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PROCEEDINGS

Seminar on: "Method of Writing Scientific Article and Publishing in International Journal"

Conducted by English Study Program of
Teacher Training and Education Faculty of
Nommensen HKBP University
Pematangsiantar
20th April 2017

Editors:

Prof. Dr. Selviana Napitupulu, M.Hum
Dr. Sanggam Siahaan, M.Hum
Drs. Bloner Sinurat, M.Hum
David B. Manalu, S.Pd., M.Pd

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The Effect of STAD on Students' Writing Recount Text

You Vita Pasaribu¹

Melvin M. Simanjuntak, S.Th., M.Si²

^{1,2}(FKIP Universitas HKBP Nommensen, Pematangsiantar, Indonesia)

Abstract : This research aimed to know the effect of student team achievement division (STAD) teaching method to the ability of Eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar. This research design is quantitative research which the population was all of students at eighth grade students in SMP Negeri 1 Pematangsiantar in the academic year 2016/2017. The sample of this research is gotten by using random clustering sampling. The total sample in this research is 60 students which is divided into two class, namely experimental class and control class. The instrument of collecting data was the written test form. After the treatment was done, the writer found that t-test is higher than t-table. The writer concluded that STAD teaching method could develop the students' ability in writing recount text.

Keywords: Recount text, STAD, Writing

I. INTRODUCTION

In Indonesia, English is implemented as a foreign language. Students in Indonesia learn English as a foreign language in a subject. Harmer (2007:19) explains that "EFL described situations where students were learning English in order to use it with any other English speaker in the world...". In this case, students know well about the sentence patterns and diction and they should be implemented in four skills, such as listening, speaking, reading, and writing. There are two productive skills in learning English namely writing and speaking. From these productive skills, writing is the focus of this research.

According to Heaton (1981:138), writing is more complex and difficult for teaching, requiring, and mastering not only of grammatical and rhetorical devices but also conceptual and judgement. From Heaton's opinion, it can be concluded that writing is a very important subject because it trains us to share ideas from our brain. It is not easy to translate concept in our brain to be a written language.

Since writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reasons which make writing is difficult. First, writing requires good grammar. A non native person has to remember a large number of rules in structures which are quite different from their own language. Second, people are often known to spend more time to write than to listen, to speak, and even to read. Third, when students of English as a foreign language write something, they have a big question in their mind whether their writing is correct or not.

Based on the researcher's experience when teaching practice, the researcher found some difficulties of students especially in writing recount text. When the teacher asked the students to write an example of recount text, they are tend to confused to write it. It looks like they have had an idea but they are difficult to

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Based on the researcher's experience when teaching practice, the researcher found some difficulties of students especially in writing recount text. When the teacher asked the students to write an example of recount text, they are tend to confused to write it. It looks like they have had an idea but they are difficult to

construct it become a text. Besides, they are also difficult to choose the appropriate words especially in past tense in their writing. The difficulties of students looked when they have to use irregular verbs. There are many of students who are not able to differentiate regular verbs and irregular verbs. These situations make them to spend much time in writing especially recount text. Oftentimes, they became bored and passive in teaching learning process.

To increase the students writing achievement especially in recount text, the researcher suggests the using of STAD teaching method as a new method is recommended. An observation of English teaching has conducted by applying Robert Slavin's cooperative system, students are grouped by mixed-ability and gain points for the group based on a comparison of their own individual learning expectation. The reason for this application is based on the assumption that by applying this learning strategy, it is acknowledge that the writing skill, in this case is recount text can be facilitated effectively.

In this study, the problem of the research What is the effect of Student Team Achievement Division Teaching Method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar?

II. LITERATURE REVIEW

Student Team Achievement Division (STAD) Teaching Method

STAD (Student Team Achievement Division) is a one of the oldest and most extensively researched form of cooperative learning. Robert Slavin and John Hopkins, his colleagues in University developed STAD teaching. Slavin states: "STAD system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. "(1995: 33).

Gross (1991:56) also said that STAD is a technique in the teaching learning process that is effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group. It is considered a good model because as one the CL techniques, it can raise students' motivation in learning by exchanging and sharing information, reinforcing each other, giving feedback and having the responsibility for their tasks in group work. Furthermore, Arends (2007:352) states that in the STAD model of cooperative learning; students in heterogeneous teams help each other by variety of cooperative study method and quizzing procedures. Because the students will be divided into some groups and each members in a group will divided in different sex, ethnic, ability. Therefore, they can share it together.

Based on the description above, it can be concluded that STAD is one of the Cooperative Learning method that is assigned students into four-member learning teams that are mixed in performance level, gender, ethnicity. In this method, all of the students have the same responsibility for their tasks in group work. So, the researcher hopes that by using this method, the students will be more enthusiasm and encouraged on writing recount text in learning process.

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The Components of STAD

Slavin (1995: 72) stated that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions.

1) Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

2) Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistakes. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

3) Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

4) Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a 'base' score, derived from the student's average past performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score (percentage correct) exceed their base score.

5. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student's team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

The Process of STAD Teaching Method in the Classroom

The process of using STAD method in the classroom deals with the preparation and schedule of activities as the implementation of the STAD method is proposed by Slavin (2009: 151).

Before using STAD method we need some preparation in order to make the learning process run successfully. The preparation is as follows:

a) Material

STAD can be used with curriculum material specifically design for student's team learning or it can be used with material adopted from text books or other published source or with teacher-made material. However, it is easy to make your own material as simple making worksheet, answer sheet and a quiz for each unit you play to teach. Each unit should occupy three to five day's instruction. In this study, the researcher used some texts which are available in the source book as the material.

b) Assigning students to teams

As we know, STAD represents a cross-section of the class. A good team in the class is a four to five persons that re half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessarily high compared with national norms. The researcher may take likes, dislike and deadly combination of students into account in assigning students to team, but in deciding teams do not let the students choose their own because they will tend to choose others like themselves. Instead follow these steps:

- Make copies of team summary sheet
The researcher makes one copy of a team summary sheet for every four to five students in her class.
- Rank students
On a sheet of paper, the researcher ranked the students in her class from the highest to lowest in past performance. The researcher used whatever information she had to do this.
- Decide on the number of teams
Each team should have five members if possible. To decide how many teams the researcher would have, she divided the number of students in the class by five. The students of VIII-11 consist of 30 students, so the researcher divided the students into six groups; each group consisted of five students with different performers.
- Assign the students to teams
In assigning students to teams, balance the team so that 1) each team is composed of students whose performance levels range from low to average to high and 2) the average performance levels of all the teams in the class is about equal.
- Fill out team summary sheet
Fill in the name of the students on each team summary sheet, leaving the team name of space blank. In this study, the researcher assigned the students into team. In this phase, the researcher used the students' result of the last test they have done. Because the total of the students was 30 students, so they were divided into 6 groups.

c) Determining initial base score

Base score represent students' average score on the past quizzes.

d) **Team building**

Before starting any cooperative learning program, the researcher started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

The Steps of Activities in STAD Teaching Method

According to Slavin (2009: 151) STAD consists of a regular cycle of instructional activities, as follows:

- (a) **Teach.** The teacher presents the lesson
- (b) **Team study.** During team study, team member's task are to master the material presented by the teacher and to help their teammates master the material. Students have worksheets and answer sheets they can use to practice their skill.
- (c) **Test.** Students take individual quizzes. It is not allowed for team to work together on the quiz.
- (d) **Team recognition.** Team scores is calculated based on progress score.
 - Calculate Improvement score. Students earn points for their teams based on the degree to which their quiz scores exceed their base scores.
 - Recognize team achievement.

The Advantages and Disadvantages of STAD Teaching Method

A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages (Slavin, 1995:17) in Karmawati Yusuf (2010) as follows:

- (1) Students work together in achievement its objectives by upholding the norms of the group.
- (2) Actively assist and motivate students to succeed shared passion.
- (3) Active role as a peer tutor to further enhance the success of the group.
- (4) Interaction among students with increasing their ability to argue.

In addition, STAD also has disadvantages, concluded as follows:

- (1) Require a longer time for students, so it is difficult to achieve the target curriculum
- (2) Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
- (3) Require special skills of teachers so that not all teachers can do cooperative learning
- (4) Specific nature of students' demand, such as the nature of love to work together.

Writing

According to Kern (2000:172), "Writing is functional communication, making learners possible to create imagined worlds of their own design." Writing as one of four language skills is considered as a difficult skill because the researcher should make some aspects in writing such as content,

organization, purpose, vocabulary, punctuation, and spelling in a balance way.

Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what intends to write. Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Finnochiaro (1974:86) said that writing has been characterized as written thinking. It means that writing is a way to produce language that comes from our thought. In the writing process, the researcher tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other. So, it can be concluded that writing is a process to share idea or opinion's researcher to a written text.

The Writing Process

The writing process is about how the stages of writing applied by the researcher. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The researcher should think the topic that they want to write down on a paper. Harmer (2004: 11) explains the some stages of the writing process. The stages are presented as follows:

1) Planning

In this stage, the students make a list of ideas related to the topic. They plan what they are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the facts, ideas or arguments.

2) Drafting

After the students have a list of ideas related to the topic, it is the stage for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3) Editing

In this stage, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it also encourages students to find and correct their mistakes in writing.

4) Final Version

In this last stage, the students re-write their draft after revising with peers and teachers. The students have a good written text in the final product since they do the editing process before.

Text

Human being lives in a world of words. When these words are put together to communicate a meaning, a piece of text is created. When speaking or writing to communicate a message, there are constructing a text. When reading, listening or view a piece of text, there are interpreting its meaning. In general, text is an article which often read.

According to Hartono (2005), text is a unit of meaning which is coherent and appropriate for its context. Human beings are different from other creatures that live in a world. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expressions; it is mean human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. It means that when the researcher uses language to write, he is creating and constructing a text. When the reader reads a text, he is interpreting texts. Moreover, creating and interpreting text also occur when they are talking and listening.

Halliday and Hasan(1984) said that a text is a social exchange of meanings. The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the meaning of that sentence is one drink for all or one drink for each. Therefore, the teacher must be able to develop students' abilities to exchange the meanings in different points of sentence. So, based on the opinions above, it can be concluded that text is a collection of word has function to communicate message.

Genre of Writing

Knapp and Watkins (2005:17) stated that genre, text, and grammar model of written language proposed here is primarily concerned with 'what's going on' in writing. Genre is the important one in writing, because genre can guide the students or someone who wants to start writing. Genre is kinds of text with describe the general of text. Generally, the writing text can be provided into narrative, descriptive, news item, expository and argumentative text.

Genre is one of the most important and influential concepts in language. A genre can be defined as cultural specific test-type which result from using language written or spoken to help accomplish something. According to Gerrot and Wrignell (1994) stated that there are many kinds of genre, such as:

- a) Spoof
Social function is to retell an event with a humorous twist.
- b) Recount
Social function is to retell or inform an event or activity in the past.
- c) Report
Social function to describe the way things are, with reference or to a range of natural phenomenon or things in the world.
- d) Exposition
Social function is to persuade the reader or listener that something in case or not.
- e) News Item
Social function is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

- f) Anecdote
Social function is to share with others an account of an unusual or amusing story.
- g) Narrative
Social function to amuse, entertain or to deal with actual or vicarious experience in different ways.
- h) Procedure
Social function is to describe how something is accomplished through a sequence of actions or steps is done.
- i) Description
Social function is to describe a particular person, place or thing.
- j) Explanation
Social function is to explain the processes involved in the information or workings of natural or social phenomena.
- k) Discussion
Social function is to present (at least) two points of view about an issue.
- l) Review
Social function is to give critique an art work or event for a public audience.

In this study, the researcher uses recount text will be taught to the students by using STAD teaching method.

Recount Text

According to Anderson (1997: 48), "a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened". In this study, students are assigned to write a recount text. Gerot and Wignell (1994:194) found that recount text has social function, generic structure, and linguistic features that are as follows:

- a. Social function of recount text is to retell events for the purpose of informing or entertaining.
- b. Generic structure:
 - 1) Orientation provides the setting and introduces participants. It tells who was involved, what happened, where the events took place, and when it happened.
 - 2) Events tells what happened and in what sequence.
 - 3) Re-orientation consists of optional-closure of events.
- c. Linguistic features
 - 1) Focus on specific participants
 - 2) Use of material processes
 - 3) Circumstances of time and place
 - 4) Use of past tense
 - 5) Focus on temporal sequence

Example of recount text:

My First Experience to Ride Motorcycle

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me. *(Orientation)*

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can". *(Event 1)*

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch. *(Event 2)*

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride the motorcycle. *(Reorientation)*

(Quoted from <http://www.englishindo.com/2012/01/9-contoh-recount-text-pilihan.html>)

III. RESEARCH METHOD

Research Design

The researcher applies quantitative research for this research. According to Ary (2010:22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses". This research is designed to describe and to prove the effectiveness of applying Student Team Achievement Division (STAD) teaching method to the students' ability in writing recount text and to attract the students, so they are motivated to learn.

Population

According to Ary (2010: 148), "a population is defined as all members of any well-defined class of people, events, or objects". The population of this research is the eighth grade students of SMP Negeri 1 Pematangsiantar. It consists of 12 classes (VIII-1 – VIII-12). There are 30 students in each class so the number of population is 360 students.

Sample

According to Ary (2010:148), "a sample is a portion of a population". The researcher chooses random sampling to take the sample. The sample is taken from the population. The researcher takes students as samples by a suitable technique of sampling. Random sampling technique means withdraw the number

of population randomly (Arikunto 1995:126). Through this technique will give the same opportunity to the population to be a sample because chosen randomly. Here the researcher takes two classes (VIII-11 and VIII-8) from twelve classes as the samples that consist of 30 students of each class. One class will be control class (grade VIII-8) and the other one as experimental class (VIII-11). In experimental group the researcher will apply Student Team Achievement Division and in control group the researcher does not use Student Team Achievement Division.

Technique of Collecting Data

According to Arikunto (2013:266), in conducting the test, there will be applied into 3 steps : pre-test, treatment, and post-test.

Technique of Analyzing Data

After the data are collected, then the researcher analyzed the data by the following steps:

1. The researcher calculated the mean (M) of variable X and Y by using the following formula :

The form : (Arikunto, 2010)

$$1. Mx = \sum \frac{x}{Nx}$$

$$2. My = \sum \frac{y}{Ny}$$

2. The researcher calculated the Standard Deviation of each class or variable by using the following formula:

The form : (Arikunto, 2010)

$$SDx = \sqrt{\frac{N \sum x^2 - (\sum x)^2}{N(N-1)}}$$

$$SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

3. After that, the two classes are compared using t-test to know what is the effect of using STAD teaching method on the students' ability in writing recount text. The t-test formula (Arikunto, 2010:354) is used as follow :

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{|Nx + Ny| - 2} \right\| \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

IV. RESULT AND DISCUSSION

The Result of Pre-Test and Post-test in Experimental Class

Pre-test in Experimental Class

a) $N = 1914$

b) Mean = $\frac{\text{pre-test}}{N} = \frac{1914}{30} = 63.8$

c) Standard Deviation (SD)

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

$$SDx = \sqrt{\frac{30(123944) - 1914^2}{30(30-1)}}$$

$$SDx = 7.94$$

Post-test in Experimental Class

a) $N = 2298$

b) $\text{Mean} = \frac{\text{post-test}}{N} = \frac{2298}{30} = 76.6$

c) Standard Deviation (SD)

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

$$SDx = \sqrt{\frac{30(177284) - 2298^2}{30(30-1)}}$$

$$SDx = 6.58$$

The Result of Pre-Test and Post-test in Control Class

Pre-test in Control Class

a) $N = 1879$

a) $\text{Mean} = \frac{\text{pre-test}}{N} = \frac{1879}{30} = 62.63$

b) Standard Deviation (SD)

$$SDx = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$SDy = \sqrt{\frac{30(119271) - 1879^2}{30(30-1)}}$$

$$SDx = 7.38$$

Post-test in Control Class

a) $N = 2108$

b) $\text{Mean} = \frac{\text{post-test}}{N} = \frac{2108}{30} = 70.26$

a) Standard Deviation (SD)

$$SDy = \sqrt{\frac{N \sum y^2 - (\sum y)^2}{N(N-1)}}$$

$$SDy = \sqrt{\frac{30(149394) - 2108^2}{30(30-1)}}$$

$$SDy = 6.62$$

Testing the T-test Formula

To find out whether the Student Team Achievement Division (STAD) teaching method had the effect of students' ability in writing recount text, the data had been calculated by using t-test formula. The formula is as follow :

$$\begin{array}{lll} Mx & = 12.8 & \sum x^2 = 1132.8 & Nx = 30 \\ My & = 7.63 & \sum y^2 = 190.97 & Ny = 30 \end{array}$$

$$t = \frac{Mx - My}{\sqrt{\left\| \frac{\sum x^2 + \sum y^2}{Nx + Ny} - 2 \right\| \left[\frac{1}{Nx} + \frac{1}{Ny} \right]}}$$
$$t = \frac{12.8 - 7.63}{\sqrt{\left\| \frac{1132.8 + 190.97}{30 + 30} - 2 \right\| \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

T-test = 4.20

The data showed the score of the students that using Student Team Achievement Division (STAD) teaching method is higher than the student's score without using Student Team Achievement Division (STAD) teaching method. It can be proved from the mean of post-test in experimental group was 76.6 and the mean of post-test in control group was 70.26. It showed that the score of the students in experimental group was higher than control group.

So based on the analysis of the data, t-test is higher than t-table (4.20 > 2.00) at the level of significant (0.05). It shows that there is an effect of using Student Team Achievement Division (STAD) teaching method to the ability of students in writing recount text at SMP Negeri 1 Pematangsiantar.

Discussion

The purpose of this research is to find out whether teaching by using Student Team Achievement Division (STAD) teaching method is more significant than without using Student Team Achievement Division (STAD) teaching method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar.

According to Slavin (1995: 33), STAD is a teaching method which students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. The main idea behind STAD is to motivate students to encourage and other master's skill present by the teacher. It is shown by the students' enthusiasm in doing discussion group and most of the students more understand what the teacher said. It indicates that by applying Student Team Achievement Division (STAD), the students' ability in writing recount text has increased.

In this research, the researcher used two classes as the sample that consists of 30 students of each class. One class was chosen to be the experimental group and this group received treatment by using Student Team Achievement Division (STAD) teaching method and the other one as the control group received a

different treatment or without Student Team Achievement Division (STAD) teaching method.

To know the effect of Student Team Achievement Division (STAD) teaching method, the researcher gave the student a pre-test and post-test. The test is essay test. From the analysis of the data, the researcher found that the mean of pre-test in experimental group is 63.8 and the mean of post-test in experimental group is 76.6, and the mean of pre-test in control group is 62.63 and the mean of post-test in control group is 70.26. Then, T-observed is higher than T-table ($4.20 > 2.00$) at the level of significant is 0.05 with $df = 58$ ($N_x + N_y - 2 = 30 + 30 - 2 = 58$), it means that there is an effect of using Student Team Achievement Division (STAD) teaching method to the ability of eighth grade students in writing recount text at SMP Negeri 1 Pematangsiantar.

Based on the result of the research, the researcher concludes that in teaching writing by using Student Team Achievement Division (STAD) to the ability of eighth grade students in writing recount text is more effective than without using Student Team Achievement Division (STAD) teaching method.

V. CONCLUSION

The success in teaching learning process does not depend on the lesson program only, but more important is how the teacher presents the lesson and uses various techniques to manage the class more lively and enjoyable. The result of t-test shows that t_{obs} is higher than t_{table} $4.20 > 2.00$; $p = 0,05$, it can be concluded that Student Team Achievement Division (STAD) teaching method significantly affects on students' ability in writing recount text. The result of the test showed that using STAD teaching method to the ability of students in writing recount text is more effective than without using STAD teaching method to the ability of students in writing recount text.

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