

**IMPROVING CHARACTER BASED WRITING BY APPLYING STUDENT
TEAMS ACHIEVEMENT DIVISION (STAD) METHOD OF THE
ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM IN
ACADEMIC YEAR 2018/2019**

S-1 THESIS

**Submitted as a Partial Fulfillment of the Requirements for Undergraduate
Degree in English Education Study Program**



By

Name : Nurul Ni'matul Choir

Student No : 1511202949

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITY OF WIDYA DHARMA KLATEN

KLATEN

2019

APPROVAL

**IMPROVING CHARACTER BASED WRITING BY APPLYING STUDENT TEAMS
ACHIEVEMENT DIVISION (STAD) METHOD OF THE ELEVENTH YEAR
STUDENTS OF SMA N 1 KARANGANOM IN ACADEMIC YEAR 2018/2019**

By

Name : NURUL NI'MATUL CHOIR


Student No : 1511202949

Approved by the Consultants to be examined before the Board of Examiners of Teacher
Training and Education Faculty on:

Day : Wednesday

Date : 31st July 2019

Consultant I,



Dra. Hj. Sri Haryanti, M. Hum.

NIDN/NIP. 0019066101/19610619 198703 2 001

Consultant II,



Kustinah, S. Pd., M. Hum.

NIDN/NIK. 0608026701/690 903 274

RATIFICATION

**IMPROVING CHARACTER BASED WRITING BY APPLYING STUDENT TEAMS
ACHIEVEMENT DIVISION (STAD) METHOD OF THE ELEVENTH YEAR
STUDENTS OF SMA N 1 KARANGANOM IN ACADEMIC YEAR 2018/2019**

By

Name : Nurul Ni'matul Choir

Students No : 1511202949

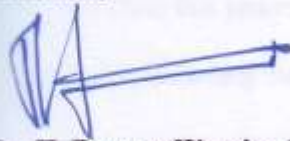
Accepted by the Board of Examiners of Teacher Training and Education Faculty, University
of Widya Dharma Klaten on:

Day : Saturday

Date : 17th August 2019

The Board of Examiners

Chairman,



Dr. H. Ronggo Warsito, M. Pd.

NIDN/NIK. 0607106501/690 890 113

Secretary,



Ana Setyandari, S. Pd., M. Pd.

NIDN/NIK. 0617068003/690 112 325

First Examiner,



Dra. Hj. Sri Haryanti, M. Hum.

NIDN/NIP. 0019066101/19610619 198703 2 001

Second Examiner,



Kustinah, S. Pd, M. Hum.

NIDN/NIK. 0608026701/690 903 274



Faculty of Teacher Training and Education
Dean,

Dr. H. Ronggo Warsito, M. Pd.

NIDN/NIK. 0607106501/690 890 113

PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED WRITING BY APPLYING STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) METHOD OF THE ELEVENTH YEAR STUDENTS OF SMA N 1 KARANGANOM IN ACADEMIC YEAR 2018/2019”**.

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 31st July 2019



NURUL NI'MATUL CHOIR
NIM. 1511202949

MOTTO

Allah, Allah lagi, Allah terus (The Researcher)

Baik, baik lagi, baik terus (The Researcher)

PRESENTATION

This thesis is presented to:

1. Allah SWT and Prophet Muhammad SAW.
2. My beloved father (Bpk Juwadi) and my beloved mother (Ibu Lasiyatun) who always love, support and pray for me.
3. My beloved sisters (Eka Susilawati, S. Ag. and Iin Nur Chasanah, S. Pd., M. Pd.) and my beloved brother (Ichsan Dwi Nurrohman, Amd.) who always love, support, help, and motivate.
4. My lovely nieces (Hexa, Rafa, Via, Gazha, Rizal, Falih, and Yafi) who make my life so wonderful.
5. My beloved friends TIM WISUDA 2019 (Azura Nuraliza, Arbelia Vicky Wibawa, Herlinda Purnamaningsih, Eka Suprapti) who always love, support, help, and motivate.
6. My beloved friends in English Study Program who make my study in English class amazing.

ABSTRACT

NURUL NI'MATUL CHOIR, 1511202949, English Education Study Program, Teacher Training and Education Faculty, Widya Dharma University, Klaten. Thesis: *Improving Character Based Writing by Applying Student Teams Achievement Division (STAD) Method of the Eleventh Year Students of SMA N 1 Karanganom in Academic Year 2018/2019.*

The thesis aims at verifying whether implementing Student Teams Achievement Division (STAD) method can improve English writing skill of the eleventh year students of SMA N 1 Karanganom in Academic Year 2018/2019.

In this research, the researcher uses classroom action research. The data are collected from test, observation, interview, and documentations. The source of the data are event, informants, and documents. In analyzing the data, the researcher writes the activities of teaching and learning character based writing in the forms of field notes first, and then analyzes the students' achievement.

The finding shows that there is improvement of students' achievement in writing skill and students' character assessment of precycle, cycle 1 to cycle 2. The mean score of students' achievement in precycle is 58,1, in cycle 1 is 67, and the second cycle 2 is 78,37. While the mean score of students character assessment in precycle is 2,59, in cycle 1 is 3,09, and cycle 2 is 3,53. So, it can be concluded that Student Teams Achievement Division (STAD) method can improve the teaching and learning of character based writing for eleventh year students of SMA N 1 Karanganom in academic year 2018/2019.

Key words: *improving, character, writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing is a skill which must be taught and practised. Writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students' expression at higher stage (Patel and Jain, 2008: 125). Writing has been with us for several thousand years, and nowadays is more important than ever. Although hundreds of millions of people are still unable to read and write, humanity relies on writing to an unprecedented extent. It is quite possible that, today, more communication takes place in the written than in the oral mode (Coulmas, 2012: 1).

Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English (Harmer, 2004: 31). In the context of education, it is also worth remembering that most exams, whether they are testing foreign language abilities or other skills, often rely on the students' writing proficiency in order to measure their knowledge (Harmer, 2004: 3). Teaching writing skills was conducted in a classroom of an undergraduate course. It was an attempt to sensitize the students to their own writing by training them in analyzing their errors themselves, followed by revision/ rewriting, in order to improve their writing

skill (Deshpande, 2014: 68). Almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught. Spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned (Harmer, 2004: 3). So, writing is one of English skill that must be practised, because, actually today, everything is rely on writing, including teaching of language in the classroom.

Harmer states that for many years, the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the what rather than the how of text construction. Product approaches expected the students to only analyze texts in terms of what language the students used and how they were constructed (2004: 11). Therefore, the students need to reread what they have written. Further, Harmer states that we also need to concentrate on the process of writing; and this regard, there are number of strategies we need to consider: (a) the way we get students to plan, (b) the way we encourage them to draft, reflect, and revise, (c) the way we respond to our students' writing, (d) the process trap, one of the problems of process writing is that it takes time (2004: 11). So, if the teacher wants to ask the students to write, the teacher can give some strategies to start writing something.

Based on the observation done on the preliminary research, the eleventh year students of SMA N 1 Karanganom have some problems when they do the writing activity. The problems are such as the grammar. Sometimes, the

students do not know the correct grammar in English. The other problem is less of vocabulary. The students know what they will write, but they can not write it in English. When the students write a sentence in English, they still feel confused to use the correct grammar.

Based on the problem above, the researcher has to give the solution to improve the students' writing skill. After understanding the students' problem on writing, the researcher tries to find an efficient and effective teaching and learning method. One of an efficient and effective teaching and learning writing is Student Teams Achievement Division (STAD).

Student Teams Achievement Division (STAD) was developed by Robert Slavin et al from University of John Hopkins. This method is the simplest cooperative learning method. This method also works based on study group of heterogeneous students (different sex, achievement, race, etc), listing new information to students. The Student Teams Achievement Division (STAD) procedures are (a) form a group of four or five, (b) teacher explains materials; (c) teacher gives task to students, (d) teacher gives quiz to all students, the students may not help each other to answer question, (e) evaluation, and (f) conclusion (Maonde, et al, 2015: 146).

Various research findings showed that the Student Teams Achievement Division (STAD) or cooperative learning model help teachers and students for a better learning social studies education. Slavin (1990) in Munawaroh (2013: 39) found that 86% of the students who were taught by Student Teams Achievement Division (STAD) cooperative learning model has a high

achievement in social studies education than taught by other learning models. Stahl (1992) found that the use of Student Teams Achievement Division (STAD) or cooperative learning model encouraged an attitude of solidarity and openness among students, the research also found that the Student Teams Achievement Division (STAD) or cooperative learning model encouraged achievement, goals, and social values in social studies education.

Based on previous research findings, the Student Teams Achievement Division (STAD) or cooperative learning model showed very high effectiveness for the acquisition of students' learning outcomes either the impact on the mastery of the subject matter or viewed from the attitude development and training as well as social skills that are beneficial to the students. Student Teams Achievement Division (STAD) also indicated to improve students' character building. Student Teams Achievement Division (STAD) or cooperative learning model has a high effectiveness in teaching. It can create an active and an interactive climate and atmosphere in the teaching and learning, as reflected in patterns of student interaction in groups, whenever a learning partnership between teachers and students in the academic dimension, therefore this climate fosters togetherness and openness during the teaching and learning (Munawaroh, 2013: 39). The characters that can be developed through the Students Teams Achievement Division (STAD) are creativity of the students, solidarity, openness, cooperativeness, students' team work, and tolerance among the students.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional menyatakan berdasarkan visi dan misi pendidikan

nasional, pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

It can be concluded that the education in Indonesia is related to the students' character. So, in teaching writing in the classroom, there should be a character that must be taught by the teacher to the students.

This study attempts to improve the writing skill in school which applied the Student Teams Achievement Division (STAD) method. The method is also to improve the students' character based writing skill of the eleventh year students of SMA N 1 Karangnom in academic year 2018/2019. Based on the statements above, the researcher conducts a research at the eleventh year students of SMA N 1 Karangnom in academic year 2018/2019. Therefore, this research is entitled Improving Character Based Writing by Applying Student Teams Achievement Division (STAD) Method of the Eleventh Year Students of SMA N 1 Karangnom in Academic Year 2018/2019.

B. The Reason for Choosing the Topic

The reasons why the researcher has chosen the topic are as follow:

1. The quality of English teaching especially in writing skill of the eleventh year students of SMA N 1 Karangnom needs to be improved.
2. Among other methods, Student Teams Achievement Division (STAD) method is appreciated to be more effective to make students learn writing easily.

C. The Limitation of the Study

To make the study clear, the researcher wants to limit the study. The study is focused on improving character based writing by applying Student Teams Achievement Division (STAD) method of the eleventh year students of SMA N 1 Karanganom in academic year 2018/2019.

D. The Statement of the Problem

The problem that is discussed in this study is “Can Student Teams Achievement Division (STAD) method be used to improve character based writing of the eleventh year students of SMA N1 Karanganom in academic year 2018/2019?”

E. The Aim of the Study

The aim of this study is to know whether or not Student Teams Achievement Division (STAD) method can be used to improve character based writing of the eleventh year students of SMA N 1 Karanganom in academic year 2018/2019.

F. The Benefit of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

The findings of the study are expected to enhance the theory of teaching technique in English, and support evidence to the existing research findings which have revealed the importance of having and experimenting different strategy concerning teaching writing.

2. The Practical Use

The result of this study is intended to be valuable informative feedback to both the English teachers and students of SMA N 1 Karanganom. For the teachers, the present research study is intended to be used as reference in planning a better teaching strategy to increase the students' writing skill by using appropriate technique. For the students, the findings of this study are expected to inspire and motivate the eleventh grade students to learn writing well. Moreover, it is expected to give a positive effect on the quality of education and school achievement.

G. The Clarification of the Key Terms

1. Improving

Improving is cause something to become better (Hornby, 2010: 625). In this study, improving means make the student's character based writing better by applying Student Teams Achievement Division (STAD) method to the eleventh year students of SMA N 1 Karanganom in academic year 2018/2019.

2. Character Based Writing

a. Writing

According to Sokolik (2003: 88) writing means the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. While according to Lado (1964: 143) writing is a partial representation of units of language expression. This is the essential difference between drawing and writing.

b. Character

Character is all the qualities and features that make a person, groups of people, and places different from others (Hornby, 2010: 234).

Based on the previous statements, the character based writing is the representation of the students' features of thinking and organizing ideas into statements and paragraphs.

3. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is one simple method in cooperative learning for teachers who are just beginning to use cooperative approach in the classroom. Student Teams Achievement Division (STAD) method is also an effective method of cooperative learning (Rakhman & Syatroh, 2015: 83).

In this study, Student Teams Achievement Division (STAD) is the simple and effective cooperative learning method that can be used by the teachers to teach writing.

H. The Organization of the Study

In order to facilitate the paper arrangement, the researcher organizes the report into five chapters. The five chapters are:

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the statement of the problem, the aim of the study, the benefit of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of the theory of writing, the theory of character education, the theory of Student Teams Achievement Division (STAD).

Chapter III is the Method of the Study. It consists of the meaning of research method, the strategy of the research, the data and the source of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is the Result of the Study. It consists of the data analysis and the discussion of the findings.

Chapter V is Conclusion and Suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion of the research. The details are presented below.

A. Conclusion

After presenting and analyzing the data which were obtained in the research discussed in chapter four, the researcher concludes the result of the research as the answer of problem “Can Student Teams Achievement Division (STAD) method improve the character based writing skill of the eleventh year students of SMA N 1 Karanganom in academic year 2018/ 2019?”. By applying the Student Teams Achievement Division (STAD) method, the students learned more actively and could solve their problem by the following fact. From the analysis, it can be seen that the students’ mean score of writing skill in Precycle is 58.1, in Cycle 1 is 67.0, and in Cycle 2 is 78.3. While, the mean score of students’ character in Precycle is 2.59, in Cycle 1 is 3.09, and in Cycle 2 is 3.53. So, the conclusion is Student Teams Achivement Division (STAD) method can improve the students character based writing skill of the eleventh year students of SMA N 1 Karanganom in academic year 2018/ 2019.

B. Suggestion

After the researcher carried out the research by using Student Teams Achievement Division (STAD) method to improve the students' character based writing skill, the researcher presents some suggestions to the students, the English teacher, and the school below.

1. To the students

The students must be active in teaching and learning process, especially when they are taught by using Student Teams Achievement Division (STAD) method. Because of this method, they can share their ideas and ask their difficulty to their friend, group or the teacher by writing. So, they can improve their writing skill and they will be good writers.

2. To the English teacher

English teacher is also expected to be creative in finding the new method to develop learning activity. Besides, the teacher should give various materials and keep monitoring the students' activity during writing class, in order to make the learning process dynamic, fun, and made it alive.

3. To the school

The school must give more attention to the students' writing skill by providing some interesting writing materials and various media. It also makes the teacher get a good training in understanding Student Teams Achievement Division (STAD) method.

BIBLIOGRAPHY

- Agboola, A. and Tsai. (2012). Bring Character Education into Classroom. [Electronic Version]. *European Journal of Educational Research*. 1 (2): 163-170.
- Arikunto, Suharsimi. (2013). *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, H. Douglas. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
- Burns, Anne. (2010). *Doing Action Research in English Language Teaching. A Guide for Practitioners*. New York: Routledge.
- Chappel, D. (2007). *The JCT Design and Build Contract, 3rd dn*. Blackwell Publishing.
- Coulmas, F. (2012). *Writing Systems: An Introduction to their Linguistic Analysis*. [Electronic Version]. Cambridge University Press.
- Deshpande, Shubhada. (2014). Teaching Writing Skills in English: Involvement of Students in the Assessment and Correction of Their Own Errors. [Electronic Version]. *International Journal of English Language Teaching*. Vol. 3, Number. 1, 68-73.
- Fauziati, Endang. (2005). *Teaching of English as a Foreign Language*. Surakarta Muhammadiyah: University of Press.
- Harmer, Jeremy. (2004). *How to Teach Writing*. London: Pearson Education Limited.
- Hornby, A. S. (2010). *Oxford Advanced Learner's Dictionary*. New York: Oxford University Press.
- Hyland, K. (2002). *Teaching and Researching Writing: Applied Linguistics in Action Series*. London: Pearson Education Longman.
- Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum Tahun 2010. *Tentang Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya untuk*

Membentuk Daya Saing dan Karakter Bangsa: Pengembangan Pendidikan Budaya dan Karakter.

- Lado, Robert. (1964). *Language Teaching a Scientific Approach*. New Delhi: McGraw-Hill.
- Maonde, Bey, Salam, Suhar, Lambertus, Anggo, Rahim, Tiya. (2015). The Discrepancy of Students' Mathematic Achievement Through Cooperative Learning Model, and the Ability in Mastering Languages and Science. [Electronic Version]. *International Journal of Education and Research*. Vol. 3, Number. 1, 146.
- Moleong, J. Lexy. (2014). *Metodologi Penelitian Kualitatif*. Bandung Remaja Rosdakarya.
- Munawaroh. (2013). The Effect of Type STAD Cooperative Learning Model, the Way of Learning, and Learning Motivation Toward Entrepreneurial Attitudes (A Case Study in SMK N 1 Jombang). [Electronic Version]. *IOSR Journal of Research & Method in Education (IOSR-JRME)*. Vol. 3, Issue: 5, 39.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: Mc Graw Hill.
- Patel, M. F & Jain, M. Praveen. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Jaipur: Sunrise Publisher & Distributors.
- Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 104 tahun 2014 Tentang Penilaian Hasil Belajar oleh Pendidikan Dasar dan Pendidikan Menengah.*
- Rakhman, A. & Syatroh. (2015). The Analysis of Students' Team Achievement Divisions (STAD) Used in Learning Practice of Translating and Interpreting. [Electronic Version]. *ELTIN journal*. Vol. 3/II, 75.
- Richards, J. C & Schmidt R. (2002). *Longman Dictionary of Language Teaching & Applied Linguistics*. London: Pearson Education Limited.

- Sokolik, Maggie. (2003). "Writing". in Nunan, David (ed.), *Practical English Language Teaching*. (pp. 87-108). New York: Mc Graw Hill.
- Tarigan, Henry Guntur. (2008). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003. Tentang Sistem Pendidikan Nasional.*
- Wachidah, Siti. (2014). *Buku Bahasa Inggris: When English Rings the Bell*. Jakarta: Kementerian Pendidikan dan Kebudayaan.
- Whitaker, Anne. (2009). *Academic Writing Guide 2010 A Step-by-Step Guide to Writing Academic Papers*. [Electronic Version] Slovakia: City University.
- Williams, C. (2007). *Research Methods*. [Electronic Version]. Journal of Business & Economic Research. Vol:5. 67.