadiskusikelompok	68%	32%			
8	Menyelesaikantugas-tugasdalam pembelajaraninimembuatsayamerasapuafterhadaphasil yang telahsayacapai	60%	40%			
9	Setelahmempelajaripembelajaranini, sayapercayabahwasayaakanberhasildalamtes	64%	36%			
10	Sayasenangkanpenghargaankelompok	80%	20%			

SS : SangatSetuju (Strongly agree)

S : Setuju (Agree)

R : Ragu-ragu (Doubt)

TS : TidakSetuju (Disagree)

STS : SangatTidakSetuju (Strongly agree)

From the result of questionnaire above, it shows that they were interested in STAD. Most of students gave positive answers. When the first statement which stated as “The beginning lesson, there is some interesting for me.” 40% students answered “R.” They doubt it. It means that they still were not sure about the lesson and method that teacher taught. 20% of the students strongly agree that the lesson would be interesting for them, 20% of the students agree, 12% of the students disagree, and 80% of the the students strongly disagree. They strongly disagree because they have known the lesson yet.

The result of the question number two indicates that 48% of students in experimental class strongly agree with application of STAD since it is interesting, 40% of them agree and 12 % of them are doubt. There are no students who disagree and strongly disagree with it

Referring to the analysis the data of the third statement, the result represent that 60% of the students strongly agree, 32% of them agree and 8 % are doubt. Then the fourth statement, the result showed that 64% strongly agree and 36% of the students agree. It means that the students like working in group discussion. They can share their difficulties in their group. They were very interested in that lesson because the teacher applied STAD in teaching. They did some task fun.

Concerning the analysis of the fifth statement, the result shows that 60% of the students strongly agree and 40% of them agree. They think that the group discussion make them easy to solve their problem in English writing. The sixth statement shows that 36% of them strongly agree and 64% of them agree in their lesson.

The following data is analysis of the seventh statement, the results figure 68% of students strongly agree that group discussion with their group mate can help them. 32%of them agree. No one student who disagree or doubt to answer it. The eighth statement shows that 60% of the students strongly agree and 40 % of them agree. They felt satisfied to finish their task.

One of the main concepts of STAD was team. Team or Group discussion is their favorite activity. 64% students answered “SS” and 36 % students answered “S” for their confidence to finish their task. It proved that work in a group can help them to pass the test. They shared their knowledge about invitation card and also gave some feedback about members’ writing. The last statement, 80% students were happy and proud to get high score. And 20% students agree if they got compliment. They got super team award. STAD motivated them to do their best in a team.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the data analysis on chapter IV and the discussion in the previous chapters, the writer would like to make conclusion. After analyzing the result of the research, the writer got the data about the students' writing in teaching learning result between a group of the students treated by using STAD and without STAD strategy. There is a significant difference of the teaching learning result between a group of the students treated by using STAD and without STAD strategy. The score of practical writing by using STAD (70.00) is higher than without STAD (66.00). The score increases of practical writing by using STAD (5.80) is higher than without STAD (1.92). Therefore, the students' achievement in English writing improved

From preparation and schedule of activities in STAD process, there are some advantages and disadvantages. The advantages of STAD are it is helpful for the students academically and socially and motivate students to learn more. Meanwhile, the disadvantages are an individual group member dominates more in the discussion and others may rely too much to get the job done. Nevertheless, STAD has positive effect at students' life, in friendship.

Based on the questionnaire, most of students said that the STAD technique could help them in improving their English writing skill.

5.2. Suggestion

After doing this research, there are some suggestions that can be given in relation to the writer's conclusion. The researcher suggests the English teachers that they should be creative in developing the teaching-learning activities in classroom to improve students' skill in writing, by using STAD. In STAD, the teachers need a clearer guidance to be given to the students, the team should be shuffled and the activity should be varied.

The teachers also should increase the students' motivation in learning English especially writing by using suitable technique and teaching materials as much as possible in the classroom. While this writing is going on, the English teachers are supposed to check the students' grammar, vocabulary, mechanics, and fluency and form as it progresses. The English teachers will discover many errors made by the students and have them corrected at the most opportune time – while they are being made.

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Appendix 1: Analytic Scale for Evaluating the Students' Writing

<p>Grammar</p> <ol style="list-style-type: none">6. Few (if any) noticeable errors of grammar or word order.5. Some errors of grammar or word order which do not, however, interfere with comprehension4. Error of grammar or word order are fairly frequent, occasional rereading necessary for full comprehension,3. Errors of grammar or word order frequent, efforts of interpretation sometimes required on reader's part.2. Errors of grammar or word order very frequent, reader often has to rely on own interpretation1. Errors of grammar or word order so severe as to make comprehension virtually impossible
<p>Vocabulary</p> <ol style="list-style-type: none">6. Use of vocabulary and idiom rarely (if at all) distinguishable from that of educated native writer5. Occasionally uses inappropriate terms or relies on circumlocutions, expression of ideas hardly impaired4. uses wrong or inappropriate words fairly frequently, expression of ideas may be limited because of inadequate vocabulary3. Limited vocabulary and frequent errors clearly hinder expression of ideas.2. Vocabulary so limited and so frequently misused that reader must often rely on own interpretation1. Vocabulary limitations so extreme as to make comprehension virtually impossible
<p>Mechanics</p> <ol style="list-style-type: none">6. Few (if any) noticeable lapses in punctuation or spelling.

5. Occasional lapses in punctuation or spelling which do not, however, interfere with comprehension.
4. Errors in punctuation and spelling fairly frequent, occasional rereading necessary for full comprehension
3. Frequent errors in spelling or punctuation, lead sometimes to obscurity.
2. Errors in spelling or punctuation so frequent that reader must often rely on own interpretation
1. Errors in spelling or punctuation so severe as to make comprehension virtually impossible

Fluency

6. Choice of structures and vocabulary consistently appropriate, like that of educated native writer
5. Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication
4. 'Patchy', with some structures or vocabulary items noticeably inappropriate to general style
3. Structures or vocabulary items sometimes not only appropriate but also misused, little sense of ease of communication.
2. Communication often impaired by completely inappropriate or misused structures or vocabulary items
1. A 'hotch-potch' of half-learned misused structures and vocabulary items rendering communication almost impossible

Form

6. Highly organized, clear progression of ideas well linked, like educated native writer

5. Material well organized, links could occasionally be clearer but communication not impaired

4. Some lack of organization, rereading required for clarification of ideas

3. Little or no attempt at connectivity, though reader can deduce some organization

2. Individual ideas may be clear, but very difficult to deduce connection between them

1. Lack of organization so severe that communication is seriously Impaired

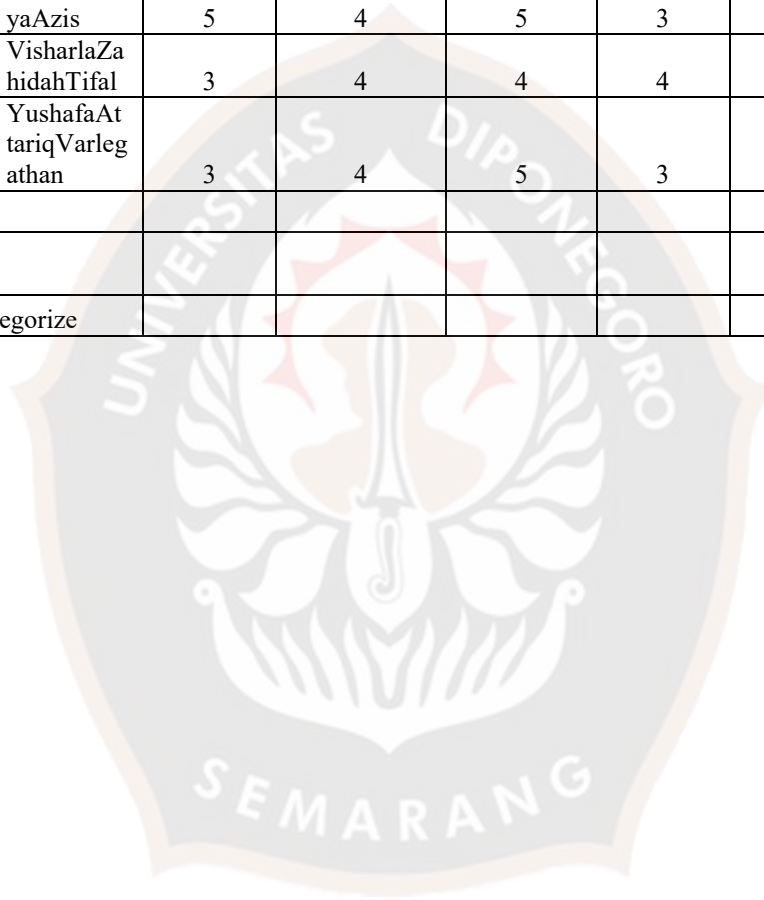
SCORE:

GRAMMAR+VOCABULARY+MECHANISM+FLUENCY
+FORM =

Appendix 2: Pre test Score of the Experimental Group

Class	Student's Name	Score Criteria					Total	Score
		Grammar	Vocabulary	Mechanics	Fluency	Form		
1	Adnandito Raul Izaz	3	4	4	3	4	18	60
1	AfifahUsh watunKhas anah	3	4	4	3	4	18	60
1	Ahmad Dito Budi Prasetyo	3	4	4	4	4	19	63
1	AlbernDe wa Kumara	3	3	6	3	3	18	60
1	Ali Akbar Ramadan	4	5	5	4	4	22	73
1	Ananda Putra Affandi	4	5	4	4	4	21	70
1	AurelliaRachmaPrasyanti	4	5	5	3	4	21	70
1	Dewangka ra Yoga Setyawan	4	4	4	4	4	20	67
1	Diaz IlhamHid ora H.	3	4	5	3	4	19	63
1	FadelisGadisEka Sari	3	3	4	4	4	18	60
1	Farah Kinanthi	3	4	4	4	4	19	63
1	FatekhahAisyahPutri H.	3	4	5	4	4	20	67
1	Haifa Nuha Nabila	3	4	4	3	4	18	60
1	JeanyOkta via	3	4	4	3	4	18	60
1	KurniaSalsabila	3	4	5	4	4	20	67
1	LintangAy uMaitri	5	4	5	3	4	21	70
1	Moch Ryan Noor Hakim	3	4	4	4	4	19	63
1	Noval Putra Ramadhan	3	4	4	3	4	18	60

1	RamandaT irtya Chandra	3	4	5	4	4	20	67
1	RanaAulia Andari	3	4	4	3	4	18	60
1	RevanzaBa ynard Putra W.	3	3	5	4	4	19	63
1	RucitaSum inaringCah yani	3	4	4	4	4	19	63
1	SafiraDini yaAzis	5	4	5	3	4	21	70
1	VisharlaZa hidahTifal	3	4	4	4	4	19	63
1	YushafaAt tariqVarleg athan	3	4	5	3	4	19	63
							482	1605
Mean Score							19,28	64,2
Categorize							Fair	



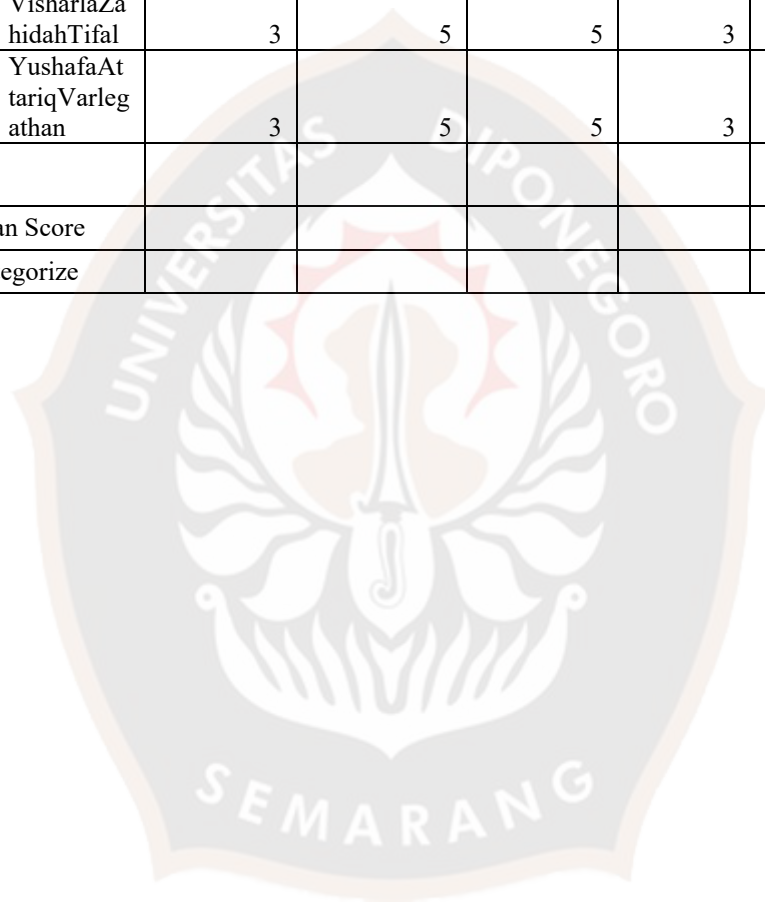
Appendix 3: Pretest Score of the Control group

Class	Student's Name	Score Criteria					Total Score	Nilai
		Grammar	Vocabulary	Mechanics	Fluency	Form		
2	Abel Dimas Abhista	3	4	4	3	4	18	60
2	AlexaderVioVernanda	3	3	4	4	4	18	60
2	Alfinalatif	3	3	5	3	4	18	60
2	AnandaPoetri L.	4	4	5	3	3	19	63
2	Athariq Alfa Hyoga	4	4	4	4	4	20	67
2	AzaaKamalia	3	4	4	3	4	18	60
2	BimoAndreano	4	6	5	3	4	22	73
2	Dita Patricia	4	5	4	4	4	21	70
2	ErsyvaLilianaPutri	3	3	4	4	4	18	60
2	Halley Daman Anantara	4	4	4	4	3	19	63
2	HendraAryaPurnama	3	4	4	3	4	18	60
2	Jaguar Bratasena	3	6	5	3	4	21	70
2	LabittaDya	3	4	4	4	3	18	60
2	M. FaizGifari	4	6	4	4	4	22	73
2	Maulana Surya Atmaja	3	3	5	3	4	18	60
2	Nabila KanayaPutri	4	4	4	3	3	18	60
2	NadyenPutriDinanti	3	4	4	3	4	18	60
2	NouvalAbdillah	4	4	4	3	3	18	60
2	NouvalIlhamRamadhan	3	6	5	3	4	21	70
2	Pipit Nuraini	4	3	5	4	4	20	67
2	Revy Andana Putra	3	6	5	3	4	21	70
2	SafiraDewiAprilia	4	3	4	4	4	19	63
2	SeptiKurniasari	3	4	4	4	4	19	63
2	SofianaNurmalitaDewi	4	4	4	3	5	20	67
2	SusantoRiskiEkaSaputra	3	4	4	3	4	18	60
							480	1599
	Mean Score						9,7	61,5
	Categorize						Fair	

Appendix 4: Posttest Score of the Experimental Group

Class	Student's Name	Score Criteria					Total Score	Nilai
		Grammar	Vocabulary	Mechanics	Fluency	Form		
1	Adnandito Raul Izaz	4	4	5	3	4	20	67
1	AfifahUsh watunKhas anah	3	4	6	4	4	21	70
1	Ahmad Dito Budi Prasetyo	4	5	5	4	4	22	73
1	AlbernDe wa Kumara	3	4	5	4	3	19	63
1	Ali Akbar Ramadan	5	5	6	5	5	26	87
1	Ananda Putra Affandi	5	5	6	3	4	23	77
1	AurelliaRachmaPrasyanti	4	5	5	3	4	21	70
1	Dewangkara Yoga Setyawan	4	6	6	4	4	24	80
1	Diaz IlhamHidora H.	3	4	5	3	4	19	63
1	FadelisGadisEka Sari	3	4	5	3	4	19	63
1	Farah Kinanthi	3	4	5	3	4	19	63
1	FatekhahAisyahPutri H.	4	4	6	3	5	22	73
1	Haifa Nuha Nabila	3	4	5	3	5	20	67
1	JeanyOktavia	3	3	5	3	5	19	63
1	KurniaSalsabila	3	5	5	2	4	19	63
1	LintangAyumuMaitri	6	5	6	5	5	27	90
1	Moch Ryan Noor Hakim	3	5	5	3	4	20	67
1	Noval Putra Ramadhan	4	5	5	3	4	21	70
1	RamandaTirtyaChand	3	5	5	2	4	19	63

	ra								
1	RanaAulia Andari	3	5	5	4	3	20	67	
1	RevanzaBa ynard Putra W.	3	5	5	3	4	20	67	
1	RucitaSum inaringCah yani	3	5	5	3	4	20	67	
1	SafiraDini yaAzis	5	6	6	4	4	25	83	
1	VisharlaZa hidahTifal	3	5	5	3	4	20	67	
1	YushafaAt tariqVarleg athan	3	5	5	3	4	20	67	
							525	1750	
	Mean Score						21	70	
	Categorize						Fair		



Appendix 5: Posttest Score of the Control Group

Classes	Student's Name	Score Criteria					Form	Total Score	Nilai
		Grammar	Vocabulary	Mechanics	Fluency				
2	Abel Dimas Abhista	3	4	5	3	4	19	63	
2	Alexander Vio Vernanda	3	3	5	3	4	18	60	
2	Alfinalatif	3	3	5	3	4	18	60	
2	Ananda Poetri L.	4	5	4	3	4	20	67	
2	Athariq Alfa Hyoga	5	3	5	3	5	21	70	
2	Azaa Kamalia	3	4	4	3	4	18	60	
2	Bimo Andreano	5	6	5	3	5	24	80	
2	Dita Patricia	5	6	4	4	4	23	77	
2	Ersyva Liliana Putri	3	3	4	3	5	18	60	
2	Halley Daman Anantara	3	4	4	3	4	18	60	
2	Hendra Arya Purnama	3	4	4	4	5	20	67	
2	Jaguar Bratasena	3	6	5	4	4	22	73	
2	Labitta Dya	3	4	4	3	5	19	63	
2	M. Faiz Gifari	3	6	4	5	3	21	70	
2	Maulana Surya Atmaja	4	3	4	3	4	18	60	
2	Nabila Kanaya Putri	5	4	4	3	5	21	70	
2	Nadyen Putri Dinanti	5	4	4	3	5	21	70	
2	Nouval Abdillah	3	4	4	3	5	19	63	
2	Nouval Ilham Ramadhan	5	6	4	4	4	23	77	
2	Pipit Nuraini	3	3	4	3	5	18	60	
2	Revy Andana Putra	5	6	4	3	4	22	73	
2	Safira Dewi Aprilia	5	3	4	3	5	20	67	
2	Septi Kurniasari	3	4	5	3	4	19	63	
2	Sofiana Nurmalita Dewi	3	4	4	3	4	18	60	
2	Susanto Riski Eka Saputra	3	4	5	3	3	18	60	
							496	1653	
	Mean Score						19,08	63,577	
	Categorize						Fair		

Appendix 6: Pretest

WORKSHEET

Students are able to write letters such as greeting card, thank-you card, and invitation

#Make an invitation card for birthday party based on data below!

Name : Alifia Octaviani
Age : 7
Place : her house, Mawar street No. 6
Time : 10.00 a. m
Day : Sunday
Date : September 22th, 2013

Make a greeting card for invitation above!

Name : Susan
Gift : Teddy Bear

#Make a thank-you card for greeting card above!

Appendix 7: Posttest

WORKSHEET

Students are able to write letters such as greeting card, thank-you card, and invitation

#Make an invitation card for birthday party based on data below!

Name : Alifia Octaviani
Age : 7
Place : her house, Mawar street No. 6
Time : 10.00 a. m
Day : Sunday
Date : September 22th, 2013

Make a greeting card for invitation above!

Name : Susan
Gift : Teddy Bear

#Make a thank-you card for greeting card above!

Appendix 8: Lesson Plan for the Experimental Group

LESSON PLAN
FOR EXPERIMENTAL GROUP

School : SD Lab School Unnes

Subject: English

Class : 5

A. Competency

1 Core Competence

4. Spelling and writing simple sentences in class context

2. Basic Competence

4.2 Copying and writing simple sentences, such as greeting, thanking, invitation cards

3. Indicators: The students are capable of

- a. Identifying greeting, thanking and invitation cards
- b. producing sentences with correct vocabulary
- c. creating cards

B. Material

- making cards

C. Learning Activity

Steps	Teaching and Learning method	Student's activity	Media and Teaching aids
Introduction	Presentation Individual Assessment	Listening explanation given by the teacher Review material Doing Pre-Test	Handout, Paper
Material	Presentation Discussion Student Teams- Achievement	Students discuss with their group to create greeting, thank you and	

	Division Strategy/Group Assessment	invitation cards, Produce sentences with correct vocabulary	
Closing	Discussion	Conclusion Structured assignment Doing Post-Test	

E. Evaluation

Daily activities/performances, written test, individual and pair assignment

F. References

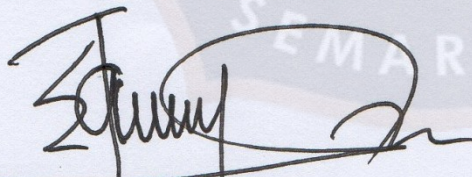
BSNP. 2006. Standarisi KTSP Mata Pelajaran Bahasa Inggris. Jakarta

Haryanto and Suhadi. 2007. Super Bahasa Inggris Kelas V. Jakarta: Esis

Semarang,

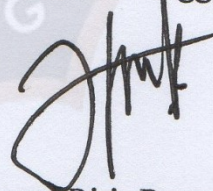
Mengetahui,

Kepala SD Labschool Unnes



Muhammad Taufiq, M.Pd

Guru Bahasa Inggris



Anggi Riris Pawesty. S. S

Appendix 9: Lesson Plan for the Control Group

LESSON PLAN**FOR CONTROL GROUP**

School : SD LabschoolUnnes

Subject: English

Class : 5

A. Competency

1. Core Competence

4. Spelling and writing simple sentences in class context

2. Basic Competence

4.2 Copying and writing simple sentences, such as greeting, thanking, invitation cards

3. Indicators: The students are capable of

- a. Identifying greeting, thanking and invitation cards
- b. producing sentences with correct vocabulary
- c. creating cards

B. Material

- Greeting, thanking and invitation cards

C. Learning Activity

Steps	Teaching and Learning method	Student's activity	Media and Teaching aids
-------	------------------------------	--------------------	-------------------------

Introduction	Presentation Individual Assessment	Listening explanation given by the teacher Review material Doing Pretest	Handout Cards
Material	Presentation Discussion	Identifying cards Producing sentences with correct vocabulary	
Closing	Discussion	Conclusion Structured assignment Doing Posttest	

E. Evaluation

Daily activities/performances, written test, individual assignment

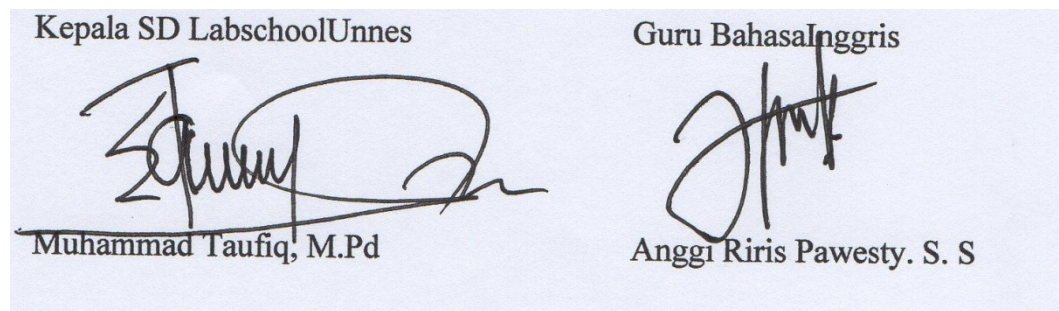
F. References

BSNP. 2006. Standarisi KTSP Mata Pelajaran Bahasa Inggris. Jakarta

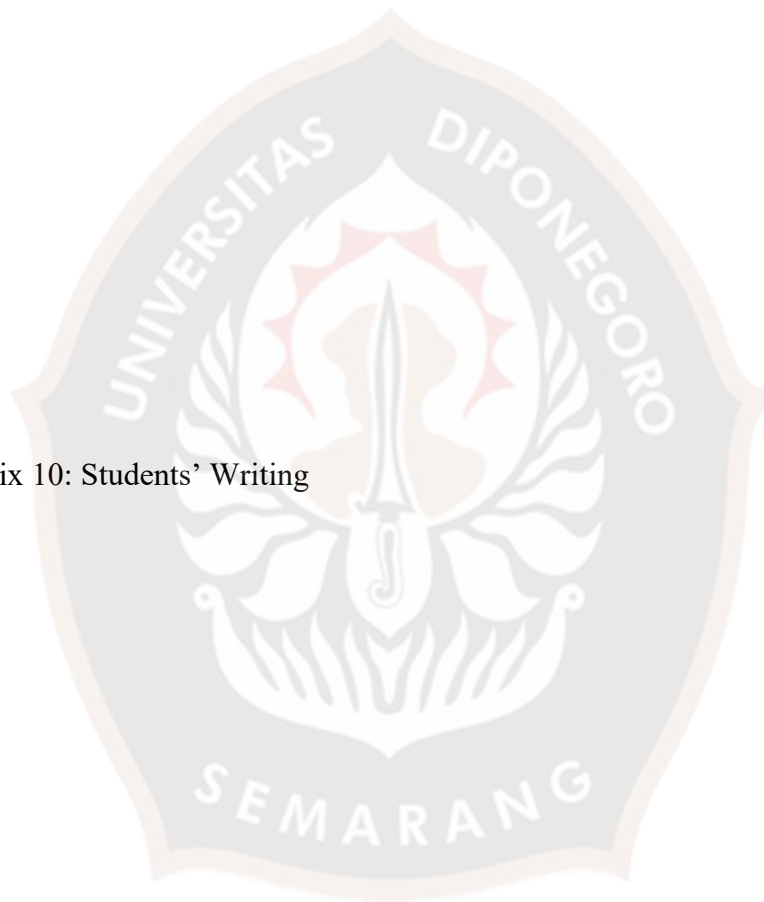
Haryanto and Suhadi. 2007. Super Bahasa Inggris Kelas V. Jakarta: Esis

Semarang,

Mengetahui,



Appendix 10: Students' Writing



NAME : Labrta Oya

CLASS : VA / 5A

Invitation

Hello Susan

Please come to my birthday party to 10th,
and party birthday cake my susan.

I'm happy in the house. Today is happy
birthday party. Thank you so much friends

To friends
Alifia Octaviani

Greeting card.

Happy Birthday Alifia Octaviani

Hope you enjoy my birthday party my happy
and party birthday cake and bread
my susan. Thank you

To friends
Susan

Thank you card

Thank you so much susan.
Hope my yo enjoy and not sick
Thank yo friend
I have cake and bread to my
susan. Thank you

To friend
Alifia Octaviani

ANSWER SHEET

NAME : nabila kanaya putri

CLASS : 5A/16

1) dearest ~~son~~ susan,

Please come to birthday party
 birthday party 7th. Place her house, mauar street No.6
 my time birthday party 10.00 a.m my date september 22th, 2013
 day sunday.

2) Greeting Card

Happy birthday

I hope you always gift the birthday party
 healthy always. I wiss you always gift the birthday party

3) thank you card

dearest susan,

thank you so much. my cake so delicious
 my gift is teddy bear you like thank you

NAME : DITA Patricia

CLASS : Va

.....
INVITATION!

Dearest: Susan.

Hello Susan

I'm Alivia Octaviani, I hope you come on 7th my birthday party.

Place: in the my house mawar Street No. 5.

Time: 10.00 a.m.

Days: Sunday.

Date: September, 22th, 2013.

Alivia
↓

.....
Greeting card.

Dear: Alivia.

Hello Alivia

Happy birthday to 7th.

I hope you always praying to your parent,

I hope you always studying at home and school.

I want gift some things



= tedy Bear

Susan
↓

.....
Thank you card.

Dear: Susan.

Hello Susan

thank you Susan because you come on my birth day.
in my house & thank you, you gift tedy bear

I ♡ you

Thank you so much.

Alivia

↓

NAME : Azza kamalia
 CLASS : DA

✘ Invitation

Dear Susan,

Hallo, I Alfia what you go my home in home
 is the party:

Age : 7 and

Place: her house Mawar street No. 6

Time: 10.00 a.m

Day: Sunday september 30th 2013

See you in home

Dearest Alfia

✘ Greeting-card

Dear Alfia

Hallo, and okay I go my home
 in my party my gift teddy bear is
 funny.
 Dearts Susan,

✘ Thank-you card

Dear Susan,

Hallo, I very-very happ you gift my teddy bear
 and Thank you so much I very is Suprais
 Dearts Alfia.

NAME : Abel dimas A

CLASS : BA

Dear SUSAN

Please come to a Party

To celebrate the 7
Sunday, September 22th, 2013
At 10.00 a.m

in the her house, mawar Street No. 6

Please do come and enjoy the Party

The friend

Alifia Octaviani

Dear Alifia Octaviani

Congratulation on your birthday I hope
you can get everything like Teddy Bear
your wish Susan.

The friend

Susan

Dear Susan

Thank you for great thing card
I get very thank you Alifia Octaviani

The friend

ALIFIA OCTAVIANI

NAME : Ersyva liliana putri

CLASS : SA 1009

.....
* Invitation card

Name: Farah Kiranthi Putri to the party

age: 9

Place: her haus, Tumpang street No. 9

Time: 09.00 a.m

day: saturday

Date: January 22th, 2013.

your friend /

ersyva ✱

* Greeting card

Name: Ersyva L.p

Gift: Barbie

* thank you card

thank you so much Farah In the Birthday yw

NAME : Rucita suminarining cahyani
GROUP : white tiger

.....
Invitation card

Dear susan,

Susan Please come to my birthday, 7th in my house,
mawar street No.6 Time is 10-00 a.m
at on sunday september 22th at 2013.

Your friend
Alifia octaviani

Greeting card

Dear Alifia octaviani

Happy birthday Alifia and thank you for your card
and I make a gift



Your friend
Susan

Thank you card

Dear susan

susan thank you for your gift
and your greeting I like teddy bear ~~for you~~
card.

Your friend


Alifia

ANSWER SHEET

NAME : Farah kinanthi



GROUP : White tiger

Invitation card

Hello susan. Please ^{come to} you coming ~~to~~ my birthday party
~~at~~ my house. Mawar street no. 6 
 Time: 10.00
 Day: Sunday
 Date: September 22th, 2013


your friend
Alifia Octavian

greeting card

Okey Alifia I'm going ^{to} your birthday party 
 I'm gifting you Teddy Bear 
 and i hope you like my gift
 Happy birthday to you :)

your friend
Susan

Thank you card

Thank you for your gift
 I like teddy bears 
 and thanks for
 greeting card

your friend
Alifia Octavian

NAME : Dyaz ilham
GROUP : white tiger

.....
invitation card

dearest: Susan

hope to go to my berdday 7 here to my house, mawar street no.6

Time: 10.00 am
day: sunday
Date: september 22th, 2013

hope to see you three

your friend:
alifia octaviani

dearest: alifia octaviani
okay i go to your house, my surprise a teddy bear
thank you isa infitation me

greeteng card

your friend:
susan

thank-you card

dearest: Susan
thank you i go to my birthday, and thank-you your surprise
I am happy thank you

your friend:
alifia octaviani

ANSWER SHEET

NAME : Ali akbar R.P.U

GROUP : Lion

.....

Invitation Card

Dear Susan,

Please come to my birthday party the 7th
at My house, Mawar street number 6 at
sunday, september 22th, 2013 at 10.00 a.m
I hope to see you there

your friend,
Aligia octaviani

Greeting Card

Dearest aligia, thank you for your invitation.
I will come to your birthday party.
And I will give you a presents.
I hope you like the presents.

your friend,



Susan

ANSWER SHEET

NAME : Lintang Ayu Maitri

GROUP : Porcupine

* Invitation Card



Dearest Susan,

I hope you come to my 7th birthday party at my house, Mawar street No.6.
On Sunday, September 22th, 2013. On 10.00 a.m... I hope you come!



your friend,
Alfia Octaviani

* Greeting Card

Dear Alfia,

Happy Birthday!

I wish you all the best in the world! and I hope that you like the Teddy Bear.
The Teddy Bear is cute, right? I buy the Teddy Bear at Jakarta....
Take Care



your friend,
Susan

* Thank you Card

Dearest Susan,

Thank you for coming to my birthday Party! and also thank you for the Teddy Bear.
The Teddy Bear is cute, I really like it!

your friend,
Alfia Octaviani

ANSWER SHEET

NAME : Adnandit, grah, raz
 GROUP : Lion (Ali, Adnan, Arka, Jeni, Afifah)

invitation card

place at: her house, mawar street No. 6
 in: my house
 Date: Sunday September 22, 2013

greeting card

ok I clean your house

thank you Aliva

I clean your beddog

your friend
 Susan



Appendix 11: Picture of the Activity in the Experimental Group



Students did Pretest



Teacher looked around the team discussion task



The team got certificates for best score

Appendix 12: Picture of the Activity in the Control Group



The students did pretest



The students did the task individually

