



**THE EFFECT OF USING STAD TECHNIQUE ON THE EIGHTH GRADE
STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT AT
SMPN 1 TEGALAMPEL BONDOWOSO IN 2013/2014 ACADEMIC YEAR**

THESIS

By:

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2014**



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Composed to fulfill one of the requirements to obtain the S1 degree at the English Education Study Program, Language and Art Department, Faculty of Teacher Training and Education, The University of Jember

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THE UNIVERSITY OF JEMBER
2014**

DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Leth. H. Darsono and Hj. Maryani;
2. My beloved grand father and mother, Leth. Sare'at and Leth. Jumanten
3. For Henky Ferdinand who always accompanies and gives me motivation and spirit

MOTTO

Togetherhness is one of the ways to get success

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed

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Signature : _____

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Date : 20 May 2014

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THE EFFECT OF USING STAD TECHNIQUE ON THE EIGHTH GRADE STUDENTS' DESCRIPTIVE PARAGRAPH WRITING ACHIEVEMENT AT SMPN 1 TEGALAMPEL BONDOWOSO IN 2013/2014 ACADEMIC YEAR

THESIS

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I do understand that this thesis has some weaknesses. Consequently, I hope that there will be constructive criticism and suggestions from the readers to make this thesis better. Finally, I hope that this thesis will be useful for the readers.

Jember, May 2014

Writer

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SUMMARY

The Effect of Using STAD Technique on the Eighth Grade Students Descriptive Paragraph Writing Achievement at SMPN 1 Tegalampel Bondowoso in The 2013-2014 Academic Year; Ali Wafi, 090210401018; 2014: 39 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

There are many problems in teaching English as a foreign language, especially at SMPN 1 Tegalampel Bondowoso, one of the problems is writing. There are many students who feel difficulties in it, especially in describing something. It is simply because in describing something the students need ideas, vocabularies and structure. Moreover, based on the interview with the English teacher of SMPN 1 Tegalampel Bondowoso, one problem that is also worth considering is that there are many students that have different capability in English which they bring to the class. It makes the teacher think twice even three times how to address the various needs of the mixed-levels of students in a big class. Besides, the teacher usually teaches writing a descriptive paragraph monotonously by explaining briefly then giving exercises based on the students' worksheet. It seems that the good students will dominate the class and the weak students remain the same as they lose their confidence in learning English.

Concerning with the problems above, the researcher tried to apply a new technique that can involve all students (high, average, and low achievers) in the teaching learning process and let them interact, solve problems and master the material given. The technique was called STAD. STAD is categorized as one of cooperative language learning developed by Slavin and his colleagues at John Hopskin University. There are 5 (five) components in STAD, those are: 1) Class presentation 2) Group discussion 3) individual Quiz 4) Individual improvement 5) Team recognition

A research was conducted to investigate the effect of using STAD on the eighth grade students' in descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso in the 2013/2014 academic year. The population of this research was all of the eighth grade students of SMPN 1 Tegalampel Bondowoso in the 2013/2014 academic year. The research respondents were determined by taking the students' writing previous scores and analyzing by using Anova. The result was homogenous and cluster random sampling was applied to decided experimental and control groups by using lottery. Then, 34 students of grade VIII-B were selected as the experimental group that was taught descriptive Paragraph by using STAD, while 33 students of grade VIII-A were selected as the control group that was taught descriptive Paragraph by lecturing technique.

The primary data of this research were collected from the students' post test scores, while the supporting data were gained trough interview and documentation. The primary data were collected then analyzed by using t-test formula. Based on the calculation, the mean score of the experimental group was higher than the mean score of the control group (80.11 > 72.93). It means the statistical value of t-test was higher than the critical value of t-test ($4.24 > 1.9971$). Therefore, the null hypothesis (H_0) formulated: "there is no significant effect of using STAD technique on the eighth grade students' writing descriptive paragraph achievement at SMPN 1 Tegalampel Bondowoso in the 2013-2014 academic year" was rejected. On the other hand, the alternative hypothesis (H_a): "There is a significant effect of using STAD technique on the eighth grade students' writing descriptive paragraph achievement at SMPN 1 Tegalampel Bondowoso in the 2013-2014 academic year" was accepted.

The research results proved that there was a significant effect of STAD technique on the eighth grade students' descriptive paragraph writing achievement at SMPN 1 Tegalampel Bondowoso in the 2013-2014 academic year. Therefore, it is recommended for the English teachers to use STAD technique as an alternative technique in teaching descriptive paragraph writing.