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**THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION
(STAD) ON STUDENTS' WRITING ABILITY AT STATE JUNIOR
HIGH SCHOOL 2 RUMBIO JAYA**



UIN SUSKA RIAU

BY:

YONDRA SLAMAT
SIN. 11810413518

UIN SUSKA RIAU

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1447 H/2025 M**

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HIGH SCHOOL 2 RUMBIO JAYA**



BY:

YONDRA SLAMAT
SIN. 11810413518

Thesis

Submitted as partial fulfillment of the requirements
for Bachelor's Degree of English Education
(S.Pd)

UIN SUSKA RIAU

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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STATEMENT OF AUTHENTICITY

I hereby,

Name : YONDRA SLAMAT
 Student Number : 11810413518
 Phone Number : 082170410432
 E-mail : yondraslamat2@gmail.com
 Department : English Education
 Faculty : Education and Teacher Training
 University : State Islamic University Sultan Syarif Kasim Riau

Certify that this *skripsi* entitled “**THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENTS’ WRITING ABILITY AT STATE JUNIOR HIGH SCHOOL 2 RUMBIO JAYA**” is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, July, 2025



YONDRA SLAMAT
SIN. 11810413518



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SUPERVISOR APPROVAL

The thesis entitled *The Effect of Using Student Teams Achievement Division (Stad) On Students' Writing Ability At State Junior High School 2 Rumbio Jaya* by Yondra Slamet, 11810413518. It has been accepted and approved to be examined in the meeting of the Final Examination Committee of Undergraduate Degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.


Pekanbaru, Zulkaidah 23th, 1446 H
May 21th, 2025 M

Approved by

The Head of
English Education Department,


Dr. Faurina Anastasia, S.S., M.Hum
NIP. 19810611 200801 2 017

Supervisor,


Rizki Amelia, M.Pd
NIP. 198308202023212036

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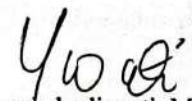
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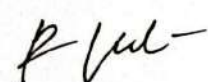
Examiner I


Dr. Faurina Anastasia, S.S., M.Hum
NIP. 1981061120098012017

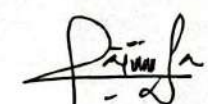
Examiner II


Kurnia budiayanti, M.Pd
NIP. 198407142025212015

Examiner III



Dr. Riza Amelia, M.Pd
NIP. 198204152008012017

Examiner IV


Nurdiana, M.Pd
NIP. 198108222014112003

Dean

Faculty of Education and Teacher Training


Dr. H. Kadar, M. Ag
NIP. 196505211994021001

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”. It is a scientific writing to fulfill one of the academic requirements to finish the bachelor's degree (S.Pd) at the Department of English Education Faculty of Education and Teacher Training State the Islamic University of Sultan Syarif Kasim Riau. Then, shalawat and greetings are always presented to the last messenger of Allah, Prophet Muhammad SAW who has inspired and lightened many people worldwide.

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painful part, in the end everyone has their time and every time has its people

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Finally, the researcher realized that this thesis is still far from perfection. Therefore, constructive comments, critiques, and suggestions are appreciated very much. May Allah, the Most high, the Ruler of the Universe, bless us. Aamiin.

Pekanbaru, June 5th, 2024

The Researcher

YONDRA SLAMAT
SIN. 11810413518

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ABSTRACT

Yondra Slamet (2025) : The Effect of Using Student Teams Achievement Division (STAD) on Students' Writing Ability at State Junior High School 2 Rumbio Jaya

Writing has been considered as a very demanding skill and a complex recursive process that involves a range of knowledge (eg, grammar, genre, vocabulary, and metacognitive competencies). That is why it has been documented in various studies over the last few decades. The purpose of this research is to know the difference of the students' students' writing ability before using student teams achievement division (STAD) technique at State Junior High School 2 Rumbio Jaya. There were 34 students as samples by using simple purposive sampling technique. This research approach was quantitative method and the design that is used in this research was a pre-experimental design. In collecting the data, the researcher distributed writing test to the respondents to measure the students writing ability. The researcher used Paired Sample T-test with the help of SPSS 25.0 software to analyze the data. The result of this research shows that the students' writing ability before and after using student teams achievement division (STAD) technique at State Junior High School 2 Rumbio Jaya are in the same level which is good level. But the post-test have a better mean score that the pre-test. Next, from the inferential analysis by using paired sample T-test, the researcher found that there is significant difference of students' writing ability before and after using Student Teams Achievement Division (STAD) technique at State Junior High School 2 Rumbio Jaya.

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ABSTRAK

Yondra Slamet (2025) : Pengaruh Penggunaan Model Student Teams Achievement Division (STAD) terhadap Kemampuan Menulis Siswa di SMP Negeri 2 Rumbio Jaya

Menulis telah dianggap sebagai keterampilan yang sangat menuntut dan proses rekursif yang kompleks yang melibatkan berbagai pengetahuan (misalnya, tata bahasa, genre, kosa kata, dan kompetensi metakognitif). Itulah sebabnya telah didokumentasikan dalam berbagai penelitian selama beberapa dekade terakhir. Tujuan dari penelitian ini adalah untuk mengetahui perbedaan kemampuan menulis siswa sebelum menggunakan teknik student teams achievement division (STAD) di SMP Negeri 2 Rumbio Jaya. Terdapat 34 siswa sebagai sampel dengan menggunakan teknik simple purposive sampling. Pendekatan penelitian ini adalah metode kuantitatif dan desain penelitian yang digunakan dalam penelitian ini adalah desain pra-eksperimental. Dalam mengumpulkan data, peneliti membagikan tes menulis kepada responden untuk mengukur kemampuan menulis siswa. Peneliti menggunakan Paired Sample T-test dengan bantuan perangkat lunak SPSS 25.0 untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa kemampuan menulis siswa sebelum dan sesudah menggunakan teknik student teams achievement division (STAD) di SMP Negeri 2 Rumbio Jaya berada pada level yang sama yaitu level baik. Namun, post-test memiliki skor rata-rata yang lebih baik daripada pre-test. Selanjutnya, dari analisis inferensial dengan menggunakan paired sample T-test, peneliti menemukan bahwa ada perbedaan yang signifikan kemampuan menulis siswa sebelum dan sesudah menggunakan teknik Student Teams Achievement Division (STAD) di SMP Negeri 2 Rumbio Jaya.

ملخص

يوندرا سلامة، (٢٠٢٥): تأثير استخدام نموذج تقسيم إنجازات فرق التلاميذ على مهارة الكتابة لدى تلاميذ المدرسة المتوسطة الحكومية

٢ بروميو جايا

الكتابة قد تم اعتبارها مهارة تتطلب الكثير من الجهد وعملية متكررة معقدة تتضمن مجموعة متنوعة من المعرفة (على سبيل المثال، القواعد، والنوع، والمفردات، والكفاءات المعرفية). ولهذا السبب تم توثيقه في العديد من البحوث على مدى العقود الماضية. هدف هذا البحث هو تحديد الاختلافات في مهارة الكتابة لدى التلاميذ قبل استخدام أسلوب تقسيم إنجازات فرق التلاميذ في المدرسة المتوسطة الحكومية ٢ بروميو جايا. كان هناك 34 تلميذا كعينة باستخدام تقنية أخذ العينات الهادفة البسيطة. ومنهج البحث هو منهج كمي وتصميم البحث المستخدم في هذا البحث هو تصميم ما قبل التجريبي. وفي جمع البيانات، قام الباحث بتوزيع اختبارات كتابية على المشاركين لقياس مهارة التلاميذ على الكتابة. استخدم الباحث الاختبار التائي للعينات المقترنة بمساعدة برنامج الحزمة الإحصائية للعلوم الاجتماعية لتحليل البيانات. تشير نتائج هذا البحث إلى أن مهارة الكتابة لدى التلاميذ قبل وبعد استخدام أسلوب تقسيم إنجازات فرق التلاميذ في المدرسة المتوسطة الحكومية ٢ بروميو جايا هي على نفس المستوى، أي مستوى جيد. ومع ذلك، كان متوسط الدرجات في الاختبار البعدي أفضل من متوسط الدرجات في الاختبار القبلي. علاوة على ذلك، من خلال التحليل الاستدلالي باستخدام الاختبار التائي للعينة المزدوجة، وجد الباحث أن هناك فرقا كبيرا في مهارة التلاميذ على الكتابة قبل وبعد استخدام أسلوب تقسيم إنجازات فرق التلاميذ في المدرسة المتوسطة الحكومية ٢ بروميو جايا.

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- APPENDIX 2 Test
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CHAPTER I INTRODUCTION

A. Background of the Problem

Writing has been considered as a very demanding skill and a complex recursive process that involves a range of knowledge (eg, grammar, genre, vocabulary, and metacognitive competencies). That is why it has been documented in various studies over the last few decades. Bram (1995) says that writing means to try produce or reproduce written message, it should have something meaningful to convey. To put the messages successfully, the writer apply a number of writing strategies. According to Donn Byrne (1988) writing is organizing the sentences into a text, into a coherent whole which is as explicit as possible and complete in itself that are able to communicate successfully with the readers through the medium of writing. From the definitions above, it can be concluded that writing ability is capacity of someone to produce written message from words, into sentences, into text, into coherence whole where the readers can understand the meaning.

According to Salma (2015) writing ability is very crucial for the students as one of the communication tools and cannot be separated from the process of language learning allowing students to express their ideas, thoughts and feelings in the written form. Hammadi and Sidek (2015) noted that writing in education is a way how students communicate with peers and instructors professionally and engage in learning activities. Writing can help students to develop their social skill and promote their critical thinking. It encourages students to think critically in the process of giving argument and

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judgment. Therefore, writing is pivotal to be taught to students. Jacob (1993) reported that writing encompasses content, organization, vocabulary, language use (grammar) and mechanism. Widiawati and Cahyono (2006) assert that teaching writing can support to reinforce grammar, reading, and vocabulary to use for communicative purposes.

However, writing has been considered as the complicated skill to be taught to the students. Zheng in Sohli and Eginli (2020) argued that acquiring writing skill in a second language is considered to be more challenging than the other language skills. According to Heaton (1974) writing is complex and difficult to teach requiring mastery not only of grammatical and rhetorical devices but also concept and judgment. Therefore, the implementation of teaching writing to junior high school students in EFL context remains challenging.

To bring out the effort, the curriculum has to prepare the students to achieve the competence. It also prepares the students to communicate using language to participate in the society. The main objective is to make the writing become easier to learn for the students, especially recount text. An understanding of the concept allows writing teachers to identify the kinds of texts that students will have to write. In writing, we should follow the generic structures of the text including the use of grammar. Based on the 2013 curriculum, there are many texts type that should be mastered by the students. One of them is recount text. This text is taught to the second year students because it is considered as the important text that should be taught not only in

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junior high school but also in senior high school. Recount text is a text that tells about something happened in the past. Most of the students get difficulties in writing recount text because they still lack competence in language features and generic structures of recount text.

Because of the difficulties of writing especially in recount text, some efforts have been made to solve the problem. To bring out the effort, the teacher have to youse the right teaching technique or mtehod. The teaching technique is one of the important things in teaching learning process. It is supported by Finnochiaro (1974) who says that a teacher needs methods and techniques of teaching English as a second language to develop certain skills and insight. She also says that language learners should be given insight to the place and function of various language items and skills in listening, speaking, reading, and writing activities. In the 2013 curriculum, genre is one of the most important and influential concept in language education. According to Byrne in Irawansyah (2016), genre based approach is defined as a framework for language instruction based on examples of a particular genre.

State Junior High School 2 Rumbio Jaya is a formal institution in Rumbio Jaya, Kampar. English is one of the subjects taught at this school. This school follows the Curriculum 2013 (K13), and English is taught twice a week for 45 minutes each time. Of course the teacher also implement the K13 recommended teaching technique which is genre to teach writing to their students. The use of this teaching technique is expected to help the

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students to improve their writing ability but the problem in the student's writing ability still exist.

Based on the preliminary study by interviewing the students, there are some problems of students' writing ability in this school. Some of the students find it difficult in getting started on writing assignments. Then, there are also many careless errors and poorly planned papers and reports. Some of the students do not have interest in joining writing class. They have lack of motivation in writing class. Moreover, based on interview with the English teacher in this school, the students have a low score in writing. So many students did not achieve the class minimum completeness criteria.

Regarding the problems faced by students in writing recount texts above, the writer proposed that teaching writing using cooperative learning is one of the appropriate techniques. In team work learning format, the students' achievement is facilitated by cooperative learning. One kind of cooperative learning is Student Teams Achievement Division (STAD). This method was devised by Slavin and his associates at John Hopkins University. This system uses group heterogeneity and divides class into several team works. After that during team study, group members work cooperatively with the teacher providing worksheet and answer sheets. In Student Teams Achievement Division (STAD) the students' interest can be stimulated by the classroom give and take process. Thus, the boarder context of communicative, meaning seeking and information processing will occur.

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According to Ganing (2021), after used STAD in grade seven of Junior High School 2 Candi, the process of teaching writing descriptive text by teacher was running well. The teacher takes steps in the teaching and learning process activities well, including in compiling materials and evaluating student learning outcomes. Moreover, based on a study by Hayatunisa (2013), STAD technique was effective in teaching writing skill. Additionally, the technique was found to be potential to provide better. Besides, a study by Ruska (2017) entitled “The use of Students Teams Achievement Divisions (STAD) technique in teaching writing recount text” concluded that the average score of the students’ writing recount text before and after the treatment with the use of Students’ Team Achievement Division in teaching writing recount text is different. Second, the effectiveness of STAD in teaching writing a recount text has strong effect. It can affect the students’ ability in writing recount text significantly.

Based on explanation above, the researcher is interested in carrying out a research entitled: **“The Effect of Using Student Teams Achievement Division (STAD) on Students’ Writing Ability at State Junior High School 2 Rumbio Jaya”**.

2. Identification of the Problem

The researcher found that most of the students of Junior High School 2 Rumbio Jaya have problems in writing recount text. They are difficult in getting started on writing assignments. Then, there are many careless errors and poorly planned papers and reports. Also, based on interview with the

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English teacher in this school, the students have a low score in writing. Moreover, the students have lack of motivation in writing class.

Limitation of the Problem

Based on the background above, the limitation of this study is using Student Teams Achievement Division (STAD) on students's writing ability especially in recount text in order to know the significant effect of using this technique at the second year students of State Junior High School 2 Rumbio Jaya.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem of this research into the following research question:

1. How is the students' writing ability of recount text taught without using Student Teams Achievement Division (STAD) at the second year students at State Junior High School 2 Rumbio Jaya?
2. How is the students' writing ability of recount text taught by using Student Teams Achievement Division (STAD) at the second year students at State Junior High School 2 Rumbio Jaya?
3. Is there any significant effect of using the Student Teams Achievement Division (STAD) on students' writing ability of recount text in the second year students at State Junior High School 2 Rumbio Jaya?

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E. Objective of the Research

Based on the formulation of the problem above, the objective of this research are:

1. To investigate the students' writing ability of recount text taught without using Student Teams Achievement Division (STAD) at the second year students at State Junior High School 2 Rumbio Jaya.
2. To investigate the students' writing ability of recount text taught by using Student Teams Achievement Division (STAD) at the second year students at State Junior High School 2 Rumbio Jaya.
3. To investigate whether there is significant effect of using the Student Teams Achievement Division (STAD) on students' writing ability of recount text in the second year students at State Junior High School 2 Rumbio Jaya.

F. Significance of the Research

This study was expected to give positive impact to give accurate information about benefits in improving students' writing ability by using STAD technique. Theoretically, this research can make students more effective for developing understanding, role-taking and compassion.

Practically, this study can provide better strategies for teaching writing in the class. This research can improve teaching writing ability at Junior High School. The findings can develop the application of the STAD technique for teaching writing to Junior High School Students.

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C. Definition of the Key Term

1. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is a cooperative learning method developed by Slavin and his colleagues which has been influential in bringing positive effects in multiple grades and subjects (Aljanian, 2012). In this research Student Teams Achievement Division (STAD) is a technique that bring positive effects for students to interact socially.

2. Writing

Writing is a skill that involves the process of discovering ideas on the text not only by putting the words on the paper but also by selecting and organizing the ideas by considering several components (Amalia, 2021). In this research, writing define as a skill that includes several processes requiring the writer to produce a comprehensible, clear, and informative written expression.

3. Recount Text

Recount text which is so close to the students' life it usually tells a personal experience. This type of text is defined as a text retelling an event or occurrence in the past in chronological order (Anderson, 2013). In this research, recount text is a text that tells about something that happen in the past time.

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CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Nature of Writing

a. Definition of Writing

According to Langan (2011), the first idea that should be built is that writing is a skill, so it is not a natural gift. He said that writing's skill is like skill in driving, typing, cooking and other skills which can be learned. In addition, Raimes (1983) assumed that people have to communicate with each other in writing. From writing, they are learning to how to communicate when the other person is not right there in front of them and without listening to the words and looking at gestures and facial expressions.

Another opinion comes from Brown (1993), he states that writing is a crucial condition for getting job in many aspects of life. Writing is also indispensable skill which is needed in global literate community. From the stated definitions, it can be concluded that writing is an important skill which is used to convey information in written form, to get job and to involve in global literate community.

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b. Purpose of Writing

In accordance with Grenville (2001), there are three purposes of writing. They are:

- 1) To entertain, it doesn't necessarily make the readers laugh, but it at least engages their feelings in some way.
- 2) To inform, it tells the reader about something.
- 3) To persuade, it tries to convince the reader of something

c. Genres of Writing

The shorter list of writing²² genres based on Brown (2003) are:

1) Academic Writing

The examples are papers and general subject reports essays, compositions academically, focused journals, short-answer test responses, technical reports (e.g., lab reports), theses, dissertations, and etc.

2) Job-Related Writing

The examples are messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, advertisements, announcements manuals and etc.

3) Personal Writing

The examples are letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders,

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financial documents (e.g., checks, tax forms, loan applications), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry) and etc.

d. Process of Writing

In line with Harmer (2004), he suggested that the process has four main elements. They are:

1) Planning

In the planning process, writers should think about three main issues. The first is the purpose of their writing such as the types of the text, the language they use and the information they choose to include. The second is the audience they are writing for. The shapes of writing (how it is laid out, how the paragraphs are structured, etc.) and the choice of language (formal or informal tone) should be considered by the writers in this issue. The third is the content structure of the piece. It is about how to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

A draft is the first version of writing. This is like drafting some drafts that proceed into editing. It may be produced for the final version.

3) Editing (reflecting and revising)

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In this process many activities are happened. The writers reread what they have written, see where it works and where it does not and check the information which is not clear, ambiguous and confusing. After that, they may use a different form or words for the appropriate one. Also, this process is often helped by other readers or editors who comment and make suggestions.

4) Final Version

The final version will be different from original plan and the first draft because things have changed in the editing process. That is why the writer produces the final version after editing the draft and considering the necessary changes. Finally, the writer is ready to send the final written text to its intended audience.

e. Aspect of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics. Content deals with thesis statement, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference,

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fluency, economy, and variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

Another explanation, Harris (1979) proposes five aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing). Similarly, Jacobson (2003) mentions that in order to be effective, a piece of composition should meet the following qualities:

1) Content

Content refers to the substance of writing, the experience of main idea. i.e., group of related statements that a writer presents as unit in developing a subject. Content of the paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2) Organization

Organization refers to the logical organization of content. It is scarcely more than attempt to piece together all collection of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make out patterns in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

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3) Vocabulary

Vocabulary refers to the selection of words those are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. Choosing words that express his/her meaning is precisely rather than skews it or blurs it.

2) Language use

Language use refers to the use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

3) Mechanic

Mechanic refers to the use graphic convention of the language, i.e., the step of arranging letters, words, paragraph by using knowledge of structure and some others related to one another.

Based on the categories of writing aspects above, it can be concluded that generally the aspects of the writing are classified into five aspects, namely, content, organization, vocabulary, language use, and mechanic. Students can make a well-organized text by those aspects

f. Assessing Writing

Brown as cited in Isnaine et al (2019) mention the rubric to measure the students writing ability as follow:

Table II.1
The rubric of writing

Aspect	Score	Performance Description	Weighting
Content (30%) Topic and detail of the text.	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization – O (20%) Included orientation, complication, and resolution.	4	Orientation, complication, and resolution are complete and arranged with proper connectives.	2x
	3	Orientation, complication, and resolution are almost complete and arranged with almost proper connectives.	
	2	Orientation, complication, and resolution are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution are not complete and arranged with misuse connectives.	
Grammar – G (20%) Use past tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies, but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary - V (15%)	4	Effective choice of words and word forms.	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics - M (15%) Spelling, punctuation, and capitalization.	4	It use correct spelling, punctuation, and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

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2. STAD Technique

a. Definition of STAD

Student Team Achievement Divisions (STAD) is a type of cooperative learning that is very simple". It is also the best method for beginner for teacher who is not implementing a cooperative approach yet. (Zumrotul Ma'sumah, 2016) Students Teams Achievement Division (STAD) is one of the cooperative learning that ask the learner to work in group. The learner should work in a group and solve the problem together with their group. So, the teaching learning process in the Students Teams Achievement Division (STAD) is focus on the learners or students.

In Students Teams Achievement Division (STAD), students are assigned to four- or five member learning teams. The teams are composed of high, average, and low achiever, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. Students Teams Achievement Division (STAD) is designed for meeting well-defined instructional objectives. Because of the nature of content for which Students Teams Achievement Division (STAD) is appropriate, many teachers use a direct instruction model for the presentation of new materials. Students Teams Achievement Division (STAD) each group will show the best in learning, after their

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presentation material like teacher do. They will answer some questions from their understanding.

b. Components of STAD

The Components of Student Team Achievement Divisions (STAD) Robert E. Slavin (2005) in Dini Deswarni (2018), 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 Student Team Achievement Divisions (STAD) is different from usual teaching; it must be clearly focusing in Student Team Achievement Divisions (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

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make mistakes. The team is the most important feature in Student Team Achievement Divisions (STAD). At every point in Student Team Achievement Divisions (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

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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.

c. Purpose of Using STAD

According to Slavin (2005) each team receives one of three recognition awards, depending on the average number of points earned by them. From the description above, we know that STAD is a good method for the teachers who are new to the cooperative approach. And it uses in individual quizzes at the end of class. Beside that, this technique will help students:

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- 1) To motivate the students in order to support and assist each other in mastering the skills taught by the teacher.
- 2) Train the responsibility of the students individually or in groups
- 3) The cooperative learning will form or guide the attitudes of students in order to form the ideal behavior in social life.
- 4) To increase empathy among students through communication and interaction with other groups.
- 5) Train the students' ability to argue Very useful for low-ability students to improve their abilities.

3. Recount Text

Recount text which is so close to the students' life it usually tells a personal experience. Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened (Cholipah, 2014). Cakrawati (2018) also stated that recount is a development of a sequence of events and in recount, the writer is arranging past experience. The purpose of recount text is to tell what happened or to retell events for the purpose of informing and entertaining.

Recount text, among other texts embodied in Core Competency and Basic Competency, is supposed to be mastered by students. This type of text is defined as a text retelling an event or occurrence in the past in chronological order (Anderson, 2013). It functions to give readers or audience information about the event

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(Gerot & Wignell, 1995; Derewianka & Jones, 2013; Coogan, cited in Siswita & Al Hafizh, 2014). Besides, Derewianka and Jones (2013) argue that the organization structure of recount texts include orientation that provides background information; record of events which tells chronological steps; and comment which expresses response from the writer. In addition, types of recount texts vary as Holandyah (cited in Permatasari, 2016) affirms that recount texts can be personal, factual and imaginative.

In writing a recount text, a paragraph should achieves coherence when the sentences proceed in a sequence that supports one point at a time. For example, when a student wants to recount about his past experience, then he or she should have background knowledge about his or her experience such as when and where did the event happened. However, students still have difficulty in writing. Among others are low interest, lack ability, structure, vocabulary and punctuation as well as producing coherent, fluent and extended a piece of writing (Misbah et al, 2017)

B. Relevant Research

There are some relevant researches which have relevancy to this research. The first is a thesis from Hayatunisa (2013) entitled Student Teams Achievement Divisions (STAD) Technique in Teaching Writing Narrative Text. This study investigates the effectiveness of Student Teams Achievement Divisions (STAD) technique, proposed by Slavin (2005) and

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his colleagues, in teaching narrative text. This study also investigates students' responses to see potential of the technique to be applied in the classroom. Based on the findings, it is recommended that STAD technique should be used in teaching English, especially in teaching writing Narrative text. However, in order to achieve maximum benefits of the technique, it is suggested that some aspects of the technique should be improved, for example, the teacher needs a clearer guidance to be given to the students, the team should be shuffled, and the activity should be more varied.

The second is the research from Novitarini L (2008) entitled "the Use of STAD Technique to Improve The Students' Skill in Writing Descriptive Text". In this study, the writer limited the discussion by stating the following problem: How can the STAD technique be applied effectively in teaching writing to improve the students' skill in writing descriptive text? The objective of this study was to find out how far STAD technique can be applied to improve the proficiency of students' writing descriptive text. Action research approach was adopted in this study. The result of the students' progress during the teaching and learning process by using STAD technique was good. The students' achievement increased from the second meeting to the last. The students' result were (56,26%) in the pretest: (61,50%) in the first cycle; (67,70%) in the second cycle; and (74,35%) in the post-test. So the result of the students' achievement from pre-test to post-test increased 18,09%. Additional data was collected through questionnaires, it can be seen that most students chose to work in groups

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because it made them feel happy and appreciated their friend's opinions more.

The third is the research from Zumrotul Ma'sumah (2016) entitled "The Influence of Student Team Achievement Divisions (STAD) Method in Reading Comprehension on Narrative Text" This thesis presented the results of teaching reading of narrative text by using of Student Team Achievement Divisions (STAD) method at the eleventh grade of MA Darul Ulum Semarang in the Academic Year of 2015/2016. The primary purpose of this research was to know the influence of Student Team Achievement Divisions (STAD) method in reading comprehension on narrative text. The technique to analyze the data was t-test formula. It was used to determine whether there was or there was not a significant difference between the average score of the experimental and the control class.

In conclusion, the difference between the previous studies and this research are the subject of the research. Besides, the similarities are the variable which are STAD and student's writing ability and the research design that is quantitative.

Operational Concept

To avoid misunderstanding and misinterpreting, the operational concept will be used in this research. There are two variables in this research; X and Y. variable X is as independent variable, and variable Y as dependent variable. In this research, variable X refers to Guided Questions Technique and variable Y refers to students' ability in writing personal letter.

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1. The indicator in variable X (STAD Technique)

According to Slavin (2005) are as follows Indicators:

- a. The teacher divides students into groups, it consists of 4 or 5 students
- b. The teacher assigns a role for each member of the groups.
- c. The teacher determines the base score of students from their last score.
- d. The teacher gives and presents the material about.
- e. The teacher asks the students to work into groups.
- f. The teacher gives the students an individual quiz after they understand the materials.
- g. The teacher calculates the students' score after they do each task.
- h. The teacher recognizes the achievement of the students using the team

2. The indicator in Variable Y (Writing Ability)

There are 3 indicators of writing recount text must be achieved based on curriculum 2013, they are:

- a. The students are able to capturing contextual meanings related to social functions, text structure and linguistic elements of oral and written recount text
- b. Students are able to write recount text related to personal experiences in the past
- c. Students are able to present their respective texts each with his friends, orally, with speech and correct word stress

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D. Assumption and Hypothesis**1. Assumption**

In this research, the researcher assumes that STAD Technique has a significant effect towards students' writing ability in descriptive text. Students who are taught using STAD Technique will get easier way in writing the narrative text.

2. Hypothesis

- a. H_0 (null hypothesis): There is no significant effect towards students' ability in writing descriptive text taught by using STAD Technique.
- b. H_a (alternative hypothesis): There is a significant effect towards students' ability in writing descriptive text taught by using STAD Technique.

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CHAPTER III

METHOD OF THE RESEARCH

A. The Research Design

According to Adedoyin (2020) quantitative research is regarded as the organized inquiry about phenomenon through collection of numerical data and execution of statistical, mathematical or computational techniques. The source of quantitative research is positivism paradigm that advocates for approaches embedded in statistical breakdown that involves other strategies like inferential statistics, testing of hypothesis, mathematical exposition, experimental and quasi- experimental design randomization, blinding, structured protocols, and questionnaires with restricted variety of prearranged answers (Lee, 2011).

This research employed a pre-experimental design in the form of one- group pre-test post-test design with quantitative approach. Ary (2010) stated that this design is used because it provides little or no control of extraneous variables. In addition, Ary (2010) explained that there will be three steps of the one-group pretest-posttest design: (1) administering a pretest; (2) applying the experimental treatment X; and (3) administering the posttest. It represented the one-group pretest-posttest design as follows:

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Table III.1
The Research Design

Pretest	Treatment	Posttest
O ₁	X	O ₂

Ary (2010)

B. Location and Time of the Research

This research conducted at SMP Negeri (State Junior High School) 2 Rumbio Jaya which located at Jalan Danau Bingkuang-Bangkinang-Alam Panjang, Rumbio Jaya, Kampar regency, Riau. This research conducted from February until March 2024.

C. Subject and Object of the Research

1. Subject of the Research

The subject of this research was the second year students of State Junior High School 2 Rumbio Jaya or SMP Negeri 2 Rumbio Jaya, academic year 2023/2024.

2. Object of the Research

The object of this research was using STAD technique to improve students' writing ability.

D. Population and Sample of the Research

1. Population

The researcher chose the 8th grade students of SMP Negeri 2 Rumbio Jaya as the population of this research. According to Creswell (2012), "Population is a group of individuals who have the same characteristic". Specifically, the 8th-grade students of SMP Negeri 1

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Kampar were chosen because they are learning about recount text. There were 172 students of 8th grade at SMP Negeri 2 Rumbio Jaya consisting of male and female students from five classes. The population of the research can be seen as follows:

Table III.2
The Total Population of 8th Grade Students at SMP Negeri 1 Kampar

No	Classes	Male	Female	Total
1	VIII 1	24	11	35
2	VIII 2	24	11	35
3	VIII 3	22	12	34
4	VIII 4	20	14	34
5	VIII 5	20	12	34
Total Population				172

2. Sample

The researcher used purposive sampling to take sample of this research. According to Arikunto (2010), purposive sampling is the process of selecting a sample by selecting a subject that is not based on level or area, but rather on specific purpose. Purposive sampling is an acceptable type of sampling in particular situation. It chooses cases based on expert's recommendation or with a specific goal. The researcher chose VIII.1 as the sample based on the consideration of the school which just allow to take one class as the research sample and the VIII.1 class has a good mark in English class. The detail of the sample can be seen below

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Table III.3

The Sample of SMP Negeri 2 Rumbio Jaya

No	Classes	Male	Female	Total
1	VIII.1	21	13	34
Total Sample				34

E. The Technique of Collecting Data

Collecting data is the most significant one in the research in order to support the research. Arikunto (2013) defined instrument of the research as a tool or facility that the researcher uses to collect data in order to make the research process easier and get a better result, accurate, complete, methodical, and easy to evaluate. There are many types of technique for collecting the data such as questionnaire, interview, observation, test and documentation.

In this research, the researcher used test. According to Brown (2003), test is a method of determining a persons' ability, knowledge, or performance in a specific topic. The test in this research was writing ability test, it is divided into two categories, pre-test and post-test. This technique was used to measure students' writing ability of recount text.

For the writing ability test, the reseracher asked the students to write down a recount text about their past time. Below is the content of the test:

Instruction :

1. Please, do the test by yourself.
2. You have a maximum of 60 minutes to write down a recount text about your last holiday

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3. Your written text includes 2 paragraphs.
4. Then, identify your text based on the generic structures.

After having the content of the test, the researcher measured the students' writing result with the rubric below

Table III.4
The Rubric to Measure Students' Writing Recount Text Ability

Aspect	Score	Performance Description	Weighting
Content (30%) Topic and detail of the text.	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the topic.	
Organization – O (20%) Included orientation, complication, and resolution.	4	Orientation, complication, and resolution are complete and arranged with proper connectives.	2x
	3	Orientation, complication, and resolution are almost complete and arranged with almost proper connectives.	
	2	Orientation, complication, and resolution are not complete and arranged with few misuse connectives.	
	1	Orientation, complication, and resolution are not complete and arranged with misuse connectives.	
Grammar – G (20%) Use past tense	4	Very few grammatical inaccuracies.	2x
	3	Few grammatical inaccuracies, but not affect on meaning.	
	2	Numerous grammatical inaccuracies.	
	1	Frequent grammatical inaccuracies.	
Vocabulary - V (15%)	4	Effective choice of words and word forms.	1,5x
	3	Few misuse of vocabularies, word forms, but not change the meaning.	
	2	Limited range confusing words and word forms.	
	1	Very poor knowledge of words, word forms, and not understandable.	
Mechanics - M (15%) Spelling, punctuation, and capitalization.	4	It use correct spelling, punctuation, and capitalization.	1,5x
	3	It has occasional errors of spelling, punctuation, and capitalization.	
	2	It has frequent errors of spelling, punctuation, and capitalization.	
	1	It is dominated by errors of spelling, punctuation, and capitalization.	

Brown as cited in Isnaine et al (2019)

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The researcher applied several techniques of data collection, they are as follows:

1. Pre-test

Pre-test used to collect the data about students' writing ability. The results of the reading test tryout will delivered by the administrator in order to determine the quality of the test as a research instrument.

2. Post-test

Post-test was given after teaching several times. After the experimental class has received treatment, a post-test is used to collect final data on students' writing ability. The researcher will score the students' writing ability of the second year students at SMP Negeri 2 Rumbio Jaya by using a rubric which was taken from the Teacher's English book grade eight provided by Curriculum 2013. Writing was rated on four aspects: content, organization, language use, and vocabulary.

3. Validity

Before carrying out a test, it is necessary to know the validity of the instrument. Validity is a criterion for measuring what an instrument is designed to measure. It is about a test or an instrument that accurately measures what it is supposed to measure. In order to know the validity of the writing ability test, the researcher used content validity to know the validity of the writing ability. According to Muijs (2004), content validity refers to whether or not the content of the manifest variables

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(e.g. items of a test or questions of a questionnaire) is right to measure the latent concept (self- esteem, achievement, attitudes, etc) that what we are trying to measure. To find out the validity of test, the researcher calculated it by using SPSS 23 Version. The standard value of validity is $r_{\text{item}} > r_{\text{table}}$. Based on the try- out result, it was determined that all of the items were valid.

4. Reliability

A test must be reliable as measuring instrument. After having tested the validity of the instrument, the next step is to examine the reliability. Reliability is a necessary characteristic of any good test. A test is considered reliable if the same test is given to the same subject or matched subjects in two different occasions, instrument reliability was estimate by using Test-Retest reliability. According to Cohen et.al,(2007) the guidelines for reliability is as follows:

Table III.5
Category of Reliability

No	Reliability	Category
1	>0.90	Very highly reliable
2	0.80-0.90	Highly reliable
3	0.70-0.79	Reliable
4	0.60-0.69	Minimally reliable
5	<0.60	Unacceptably low reliability

Cohen et.al,(2007)

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1. The Technique of Analyzing Data

To evaluate the pre-test and post-test scores of both student classes, the data was analyzed and calculated using the T-test formula in IBM SPSS version 23. It consists of some procedures in the process, such as normality, homogeneity, and hypothesis testing. The step to conducting the test explained below:

1. Normality Test

Before analyzing the data by using t-test formula, the researcher had to find out the normality test of the data. According to Priyatno(2012, p.33) the normality of the data test can be analyzed by using lilliefors and One Sample Kolmogorov Smirnov. In this research, the researcher used lilliefors through SPSS.25 version. Analysis:

If the probability > 0.05 Ho was accepted

If the probability < 0.05 Ho was rejected

2. Analysis Data

In analyzing the data, the researcher used students' post-test score in experimental class. This score was analyzed statistically. In this research the researcher used Independent sample t-test formula.

Hartono (2009) said that to find out whether or not there is a significant difference between two or more variables that can be analyzed by using independent sample t-test. Gay (2000) added that the t-test for independent sample is used to determine whether or not there is probably a significant difference between the means of two independent samples.

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Independent sample t-test used to know whether there is a significant effect on students' ability in writing descriptive text taught by using and without using STAD.

In this research, the data analyzed by using SPSS 22 Version. The significant value is employed to see whether or not there is a significant effect among the mean scores of both experimental and control classes.

Statistical hypothesis:

$H_0 = \text{sig. (2 tailed)} > 0.05$ b)

$H_a = \text{sig. (2 tailed)} < 0.05$

3. Effect size

According to Pallant (2005) effect size is the strength of the difference between groups or the influence of independent variable. There are a number of different effect size statistics, the most commonly used being eta squared. Eta squared can range from 0 to 1 and represents the proportion of variance in the dependent variable that is explained by the independent (group) variable. The formula for eta squared is as follows:

$$\text{Eta squared} = \frac{t^2}{t^2 + (N - 1)}$$

(Cohen, 1988)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Referring to the data analysis and data presentation in chapter IV the researcher concludes that there are some results of this research, as follow

1. The students' writing ability before using student teams achievement division (STAD) technique at State Junior High School 2 Rumbio is in good level.
2. The students' writing ability after using student teams achievement division (STAD) technique at State Junior High School 2 Rumbio Jaya is in good level.
3. There is significant difference of students' writing ability before and after using student teams achievement division (STAD) technique at State Junior High School 2 Rumbio Jaya.

B. Suggestion

After concluding the research, the researcher gives some suggestions for teacher, students, and other researcher. They are presented as follows:

1. For English Teachers

It is recommended that English teachers at State Junior High School 2 Rumbio Jaya and other similar institutions consider integrating the Student Teams Achievement Division (STAD) technique into their writing instruction. Although the students'

writing ability was already at a good level, the significant improvement in the post-test scores indicates that STAD can further enhance students' writing performance through collaborative learning and peer support.

2. For Students

Students should be encouraged to actively participate in group-based learning activities like STAD. Such involvement can enhance not only their academic skills but also their collaboration, communication, and critical thinking abilities.

3. For Future Researchers

Future researchers are encouraged to explore the application of the STAD technique in other language skills such as speaking, reading, or listening to examine its broader impact on language acquisition. Additionally, it would be beneficial to implement this technique in different educational contexts or grade levels to compare its effectiveness across various learning environments.

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APPENDIX 1 LETTER

UIN SUSKA RIAU

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**PEMERINTAH KABUPATEN KAMPAR
BADAN KESATUAN BANGSA DAN POLITIK**

JALAN H. R SOEBRANTAS NOMOR..... TELP. (0762) 20146
BANGKINANG

Kode Pos : 28412

REKOMENDASI

Nomor: 071/BKBP/2024/466
Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET/ RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat dari:
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor: B-1255/Un.04/F.II/PP.00.9/02/2024 Tanggal 16 Juli 2024, dengan ini memberi Rekomendasi/Izin Penelitian kepada:

- Nama : **YONDRA SLAMAT**
- NIM : 118104135180
- Universitas : UIN SUSKA RIAU
- Program Studi : PENDIDIKAN BAHASA INGGRIS
- Jenjang : S1
- Alamat : PEKANBARU
- Judul Penelitian : **THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENT & RSQUE; WRITING ABILITY AT STATE JUNIOR HIGH SCHOOL 2 RUMBIO JAYA**
- Lokasi Penelitian : JUNIOR HIGH SCHOOL 2 RUMBIO JAYA

Dengan ketentuan sebagai berikut:

- Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pr riset dan pengumpulan data ini.
- Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 3 (Tiga) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 24 Juli 2024

a.n. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
Kepala Bidang Idiologi, Wawasan Kebangsaan
dan Karakter Bangsa



ONNITA, SE
Pembina (IV/a)
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;

- Kepala Sekolah Junior High School 2 Rumbio Jaya.
- Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
- Yang Bersangkutan.



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PEMERINTAH PROVINSI RIAU DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
Email : dpmtsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMTSP/NON IZIN-RISET/67729
TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : B-12550/Un.04/F.II/PP.00.9/02/2024 Tanggal 16 Juli 2024, dengan ini memberikan rekomendasi kepada:

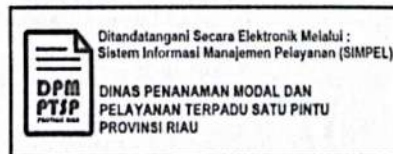
- | | |
|----------------------|--|
| 1. Nama | : YONDRA SLAMAT |
| 2. NIM / KTP | : 118104135180 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE EFFECT OF USING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENTS' WRITING ABILITY AT STATE JUNIOR HIGH SCHOOL 2 RUMBIO JAYA |
| 7. Lokasi Penelitian | : JUNIOR HIGH SCHOOL 2 RUMBIO JAYA |

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1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 19 Juli 2024



Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

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DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA
UPT SMP NEGERI 2 RUMBIO JAYA
KECAMATAN RUMBIO JAYA

Alamat: Jl. Kabupaten Desa Alampanjang

Kodepos 28461

SURAT IZIN PRA RISET

Nomor: 422/SMP-02/RJ/027

Berdasarkan surat dari Universitas Islam Negeri Sultan Syarif Kasim Fakultas Tarbiyah dan Keguruan nomor. Un.04/F.II.3/PP.00.9/11739/2024, pada tanggal 08 Juli 2024 perihal Izin Melaksanakan Pra Riset atas nama:

Nama	: YONDRA SLAMAT
NIM	: 11810413518
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan UIN Suska Riau
Universitas	: Universitas Islam Negeri Sultan Syarif Kasim Riau

Pada prinsipnya kami dapat menerima yang bersangkutan melaksanakan Prariset pada UPT SMP Negeri 2 Rumbio Jaya.

Demikianlah Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



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UPT SMP NEGERI 2 RUMBIO JAYA
KECAMATAN RUMBIO JAYA

Alamat : Jalan Kabupaten Danau Binguang-Bangkinang

Desa : Alampanjang

Kode Pos : 28458

SURAT KETERANGAN TELAH MELAKSANAKAN RISET
Nomor : 422/SMP-02/RJ/053.B

Yang bertanda tangan dibawah ini :

Nama : Samsuar, S.Pd
NIP : 197005032007011012
Jabatan : Kepala Sekolah

Menerangkan bahwa mahasiswa dibawah ini :

Nama : Yondra Slamet
NIM : 11810413518
Semester : XIII (Tiga belas) / 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Telah melaksanakan Riset / penelitian di SMP Negeri 2 Rumbio Jaya pada tanggal 16 sampai dengan 16 Oktober 2024.dengan judul penelitian "The effect of using Student teams achievement Divison (STAD) on Students' Writing Ability At State Junior High School 2 Rumbio Jaya"

Demikian kami sampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Alampanjang, 21 Oktober 2024

Kepala Sekolah

Samsuar, S.Pd
NIP. 197005032007011012



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UIN SUSKA RIAU

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كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. R. Soebrantas No 155 Km 18 Tandan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web: www.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : B-12550/Un.04/F.II/PP.00.9/07/2024
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 16 Juli 2024 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Kampar

Assalamu'alaikum warahmatullahi wabarakatuh

Rector Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Yondra Slamet
NIM : 11810413518
Semester/Tahun : XII (Duabelas)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Effect Of Using Student Teams Achievement Division (STAD) On Students' Writing Ability At State Junior High School 2 Rumbio Jaya
Lokasi Penelitian : UPT SMPN 2 Rumbio Jaya
Waktu Penelitian : 3 Bulan (16 Juli 2024 s.d 16 Oktober 2024)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

Wassalam
a.n. Rektor
Dekan


Dr. H. Kadar, M.Ag. f
NIP.19650521 199402 1 001

Tembusan :
Rektor UIN Suska Riau



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FACULTY OF EDUCATION AND TEACHER TRAINING
 Alamat : Jl. H. R. Goekriswanto Km. 15 Tanjung, Pekanbaru Riau 28293 P.O. BOX 1054 Telp. (0751) 7071307 Fax (0751) 211129


KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :

2. Nama Pembimbing : Rizki Amelia
 a. Nomor Induk Pegawai (NIP) : 198308202023212036

3. Nama Mahasiswa :
 4. Nomor Induk Mahasiswa :
 5. Kegiatan :

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	5.09.2024	Instrument		
2.	21.11.2024	Instrument revision		
3.	28.4.2025	Chapter IV		
4.	13.5.2025	Chapter V		
5.	16.5.2025	Abstract & Appendix		
6.	21.5.2025	Review all chapters		
7.	23.5.2025	Acc to join final Examination		

Pekanbaru, 23-5-2025
 Pembimbing,

 Rizki Amelia, M.Pd
 NIP. 198308202023212036

APPENDIX 2 TEST

UIN SUSKA RIAU

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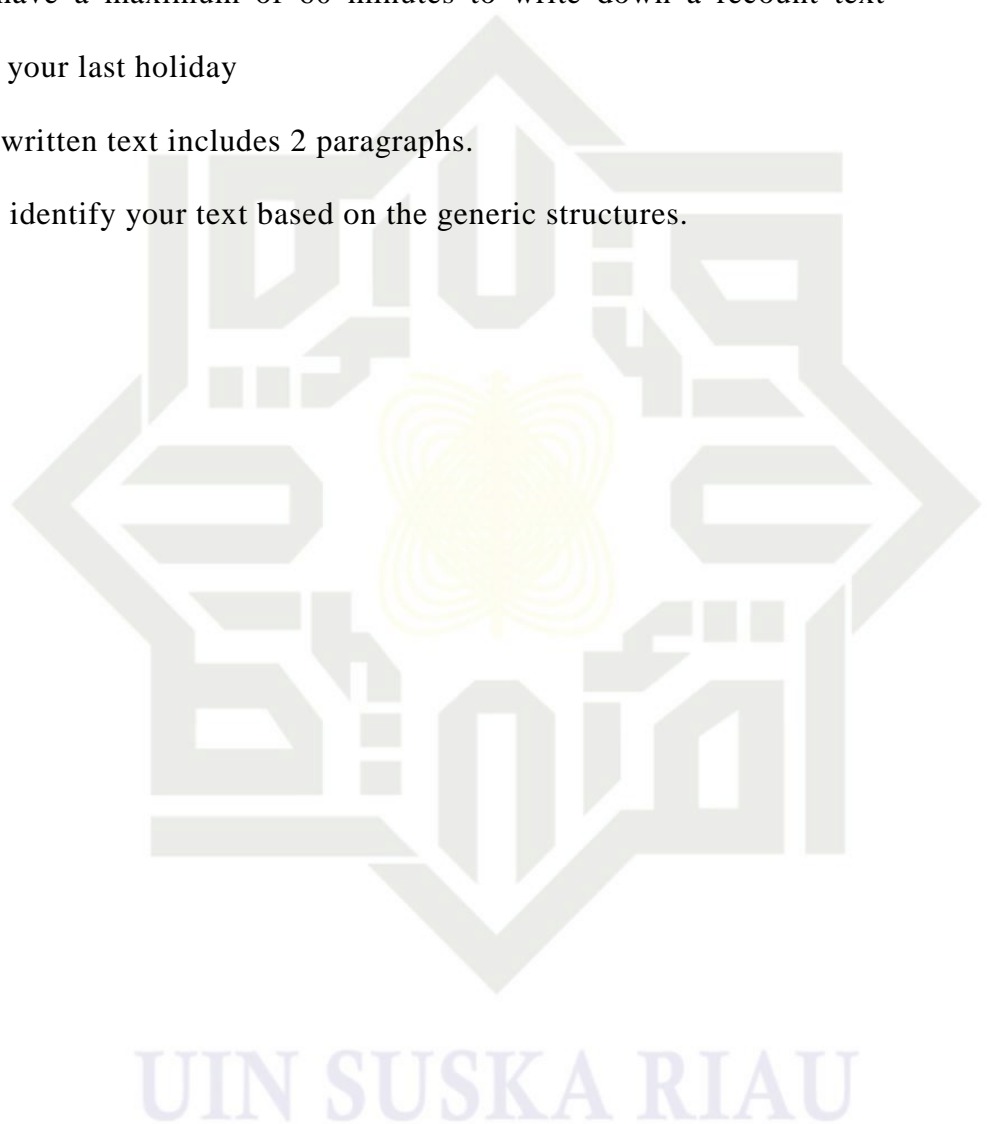
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Test

Instruction :

1. Please, do the test by yourself.
2. You have a maximum of 60 minutes to write down a recount text about your last holiday
3. Your written text includes 2 paragraphs.
4. Then, identify your text based on the generic structures.





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© H

Nama: ~~Rona~~ Salsabila
VIII

- Please, do the test by yourself
- You have a maximum of 60 minutes to write down a recount text about your last holiday
- Your written text includes 2 paragraphs.
- Then, identify your text based on the generic structures.

ORIENTATION

I spend my last holiday in Karimunjawa, Central Java with my friends. On the first day, I arrived at Karimunjawa harbor at 10.00 AM by a 12-hour trip with a big and ferry boat.

EVENT

After I arrived, I decided to take a shower and rest for a while. Then, I followed a trip our guide to explore a few islands around Karimunjawa.

Resolution

On the next morning, we went snorkeling and explored more islands. We had fun, we also ate good food.

C 3
D 3
G 3
V 3
M 3



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nama : Salsabila Fahmazoni
Kls : VII B

1. Please, do the test by yourself ?
2. You have a maximum of 60 minutes to write down a recount text about your last holiday
3. Your written text includes 2 paragraphs.
4. Then, identify your text based on the generic structures.

2. We had the chance to feed goats and lambs in the Petting Zoo, feeling their soft fur and hearing their gentle bleats

Orientation

Throughout the day, we laughed, shared stories and enjoyed each other's company. Indulging in delicious snacks from the food stalls capturing precious moments in photographs made the experience even more memorable

Elaboration

This visit to the zoo not only brought us closer as a family but also provided valuable insights into the diverse world of wildlife

Conclusion

C 3
O 2
G 3
V 3
M 3



APPENDIX 2 DOKUMENTASI

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