

**IMPROVING STUDENTS' WRITING SKILL THROUGH STAD LEARNING MODEL  
AT THE SECOND YEAR OF SMK NEGERI 2 PALOPO**



**IAIN PALOPO**

**A THESIS**

**Submitted to the English Study Program of Tarbiyah and Teacher Training  
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## ABSTRACT

Irla Pratiwi. 2016. *“Improving Students’ Writing Skill Through STAD Learning Model At Second Year of SMKN 2 Palopo”*. Thesis, English Study Program of Educational Department in IAIN Palopo. Consultant, Dr. Hilal Mahmud, M.M and Jufriadi, S.S., M.Pd.”

Keywords : Writing Skill, descriptive paragraph, STAD Learning .

This thesis deals with Improving Students’ Writing Skill Through STAD Learning Model At Second Year of SMKN 2 Palopo. The problem statements of this thesis Is the STAD Learning Model is effective to improve the students’ writing skill at second year of SMKN 2 Palopo ?

The research used pre-experimental method and the population consisted of the second grade students’ of SMKN 2 Palopo. This research strategy experimental research with one group of pre-test and post-test design. The number of population were 156 students and the researcher took 20 students as sample using the purposive sampling technique. The researcher used test as instruments of the data collection.

The STAD learning model was effective to improve the students writing skill at the second year of SMKN 2 Palopo. The development was proved by calculating the difference between test pre-test and post-test by using t-test analysis.

The result of the research indicated that significance difference between the result of pre-test mean score was 35,5 and post-test mean score was 50,00. In addition, the result was accepted  $t_{test}$  was bigger than  $t_{table}$ , where  $t_{test} = 10,72$  and  $t_{table}$  with significant  $0,025 = 2,09$  with  $df = 19$ . So that, there was significant development of students’ writing skill through STAD learning model.

## CHAPTER I

### INTRODUCTION

#### A. Background

Language is a mean of communication to express opinion, ideas, reason, and feeling. Language consists of four integrated skills namely writing, reading, listening, and speaking. This skill cannot be separated because they are important and related one another. They are important means for human life. There is communication frequency alternation between receptive and productive activity used to make express emotion, feeling, and opinion in English. We can change information with the other people through writing like internet, journal, diary, and etc.

Writing is not easy but we can learn it, we usually find difficulty to write from the all of written. The first they have to interest about writing, the second they have to reading the books, and have imagination about what do their want to write, may be about animals, doll, pictures and condition. They are considering that writing skill is difficult. So, they must be interest to write, because writing is the representation of language in a textual medium through the use of a set of signs or symbols (know as a written system).<sup>1</sup> Writing is very important to learn because we can absorb our ideas and process some information through writing. However, we have to know well that

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<sup>1</sup> <http://en.wikipedia.org/wiki/writin>. 3 january 2012

the writing skill very complex, it is difficult to master because not only grammatical and rhetorical devices but also the conceptual and judgment element.

Writing is lowered or symbols depicting a graph illustrating a language that is understood by a person so that others can read symbols chart depicting a language that is understood by a person, so that others can read the chart symbols that they understand the language and the graph. Writing is an activity of a person in expressing ideas, thoughts, and feelings logically and systematically in written form so that the message can be understood by the reader. The point of writing is communication activity by using the medium of writing.<sup>2</sup>

Writing is lowered or symbols depicting a graph illustrating a language that is understood by a person, so that others can read the chart symbols". In writing activities, authors must skillfully utilizing graphology, grammar, and vocabulary. This writing skills will not come automatically, but must go through training and practice a lot and regularly. In modern life is clear that writing skills are needed. It would not be too much if said that, writing skills are a hallmark of an educated man or an educated nation. In connection with the urgency writing activities.<sup>3</sup>

Based on these opinions to write merely expressing ideas, thoughts, or opinions in written language, regardless of whether or not the text easily understood by the reader. Ideas, ideas or opinions poured in writing with a few paragraphs. Therefore, to write down an idea must begin with an understanding of the paragraph.

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<sup>2</sup> Nova, *Belajar Menulis*, (Yogyakarta, 2011), p. 14.

<sup>3</sup> Tarigan, *Menulis Sebagai Salah Satu Keterampilan Berbahasa*, (2008), p.22.

Paragraph is a set of sentences that contain a group of related ideas and take shelter under the main idea". In terms of appearance in a discourse, the paragraph is part of the discourse is characterized by the indentation of the first line or by spacing over the line spacing other sentences. <sup>4</sup>

Based on these explanations, learning to write a paragraph is one of the important material in learning English. However, learning to write paragraphs are now becoming obsolete. Other than that, students were less motivated to follow the teaching of writing. Such circumstances lead to poor creative writing students.

Learning as can be seen in class XI SMK Negeri 2 Palopo Based on observations of researchers as a teacher at the school, eleventh grade students of SMK Negeri 2 Palopo is listless, bored, lazy and less motivated to follow the English learning aspects of writing. These circumstances lead to poor creative writing skills has implications for the poor writing paragraphs.

Issue such as the need to get the attention and corrective action should be pursued. Improvement of students' writing creativity can be started from the selection learning method in this case the researchers set group investigation methods in learning English aspects of writing a paragraph.

Student Team Achievement Division (STAD) developed by Robert Slavin and his friends at the Johns Hopkins University is the simplest of cooperative learning,

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<sup>4</sup> Nasar, *kemampuan menulis paragraf*, (2006), p. 94.

and cooperative learning that is suitable for use by teachers who are just starting to use the learning cooperative.<sup>5</sup>

Student Team Achievement Divisions (STAD) is one type of cooperative learning simplest. Students are placed in learning teams of four who is a mixture according to the level of performance, gender and ethnicity. The teacher presents the lesson and then the students work in teams to ensure that all team members have mastered the lesson. Finally, all students are subject to the quiz on the material in the record, when the quiz they should not help each other.

Model STAD Cooperative Learning Cooperative learning is an approach that emphasizes the activity and interaction among students to motivate each other and help each other in mastering the subject matter in order to achieve maximum performance. Teachers are using STAD propose a new academic information to students every week using Verbal presentations or text.

Presentation techniques performed in front of the class with various forms of presentation, while another group waiting for their turn to present, evaluate and then provide feedback on the topics presented.

The result of researcher choose descriptive paragraph because, I want to see the ability of students in the learning process by teaching material about paragraph. Other than that I do the learning process by applying STAD cooperative learning model, by applying this learning model the students more easily understand the material together with a group of their friends

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<sup>5</sup> Robert E. Slavin, *Learning kooperatif Tipe STAD*,(1995).p. 135

The reason why the researcher chooses this model because have the advantage is can provide opportunities for students to develop a sense of respect, his personal honor, and respect the opinions of others and have deficiency is it takes longer for students making it difficult to achieve the target of curriculum.

It inspired the researcher to make the students' of SMKN 2 Palopo especially for the second grade students' to know more about writing and she took a researcher by the title "*Improving Students' Writing skill Through STAD Learning Model At The Second Year of SMKN 2 Palopo*".

#### **B. Problem Statement**

Based on the background above, the researcher formulate problem statement as follow:

“Is the STAD learning model is effective to improve the students'writing skill at the second year of SMKN 2 Palopo ?”

#### **C. Objective of the Research.**

To find out whether the STAD learning model is effective to improve the students'writing skill at the second year of SMKN 2 Palopo

#### **D. Definition of Term.**

Based on the title is improving students' writing skill through STAD learning model at the second year of SMKN 2 Palopo. the researcher gives defenition as follows:

1. Writing skill can be defined as an to communicate all the ideas or imaginations into the form of structured pattern. So that, the readers may understand what the writers mean in their writing.
2. Student Team Achievement Divisions (STAD) is one type of cooperative learning simplest. Students are placed in learning teams of four who is a mixture according to the level of performance, gender and ethnicity. The teacher presents the lesson and then the students work in teams to ensure that all team members have mastered the lesson. Finally, all students are subject to the quiz on the material in the record, when the quiz they should not help each other.
3. A descriptive paragraph is describes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or things.



### **E. The significance of the Research**

This empirically expected to provide benefits, both theoretically and practically as follows!

1. Benefits for Students; The results of this study are expected to be useful to generate effective interaction between students and train individuals to work together to overcome the problems of learning so as to improve their academic achievement.
2. Benefits for Teachers; The results of this study are expected to provide benefits for teachers of English in order to solve the existing problems arising in particular in the field of study English as an alternative to improve student achievement, namely by applying cooperative learning model STAD.
3. For Researchers. This research is expected to provide benefits to the researcher as follows.
  - a. As the implementation of scientific research, especially in the field of educational research.
  - b. Provide experiences and supplies to the researcher to carry out learning English aspects of writing in the future

### **E. Scope of the Research.**

In this research the researcher used STAD learning model in improving students writing skill, especially in writing descriptive paragraph. And the researcher

only focus on descriptive paragraph which of the topic sentence through STAD learning model.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Studies

In writing this thesis, the researcher found some researches related to these studies as follows :

1. Sophia Fithri Al-Munawwarah, *“The Implementation of Cooperative Learning: Student Teams Achievement Divisions Technique in Teaching Reading Comprehension (A Case in a Class of Eighth Grade Students at One Public School in Bandung)”*. She found that this technique is effective for the second grade students of junior high school in learning reading comprehension. Thus, it can be said that STAD technique is feasible to teaching reading comprehension skills at secondary students.

In addition, this research also demonstrated students' positive responses related to the use of STAD technique in learning process.<sup>1</sup>

2. Munawaroh, Journal of Research: *The Effect of Type STAD Cooperative Learning Model, The Way of Learning, and Learning Motivation Toward Enterprenurial Attitude.*<sup>2</sup> The researcher concluded that, the use of STAD method in students' motivation and their attitude in learning process have a good appreciated in teaching learning process.

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<sup>1</sup>Sophia Fithri Al-Munawwarah, *The Implementation of Cooperative Learning: Student Teams Achievement Divisions Technique in Teaching Reading Comprehension (A Case in a Class of Eighth Grade Students at One Public School in Bandung)*, (Bandung: Indonesia University, 2013)

<sup>2</sup> Munawaroh, *The Effect of Type STAD Cooperative Learning Model, The Way of Learning, and Learning Motivation Toward Enterprenurial Attitude*, Jombang: STIKIP PGRI, 2013

## **B. Writing Skill**

### **1. Theory writing skill**

Writing skill can be defined as an to communicate all the ideas or imaginations into the form of structured pattern. So that, the readers may understand what the writers mean in their writing. Writing is the skill that processed by human being to produce his or her ideas and thought into written-forms, although the ideas or thought can also produce through spoken forms. Therefore, writing is one of skill which very important in English competence. Besides reading, speaking and listening, writing skill is rather dfficult to be mastered.

According to Harmer in the teaching of writing we can focus on the product of that writing on the writing process itself. When concentarting on the product we are only interested in the aim of a task and in the end product. Those who advocate a process approach to writing however, pay attention to the various stages that any piece of writing goes through.<sup>1</sup> In the other hand, product of the writing is focuses on the process to explorer the ideas.

Moreover, writing as a process to get product is influenced by some elements such as vocabularies, grammar, organization, spelling, and punctuation. In the writing English subject, students have to know and understand those elements. Students have been learned kinds of text in writing skill. They should produce written simple in business letter.

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<sup>1</sup> Ayu Fatimah, Literature Review Theory of Writing Skill, ( 2014).  
www.hltmag.co.uk.teaching writing skill in EFL on 06<sup>th</sup> July 2017.

## 2. The Stage of Writing

Before writing we have to know the stage in writing such as: planning (pre-writing) drafting (writing), revising (redrafting) and editing.

### a. Planning (Pre-Writing)

Planning is the state of the strategies designed to find and to produce information in writing. When they begin writing project. People had discovered what is possible. People need to locate and explore a variety of subject.

### b. Drafting (writing)

Drafting is a series of strategies design to organize develop a substance of writing. Once planning has enable people to identify several subject and encouraged people to gather information and these subject perspective, additional drafts can be written that further shape, organize, and clarify the work.

At the drafting stage, the writers' are focused on the fluency of writing and are not preoccupied with the grammatical accuracy of the neatness of the draft. One dimension of good writing is the writers' ability to visualize an audience.

### c. Revising (redrafting)

Revising is a series of strategies designed to examine and evaluate choice that have complete their primary draft they need to stand back from their text and decide what action would seem to be the most productive.

Revising is the general post writing procedure which involves editing (revising for ideas and form).

### d. Editing

At this stage students' are engaged in tidying up their text as they prepare the final draft for evaluation by the teachers. They edit their own or their peers' work for grammar, spelling, punctuation, diction, sentence, structure and accuracy of supportive textual material

such quotations, examples and the like. Formal editing is deferred to this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stage.

### **3. The Components of Writing**

There are five components of writing namely: content, organization, vocabulary, language use, and mechanic.

#### **a. Content**

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from it. There are last think that can be measure in connecting with component, the composition should contain one central purpose only, should be developed.

#### **b. Organization**

In organization of writing concerns with the way he writers arrange and organization the ideas or the message in the writing the purpose of the organizing materials. In writing involves coherence order of importance, general of which happened from the beginning to the end.

#### **c. Vocabulary**

The effective use of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing to express ideas, we always deal with to compose what they are going to say, because he feels difficult to choose what appropriate will help the writers to compose the writing and also make readers easy to understand.

#### **d. Language Use**

Language use in writing description and other from writing involves correct language and point of grammar. An adequate grammar should be one that capable of

producing grammar. We should not be able to do anything more than litter separate items of language for function. And also grammar can help students' improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and things. Second, it used as first word in quotations, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand to recognize immediately what the writer means to express definitely.

**4. Characteristic of good writing**

- a) Good writing is easy to follow because it follows a plan. In the case of an essay, this means that it sticks to one dominant idea which is supported or developed by enough facts and details.
- b) Good writing present that are fresh and original, not hand me- down, tires ideas borrowed for someone else. As a result, it sounds like its author rather than sounding generic.
- c) Good writing use language that is right for the job-formal when required when informal when appropriate. The writer uses word that is precise and vivid and extract, avoiding worn out expression and clichés.
- d) Good writing is free of serious mistakes in grammar, spelling, and punctuation because those errors get in the way of the writers ideas and distract the reader.

## 5. The elements of writing

There are three important element of writing they are purpose, audience, and format.

### a. Purpose

Purpose refers to “why”. Are you writing this text? Perhaps:

#### 1) Definition of purpose

Purpose is the reason why you are writing. We write an argumentative essay in order to persuade someone to change the parking rules on campus. You may write a letter to a friend to express our excitement about her a new job. List, report essay and letter it one of choice that can help us achieve our purpose. Focus on the purpose as we beginning writing help us what form to choose. How to focus and organize our writing, how formal or informal our style should be, and how formal and informal your style should be, and how much you should write.

#### 2) Purpose and strategies

A purpose is the aim or goal of the writer or the written product, a strategies is a mean of achieving at the purpose. For example, our purpose maybe to explain something, but we use definitions, descriptions, example and analysis in order to make our explanation clearer. A variety of strategies are available for writers to help them to find ways to achieve the purpose.

### b. Audience

The audience of course is the reader. In writing class the reader usually the teacher, but sometimes the intended audience, is someone in the writer mind.

There are three groups of audience, they are:

- 1) Specific person (e.g, self teacher, friends, older person, younger person, and parents).
- 2) Specific group (e.g, class, team/club, age, group, special interest group).



3) General group (e.g, school, community, adult pets, students, unspecific).

For example, a piece of writing arguing for a longer much period could be intended for the school principal.

c. Format

Finally, “how” piece of writing refers to it is format, or how is in the information is represented. In previous example the piece of writing could be and editorial in the school newspaper.

## 6. Types of Writing

Based on competencies standard and basic competencies recommended by the government, there some types of writing which have to be taught in junior high school, they are: procedure, descriptive, recount, and narrative.<sup>9</sup>

a) Procedure.

A procedure is a piece of text that tells the reader or listener how to do something. Its purpose is to provide instruction for making something, doing something or getting somewhere. Example of procedure texts include recipes, itineraries, instruction manuals, directions.

b) Descriptive

Descriptive presents the appearance of things that occupy space, whether they are object, buildings, or cities. The purpose of descriptive is to convey to the reader what something looks like. It attempts to gain a picture with words.<sup>10</sup>

c) Recount.

Recount is a piece of text that retells past events, usually in the order which they happened.<sup>11</sup>

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<sup>9</sup> Mark Anderson and Kathy Anderson, *Text types in English 3*, (Australia : MacMilan,1998),p. 28.

<sup>10</sup> Elizabeth Cowan, *Writing Brief Edition*, (Scott, Foresman and Company),p. 148.

The aim of recount is to give the audience a description of what occurred and when it occurred. Some example of recount text types are : newspaper, reports, conversation, speeches, television interviews, etc.

#### d) Narrative

A narrative is most generally described as a story told by the narrator. Narratives are not as simple as that. They are construction of certain characteristics that relate a tale through an organization of words. This construction includes three discernible layers, the elements that make up the content of the narrative, and the agent. Understanding these concepts is the key to defining a narrative.

### C. Descriptive Paragraph.

#### 1. The Theory of Descriptive Paragraph.

A descriptive paragraph is describes a person, place or thing. It allows you to imagine the way a person felt, heard or saw the object or location at a particular time regardless if the writer explains a real or imagined circumstance. Additionally, a descriptive paragraph gives readers a vivid image of a person, place or things. This type of paragraph use multiple sentences to convoy a single clear image of a person, place or thing.

##### 1) Generic Structure of Descriptive Text

A Descriptive text will of the following structure:

- a. Identification: contains the identification of matter / a will be described.
- b. Description: contains the explanation / description of the thing / person to mention a few properties.

##### 2) Language Features of Descriptive Text

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<sup>11</sup> Mark Anderson and Kathy Anderson, *Text types in English 3*, (Australia : MacMilan,1998),p. 48.

- a. Specific participant has a certain object, is not common and unique (only one). for example: Bandana beach, my house, Borobudur temple, uncle Jim
- b. The use of the adjective (an adjective) to clarify the noun (noun) for example is used for the following expression: a beautiful beach, a handsome man, the famous place in Japura, etc...
- c. Use the present tense sentence patterns simple sentence patterns used are simple present for telling the facts of object descriptions.
- d. Action verbs, there are verbs that show an activity\_(activity can be seen), for example: run, sleep, walk, cut etc.

### 3) Example of Descriptive Text

#### Identification

- |                   |                             |
|-------------------|-----------------------------|
| - My school,      | - Language laboratory       |
| - 30 buildings    | - Science Laboratory        |
| - 21 classrooms   | - 2 toilets                 |
| - 2 teacher room  | - Parking area              |
| - Multimedia room | - Building is a quiet large |
| - Hall            | - Canteen                   |

#### Description

##### My School

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, 2 toilets, a multimedia room and a hall. Those building are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

Beside the gates, there is a white security post. The security post is guarded by two securities. They are in charge of maintaining security post there is a large fish pond which beautifies my school.

After passing through the security post, we will pass a parking area with its size approximately 12m. After passing through the parking area, we'll see the main building of my school. The building is quiet large. It serves as teacher employees' room in my school.

After passing the main building, we will go into a building complex of classroom. My school also has large canteen. The canteen is located behind the complex class exactly behind the Hall.

## **2. The Elements of Descriptive Paragraph.**

Descriptive paragraph contain the following elements:

- a. Information-descriptive paragraph, describe ideas and things, as well as inform about their function;
- b. Context-in descriptive paragraph, information is always contextualized. Moreover, the context in which given piece of information is presented is also subject to description and evaluation;
- c. Descriptive language-descriptive paragraph use considerable amounts of vocabulary that describes action (verb), as well as vocabulary denoting value and attributes of thing (noun, adverb, and adjectives).

## **3. Procedure of Writing Descriptive**

Descriptive paragraph include details that appeal to the five senses; sight, taste, touch, smell, and hearing. In a descriptive paragraph, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader. Descriptive paragraphs are commonly used in fiction and non-fiction writing, to help immerse readers into the world of the author, though there are no hard and fast rules for how exactly these paragraphs should be structured.

- a. Make sure to choose a meaningful person, place, or thing
- b. Introduce the person, place, or thing you are describing
- c. Engage your readers sense of sight
- d. Describe smells and tastes if you can
- e. Describe how the moment or item feels
- f. Describe how your subject sounds

- g. Make unique observations
- h. Include some figurative language
- i. Wrap it up<sup>12</sup>

#### **D. The Concept of STAD Learning Model**

The Student Teams Achievement Divisions (STAD) model is one of method or approach in cooperative learning. Student Teams Achievement Divisions (STAD) model developed by Robert Slavin and his friends in University of John Hopkins. It is form variation of cooperative learning that most researched. The teacher divide student to be small groups consists of 4-5 students that are divided difference skill, sex, and tribe. The teacher gives a lesson and students in group insure that all group members can master it <sup>13</sup>

##### 1. Characteristic of Student Teams Achievement Divisions (STAD) Model

- a. Set up
- b. Make a cooperative group
- c. Appointment score
- d. Team work

##### 2. The Aim of Student Teams Achievement Divisions (STAD) Model

The aim of Student Teams Achievement Divisions (STAD) Model is creative cooperative situation, because every study groups its members heterogeneous, namely sex, tribe, and level of competence.<sup>14</sup>

##### 3. Procedure of Student Teams Achievement Divisions (STAD) Model

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<sup>12</sup> Nananda, *http://www.wikihow.com/Write-a-Descriptive-Paragraph* online (February 22th 2015).

<sup>13</sup> Rusman, *Model-Model Pembelajaran, Mengembangkan Profesionalisme Guru*, ( Third Edition. Jakarta; Rajawali Pers, 2011),p.213.

<sup>14</sup> Sarini, *Model Pembelajaran tipe stad. Http://Blogspot.Com.Html.* ( 10 January 2014).

Before learning process, the teacher must organize the student team's achievement divisions to make the learning be actively. These are ways of organizing the student team's achievement divisions.

a. Forwarding of motivation and target

Submitting the target of lesson want to be reached for learning and students motivation to study

b. Division of group

The student is divided a few group, every group consist of 4-5 students.

c. Presentation from teacher

The teacher submits item of lesson and explain purpose of lesson want to be reached for meeting.

d. Activity study in working team

The student studies in group that have been formed.

e. Quiz/question

The teacher evaluates study result through giving quiz of item that be studied and doing assessment toward working presentation result group of each

f. Appreciation of team achievement

After quiz, teacher checks working result of student.

**4. The Advantages of Student Teams Achievement Divisions (STAD) Model**

- a. Giving opportunity to student to cooperative with other student
- b. The student can master lesson that is submitted
- c. Teaching learning process the student positive interference each
- d. The students can be filling each one another.

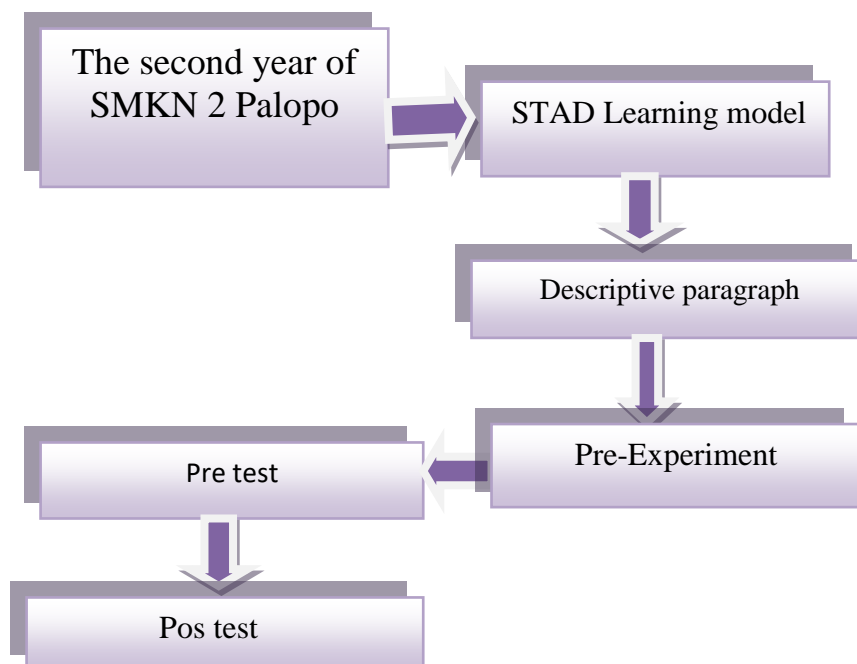
**5. The Disadvantages of Student Teams Achievement Divisions (STAD) Model**

- a. Need long time

- b. The students does not want when united with his less smart friend, when herself is smart and less smart will avoid if be joined with her smart friend.
- c. Test, the student given quiz alone
- d. Determination of score, test result be checked by teacher, every score that got by student entered into individual score list.
- e. Appreciation toward group. Based on increasing individual score got group score. And then group score is very depended from individual score contribution.<sup>15</sup>

### E. Conceptual Framework.

The focus in this research is to know improving of students' writing skill through STAD learning model at the second year of SMKN 2 Palopo. The conceptual framework is describe below



<sup>15</sup> Robert E. Slavin, *Cooperative Learning* (2005),p.145

**F. Hypothesis**

Based on review of relate, the researcher believes that writing paragraph with learning STAD model at the second class of SMKN 2 Palopo.

Ho : There is not difference between before and after the skill of writing paragraph with learning STAD model at second year of SMKN 2 Palopo.

H<sub>1</sub>: There is significant difference before and after between the skill of writing paragraph with learning STAD model at second year of SMKN 2 Palopo.



## CAPTHER III

### RESEARCH OF METHOD

#### A. Method and Design of the Research

##### 1. Method

The method that the researcher applies in this research is experimental method. It aims to know whether or not cooperative writing can students' writing skill through STAD learning model at the second class of SMKN 2 Palopo.

##### 2. Design.

The study design is taken from one group pre-test pos-test design. in this design Experimental research design research can be described as in the follows:

Where:  $E = O_1 \quad X \quad O_2$

E: Experimental

O<sub>1</sub>: Pre-test

X: Treatment

O<sub>2</sub>: Post-test<sup>16</sup>

#### B. Time and Location of the Research

The research will be conducted at SMKN 2 Palopo, Jln. Dr.Ratulangi, Kecamatan Bara, Balandai, Kota Palopo. The research chooses the second grade students of SMKN 2 Palopo in the academic year 2016/2017

#### C. Population and Sample

##### 1. Population.

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<sup>16</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 1998), p.84.

The population in this research is will the eighth year students of SMKN 2 Palopo. This population consists of three classrooms, each room has a number of different students.

## 2. Sample.

Samples are part of the entire population. Samples will chosen by the researchers with scientific techniques. One of them was purposive sampling technique. Researchers chose this technique because the population there is quite a large and scattered state of the population in classes learning. Therefore, the researcher simply select sample which was considered worthy and representative of the whole population that is class Gambar

### **D. Instrument of the Research**

In this research, the researcher used test as the instrument to collected data. A test was a set off stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned. Writing test used to measure of the students' skill to write in English before and after treatment.

### **E. Procedure of Collecting Data**

The data will collect by using the procedures as follow:

#### 1. Giving pre-test

The researcher give the pre-test to the students to know their competency in constructing paragraph before giving treatment. The researcher give topic to the students and asked them to write descriptive paragraph based on the topic. The topic was *SMKN 2 PALOPO*. It took 45 minutes to get the data pre-test.

#### 2. Giving treatment

##### a. first and second meeting

##### 1) The teacher divides the students into four groups

- 2) The teacher gives the task of writing a descriptive paragraph
- 3) Group 1 and 3 wrote a paragraph that consists of four sentences about the doctor, group 2 and 4 write a paragraph that consists of four sentences about hospital.
- 4) Each group discusses each task and produces one product article (1 paragraph)
- 5) Each group presented the results of the task group.
- 6) Teachers provide reinforcement and explanations relating to the material that has been done each group

b. third and fourth meeting

- 1) The teacher divides the students into four groups
- 2) The teacher gives the task of writing a paragraph about my classroom
- 3) Group 1 and 3 wrote a paragraph that consists of four sentences about your school of the work of teachers in the classroom, group 2 and 4 write a paragraph that consists of four sentences about your classroom
- 4) Each group discusses each task and produces one product article (1 paragraph)
- 5) Each group presented the results of the task group.
- 6) Teachers provide reinforcement and explanations relating to the material that has been done each group.

c. fifth and sixth meeting

- 1) The teacher divides the students into four groups
- 2) The teacher gives the task of writing about your best friend.
- 3) Each group discusses each task
- 4) Each head of the group presented the results of the task group.
- 5) Teachers provide reinforcement and explanations relating to the material that has been done each group.

### 3. Giving pos-test

This pos-test will given to the students after doing treatment. The researcher give a topic to the students and asked them to write descriptive paragraph based on the topic. This test will to know whether the students have different result after giving treatment or not.

Make a descriptive paragraph on the follow:

- The students make a descriptive paragraph (free topic)
- The students must make a paragraph consist of 5 sentences

## **F. Technique of Data Analysis**

After collected the data by conducting the pre-test, treatment, and post test which involved some instrument, the researcher than focused on the data analysis. Therefore, there was some procedures will be done by the researcher. Those procedures explain as follow:

### 1. Scoring classification

In analyzing the data which collected, the researcher had to determine the scoring classification which includes of content, organization,vocabulary, grammar, and mechanics.<sup>17</sup> Those assessment criteria as follow:

#### a. Content

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<sup>17</sup> J.B Heaton, *Op.Cit.*, p.146

No	Score	Classification	Criteria
1	27-30	Very good	Clear, focused, and interesting detail, complete, rich. Well focus, main idea stand out, secondary ideas do not usurp too much attention
2	15-26	Good	Clear and focused, even though the overall result may not be especially captivating support is attempt, but it may be limit or obvious, insubstantial, too general
3	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnect, lacking in purpose or theme
4	9-11	Poor	Not fluent, does not communicate, information is very limit, boring
5	5-8	Very poor	No organization, no enough to evaluate meaningful

b. Organization

To evaluate the score of the organization, the researcher use the following scale:

No	Score	Classification	Criteria
1	18-20	Very good	Fluent expression, ideas clearly state. support logical sequencing, well organize means the order, structure, or presentation is compelling and moves

			the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2	15-17	Good	The reader can readily follow what's being said, but the overall organization may sometimes be ineffective. Poor to obvious or main idea stand out logical but incomplete sequencing.
3	12-14	Fair	Lack logical sequence and development not fluent. The writing lacks direction, with ideas, detail.
4	9-11	Poor	Not communicate, transitions are very weak, leaving connection between ideas fuzzy, incomplete, or bewildering.
5	5-8	Very poor	No organization, confusing the sender, not enough to evaluate.

c. Vocabulary

No	Score	Classification	Criteria
1	18-20	Very good	Effective words, choice and usage, specific and accurate.
2	15-17	Good	Adequate range occasional error of word/idiom, choice and usage the language communicated but rarely captures the reader imagination, while the overall meaning is quite clear some words may lack precision.
3	12-14	Fair	The writer struggle with limited vocabulary, grouping for words.
4	9-11	Poor	Many errors of words/idiom, choice and

			usage. Language is so redundant, devoid of detail that only the broadest, many repetition, often word simply do not feat the text, verbs are weak ad view in nimbler, is ,are, were, dominated.
5	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

## d. Grammar

No	Score	Classification	Criteria
1	23-26	Very good	Effective complex construction few error of agreement, tense, number, word order/ function, pronouns and preposition.
2	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order, function, pronouns, and preposition but meaning seldom or cured.
3	16-19	Fair	Major problem in simple construction, frequent error of negative, agreement, tense, word order/function, pronouns, preposition and or fragment. Does not communication.
4	9-15	Poor	Dominated by error of grammar, can not be understood and evaluated.

5	5-8	Very poor	Virtually no mastery of sentence construction rules.
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e. Mechanic

No	Score	Classification	Criteria
1	5	Very good	Demonstration mastery of convention, not problem of spelling, punctuation, capitalization, paragraph.
2	4	Good	Few error of spelling, capitalization, paragraphing but not observed.
3	3	Fair	Some error spelling, punctuation, capitalization ,paragraphing.
4	2	Poor	Many errors of spelling, punctuation, capitalization.
5	1	Very poor	Illegible writing. <sup>18</sup>

The measure the quality of the students' writing score on five component observe, the result of the calculation will classify into classification as follows:

91 – 100 classified as very good

76 – 90 classified as good

61 – 75 classified as fair

51 – 60 classified as poor

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<sup>18</sup>J.B Heaton, *Writing English Language Test* ( New York, 1988), p. 146



0 – 50 classified as very poor

2. Looking for D (difference) between score variable (x) and (y)

$$D = y - x$$

3. To analyze the experiment that using pre-test and post-test, by using the the following formula:<sup>19</sup>

$$t = \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}$$

Where:

Md = mean deviation between pre-test and post-test

Xd = the deviation each subject (d-Md)

$\sum X^2 d$  = the sum of deviation quadrate

N = subject on sample

d.b = to be gotten with N-1

4. Mean score

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<sup>19</sup> Suharsimi Arikunto, *Op.Cit.*, p.349

Looking for mean from the different between pre-test and post-test, by using the following formula:<sup>20</sup>

$$Md = \frac{\sum D}{N}$$

5. Looking for t table by using the following formula.

$$(df) = N-1$$

Standard signification ( $\alpha$ ) = 0,05

Table = t table = t (1- $\frac{1}{2}$   $\alpha$ )(df)<sup>21</sup>

6. Criteria of hypothesis acceptability

Criteria of hypothesis acceptability, by using the following formula:<sup>22</sup>

If  $t_o > t_t$  = reject null hypothesis

If  $t_o < t_t$  = receive null hypothesis

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<sup>20</sup> M. Subana, *Statistik Pendidikan*, (Cet. 1; Bandung: CV. Pustaka Setia, 2000), p.131.

<sup>21</sup> M. Subana, *Ibid.* p.172-173

<sup>22</sup> M. Subana, *Ibid.* p.306

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter consists of two sections, the first dealt with finding of the researcher and the second dealt with discussion. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution.

#### A. Findings

The findings of the research were showed to describe the result of the data that were analyzed statistically. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

#### 1. Pre Test

##### a. Content

**Table 4.1**

**The criteria and percentage of the students' content in pre test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	0%

2.	Good	23-26	-	0%
3.	Fair	12-14	7	35%
4.	Poor	9-11	4	20%
	Very Poor	5-8	9	45%
	Total		20	100%

Based on the table above (table 4.1) indicated that the criteria and percentage of the students content in pre test shown that there were no student got 'very good'. There were no student got 'good'. 7 students (35%) got 'fair' score, 4 students (20%) got 'poor' scores and 9 students (45%) got 'very poor'.

b. Organization

**Table 4.2**

**The criteria and percentage of the students' organization in pre test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	-	0%
3.	Fair	10-13	5	25%
4.	Poor	7-9	5	25%
5.	Very Poor	5-6	10	50%
	Total		20	100%

Based on the table above (table 4.2) indicated that the criteria and percentage of the students organization in pre test there were no student got 'very good'. There were no student got 'good' scores, 5 students (25%) got 'fair' score, 5 students (25%) got 'poor' scores and 10 students (50%) got 'very poor'.

## c. Vocabulary

**Table 4.3****The criteria and percentage of the students' vocabulary in pre test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	1	5%
2.	Good	14-17	3	15%
3.	Fair	10-13	3	15%
4.	Poor	7-9	5	25%
5.	Very Poor	5-6	8	40%
	Total		20	100%

Table 4.3 shows that the criteria and percentage of the students vocabulary in the pre test there were 1 student (5%) got 'very good'. 3 students (15%) got 'good'scores, 3 students (15%) got 'fair' score, 5 students (25%) got 'poor' scores and 8 students (40%) got 'very poor'.

## d. Grammar

**Table 4.4****The criteria and percentage of the students' grammar in pre test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	0%
2.	Good	20-22	-	0%
3.	Fair	16-19	4	20%
4.	Poor	9-15	5	25%
5.	Very Poor	5-8	11	55%
	Total		20	100%

Based on the table above (table 4.4) shows that the criteria and percentage of the students fluency in the pre test there were no student got 'very good' for grammar, there were no students got 'good'. There were 4 student (20%) got 'fair' scores, 5 students (25%) got 'poor' scores and 11 students (55%) got 'very poor' score.

## e. Mechanic

**Table 4.5****The criteria and percentage of the students' mechanic in pre test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	0%
2.	Good	4	2	10%

3.	Fair	3	-	0%
4.	Poor	2	18	90%
5.	Very Poor	1	-	0%
	Total		20	100%

Table 4.5 shows that the criteria and percentage of the students mechanic in the pre test there were no student got 'very good'. There were 2 student (10%) got 'good'score, no students got 'fair'. 18 students (90%) got 'poor' scores and no students got 'very poor'.

The complete students' score of content, organization, vocabulary, grammar, and mechanic in pre test are percentage as follows:

**Table 4.6**  
**Students' scores of content, organization, vocabulary, grammar and mechanic in pre test.**

a. Pre-test

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X <sub>1</sub> )
R1	14	12	14	18	2	60
R2	12	10	16	18	4	60
R3	10	8	10	10	2	40
R4	5	5	5	3	2	20

R5	5	5	5	3	2	20
R6	12	12	18	16	2	60
R7	5	5	5	3	2	20
R8	8	6	7	7	2	30
R9	9	6	8	5	2	30
R10	14	7	7	10	2	40
R11	5	5	5	3	2	20
R12	12	10	16	18	4	60
R13	14	7	7	10	2	40
R14	5	5	5	3	2	20
R15	14	7	7	10	2	40
R16	10	12	12	14	2	50
R17	5	5	5	3	2	20
R18	8	5	10	5	2	30
R19	10	8	5	5	2	30
R20	5	5	5	3	2	20
						710

## 2. Post- test

### a. Content

**Table 4.7**

**The criteria and percentage of the students' content in post test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	0%
2.	Good	23-26	4	20%
3.	Fair	12-14	10	50%
4.	Poor	9-11	6	30%
5.	Very Poor	5-8	-	0%
	Total		20	100%



Based on the table above (table 4.7) indicated that the criteria and percentage of the students content in post test there were no student got 'very good'. There were 4 students' (20%) got 'good'scores, 10 students (50%) got 'fair' score, 6 students (30%) got 'poor' scores and no students got 'very poor'.

b. Organization

**Table 4.8**

**The criteria and percentage of the students' organization in post test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	3	15%
3.	Fair	10-13	8	40%
4.	Poor	7-9	9	45%
5.	Very Poor	5-6	-	0%
	Total		20	100%

Based on the table above (table 4.8) indicated that the criteria and percentage of the students organization in post test there were no student got 'very good'. There were 3 student (15%) got 'good' scores, 8 students (40%) got 'fair' score, 9 students (45%) got 'poor' scores and no students got 'very poor'.

## c. Vocabulary

**Table 4.9****The criteria and percentage of the students' vocabulary in post test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	1	5%
2.	Good	14-17	7	35%
3.	Fair	10-13	5	25%
4.	Poor	7-9	4	20%
5.	Very Poor	5-6	3	15%
	Total		20	100%

Table 4.9 shows that the criteria and percentage of the students vocabulary in the post test there were 1 student (5%) got 'very good'. 7 students (35%) got 'good'scores, 5 students (25%) got 'fair' score, 4 students (20%) got 'poor' scores and 3 student (15%) got 'very poor' score.

## d. Grammar

**Table 4.10****The criteria and percentage of the students' grammar in post test**

No	Classification	Score	Frequency	Percentage
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1.	Very Good	23-25	-	0%
2.	Good	20-22	-	0%
3.	Fair	16-19	4	20%
4.	Poor	9-15	10	50%
5.	Very Poor	5-8	6	30%
	Total		20	100%

Based on the table above (table 4.10) shows that the criteria and percentage of the students fluency in the post test there were no student got 'very good' for grammar, there were no students got 'good'. There were 4 student (20%) got 'fair' scores, 10 students (50%) got 'poor' scores and 6 students (30%) got 'very poor' scores.

e. Mechanic

**Table 4.11**

**The criteria and percentage of the students' mechanic in post test**

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	0%
2.	Good	4	1	5%
3.	Fair	3	6	30%
4.	Poor	2	13	65%
5.	Very Poor	1	-	0%
	Total		20	100%

Table 4.11 shows that the criteria and percentage of the students mechanic in the post test there were no student got 'very good', 1 student (5%) got 'good' scores, 6

students (30%) got 'fair' scores. 13 students (65%) got 'poor' scores and no student got 'very poor'.

The complete students' score of content, organization, vocabulary, grammar, and mechanic in post test were percentage as follows:

**Table 4.12**

**Students' scores of content, organization, vocabulary, grammar and mechanic in post test.**

Subject	Content	Organization	Vocabulary	Grammar	Mechanic	Total (X <sub>1</sub> )
R1	24	14	16	13	3	70
R2	24	12	16	15	3	70
R3	10	12	14	12	2	50
R4	10	8	5	5	2	30
R5	12	7	5	5	2	30
R6	26	14	18	18	4	80
R7	14	7	7	10	2	40
R8	14	7	7	10	2	40
R9	10	8	12	8	2	40
R10	14	12	14	17	3	60
R11	12	8	5	5	2	30
R12	24	12	14	15	3	70
R13	14	14	12	17	2	60
R14	10	8	7	7	2	30
R15	14	12	12	15	3	60
R16	10	10	14	16	2	60
R17	14	7	7	10	2	40
R18	10	8	12	8	2	40
R19	10	12	14	12	2	50
R20	13	12	10	12	3	50

						1000

**Table 4.13**

**The Mean Score and Standard Deviation of Pre-Test and Post-Test**

**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	20	60	35.50	15.381
Posttest	20	30	80	50.00	15.560
Valid N (listwise)	20				

Based on the table 4.13, it indicates that the standard deviation in pre-test was 15.381 and pos-test was 15.560. It also showed that the mean score of students in pre-test was 35.5 and the mean score of students in post-test was 5.0. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test.

**Table 4.14**  
**The Paired Samples Statistics of Pre-test and Post-test**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	35.50	20	15.381	3.439
	Posttest	50.00	20	15.560	3.479

The paired samples statistics of pre-test and post-test above indicated that the value of standard deviation in pre-test were 15.381 and 15.560 in post-test. Besides, the standard deviation error in pre-test was 3.439 and 3.479 in post-test. The table above also showed that the mean score in pre-test 35.5 and in post-test were 50.0. it could be concluded that the students' score improved from 35.5 to 50,0.

**Table 4.15**  
**The Paired Samples Correlations of pre-test and post-test**

**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	posttest & pretest	20	,924	,000

The table paired samples correlation of pre-test and post-test above presented that the correlation of the students ability before and after treatment was 0.9. It means that there

was significant correlation of students' writing ability through collaborative writing before and after treatment.

**Table 4.16**  
**The Paired Samples Test of Pre-test and Post-test**

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pretest - Posttest	-14.500	6.048	1.352	-17.331	-11.669	10.722	19	.000

From the table sample test 4.16, the researcher got the data that  $t_o (t_{count}) = 10.722$  and  $df$  (degree of freedom) = 19. According to the gay the value of  $t_t = 2.09$ .<sup>23</sup> It was standard of signification 0,05 with degree of freedom ( $df$ ) = 19.

## B. Discussion

Based on the result of data analysis above shows that descriptive writing was able to improve the students writing skill. We could know about the student achievement in pre-test (before giving treatment) and post-test (after giving treatment).

After finding data analysis that as. The researcher used in this research SPSS21.

In content aspect of students' achievement between pretest-posttest that is content pretest was found that there was none of student got 'very good' score, no students got 'good' , 7 students' (35%) got 'fair' score, 4 students (20%) got 'poor' scores and 9 students (45%) got 'very poor'. This is the result of the research students' writing skill before giving treatment. In post-test was found there were no student got 'very good'. There were 4 students' (20%) got 'good'scores, 10 students (50%) got 'fair' score, 6 students (30%) got

<sup>23</sup> L.R.GrY.Geoffery E.Mills.Pette Airasian, *Education Research*

'poor' scores and no students got 'very poor'. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in content aspect. The content of student writing still considered fair because their content lack of logical sequence and purpose or theme as it is referred on the rubric of content (see p. 25)

For example the R 3 and R 12's writing ( see appendix 4 ) has no clear main idea is not focused. The texts show text they have no main idea and they certain only some details.

In organization aspect of students' achievement between pretest-posttest that is organization pretest was found that there were no student got 'very good' score. There were no student got 'good'scores, 5 students (25%) got 'fair' score, 5 students (25%) got 'poor' scores and 10 students (50%) got 'very poor'. This is the result of the research students' writing skill before giving treatment. In the posttest was found that there were no student got 'very good'. There were 4 student (20%) got 'good' scores, 10 students (50%) got 'fair' score, 6 students (30%) got 'poor' scores and no students got 'very poor' score. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in organization aspect. The organization poor of student writing still considered poor because their organization not communicate, transitions are very weak, leaving, connection between ideas or bewildering as it is referred on the rubric of organization (see p. 26)

For example the R 3 and R 12's writing ( see appendix 4 ) has no fluent expression, ideas clearly state and no good placement of details.

In vocabulary aspect of students' achievement between pretest- post-test that is vocabulary pretest was found that there were 1 student (5%) got 'very good' score. 3 students (15%) got 'good'scores, 3 students (15%) got 'fair' score, 5 students (25%) got 'poor' scores and 8 students (40%) got 'very poor' score. This is the result of the research to students'



writing skill before giving treatment. And vocabulary post-test was found that there were 1 student (5%) got 'very good'. 7 students (35%) got 'good' scores, 5 students (25%) got 'fair' score, 3 students (15%) got 'poor' scores and no student got 'very poor' score. This was the result of research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in vocabulary aspect. The vocabulary of student writing still considered fair because their vocabulary no effective word, choice and usage, spesific and accurate as it is reffered on the rubric of content (see p. 27)

For example the R 3 and R 12's writing ( see appendix 4 ) the student struggle with limited vocabulary, grouping for words.

In grammar aspect of students' achievement between pretest-post-test that is grammar pretest was found that there were no student got 'very good' for grammar, there were no students got 'good'. There were 4 student (20%) got 'fair' scores, 5 students (25%) got 'poor' scores and 11 students (55%) got 'very poor' score. This is the result of the research to students' writing skill before giving treatment. In the posttest was found that there were no student got 'very good' for grammar, there were no students got 'good'. There were 4 student (20%) got 'fair' scores, 10 students (50%) got 'poor' scores and 6 students (30%) got 'very poor' scores. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in grammar aspect. The grammar of student writing still considered fair because their grammar no effective complex construction few error of agreement, tense, number, word order/fuction and preposition. (see p. 28)

For example the R 3 and R 12's writing ( see appendix 4 ) has no effective construction few error of agreement, tense, and preposition. Does not communication.

In mechanic aspect of students' achievement between pretest-posttest that is mechanic pretest was found that there were no student got 'very good' score. There were 2 student

(10%) got 'good' score, no students got 'fair' scores. 18 students (90%) got 'poor' scores and no students got 'very poor' score. This is the result of the research to students writing skill before giving treatment. In the posttest was found that there were no student got 'very good', 1 students (5%) got 'good' scores, 6 students (30%) got 'fair' scores. 13 students (65%) got 'poor' scores and no student got 'very poor' score. This was the result of the research to students' writing skill after giving treatment. It means that there were significant improvements on students' writing skill in mechanic aspect.

It can be seen on the table before where the mean score of treatment class students, there was significance different score to students' when students' giving treatment by use collaborative writing where the students' mean score in pre test was 35.5 and mean score in post test was 50.0.  $\text{post-test} > \text{pre-test} = 50.0 > 35.5$ . It means that in the post-test occurred increasing in the mean score of students'.

Beside that from the data analysis the researcher got  $t_{\text{test}} 10.72 > t_{\text{table}} 2.09$  and that was rejected. So collaborative writing was the alternative way to apply in the classroom to develop students' writing skill.

From result of data analysis researcher describes that with  $df=19$ , standard of significance ( $\alpha$ )=0.05 the researcher got  $t_{\text{table}} = 2.09$  and for  $t_{\text{test}}$  the researcher got (10.72). It means that there was significance difference the result of test and post test.

Based of discussion above, null hypothesis ( $H_0$ ) is rejected and alternative hypothesis is received. So, it can be said the students' writing skill was improved by using writing descriptive paragraph at the second year students' of SMK N 2 Palopo.

The analysis of students in pre test and post test:

a. Pre Test

SMK Negeri 2 Palopo

Secondary school to vocational school palopo is located in the path. Dr. Ratulangi balandai subdistrict bara of the city palopo province south sulawesi. Secondary school to 2 palopo have area of about 4 hectares and has majors number 11 majors, is a picture bangunan, technical machine las, technical vehicle importance, teknik bicycle motor, technical computer and jaringan, technical audio and video, technical electronics and network.

Secondary to school vocational 2 palopo to have a teacher with the number of as much as 200 people with the number of students 1.448 consisting of 1.333 students male and female students 155.

Kurikulum in school vocational 2 palopo using the curriculum 2013 to ten classes and the curriculum 2006 to class eleven and twelve.

School vocational 2 palopo have classroom as much as 41, lab as much as 3, library 1, mesjid 1 the hall 1, and have the garage as much as 11 garage, school vocational 2 palopo have some of the sport of them 1 the soccer field, 2 soccer takraw, 1 field basketball, and 2 badminton court.

In the students pre-test showed that the students made errors in their writing. In grammar They used V1 in the verb form that should be V2. Besides errors of verb in mechanic the researcher also found misspelling, punctuation and capitalization. Besides that, in content the information from the story also very limited like they jumped to far of the story so they produced unclear writing. In addition, in organization the transitions also weak, connection between ideas was fuzzy, and incomplete. In vocabulary there was many wrong spelling.

b. Post test

**Identification :**

- My close friend
- Good person
- Yayang Arianda
- Funny and like entertain

- Classmate in XI GAMBAR - Smart
- 15 years old - Religious person

**Description :**

**My close friend, Yayang Arianda**

I am Alfirah aisyah you can call me Fira. Now I want to tell you about my close friend, Yayang Arianda. She is my classmate in XI GAMBAR. I first met her when I registered as a new student at SMK Negeri 2 Palopo.

She lives in Rampoang with her older sister. She was 15 years old, same with me. Yayang is a cheerful and friendly woman. She always cares and helps her friends in trouble and never discriminates friends.

I and Yayang are pretty close friends. She likes to wear blue clothes. She always wears a veil, and she is very pretty with her veil. She is a good person, funny and likes to entertain. She likes to buy ice cream and fried food. She has a pointed nose, black and long hair, brown skin and red lips. She is a clever student, she was ranked ninth on an exam yesterday. She is smart, but she is so humble. And more, she was a religious person. She always invites her friends to pray and worship God. In class she likes to joke and talk funny things, I like her spontaneous style when we are joking. I and my friends liked her.

In the students' post test writing, the students' writing is upgrading. They produced a unified paragraph supported with a logical sequence of events. It also does not have errors in punctuation or capitalization though. But, the researcher found some errors in verb form in the students' writing test. But the grammatical error in post test is just a little less than pre test. Besides that, overall paragraphs are specific and accurate in the students' writing.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

After finding data analysis and discussion, the writer makes conclusion that:

The STAD learning model was effective to improve the students writing skill at the second year of SMKN 2 Palopo. The development was proved by calculating the difference between test pre-test and post-test by using t-test analysis.

#### B. Suggestions

Based on the result of the data analysis and conclusion, the writer proposes some suggestions as follows:

1. As an English teacher, we should apply an appropriate way to the students in teaching process, in order students can understand the material and they do not get bored in learning.
2. To develop students writing skill, the English teachers should give more writing practice in creative ways to enlarge students' competence in masterywriting process. Especially write about descriptive text.
3. The writer can help the reader to see, feel, heard, what the writer have seen in the students' writing by descriptive paragraph by using STAD learning model.
4. The students should practice their writing skill in order they have good writing.
5. The teachers have to always provide new strategy or technique in teaching the writing skill.

