ABSTRACT

Iqbal, Muhammad (2012),

THE EFFECTIVENESS OF APPLYING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN WRITING DESCRIPTIVE PARAGRAPH: A Pre-Experimental Study on the Tenth Grade Students of Kemala Bhayangkari Senior High School Kubu Raya in Academic Year 2010/2011

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Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Descriptive paragraph gives illustration and description about places, people or things. Student Team Achievement Division (STAD) is one of the cooperative learning techniques to organize cases with the principle goal being to accelerate the achievement of all students. The choices STAD Technique is based on the assumption that this technique can assist and guide the students to write without terminating their ideas in writing. Since the use of STAD Technique becomes the solution to this barrier, the writer ascertains that this technique is significantly suitable to increase the students' descriptive paragraph writing.

Pre-Experimental study was applied in this research. To collect the data, this research provided the writing test and to measure the students' achievement on writing descriptive paragraph, the writer used scoring analysis of writing paragraph adapted from Heaton (1988). The research problem was to investigate the effectiveness of the application of STAD technique to develop the students' descriptive paragraph writing. There were two sets of test given to the students: pre-test and post-test. The population of this research was the tenth grade Students of SMA Yayasan Kemala Bhayangkari. There were six classes of this grade, which consists of 245 students. In this research, the writer selected class X C as the sample of this research with 40 students. Based on this way, he applied cluster sampling.

The result of this research showed that the achievement of students from pre-test to post-test increases with the interval was 11.6 (eleven point six). The pre-test score was 49.04 (fourty nine point zero four), which determines poor qualification. However, the post-test score was 60.6(sixty point six), which determines average to good qualification. While the significant influence of Pre-test and Post-test was 5.3 (five point three) with 0.05 (5%) degree of freedom (df) and significant score of effect size was at 1.3 (one point three) and categorized as highly effective.