THE USE OF STAD IN IMPROVING THE STUDENTS' ABILITY TO WRITE REPORT TEXTS AT FIRST YEAR OF SMA NEGERI 9 MAKASSAR

(Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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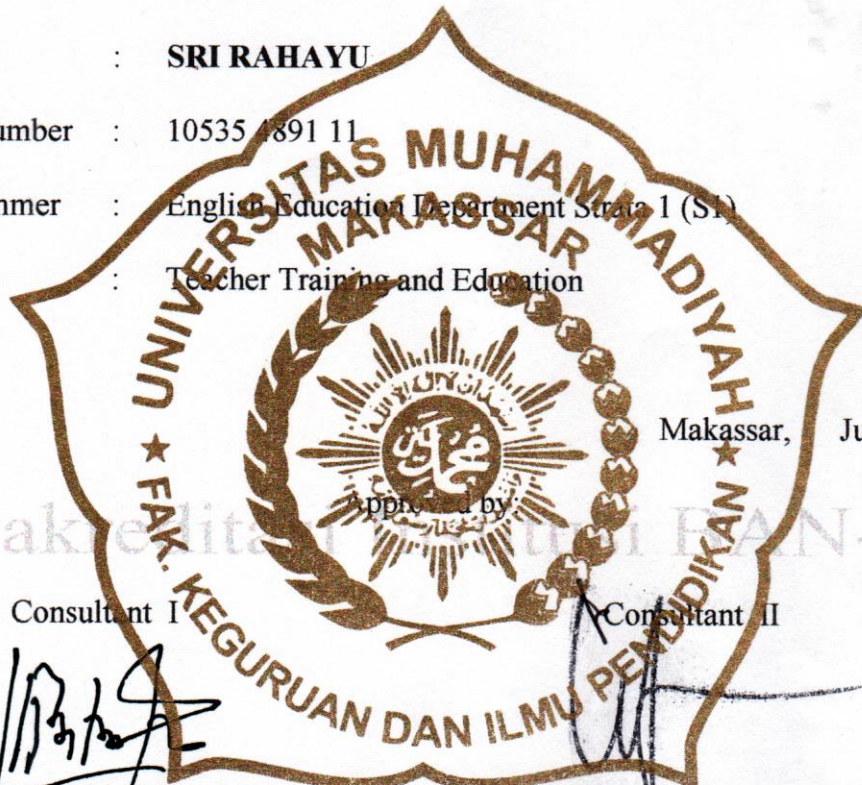# PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTO:

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"MAN JADDA WAJADA"

"*SIAPA* YANG BERSUNGGUH-SUNGGUH,

MAKA *IA* AKAN MENDAPATKANNYA"

"*WHO* ARE SERIOUS,

HE WILL FIND THEN"

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"*HUMAN PROPOSES*,, **GOD** *DISPOSES*"

MANUSIA HANYA MERENCANAKAN,, **TUHAN** MENENTUKAN

٣

"JIKA *AKU* SUKSES,,

AKU MENJADI INSPIRASI BAGI ORANG LAIN"

"WHEN *I* SUCCESS,,

I BECOME INSPIRATION FOR OTHERS"

ABSTRACT

SRI RAHAYU, 2017. The Use of STAD in Improving The Students' Ability to Write Report Text at First Year of SMA Negeri 9 Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Guided by Ratna dewi and Ummi Khaerati .

The objective of the research was to find out whether STAD can be used to improve the students ability in writing report text at firs year in term of content and organization . The researcher applied a pre-experimental research with one group pre-test and post-test design. The subject of the research was the first year students of SMA Negeri 9 Makassar in academic year 2016-2017. The sample consisted of 28 students of class XI IPS 3. The data were collected through writing test (pre-test and post-test). To find out the effectiveness of The Use of STAD in Improving The students' ability to write report text. The researcher was held in six meetings.

The results of the analysis showed that there was a significant difference between pre-test and post-test. The mean score of post-test of content (80.19) was greater than the pre-test (57,86). the mean score of post-test of organization?(80) was greater than pre –test(58,87).

 score of The value of t-test of content and organization (10,5) was greater than the t-table (2.052).

Therefore, the researcher concluded that the use of STAD Strategy was successful to improving the students' ability Writing Content and Organization at the First Year of SMA Negeri 9 Makassar.

Keywords: STAD, Report Text, Teaching Writing, cooperative learning

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

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I would like to express my deepest prost profound and gratitude to my parents, my father is Jamaluddin, my mother is Hj.Sairah and also for my aunty Hj.Nurhaedah who always be my best parents. And also for my lovely brothers Sofyan Marzuki for their prayer, financial support, motivation, loves sincerely purely without time and sacrificed for my success.

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3. Ummi Khaerati, S.Pd.,M.Pd as the Head of English Education Department of FKIP of Muhammadiyah University of Makassar

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Billahi fii Sabiilil Haq, Fastabiqul Khaerat

Wassalam.

Makassar, Februari 2018

The Researcher,

Sri rahayu

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CHAPTER I

INTRODUCTION

A. Background

Writing is "a complex skill that engages the writer in physical as well as mental effort" Constantine (2007: 7). This is one reason why writing is seen as the most difficult skill to be learned among the four skills in English: listening, speaking, reading, and writing. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt. Teachers need to find a suitable method in teaching writing in order to make the students improve their writing skill.

According to experts, there are many methods that can be applied in improving students' writing ability. One of them is Students Teams Achievement Divisions (STAD). STAD is an effective method to be applied to teach writing because STAD method can encourage the students to write the paragraph (Nusyifarani, 2013).

Writing is a discovery process, it involves discovering ideas, discovering how to organize them and discovering what you want to put your readers (White, 1987). It means, writers can share their ideas, information, judgment, education and etc by writing. Writing also becomes one of the most important English skills to be successful in education. Based on students' daily life at school, almost every time they do writing.

The students can be more interested to write in the team work, because they can easily discuss about their ideas in a group. STAD is not only easier to

make students understand the lesson but motivates and interest students in learning English particularly in writing ability as well (Budi, 2011).

Furthermore, the researcher using news article as media for teaching to collaborate with the method that will be applying in teaching and learning process in research. Paiman (1992) in Sugiharto (1994) states that instructional media can be used in the teaching of English, because they can activate and stimulate the students' interest in studying English, lessen verbalism, and make the acquisition of the result of learning permanent. However, it must be remembered that in the use of instructional media, it is important for the teachers to have certain ability and skill to use media effectively and efficiently.

Based on the explanation, the reseacher interest to conduct a research under the title *"The Use of STAD in Improving The Students' Ability to Write Report Texts at the First Year of SMA Negeri 9 Makassar"*

B. Problem Statement

Based on the background above, the reseacher constructs the problem question as follow:

"Can STAD be used to improve the students ability to write report text does the improve students ability to write report texts through STAD cooperative learning (group work activity) at Eleventh year of SMA Negeri 9 Makassar

C. Objective of the study

The objective of the research are to find out:

"Whether STAD can be used to improve the students ability in writing report text at first year of SMA Negeri 9 Makassar

D. Significance of the Research

The findings of this study are expected to be useful:

a. For the teacher, it is on e of alternative technique to improve the quality of teaching writing, particularly teaching writing report text.

b. For the students, it helps them to write report text.

c. For the researcher.

E. Scope of the Research

The scope of this research is focuses on the use of STAD in improving the students' ability to write report text. The research was be limited to the improvement of the students ability in writing of report text such as report text. The limit of this research is focusing on the way to in improve content, organisation in the students report text.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with previous research findings, some pertinent ideas, conceptual frame work and Hypothesis.

A. Previous Research Finding

Some researchers have already done research about writing skill. Their findings are presents below:

a. Masdiati (2011) in the thesis entitle, "*Developing The Students' Writing Ability through Journal Writing of SMPN 18 Makassar"*.This research aimed at finding out whether or not journal writing developing the students' writing ability. The method employed in her research was pre-experimental design. The population of the research was ninth year students of SMPN 18 Makassar in academic year 2010/2011 and the total sample of the research consist of 30 students. The value of t-test (22.138) was greater than t-table (2.045) of the significant level (p) = 0.05 and the degree of freedom (df) = 29. The mean score of the students' pretest was 55.67 classified poor and the students' posttest was 78.47 classified averages. The result of the research showed that by using journal writing the students' writing ability is developed significantly after being taught writing through journal writing.

b. Septia and Noor (2013) in their journal entitle, *"Research Based Writing as a Technique in Writing a ReportText to Senior High School"*. The journal is aimed at explaining the use of research based writing as a technique to improve students' ability in writing report text by requiring

students' to actively collecting and developing information from various sources as idea to write report text. The strategy can increase students' motivation an interest in learning writing a report text, because the students are engaged to be active learners. For instance, they are asked to collect information from some sources such as interview, internet and direct observation where the information can be used as ideas to write report text. This strategy also can make students more critical because they must choose the best information that they are going to add as ideas while writing.

The researchers finding above stated, that the writing problem of the students can basically be improved through various technique teaching and strategy. Those research findings above using some interesting way to improve writing skill of the students, such as improving writing ability through journal writing. The similarity between this research and those researches finding is to improving the students writing skill. The difference between this research and those research finding is the media that researcher use.

B. Some Pertinent Ideas

1. What is learning?

Learning is a very complex process. It cannot be stated clearly the definition of learning is really connected to theory we perform. A lot of people regarded that learning is to master the knowledge or science. So far even, there were people said that learning is to entreat the science. A few of psychologists have concluded to make clear the meaning of learning itself.

La Forge (1983: 55) in Theodore S Rodgers (1986: 121) state that learning is a whole person process and the learner at each stage is involved not just in the accomplishment of cognitive language learning tasks but in the solution of effective conflict and the respect for the enactment of values as well.

Oemar Hamalik (2007:27) State that learning is defined as modification or strengthening of behavior through experiencing.

William Button in Oemar Hamalik (2007:28) state that a good learning situation consist of a rich and varied series of learning experiences unified around a vigorous purpose and carried on in interaction with a rich, varied and provocative environment.

Ian Reece and Stephen Walker (1997: 374) state that learning is a complex process and the process varies from topic to topic and between students. Students who learn best have indicated features which have helped them to learn.

Hilgard in Simanjuntak (1983:59) State that learning is the process by which an activity originates or is changed through responding to a situation, provided the changes cannot be attributed to growth or the temporary state of the organism as in fatigue or under drugs.

Chaplin in MuhibbinSyah (2003:65) State that learning is acquisition of any relatively permanent change in behavior as a result of practice and experience and learning is process of acquiring responses as a result of special practice.

Spears in Suryabrata (2006:94) State that learning is to observe, to read, to imitate, to listen, and to follow direction.

Based of explanations above, the researcher concluded that learning is a process to make a change in behavior individual and process of acquiring respond.

C. Learning English as foreign Language

In Indonesia, English is a foreign language because it is taught in schools often widely. However, it does not play an essential role in national or social life because the students have a little time to learn English, and they just do it in the classroom hours.

To overcome these phenomena, we must have a good understanding in learning English. We have to realize that to know a language, it does not merely try to know the rules of sentences formation, but we must also know how to produce of appropriate sentences in the actual situation.

D. English Language Skills

Language as a tool of communication consists of four major skills. These skills are listening, speaking, reading, and writing. Speaking and writing are obviously productive skills.

Some kinds of production on the part of the language are listening and reading. They are receptive skills which the language user is reserving written or spoken language.

E. Group Activity/ Cooperative learning

   1. What is group work activity?

Group Work Activity is a learning activity which involves small group of learners working together. Group Work Activity usually consists of five or six people who work together to find the answer of questions and to reach solution in the group. For example, the students are doing their activities by communicating each other in a group, and the teacher is acting as controller in this process.

Harmer in Ahmad (1991:246) states that a lot of teachers from group where weak and during are mixed together. Group size is also slightly problematical in general it is probably safe to say that group of more than seven students can be unmanaged able since the amount of students participation obviously falls and the organization of the group itself may start to disintegrate.

H Douglas Brown (1993: 177) stated that group work is a genetic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self initiated language. In group the students perhaps six or fewer large groupings defeat one of the major purposes for doing group work giving students more opportunities to speak.

See long and porter 1985 for an overview in H. Douglas Brown (1993: 177) stated group work is solidly grounded in research principles.

Shaula (2006: 10) states Group Work Activity is one of a teaching technique in the classroom that can stimulate the students to speak English. In this case, the researcher was teach the students by giving material through using Group Work Activity. With activity material that is to discuss several interesting theme (*music,drugs,abortion*) that will give to the students the themes themselves

are about newest issue in the society that is music,drugs and hard music,death punishment,abortion and another theme.

Little Wood (1991: 37) assumes that oral skill can be applied in classroom interaction, both between the students and the teacher and among the students themselves. This can be carried out in feedback individual talk, and group talk. In other word, classroom interaction gives the chance to the students to apply the language in a real communication this situation is considered very helpful because the students speak the language freely depend on their own desires.

Group work is when everyone working together to achieve one goal. However, more and more, a group project is becoming 1-2 person effort, but the entire group gets credit for the work. It seems that people have lost track of what is important in a group project, and students are becoming dependent upon students who are willing to do most of the work.

Based on the explaination, the reseacher find conclution that group work activity the good way to applied, because its mean that the students' active in teaching learning process to make the reseacher easy to control and easy for students' to share their ideas each others.

2. What is Cooperative Learning?

Several definitions of cooperative learning have been formulated. The one most widely used in highereducation is probably that of David and Roger Johnson of the University of Minnesota. According to theJohnson & Johnson model, cooperative learning is instruction that involves students working in teams toaccomplish a common goal, under conditions that include the following elements (*7*):

1.**Positive interdependence.** Team members are obliged to rely on one another to achieve the goal.If any team members fail to do their part, everyone suffers consequences.

2.**Individual accountability.** All students in a group are held accountable for doing their share ofthe work and for mastery of all of the material to be learned.

3.**Face-to-face primitive interaction.** Although some of the group work may be parceled out anddone individually, some must be done interactively, with group members providing one anotherwith feedback, challenging reasoning and conclusions, and perhaps most importantly, teachingand encouraging one another.

4.**Appropriate use of collaborative skills.** Students are encouraged and helped to develop andpractice trust-building, leadership, decision-making, communication, and conflict managementskills.

5.**Group processing.** Team members set group goals, periodically assess what they are doing wellas a team, and identify changes they will make to function more effectively in the future. Cooperative learning is not simply a synonym for students working in groups. A learning exercise onlyqualifies as cooperative learning to the extent that the five listed elements are present.

3. Student Teams-Achievement Divisions (STAD)

In StudentTeams-Achievement Divisions (STAD) Slavin, (1994),students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Students' quiz scores are compared to their own pastaverages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance.

One method that can be applied in teaching writing is Student Teams Achievement Divisions or STAD. Many researchers have conducted some studies related to this technique. Although a lot of research has been conducted and shows the effectiveness of STAD, research on the implementation of STAD in writing class is rare especially in the research site. In order to fill the gap in the study about STAD, this study aims to find the effectiveness of STAD technique in teaching writing narrative text.

There are some theories that should be reviewed to support this study. The first is about the nature of writing. Writing is "not only how people produces some words" Alwasilah, cited in Alwasilah (2007: 42), but it also requires a long and complex process. This statement is also supported by Myles (2002: 1) who states "…writing in a second language is a complex process involving the ability to construct a text in order to express one's idea effectively in writing." Moreover, Byrne (1993: 4) says, usually, writers face "psychological problems, linguistic

problems and cognitive problems" in writing which is why writing is tend to be seen as a difficult skill to be learned.

The second is about the STAD technique. Student Teams Achievement Divisions (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" Alijanian (2012: 1). STADis the "easiest technique" Palmer (1998: 1) to be applied in the classroom among the other cooperative learning techniques. In STAD approach, "students are divided into some small group consisting four or five members who have heterogeneous grouping of high, average, and low achievers of diverse ethnic backgrounds and different genders" Palmer (1998: 1).Alwasilah (2007: 44) states, "dividing a big class into some small groups can help the students to develop their own potential in writing a text." Slavin cited in Norman (2005: 6) outlines four key components in the implementation of STAD in the classroom. They are "class presentations, teams, quizzes, and team recognition." Slavin (2005: 143), then, adds another key component of STAD that is "individual progression score".

Another advantage of STAD is the lower achiever can also participate more in the classroom Slavin(2005: 112). Besides that, this technique can also increase students' self-esteem and motivate the students to learn more. Slavin (2005) finds that students in STAD class think that their success does not depend on their luck but depends on how they work. The students are also intrinsically motivated to do their best Slavin(2005: 129-130). In addition, the last advantage of STAD technique is that students come to the class every day (Slavin, 2005) because they realize that their team score depends on them.

As one of Cooperative Learning method, STAD also has some disadvantages as Slavin (2005) states that some of students, in STAD class, do not want to work as a group nor do they want to participate in the group and let their group members to do the work alone. Another disadvantage of STAD is the class becomes noisier that makes students hard to pay attention to the teacher.

F. Type of Activity

Byrne (1981) being forward many example of fluency wok in group as the follow:

a. Discussion

Discussion is defined as an activity in which people talk together in order to share information about topic, or problem or to seek for answer to a problem based on all possible evidence.

b. Interpretation

Interpretation or reading between the lines demands a higher level of thinking ability because the questions in this category of interpretation are concern with answer that are not directly states in text but are suggested or a plied. To answer the questions at the interpretative level, reader must have ability and be able to work at various levels of abstraction. Interference may be defined as something desired by reasoning: something that is not directly stated but suggested in the statement, a logical conclusion that is draw from statement.

c. Problem solving

Problem solving is a means of involving students in developing their skill in presenting ideas, opinions, suggestions, and the like and arrived at the solution.

d. Planning activity

Planning activity is activity getting the students to talk in order to make certain decision.

e. Invention activity

Invention activity is an activity in which the students have to use their imagination.

f. Project work

Project work is an activity in which the students to do some kind of research (reading, interview etc).

Based on explanation about some definitions of group work activity above, the researcher concluded that Group Work Activity is a way to study through learning together. With group work the students can be interested in learning English.

G. Writing

1. The Definition of Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes.

According to Hornby (1955: 83), there are several definitions of writing, they are:

1. a. The activity or occupation of writing e.g. stories or article

   b. Books, stories, articles

   c. The literary style of such material

2. Written works, e.g. books or essays

3. The general activity or skill of writing

4. Written or printed words

5. they way in which person make letters when writing

Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

Troyka (1980: 2) states that writing is a way of thinking and learning. It gives someone opportunities to explore his ideas and acquire information. Writing is also a technique for discovering whether his language is understandable or not. It makes unexpected connections among ideas and language. Educated people, therefore, need to master good writing ability in order to express themselves well. The skill of writing is often considered to be reflecting the level of their education. It means that writing can help the students increase their vocabulary, improve their knowledge of grammar, develop their understanding of how ideas and opinions are expressed and how well their messages are understood by the reader.

According to Harris (1969:68-69) there are five general components to be recognized in writing process, they are:

1. Content: the substance of the writing; the idea expressed

2. Form: the organization of the content

3. Grammar: the employment of grammatical forms and syntactic patterns.

4. Style: the choice of structure and lexical items to give particular tone on flavor to the writing.

5. Mechanism: the use of graphic conventions of the language.

Meanwhile if we want to make good writing, we have to know some criteria of good writing. According to Guth (1969: 1), the criteria of good work of writing are as follows:

a. It is authentic. It proceeds from accurate observation and careful study of audience. It does not merely repeat second hand idea.

b. It is thoughtful. It reflects the researcher's desire to think about certain things as a topic.

c. It is organized. It shows the researcher's ability to express his ideas, to select what is important, and to present it in possible order.

d. It is effective. It shows that the researcher is aware of his audience and that he respects their standard expectation or needs.

e. It is well written. It shows the authors respect for language and his sense of his power, riches and varieties. It provides pleasure when people read it.

There are various ways to express ideas in written forms. Based on the ideas written in composition, writing can be classified into four, namely narration, description, exposition, and argumentation.

2. The Function of Writing

Writing has function as a mean of communication, giving information, and sharing knowledge to other persons. Writing cannot be separated from human life.Mulyadi(2011:10).

It involves the encoding of message of some kinds that is people translate their thoughts into language. On personal level, most of people writing have function to make note of something, to keep record of things they to remember, to send the message andwrite a letter to someone and a view of them keep diaries.

Most of people have to fill in the form from time to time (especially application and insurance for example). A part from this the amount of writing they do regularly will relate to their professional life. Some might spend a good deal of time writing letters, instruction, report etc. For others this will only beoccasionally activity.

3. Form of Writing

According to *KTSP* (2007), based on Genre-Based Approach there are five forms of writing. They are as follows: Narrative, Descriptive, Recount, Report, and Procedure.

a) Narrative

A narrative is a story. Mostly narrative are imaginary stories but sometimes narrative can be factual too. Narrative includes fairy stories, fables, mystery, stories, science fictions, romance, horror, etc.

Structure of the text:

1. Orientation: Introduce the character, place and time

2. Complication: Develop a conflict.

3. Resolution: End of the conflict.

4. Coda: (if any) shows the change that happens to the characters and the moral value of story.

b) Description

Description (description writing) appeals to the senses, so it tells how something looks, smells, tastes, and/or sounds. A good description is like a word picture. The reader can imagine the object, place, or person in his or her mind. A researcher of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader. Oshima& Hogue (1997: 50).

Descriptive writing is like painting a still life picture. The researcher has a picture in his/her mind that he/she wants to communicate to the reader. The researcher describes that picture by presenting specific details in an organized way (as viewed from right to left, or back to front, or top to bottom, etc.) Descriptive writing requires the use of specific details and vocabulary that carries a strong meaning. For example, an old man in a worn-out bathrobe could be described as *"ascarecrow draped with a tattered teal-blue bathrobe that hungfrom his bony shoulders like a rag."*

c) **Recount**

Recount is a report of even or activity in the past. It is to inform or toentertain the readers.Structure of the text:

1. Orientation give information about who, what, when and where.

2. Report of event or activity (in chronological order)

d) **Report**

Report is a text describes the way of things are, with reference, to arrangeof natural, manmade and social phenomena in our environment.

Structure of the text:

1. General statement, which explain treatment of the subject and classification.

2. Descriptive (describes the way of the things are, with reference, to arrange of natural, manmade and social phenomena in our environment).

e) **Procedure**

Procedure is a text describes how something is accomplished through asequence of action or steps.

Structure of the text:

1. The goal

2. The material (not required for all procedural text).

3. Step (goal followed by a series of steps oriented to achieving the goal).

H. Report

1. Report Text

Gerot and Wignell (1994: 196-197) state that report is a text which functions to describe the way things are, with reference to a range of natural, man made and social phenomena in our environment. Report means a text which describes things in general. It's a little bit different from descriptive text which describe specific thing. To tell the facts of the things described, the writer usually uses simple present tense. Except, thethings are extinct, simple past tense is used in report. Report text contains the class or subclass of the topic described, and then followed by telling the shape, parts, behavior, etc in details.

A report presents information about a subject. It is a result of an observation and analysis. Within writing report text, students have to write something decent to report by researching and analyzing something.

2. Generic Structure of Report Text

The way in which elements of a text are arranged to match its purpose. This structure can be observed by readers, and writers will use this knowledge to structure their writing, depending on their purpose. See discussion text, explanation text, instruction text, narrative text, recount text, report text.

(http://www.encyclo.co.uk/define/Generic%20Structure).

Gerot and Wignell (1994:194), generic structure of report text:

1. General Classification: Stating classification of general aspect of thing; animal,public place, plant, etc which will be discussed in general.

2. Description: Describing the thing which will be discussed in detail; part per part,customs or deed for living creature and usage for materials.

3. Language Features of report Text

Gerot and Wignell (1994: 196-197), language features of report text:

1) Introducing group or general aspect,

2) Using of Relational processes

3) Using conditionallogical connection; when, so,

4) Using of simple present tense (unless extinct),

5) Notemporal sequence.

I. Conceptual Framework
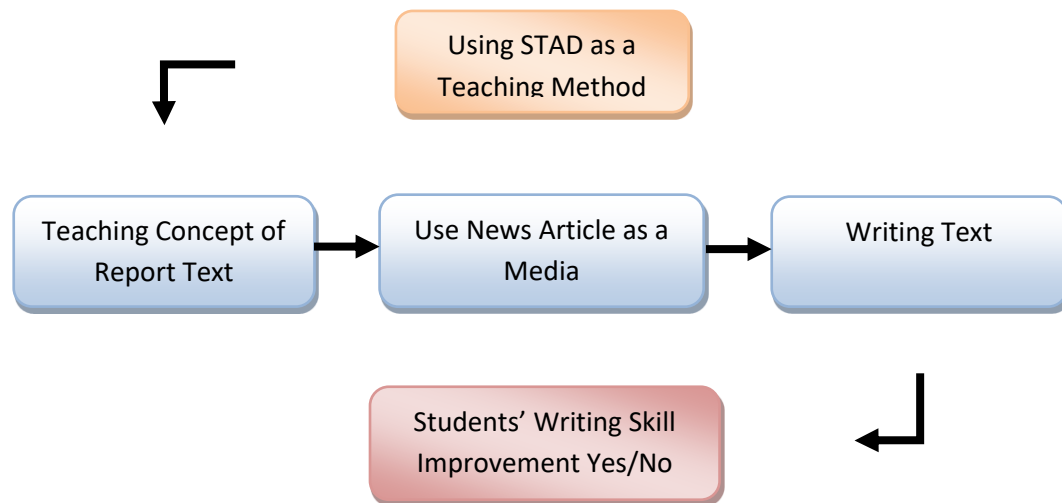
Figure 2.1 Framework

Writing is the act of putting letters, symbols, or words on paper or a computer screen. Writing is used to express and explain ideas. Lamb and Johnson (1999:173)state that writing is the expression of language in the form of letters, symbol or word.The symbols have to be arranged according to certain convention, to form words, and words have to be arranged to form sentences. Writing is communication. In otherwords, writing is how do someone more what are there in their mind by written. Conklin(1991:1) states that writing is a way of communication and course communicates all thetime, mainly talking to other people.

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that was be clear to reader.On the other hand, writing is not merely process of thinking of something to say and selecting the words needed to express it. It is kind of technique in arranging ideas or information into condensed form of writing. The

ideas and thoughts are informed into paragraphs and have a meaning of the content. Hyland (2002:24) states that good writing is discovered combination of words, which allows a person the integrity to dominate his subject with a pattern both fresh and origin. In conclusion, writing is a process to put some thoughts into words in a meaning full form and it is used to express used to express and explain ideas.In teaching writing is communicative activity between the teacher and students. In learning English writing is the same as learning other skills like reading, speaking and listening. The students should practice and do a lot of exercise, continually and seriously studying language for students.

CHAPTER III

RESEARCH METHOD

This chapter deals with research method design, research variables and operational definitions, population and sample, research instrument, technique of data collection, and technique of data analysis.

A. Research Method Design

This research employs a pre-experimental method. It investigate the effectiveness of using news to improve the ability of the students in writing report text. The research design is one group pretest-posttest design. Treatment (X) is give between pretest (O_1) and posttest (O_2). The design can be described as follows:

$$\widehat{E} = \underline{\qquad X \qquad\qquad O_2 \qquad}$$
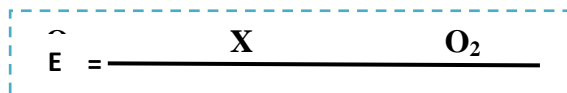
Where;

   E = Experimental

   O_1 = Pre-test

   O_2 = Post-test

   X = Treatment (report text)

<div align="right">(Gay L.R., et al, 2006)</div>

The students was give pre test to find out their basic ability in writing skill, then they was give treatment for six meetings using report text as teaching media.

After that, the students was give post test to find out the improvement of the students in writing.

B. Variables and Operational Definitions of Variables

1. **Variables**

   a. Independent variable:

   Using STAD to develop the ability to write report text.

   b. Dependent variable is the students' ability to write report text

2. **Operational Definition of variables**

   a. Independent Variable

   STAD is considered as one of the most researched , simplest and straightest forward of all the cooperative learning.

   b. Dependent variable.

   Writing ability is the clear grasp of what is written. Components to be investigated are content, and organization

C. Population and Sample

1. Population

   The population of this research is exact class of the second year of SMA Negeri 7 Makassar academic year 2016/2017 which consists of five classes. The numbers of population are 175 students.

2. Sample

   This research was apply clustering sampling technique and the total sample 28 students, consist of 28 students take XI IPS 3 as the sample of

the research. This technique is use because the researcher take pre-experimental research and to make easy for researcher to choose participant. The reason for using clustering sampling is more effective with large number.

D. Research Instrument

In this research, the reseacher is used one kind of instrument namely writing test. The form of the writing test is used to measure the students' writing ability by giving them some topics. The pretest (first test) was intend to find out the basic knowledge of the students and the test do before doing the treatment while post-test (second test) was give after the treatment is done. The function of the writing test is to know how the students' organization of paragraph level in report writing ability and how the students' mechanics level in writing report text.

E. Technique of Data Collection

The procedure in collecting data is divide into three steps, those are:

1. Pre-test

The researcher was give pre-test which is used to identify the students' prior knowledge of writing ability. In the pre-test, the reseacher ask the students to write report text by giving them some topics.

2. Treatment

The students was be taught by the researcher in writing report text, the treatment was give for six meetings after conducting the pre test. The procedures of treatment are as follows:

a. First meeting

   a) The researcher was explain about writing and components or aspect of writing.

   b) The researcher was explain about report text and the component of it.

   c) The resercher was explain about the video that employed in the writing classroom activity (report text), give them example of news and explain what the students are going to do.

   b. Second meeting, third and sixth meeting

     a) The researcher was divide the students into groups. Each group consist of five-six students.

     b) The researcher was give the students the topic of report text

     c) Then, the researcher was show a report text in front of the class using video. Students are allow to take some note while they reading report text. Topic is not similar for each meeting.

     d) The news replace in two times.

     e) The researcher was give the work sheet to the students.

     f) The researcher was collect student's work sheet

     g) Re- reading the news and discussed it

3. Post-Test

After giving the treatment, the researcher was give post test for the students. In this step the students was ask to make report text base on a report text. It is aim to find out the result of the treatment.

F. Technique of Data Analysis

To know the students' achievement of writing English composition, the writer use the following procedure:

1. The score of each component is determined by using the following writing scale in the scoring of composition Jacob (1981)

    a. Content

The researcher uses the following scale to find out the score of writing in term of the content of writing:

Score	Classification	Standard
30-27	Excellent to Very Good	Knowledge, suitable, substantive.
26-22	Very Good to Good	Some knowledge of subject, adequate range.
21-17	Good To Fair	Limited knowledge of subject, little substance
16-13	Very Poor	It doesn't show knowledge of subject, no substance

    b. Organization

The researcher uses the following scale to find out the score of writing in term of the organization of writing:

Score	Classification	Standard
20-18	Excellent to Very Good	Fluent expression, ideas clearly stated.
17-14	Very Good to Good	Some choppy, loosely organized but minimum ideas stand out.
13-10	Good To Fair	Non fluent, ideas confused or disconnected.
9-7	Very Poor	It doesn't communicate any organization

2. Identifying the percentage students' achievement with the following formula:

$$N = \frac{\sum S}{\sum SM} \times 100$$

<div align="right">(Sudjana, 2005: 438)</div>

Note:

N : Students' achievement score

$\sum$S : Students' score

$\sum$SM : Maximum score

3. The data collected through the test are tabulated and then classified by referring to the scoring system. The score of the students is classified as follow:

The Table of Achievement

Criteria of Mastery	Grade
86 – 100	Very good
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
less than 40	Very poor

<div align="right">(Depdiknas 2006)</div>

4. To find out the mean score of the students' answer by using SPSS 20.

5. To find out standard deviation of the students' pre-test and post-test by applying SPSS 20.

6. Finding out the significant difference between pre-test and post-test by calculating the value of the test using SPSS 20.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter particularly covers the findings and discussion. The findings of the research consist of the description of the result from the data collected through a writing test (pre-test and post-test). Then, the discussion was described further explanations and interpretation of the findings given and the relation of the findings with the previous research.

A. Findings

The findings of this research was deal with the students' score. They are the mean score of pre-test and post-test, the t-test value, and hypothesis testing. These findings describe as follows :

1. The Students' Content Ability in Writing Report Text

The Mean Score the Students' Ability to Write Report Text in Terms Of Content

No	Test	Mean Score	Improvement
1	Pre-test	57.86	38.6 %
2	Post-test	80.19	

Content ability is the students' ability to write report text content of video that presented. The use of Student Team Achievement Division in teaching Writing can improve the students' content. It is proved ability in writing it is indicated by the difference between the score of pre-test and post-test in **Table 4.1**

The use of Student Team Achievement Division in developing the students' writing content. The students are divided into groups each group consist of five-six. each group must make sure that every member of the group understands the content of the video the students given topic to write report text. In the pre-test the students got low score (57.86) students only see and hearing without understanding content in writing report text. Played in front of the class besides the students are also less cooperative in the team, just rely on one of his friends, without discussing the learning out comes obtained in each teams. Most of the stud ents' paragraph was dominated by errors of the central purposes and unity. It was caused of the researcher recognizing to the students was still low and the researcher still efforted to look for the students' weakness in writing content which deals with organization and content.

In the post-test, the achievement of student achievement score increased to (80.19). through applied Student Team Achievement Division each student is actively involved in video-related discussions shown to students and find ideas to be expressed in their writing, they also know what paragraphs they want to create and know how to develop them and the student paragraphs are more easily understood. . Paragraphs contain only a few or a few errors. So the improvement of pre-test and post-test is (38.6%).

2. The Students' Organization Ability in Writing Report Text

The Mean Score The Students' Ability to Write Report Text in Terms Of Organization

No	Test	Mean Score	Improvement
1	Pre-test	58.57	36.6 %
2	Post-test	80	

Organization in report text is the students' ability how to make group that had the same aimed to comperehended that content of video. The use of Student Team Achievement Division in teaching Writing can improve the students' organization. It is proved ability in writing report text it is indicated by the difference between the score of pre-test and post-test.

The following table shows the distribution of main score in pre-test and post-test.

Table 4.2

The use of Student Team Achievement Division in developing the students' writing organization. The students are divided into groups each group consist of five-six explain about the video that employed in writing report text,each member of the group must know that all group members have the same goal. In the pre-test the students got low score (58.57) because because they are still afraid not to form their sentences and ideas, in addition they can not think well in making test reports themselves based on the video that has been played. This is due to researchers who realize that students are still low and researchers are still trying to find the weakness of students in writing organizations related to the organization and content.

In the post-test scores of the student organization in writing eventually develops into (80) because in this test the students exchange ideas about the content and organization of the video in making report test. find the organizational student's weaknesses related to organization and content. , and provide appropriate action for their weaknesses. So the improvement of pre-test and post-test is (36.6%).

3. The significance of content and organization

The researcher used t-test analysis on the level of the significance (p)= 0,05 with the degree of freedom (df)= N-1, where N = number of subject (28 students) then the value of t-table is 2.052. the t-test statistical, analysis for independent sample was applied. The following table shows the result of t-test calculation :

Table 4.3 The t-test of the Students' Improvement

No	Components	T-test value	T-table value	Description
1.	Writing ability	10.5	2.052	Significant

The table 4.3 above shows that t-test value for content was greater that t-table (10.5 > 2.052), t-testi. It means that H_0 was rejected and H_1 was accepted. So the researcher concludes there was a significant difference between the result of the students' pre-test and post-test achievement after giving using applied Student Team Achievement Division in improving to write report texts of SMA Negeri 9 Makassar .

B. Discussion

The discussion section deals with the interpretation of the findings derived from the result of statistically analysis through writing test.

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear for the readers, so that the readers can understand the message convey and gain information from it, in order to have a good content of writing, its content should be well unified and completed.

In the first video when giving pre-test, the researcher actually found that the most students' did not know about writing narrative text. It can be seen in table 4.1 that the students' writing achievement on pre-test was very poor. Most of the students', wrote report text when the researcher gave topics even though several of them could be wrote the right.

From the content side, in the pre-test, students lack the idea of exploring their thoughts to form sentences relating to the given topic, the supporting ideas are not related to the main idea, and the way to describe the topic is nonspecific so that the content is misunderstood. Most of the student paragraphs are dominated by errors of purpose and central unity.

At the second video, the researcher applied Student Team Achievement Division to the students. They try to pay attention and participate in learning english. At that time, researchers emphasized to improve the student content component. At the end of the meeting, the researcher asks the student to write the text of the report based on the topic given by the teacher.

After care, student achievement increases. The students have found the idea to be expressed in their writing, they also know what paragraphs they want to create and know how to develop them and the student paragraphs are easier to understand. Paragraphs contain only a few or a few errors of the main purpose and unity of the state. It can be seen from the average score between pre-test and post-test. after applying applied student team achievement division in the class, the average score in the pre-test was 21.03 and the post-test average score was 24.86 with an improvement of 18.17%. Student Team Achievement Division helped the students' to make paragraph by answer the question that related to the topic.

In addition to the content, the next problem was organization. Organization is the ability to develop ideas and topic which is relevant in a united form. On the other hand, it concerns with the ways through writer arranges and organizes the idea in order the message in the words.

Before giving the treatment, most of the students have difficulties to organize words well because the lack of vocabulary and most of the words have to found in dictionary and this consumed time. Several students were wrong in choosing the right words to express their idea so theirs paragraph dominated by errors of words and sentences.

At the third meeting, the researcher emphasized the students' writing organization. The researcher instructed students' to use daily vocabulary and the use of dictionary only supporting media. The improvement of the students organization was 25.73 % where the mean score of pre-test was 14.71 classified and mean score of post test was 18.5**.**

After calculating the value of t-test, it was compared with the value of t-table. When it found that the value of t-test was greater than the value of t-table, it mean that Null hypothesis (H_0) was rejected and Alternative hypothesis (H_1) was accepted because there was significant difference between pre-test and post-test before and after being taught writing narrative paragraph by using Intrapersonal Intellegence Strategy. Meanwhile, when it found that the value of t-test was lower than the value of t-table, it mean that Null hypothesis (H_0) was accepted and Alternative hypothesis (H_1) was rejected because there was no significant difference between pre-test and post-test before and after being taught report paragraph by using applied student team achievement division

T-test value for content was greater that t-table (10.5 > 2.052). It means that there was significant difference between the students' writing skill before and after using Student Team Achievment Division was writing narrative text at SMA Negeri 9 Makassar. It is also said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

Therefore, the researcher was concluded that the use of applied Student Team Achievement Division was effective to improve the students' skill in writing Report text. From the discussion above, it can be concluded that the students' writing ability at eleventh grade students' at SMA Negeri 9 Makassar can be improved in write report text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussions in the previous chapter, the researcher can make conclusion as follow :

STAD is effective students' writing ability in term of content. It is proved by the mean score in content (38.6%). And then in term of organization. It is proved by the mean score in organization (36.6%). The mean score between content and organization in pre test and post test is (39.93)

B. Suggestion

Based on the result of the data analysis, the researcher would like to give some suggestions as follow :

It is suggested to the English teachers to use STAD as the alternative in the teaching and learning process to improve the students' English ability especially in improving their writing ability in report text.

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APPENDIXES

Appendix A.1

The Result of The Students' Ability to write Report Test in Pre-test

No	Row score	Content	Row score	Organization	X
1	15	50	9	45	24
2	20	66,67	13	65	33
3	20	66,67	13	65	33
4	15	50	9	45	24
5	20	66,67	13	65	33
6	15	50	9	45	24
7	15	50	9	45	24
8	20	66,67	13	65	33
9	15	50	9	45	24
10	22	73,33	17	85	39
11	15	50	9	45	24
12	15	50	9	45	24
13	20	66,67	17	85	37
14	15	50	9	45	24
15	22	73,33	17	85	39
16	15	50	9	45	24
17	15	50	9	45	24
18	20	66,67	17	85	37
19	15	50	9	45	24
20	15	50	9	85	24
21	15	66,67	13	45	33
22	20	50	9	45	24
23	15	73,33	13	65	35
24	22	50	9	49	24
25	15	50	13	65	28
26	15	66,67	17	85	37
27	20	50	13	65	28
28	15	66,67	13	65	33
$\sum$		1.620,02		1.640	814
$\overline{\overline{X}}$		57,86		58,57	29,07

Appendix A.2

The Result of The Students' Ability to write Report Test in Post-test

No	Row score	Content	Row score	Organization	X
1	20	66,67	15	75	35
2	25	83,33	17	85	42
3	25	83,33	15	75	40
4	25	83,33	15	75	40
5	25	83,33	15	75	40
6	20	66,67	15	75	35
7	20	66,67	15	75	35
8	25	83,33	17	85	42
9	25	83,33	15	75	40
10	27	90	20	100	47
11	20	66,67	15	75	35
12	25	83,33	15	75	40
13	27	90	20	100	47
14	25	83,33	15	75	40
15	27	90	20	100	47
16	20	66,67	15	75	35
17	25	83,33	15	75	40
18	25	83,33	20	100	45
19	20	66,67	15	75	35
20	25	83,33	15	75	40
21	27	90	20	100	47
22	25	83,33	15	75	40
23	27	90	20	100	40
24	25	83,33	15	75	40
25	25	83,33	20	100	45
26	25	83,33	15	75	40
27	25	83,33	15	75	40
28	27	90	20	100	47
$\sum$		2.245,3		2.240	1.139
$\overline{\overline{X}}$		80,19		80	40,69

APPENDIX A.3

The Result of The Students' Ability to Write in Pre Test and Post Test

No	Score pre test (X_1)	Score post test (X_2)	D =($X_2.X_1$)	$X_1{}^2$	$X_2{}^2$	D^2
1	24	35	11	576	1.225	121
2	33	42	9	1.089	1.764	81
3	33	40	7	1.089	1.600	49
4	34	40	6	1.156	1.600	36
5	33	40	7	1.089	1.600	49
6	24	35	11	576	1.225	121
7	24	35	11	576	1.225	121
8	33	42	9	1.089	1.764	81
9	24	40	16	576	1.600	256
10	39	47	8	1.521	2.209	64
11	24	35	11	576	1.225	121
12	24	40	16	576	1.600	254
13	37	47	10	1.369	2.209	100
14	24	40	16	576	1.600	256
15	39	47	8	1.521	2.209	64
16	24	35	11	576	1.225	121
17	24	40	16	576	1.600	256
18	37	45	8	1.369	2.025	64
19	24	35	11	576	1.225	121
20	24	40	16	576	1.600	256
21	33	47	14	1.089	2.209	196
22	24	40	16	576	1.600	256
23	35	40	5	1.225	1.600	25
24	24	40	16	576	1.600	256
25	28	45	17	784	2.025	289
26	37	40	3	1.369	1.600	91
27	28	40	12	784	1.600	144
28	33	47	14	1.089	2.209	196

$\sum x$	814	1.139	315	25.120	46.773	3.965
X	29,07	40,69	11,25	897,14	1.670,46	141,6

APPENDIX A.4

1. **The Mean Score of Students' Pre Test and Post Test in Terms of content**
    a. Mean scores of the students' pre test

    $$\bar{X} = \frac{\sum x}{N}$$

    $$\bar{X} = \frac{1620,02}{28}$$

    $$\bar{X} = 57,86$$

    b. Mean scores of the students' post test

    $$\bar{X} = \frac{\sum x}{N}$$

    $$\bar{X} = \frac{2.245,3}{28}$$

    $$\bar{X} = 80,19$$

2. **The Mean Score of Students' Pre Test and Post Test in Terms of Organization**
    a. Mean scores of the students' Pre test

    $$\bar{X} = \frac{\sum x}{N}$$

    $$\bar{X} = \frac{1.640}{28}$$

    $$\bar{X} = 58,57$$

    b. Mean scores of the students' Post test

    $$\bar{X} = \frac{\sum x}{N}$$

    $$\bar{X} = \frac{2.240}{28}$$

    $$\bar{X} = 80$$

APPENDIX A.5

The rate percentage of the students score in terms of Content

1. **Pre test**

    a. Poor

    $F = 16$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{16}{28} \times 100\% = 57,14\%$$

    b. Fair

    $F = 9$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{9}{28} \times 100\% = 32,14\%$$

    c. Good

    $F = 3$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{3}{28} \times 100\% = 10,71\%$$

2. **Post test**

    a. Fair

    $F = 6$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{6}{28} \times 100\% = 21,43\%$$

    b. Good

    $F = 16$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{16}{28} \times 100\% = 57,14\%$$

    c. Very Good

    $F = 6$, $N = 28$ $P = \frac{F}{N} \times 100\%$

    $$P = \frac{6}{28} \times 100\% = 21,43\%$$

The rate percentage of the students score in terms of Organization

1. **Pre test**

   a. Poor

   F = 14, N = 28 $P = \dfrac{F}{N} \times 100\%$

   $P = \dfrac{14}{28} \times 100\% = 50\%$

   b. Fair

   F = 8, N = 28 $P = \dfrac{F}{N} \times 100\%$

   $P = \dfrac{8}{28} \times 100\% = 28{,}57\%$

   c. Good

   F = 6, N = 28 $P = \dfrac{F}{N} \times 100\%$

   $P = \dfrac{6}{28} \times 100\% = 21{,}43\%$

2. **Post test**
   a. Good

   F = 20, N = 28 $P = \dfrac{F}{N} \times 100\%$

   $P = \dfrac{20}{28} \times 100\% = 71{,}43\%$

   b. Very Good

   F = 8, N = 20 $P = \dfrac{F}{N} \times 100\%$

   $P = \dfrac{8}{28} \times 100\% = 28{,}57\%$

APPENDIX A.6

A. Enhancing of students' ability to write report text.

1. enhancing of the students' scores in term of content

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{2.245,3 - 1.620,02}{1.620,02} \times 100\%$$

$$P = \frac{625.28}{1.620,02} \times 100\%$$

$$P = 38,6\%$$

2. enhancing of the students' scores in term of organization

$$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{2.240 - 1.640}{1.640} \times 100\%$$

$$P = \frac{600}{1.640} \times 100\%$$

$$P = 36,6\%$$

B. Improving of the students' mean score of pre-test and post-test in content and organization

1. $$P = \frac{X2 - X1}{X1} \times 100\%$$

$$P = \frac{1.139 - 814}{814} \times 100\%$$

$$P = \frac{325}{814} \times 100\%$$

$$P = 39,93\%$$

The significance different of students' score between the score of pre test and post test to write report text

$$t = \frac{\overline{D}}{\overline{D}\sqrt{\dfrac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

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

$$\overline{D} = \frac{315}{28}$$

$$\overline{D} = 11{,}25$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{\sum 3965 \frac{(315)2}{28}}{28(28-1)}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{\sum 3965 \frac{99{,}225}{28}}{28(27)}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{3965 - 3.543{,}75}{28(27)}}}$$

$$t = \frac{11{,}25}{\sqrt{\dfrac{421{,}25}{756}}}$$

$$t = \frac{11{,}25}{\sqrt{0{,}56}}$$

$$t = \frac{11{,}25}{0{,}75}$$

$$t = 10{,}5$$

PRE-TEST

NAME   :

NIS   :

CLASS   :

Watching to the video carefully, and answer the question !

1. What is the topic of the News ?

2. Write one paragraph the conclusion abot what you have watch !

ANSWER :

Facebook is the world's biggest social networks and the subject of the movie " The Social Networks" The real Mark Zuckerbecg and his friend at Harvard University launched the site in two thousand four . Facebook says it reached five hundred millions users last july. Now the American bank Goldman sachs and the Russian company digital sky technologies have friended facebook. They are investing a total of five hundred million dollars in the company. the deal values facebook at fifty billion dollars more than publicly traded internet companies. Goldman Sachs is expecte to raise a billion and half dollars more by selling shares and ownership in facebook to rich investor. The plan does not include the public stock offering at least not right now. For now, Facebook would remain a private company-- meaning a company that does not sell shares to the public. The plan has brought new attention to the largely secretive world of private financing the rules for private companies in the United States. The idea is that investor in public companies have protections that investors in private companies do not. and securities and exchange commisions says a private company must report financial information if it has more than five hundred shareholders a new bussiness a startup company is usually consiered to risky for avverage investors. but a promising startup may find a small numbers of private investors, often known as angels these investors are willing to lose everything for a chance at big returns. Ricky Tahta ha been involved in raising money for startups. He is now chairman of his own invesment company, covestor with ofices in New York and London. Mister Tahta compares the difference between public and private companies to the difference between marriage and dating, when people are dating he says, there are understanding but few rules. In marriage the rules are more clear and well-defined. in his opinion, the only real benefit for a private company is lower administrative and record keeping costc. yet he tells as convestors remain a private company after a few years because it is still too risky for most investors.

POST-TEST

NAME   :

NIS   :

CLASS   :

Watching to the video carefully, and answer the question !

1. What is the topic of the News ?

2. Write one paragraph the conclusion abot what you have watch !

ANSWER :

Is this a future billionare? at fifteen Thomas created and sells acts for smart phones and google glass that's has he's wearing by the way. and that's how he's filming us with his glasses and Thomas has big plans for summer. He wants to revolutionize 3d printing technology. "we slept applied for a patent on 3d printing, trying to make a 3d printing faster and more reliable. but thats the key there's speed and were trying to print ten times faster than current generation 3d printers , Thomas is self taugh when it comes to bussines encoding. this school is trying to create enterpreanur starting from age 11 "for advertising and advertise i use social media as a device and then we have appeared this is my profit sharing plan' at the incubator school kids are encourage to star companies on school time

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas   : XI

Pertemuan ke   : 1-2

Alokasi Waktu : 2 x 45 menit

Aspek   : Writing

Standar Kompetensi:

a. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari

b. Mengungkapkan makna dalam monolog/essay yang berbentuk *report text,* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar:

- Mengungkapkan makna dalam teks secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk *report text*

Indikator:

1. Menggunakan tata bahasa, kosa kata, tanda baca, dan tata tulis dengan akurat.

2. Menulis teks berbentuk : *report text*

1. **Tujuan Pembelajaran**

   - Siswa dapat memahami isi *report text*

   - Siswa dapat menulis dalam bentuk *report text*

2. **Materi Pokok:**

   Tayangan video tentang: Search resumes for missing plane in Indonesia

3. **Metode Pembelajaran/Teknik:** *Student Teams-Achievement Divisions (STAD)*

   Langkah-langkah Kegiatan:

- **Kegiatan Awal (10')**
  - Peneliti menyuruh ketua kelas mempersiapkan kelas
  - Peneliti memberikan motivasi sebelum memberikan pelajaran
  - Peneliti memperkenalkan pelajaran monolog berbentuk report text kepada siswa

- **Kegiatan Inti (70')**
  - Peneliti akan membagi siswa-siswa dalam beberapa grup, setiap grup terdiri dari 5 sampai 6 siswa
  - Setiap anggota kelompok (siswa) harus mengetahui bahwa semua anggota kelompok mempunyai tujuan yang sama.
  - Setiap anggota kelompok (siswa) harus membagi tugas dan tanggung jawab yang sama diantara anggota kelompoknya.
  - Setiap anggota kelompok (siswa) akan dikenai evaluasi.
  - Setiap kelompok harus memastikan bahwa setiap anggota kelompok telah memahami apa yang telah diberikan peneliti.
  - Setiap anggota kelompok (siswa) akan diminta mempertanggung jawabkan secara individual materi yang ditangani dalam kelompok kooperatif.
  - Peneliti memberikan topik dan *report text*
  - Peneliti menunjukkan video di depan kelas dengan menggunakan LCD
  - Siswa di beri kesempatan untuk memahami isi dari video tersebut
  - Peneliti memutar video sebanyak 2 kali
  - Peneliti memberi kesempatan kepada siswa untuk membuat *report text* yang berkaitan dengan video yang telah di tayangkan
  - Peneliti membimbing siswa ketika melakukan kegiatan

- Aktiviatas siswa dalam memecahkan masalah dengan bertanya

- pada peneliti

- peneliti memberikan bimbingan pada kelompok yang mengalami kesulitan

- Peneliti akan mengumpulkan lembar kerja siswa, dan membaca ulang hasil *report text* yang telah di kerjakan

- **Kegiatan Akhir (10')**

    - Peneliti mengumpulkan materi

4. **Sumber/Bahan/Alat**

- Internet (youtube)
- LCD
- Dictionary
- Video

5. **Penilaian:**

- Teknik: Tertulis (individu)
- Aspek: Content, Organization.

Makassar,   Maret 2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa,

Sri Rahayu

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas   : XI

Pertemuan ke   : 3-4

Alokasi Waktu : 2 x 45 menit

Aspek   : Writing

Standar Kompetensi

a. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari

b. Mengungkapkan makna dalam   monolog/essay yang berbentuk *report text,* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar

- Mengungkapkan makna dalam teks secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk *report text*

Indikator

1. Menggunakan tata bahasa, kosa kata, tanda baca, dan tata tulis dengan akurat.

2. Menulis teks berbentuk : *report text*

1. **Tujuan Pembelajaran**

- Siswa dapat memahami isi *report text*

- Siswa dapat menulis teks wacana dalam bentuk *report text*

2. **Materi Pokok**

Tayangan video tentang: Najib, Rosmah attend Jusuf Kalla's daughter's wedding reception

Metode Pembelajaran/Teknik: *Student Teams-Achievement Divisions* **(STAD)**

Langkah-langkah Kegiatan

- **Kegiatan Awal (10')**
  - Peneliti menyuruh ketua kelas mempersiapkan kelas
  - Peneliti memberikan motivasi sebelum memberikan pelajaran
  - Peneliti memperkenalkan pelajaran monolog berbentuk report text kepada siswa

- **Kegiatan Inti (70')**
  - Peneliti akan membagi siswa-siswa dalam beberapa grup, setiap grup terdiri dari 5 sampai 6 siswa
  - Setiap anggota kelompok (siswa) harus mengetahui bahwa semua anggota kelompok mempunyai tujuan yang sama.
  - Setiap anggota kelompok (siswa) harus membagi tugas dan tanggung jawab yang sama diantara anggota kelompoknya.
  - Setiap anggota kelompok (siswa) akan dikenai evaluasi.
  - Setiap kelompok harus memastikan bahwa setiap anggota kelompok telah memahami apa yang telah diberikan peneliti.
  - Setiap anggota kelompok (siswa) akan diminta mempertanggung jawabkan secara individual materi yang ditangani dalam kelompok kooperatif.
  - Peneliti memberikan topik dan *report text*
  - Peneliti menunjukkan video di depan kelas dengan menggunakan LCD

- Siswa di beri kesempatan untuk memahami isi dari video tersebut

- Peneliti memutar video sebanyak 2 kali

- Peneliti memberi kesempatan kepada siswa untuk membuat *report text* yang berkaitan dengan video yang telah di tayangkan

- Peneliti membimbing siswa ketika melakukan kegiatan

- Aktiviatas siswa dalam memecahkan masalah dengan bertanya pada peneliti

- peneliti memberikan bimbingan pada kelompok yang mengalami kesulitan

- Peneliti akan mengumpulkan lembar kerja siswa, dan membaca ulang hasil *report text* yang telah di kerjakan

- **Kegiatan Akhir (10')**

  - Peneliti memberikan kesempatan kepada siswa untuk bertanya

  - Peneliti menyimpulkan materi

1. **Sumber/Bahan/Alat**
   - Internet (youtube)
   - LCD
   - Dictionary
   - Video

2. Penilaian

- Teknik: Tertulis (individu)

- Aspek: Content, Organization.

  Makassar,   Maret 2016

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  Guru Mata Pelajaran   Mahasiswa,

  Sri Rahayu

RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas   : XI

Pertemuan ke   : 5-6

Alokasi Waktu : 2 x 45 menit

Aspek   : Writing

Standar Kompetensi:

1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari
2. Mengungkapkan makna dalam monolog/essay yang berbentuk *report text* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar:

- Mengungkapkan makna dalam teks secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk *report text*

Indikator:

1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menulis teks berbentuk : report text

1. **Tujuan Pembelajaran**
   - Siswa dapat memaknai wacana monolog dalam bentuk *report text*
   - Siswa dapat menulis teks wacana dalam bentuk report text

2. **Materi Pokok:**

   Tayangan video tentang: Rescuers struggle to reach stricken Indonesian ferry

3. **Metode Pembelajaran/Teknik: Student Teams-Achievement Divisions (STAD)**

   Langkah-langkah Kegiatan:

- **Kegiatan Awal (10')**
  - Peneliti menyuruh ketua kelas mempersiapkan kelas
  - Peneliti memberikan motivasi sebelum memberikan pelajaran
  - Peneliti memperkenalkan pelajaran monolog berbentuk report text kepada siswa

- **Kegiatan Inti (70')**
  - Peneliti akan membagi siswa-siswa dalam beberapa grup, setiap grup terdiri dari 5 sampai 6 siswa
  - Setiap anggota kelompok (siswa) harus mengetahui bahwa semua anggota kelompok mempunyai tujuan yang sama.
  - Setiap anggota kelompok (siswa) harus membagi tugas dan tanggung jawab yang sama diantara anggota kelompoknya.
  - Setiap anggota kelompok (siswa) akan dikenai evaluasi.
  - Setiap kelompok harus memastikan bahwa setiap anggota kelompok telah memahami apa yang telah diberikan peneliti.
  - Setiap anggota kelompok (siswa) akan diminta mempertanggung jawabkan secara individual materi yang ditangani dalam kelompok kooperatif.
  - Peneliti memberikan topik dan *report text*
  - Peneliti menunjukkan video di depan kelas dengan menggunakan LCD
  - Siswa di beri kesempatan untuk memahami isi dari video tersebut
  - Peneliti memutar video sebanyak 2 kali
  - Peneliti memberi kesempatan kepada siswa untuk membuat *report text* yang berkaitan dengan video yang telah di tayangkan

- Peneliti membimbing siswa ketika melakukan kegiatan

- Aktiviatas siswa dalam memecahkan masalah dengan bertanya pada peneliti

- peneliti memberikan bimbingan pada kelompok yang mengalami kesulitan

- Peneliti akan mengumpulkan lembar kerja siswa, dan membaca ulang hasil *report text* yang telah di kerjakan

- **Kegiatan Akhir (10')**

  - Peneliti memberikan kesempatan kepada siswa untuk bertanya

  - Peneliti menyimpulkan materi

4. **Sumber/Bahan/Alat**

- Internet (youtube)
- LCD
- Dictionary
- Grammar in use

5. **Penilaian:**

- Teknik: Tertulis (individu)

- Aspek: Content, Organization.

Makassar,   Maret 2016

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RENCANA PELAKSANAAN PEMBELAJARAN

Mata Pelajaran : Bahasa Inggris

Kelas   : XI

Pertemuan ke   : 7-8

Alokasi Waktu : 2 x 45 menit

Aspek   : Writing

Standar Kompetensi:

1. Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari

2. Mengungkapkan makna dalam monolog/essay yang berbentuk *report text* secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

Kompetensi Dasar:

- Mengungkapkan makna dalam teks secara akurat, lancar dan berterima yang menggunakan ragam bahasa lisan yang berbentuk *report text*

Indikator:

1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.

2. Menulis teks berbentuk : report text

1. Tujuan Pembelajaran

- Siswa dapat memaknai wacana monolog dalam bentuk *report text*
- Siswa dapat menulis teks wacana dalam bentuk report text

2. Materi Pokok:

Tayangan video tentang: Journalist Couple Attacked in Makassar, Indonesia

3. **Metode Pembelajaran/Teknik: Student Teams-Achievement Divisions (STAD)**

   Langkah-langkah Kegiatan:

- **Kegiatan Awal (10')**
  - Peneliti menyuruh ketua kelas mempersiapkan kelas
  - Peneliti memberikan motivasi sebelum memberikan pelajaran
  - Peneliti memperkenalkan pelajaran monolog berbentuk report text kepada siswa

- **Kegiatan Inti (70')**
  - Peneliti akan membagi siswa-siswa dalam beberapa grup, setiap grup terdiri dari 5 sampai 6 siswa
  - Setiap anggota kelompok (siswa) harus mengetahui bahwa semua anggota kelompok mempunyai tujuan yang sama.
  - Setiap anggota kelompok (siswa) harus membagi tugas dan tanggung jawab yang sama diantara anggota kelompoknya.
  - Setiap anggota kelompok (siswa) akan dikenai evaluasi.
  - Setiap kelompok harus memastikan bahwa setiap anggota kelompok telah memahami apa yang telah diberikan peneliti.
  - Setiap anggota kelompok (siswa) akan diminta mempertanggung jawabkan secara individual materi yang ditangani dalam kelompok kooperatif.
  - Peneliti memberikan topik dan *report text*
  - Peneliti menunjukkan video di depan kelas dengan menggunakan LCD
  - Siswa di beri kesempatan untuk memahami isi dari video tersebut
  - Peneliti memutar video sebanyak 2 kali
  - Peneliti memberi kesempatan kepada siswa untuk membuat *report text* yang berkaitan dengan video yang telah di tayangkan

- Peneliti membimbing siswa ketika melakukan kegiatan

- Aktiviatas siswa dalam memecahkan masalah dengan bertanya pada peneliti

- peneliti memberikan bimbingan pada kelompok yang mengalami kesulitan

- Peneliti akan mengumpulkan lembar kerja siswa, dan membaca ulang hasil *report text* yang telah di kerjakan

- **Kegiatan Akhir (10')**

  - Peneliti memberikan kesempatan kepada siswa untuk bertanya

  - Peneliti menyimpulkan materi

4. **Sumber/Bahan/Alat**

- Internet (youtube)
- LCD
- Dictionary
- Video

5. **Penilaian:**

- Teknik: Tertulis (individu)

- Aspek: Content, Organization.

Makassar,   Maret 2016

Mengetahui,

Guru Mata Pelajaran   Mahasiswa,

Sri Rahayu

Documentation Pictures

1. The researcher guided the students in writing.

2. *Students were being serious in writing paragraph.*

CURRICULUM VITAE

SRI RAHAYU was born in Belopa, on September 9th, 1992. His father's name is Jamaluddin and his mother's name is Hj. Sairah. He is the first child of one siblings. He began his elementary school at SDN 24 Kampong Tangnga and graduated in 2002, He continued his study at SMPN 1 Belopa and graduated in 2007. After finishing His study in junior high school, she continued his study at SMA N 1 Belopa and graduated in 2010. In the same year of 2011, he was registered as a student of English Department of Mak assar Muhammadiyah University on strata one program.