

**THE EFFECT OF IMPLEMENTING STAD ON THE FIRST GRADE
STUDENTS' MASTERY OF GRAMMAR
AT SMAN 5 BUKITTINGGI**

THESIS

**Submitted as a Partial Fulfillment to Obtain the Strata One (S1) Degree
at the English Department of FBS UNP Padang**



By:

**Riska Agustin
77096 / 06**

Advisors:

- 1. Drs. Amri Isyam, M.Pd.**
- 2. Rusdi Noor Rosa, S.S., M.Hum.**

**ENGLISH DEPARTMENT
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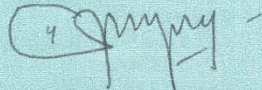
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Nama : Riska Agustin
NIM/BP : 77096/2006
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, Mei 2011

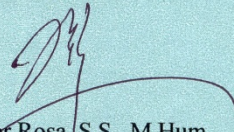
Disetujui oleh:

Pembimbing I



Drs. Amri Isyam, M.Pd.
NIP. 19490912 197503 1 002

Pembimbing II



Rusdi Noor Rosa, S.S., M.Hum.
NIP. 19770818 200312 1 001

Diketahui,
Ketua Jurusan



Dr. Kusni, M.Pd.
NIP. 19620909 198803 1 004

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang

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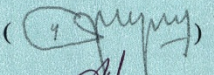
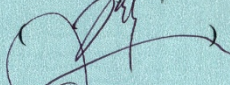
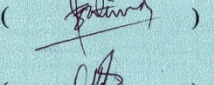
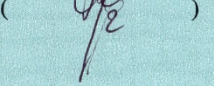
Ketua : Drs. Amri Isyam, M.Pd.

Sekretaris : Rusdi Noor Rosa, S.S., M.Hum.

Anggota : 1. Dra. Yenni Rozimela, M.Ed., Ph.D.

2. Sitti Fatimah, S.S., M.Ed.

3. Mohd. Al-Hafizh, S.S., M.A.

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ABSTRAK

Agustin, Riska. 2011. "The Effect of Implementing STAD on the First Grade Students' Mastery of Grammar at SMAN 5 Bukittinggi". *Skripsi*. Padang: Universitas Negeri Padang.

Penelitian ini bertujuan untuk mengetahui pengaruh pengimplementasian STAD (Student Teams Achievement Division) terhadap penguasaan grammar siswa di SMAN 5 Bukittinggi. Penelitian ini mengemukakan hipotesis, yakni terdapat perbedaan yang berarti antara penguasaan grammar dalam tulisan siswa yang diajar dengan STAD dengan yang tidak diajar dengan STAD di kelas X SMAN 5 Bukittinggi. Jenis penelitian ini adalah penelitian eksperimen. Populasi dalam penelitian ini adalah kelas X SMAN 5 Bukittinggi tahun ajaran 2010-2011. Sampel diambil dengan teknik *cluster sampling*, sehingga diperoleh kelas X.4 sebagai kelas eksperimen dan kelas X.3 sebagai kelas kontrol. Data berupa nilai tes menulis oleh kedua kelompok, dan dianalisis dengan uji-t (menggunakan rumus *t-test*), dan ditemukan bahwa *t-hitung* sebesar 5,657, sedangkan *t-tabel* sebesar 2,000, yang berarti $t-hitung > t-tabel$ pada taraf signifikansi 0,05. Berdasarkan hasil hitungan ini, disimpulkan bahwa terdapat perbedaan yang signifikan pada taraf 0,05 antara kemampuan grammar siswa yang diajar menggunakan STAD dengan yang tidak menggunakan STAD. Hal ini berarti bahwa pengimplementasian STAD dalam pembelajaran grammar dapat memberikan pengaruh terhadap penguasaan grammar siswa.

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Padang, Mei 2011

The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the basic skills that is important to be mastered by the students in learning a language, beside listening, speaking, and reading. Writing refers to the activities in combining words to form meaningful messages that the students want to express. Through writing, the students can share their ideas, thoughts, and experiences to other people. The students can also publish articles about their research and give some advice to inform and persuade the readers about something. The result of writing can be a document or a permanent record of an event. As a result, the readers can remain the event that the students write.

In curriculum of KTSP 2006 (School Based Curriculum), there are twelve texts that should be learned and mastered by the Senior High School students. They learned some types of texts such as descriptive, narrative, recount, news item and others. As a result, the students have to understand and be capable of writing the text in which each of the text has its own generic structures and lexicogrammatical features. The generic structures consist of specific parts that build the text. On the other hand, the lexicogrammatical features deal with the appropriate tenses, dictation, and structures.

In writing, the students have to consider many components. One of them is grammar. This is relevant with the statement of Williams (2005:13) who says

that a writer has to deal with the generation, analysis, and synthesis of ideas; the organization of the discourse; the control of sentences structure or grammar; and vocabulary, spelling and mechanics. Grammar plays an important role to determine the quality of one's writing.

In grammar, the students deal with some aspects, for instance spellings, punctuations, choice of words, parts of speech, and the use of the tenses. By noticing all of those grammatical aspects, the students can make the readers understand their writing easily. However, if they cannot use the rules and patterns to produce meaningful sentences correctly, they can make incorrect grammar in their writing. Therefore, the reader feels difficult to understand their writing.

In School Based Curriculum, grammar is not taught independently anymore but it has been integrated to other skills like speaking, listening, reading, and writing. Collerson in Isyam (2007:15-16) states that grammar is a certain way people select and arrange words and other components according to certain principles whenever they use a language in speaking, listening, reading, and writing. Especially, for writing process, the students can place the grammar in the context of real writing to improve their writing skill. This is relevant with the statement of Weaver (2008:3) who says that teaching grammar in the context of writing will enrich and enhance the students' writing. He also adds that teaching grammar is done in the writing process when the students are preparing to write, to draft, and to revise (Weaver, 2008:5). It is hoped for the teacher to focus on writing and to guide the students in using whatever grammatical options and

features which will make their writing more interesting. Therefore, the students need to learn grammar while they are expected to produce writing.

Although grammar is regarded as an important element in improving students' writing quality, the students still have a number of problems dealing with grammar. As the matter of fact, based on the informal interview with an English teacher at SMAN 5 Bukittinggi, the teacher said that many students had low marks in English. From the first semester exam in academic year 2010/2011, there were 62.3 % of students who got marks below 70 in English. Meanwhile, 70 score were considered as a standard of passing grade. The teacher found that the students whose marks were lower than the passing grade were those who had problem in grammar. It was supported by the students' statement, they said that they still had problem in using correct grammar in the context of writing. As a result, when the students were asked to write a text with correct grammatical features, they still made a lot of mistakes. More specifically, from the preliminary research that was done towards several students, it could be implied that the students have problem in using correct grammar in their writing, especially the use of parts of speech such as Nouns, Adjectives, Verbs, Adverbs, Articles, Conjunctions, Prepositions, and Pronouns.

The situation above was caused by some problems. The problems came from the teacher. The teacher tended to have some difficulties in choosing an appropriate strategy in teaching writing to improve students' grammar mastery. The teacher tended to teach writing which focus on the content and ideas of the

students. The teacher showed a text then asked the students to rewrite the text with their own sentences. The teacher tended not to involve the students in teaching integrates grammar in writing. The teacher corrected the students' writing alone; on the other hand, the students just listened and gave more attention to the teacher's explanation. The teacher dominated in teaching and learning process. As a result, the students could not be active learners. Therefore, their motivation in studying was still low.

Furthermore, the teacher's way in giving feedback to the students' writing also might give problem. Usually, after finishing writing, the students gave their writing to their teacher to be corrected and evaluated. In giving correction, the teacher gave score and just wrote the correct form on the top of some students' writing errors. This way made the students confuse why their writing was wrong. Actually, the teacher has to correct all of the students' errors and give the explanation about their errors or take some notes under the students' writing about their errors. In addition, the teacher also has to include the students in doing correction. In this way, the teacher becomes a facilitator and guider only for the students to realize about their errors and try to solve it. If the teacher does not include the students in giving correction, the students will do the same grammatical errors in their writing. In addition, this problem will get worse if the teacher does not give any explanation about their errors at all on their students' writing.

Based on the problems above, one of the solutions that can be applied is by implementing STAD (Student Teams Achievement Division) in teaching integrated grammar in writing on the students' grammar mastery. STAD is one of the methods of cooperative learning that can be implemented. In this model of learning, the students work in a small group which consists of 4-5 students that have different levels of achievement indicated by their marks. The marks used were their marks of last semester term. Even though their marks do not give a guarantee, it can describe their ability in mastering English. The students who have high levels of achievement will help the students who have low levels of achievement in each team. By writing a text in group, the students can understand more the use of grammar in the context of writing. Besides, they are also motivated in learning because they work together in understanding the lesson. Therefore, the researcher did a research about implementing STAD (Student Teams Achievement Division) on the students' grammar mastery.

B. Identification of the Problem

Based on the background of the problem previously explained, there was a problem dealing with the students' ability in using correct grammar in writing a text. The problem was the students' low marks of English. This problem was caused by two causes. First, the strategy that was used by the teacher in teaching writing tended not to make the students become active learners. The last, the teacher's way in giving feedback to the students' writing sometimes made the

students really confuse about the correct grammar that they have learned. Actually, the students have to be included in giving correction so that they have more explanation and comprehend how to use the correct grammar in writing.

C. Limitation of the Problem

Based on the problem identified before, the research only focused on the problem related with students' ability in using appropriate grammar in writing a text. Therefore, the researcher attempted to use STAD in teaching integrated grammar in writing. To observe the effect on the students' grammar mastery, the research was limited only on the use of parts of speech in their writing. Moreover, this research was conducted in SMAN 5 Bukittinggi especially for the first grade students.

D. Formulation of the Problem

Based on the identification and limitation of the problem, the formulation in this research is "Did implementing STAD in teaching integrated grammar in writing give better effect for the first grade students of SMAN 5 Bukittinggi in mastering grammar?"

E. Purpose of the Research

The purpose of this research was to observe whether teaching integrated grammar in writing through STAD will give better effect for the first grade students of SMA N 5 Bukittinggi in mastering grammar.

F. Hypothesis

Hypothesis in this research were null hypothesis (H_0) and alternative hypothesis (H_i), were proposed as follow:

H_0 : There was no significant difference between the students' grammar mastery in writing of the students who were taught by STAD and those who were not taught by STAD.

H_i : There was a significant difference between the students' grammar mastery in writing of the students who were taught by STAD and those who were not taught by STAD.

G. Significance of the Research

It was greatly expected that the finding of this research would give contribution to the English teaching development both practically and theoretically. In the term of practicality, it was hoped that the teacher will use STAD (Student Teams Achievement Division) in teaching integrated grammar in writing to improve students' grammar mastery. Theoretically, it was expected

that this research findings would greatly influence as well as enrich the theory of teaching strategy.

H. Definitions of the Key Terms

In order to understand the key terms used in this research, the key terms are defined as follows:

1. STAD (Student Teams Achievement Division) is one of the methods of cooperative learning in which the students work in a small group (consists of 4-5 students) that have different ability to achieve the goal of learning.
2. Integrated grammar in writing is a teaching of grammar in the context of writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Writing in Foreign Language

Writing is one of the aspects in learning English. According to Hyland (2003:3), EFL students need to analyze their writing as a coherent arrangement of words, clauses and sentences, structured according to the system of rules when they learn to write texts in a foreign language. In addition, Williams (2005:19) says that in foreign language classes, writing may be viewed as an opportunity for the students to practice structures and vocabulary that have been taught recently. It means that when the students are asked to produce a narrative text about “Cinderella”, they can practice The Past Tense formation.

Some foreign language students usually have significant practical goal for learning to write. Therefore, William (2005:13) says that writing for English foreign language involves far more than just linguistic knowledge but also in gathering ideas and information, analyzing and organizing this information, and presenting it in a way that effectively communicates those ideas to the reader. It makes writing is the last skill to be addressed in foreign language instruction.

Writing is a combination of process and product (Sokolik in Linse, 2005:98). The process refers to the act of gathering ideas and working with them until they are presented and read by the readers. Writing can start from syllables, words, phrases, sentences, and paragraphs. A group of syllables is called a word. A group of word is called phrase. A group of words that tell about one idea is

called a sentence and a group of sentences that tell about one topic or one idea is called a paragraph. The product deals with bad or good writing that is written by the students.

For producing a written text, EFL students have to follow some stages of writing processes, they are prewriting, drafting, revising, editing, and publishing (Tompkins, 2000:10). In the first stages, the activities that can be done are choosing a topic; considering purpose, audience, and form; and generating and organizing ideas for writing. Next, in the second stage is drafting. In this stage, the students write a rough draft and leads. Then, the next stage is revising. In this stage, the students reread the rough draft; share it in a writing group; and revise it based on feedback in the writing group. After revising, the students have to correct errors of their writing in the editing stage. The last stage in writing process is publishing in which the students publish their writing to the readers.

Based on the explanation above, it can be concluded that writing in foreign language more emphasize in learning to write in which the students have to do some stages of writing processes such as prewriting, drafting, revising, editing, and publishing. Therefore, writing is the last skill to be addressed in foreign language instruction.

B. Teaching Writing at Senior High School

Nowadays, the curriculum which is used in Indonesia is School Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*). This curriculum states the standard of competence and indicators that should be achieved by the

students based on the levels of education. This curriculum uses Genre Based Approach. This approach is a set of instruction in teaching language that focuses the lesson on the genres. Based on Depdiknas (2006), in KTSP, the students are required to be able to communicate both in oral and written competence by using many kinds of texts.

By applying Genre Based Approach in teaching English writing at Senior High School, an English teacher has to direct the students to the text. There are many kinds of texts which have to be taught to the first grade students. They are recount, narrative, procedure, descriptive, and news item. The students are taught the social functions, generic structures, and lexicogrammatical features of the text. The lexicogrammatical features tell about the use of appropriate tenses, diction, and structure. Each of written genres has different knowledge of social functions, generic structures, and lexicogrammatical features. In other word, the teacher teaches the tenses not independently but integrates to the text. Therefore, an English teacher should be able to teach writing in different genres and explain each tense which is needed in writing that text.

C. Concept of Grammar

Grammar is one of the important language components in language learning. According to Brown (1994:3-17), grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. Grammar gives the form or the structure of language. In other word, grammar

tells how to build up a sentence (word order, verb, and noun systems, modifiers, phrases, clauses, etc).

In addition, Gerot and Wignell (1994:2) say that grammar is a theory of language of how language is put together and how it works or studies of wording. The students need to know a theory of grammar or language to understand how the texts work. Moreover, the teacher also needs to know how the texts work in order to help the students understand and produce the texts in various contexts for various purposes. The theories of grammar end up with a bit different perspective. It does not describe good or bad, right or wrong and true or false but more emphasized in confirming the use of describing and explaining the language.

In more detailed explanation, Jacob (1995:4) states that grammar deals with language form, meanings and the ways they are interconnected. He adds that three major components of grammar are: 1) Syntax, the grammatical principles and relations that involve the sentence structure 2) lexicon, the set of individual words, suffixes and prefixes, and 3) semantics, the meaning associated with the lexicon of the language and with the units and relation in the sentence structure. In addition, Richards in Nunan (1999:97) says that grammar is a description of the structure of a language and the way in which linguistics units such as words and phrases are combined to produce sentences in the language.

According to Hyland (2002:22), grammar is important in writing but it just represents as a way of giving learners the language that they need to create main genres and to reflect on how language is used to accomplish this. Moreover,

Thornbury (2003:1) states that grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned quite exclusively with analysis at the level of the sentence. Thus, a grammar is a description of the rules that influences how language's sentences are formed.

Grammar is an important component in speaking, listening, writing, and reading. According to Nunan (1999:97), grammar is an analysis of the structure of a language either as encountered in a corpus of speech or writing (a performance grammar) or as predictive of a speaker's knowledge (a competence grammar). In addition, Isyam (2007:16) defines grammar as a set of definite rules to arrange words and other components to form correct sentences of a certain language which give meanings to whoever uses the language, either in speaking, listening, writing, reading or even in thinking.

By knowing how to build and use certain structures, it makes possible to communicate common types of meaning successfully (Richard and Renandya in Eliza, 2007:15). Without the structures, it is difficult to make comprehensible sentences. Therefore, the English teacher must try to identify the structures and teach them well. As a result, teaching grammar is needed by English students in order to help them know the appropriateness of language rules.

Grammar as one of main points should be taught as good as possible for students in order to make them know how sentences are arranged for the rules of language itself. According to Brown in Eliza (2007:15), teaching grammar usually uses two methods namely, structural method and communicative methods. Structural methods focus on structure or grammatical rules.

Communicative methods focus on the use of language in communication. If the students need grammar for communication, it should be taught communicatively, that is, meaning-based.

It can be concluded that grammar is a language aspect that deals with the structure of the sentence that includes the meaning and the rules of the sentence. By paying attention to the grammar, the students are possible to be able to produce a good sentence in writing. Therefore, the English teacher has to teach grammar to the students well.

D. Parts of Speech

There are some aspects in grammar; one of them is parts of speech. According to Butt (2000:26), parts of speech are known in traditional grammatical terminology. There are some parts in parts of speech, they are:

1. Nouns

Noun is a word or group of words that is the name of a person, a place, a thing or activity or quality or idea (Harmer, 2003:37). In addition, Parrot in Roza (2009:18) also says that nouns are words that describe person, places or things which are used to express a range of additional meanings such as concepts, qualities, organizations, communities, sensations, and events.

Noun can be used as the subject or object of a verb. According to Harmer (2003:36), there are five important types of noun to be aware of, they are countable nouns (e.g. table, chair) and uncountable nouns (e.g. sugar, sand), plural nouns (e.g. people, children), collective nouns (e.g. family,

team), compound nouns (e.g. boyfriends, cherry tree) and noun phrases (e.g. The girls I met last night).

2. Verbs

Verb is a word or group of words which is used in describing an action, experience or state (Harmer, 2003:37). There are three important types of verb to be aware of, they are auxiliary verbs (e.g. be, do, have, shall, should, will, would, can, could, may, might, must or ought), main verbs (e.g. arrive, said), and phrasal verbs which are formed by adding an adverb or a preposition to a verb to create new meanings (e.g. set out, put up with, looked up). In addition, Parrot in Roza (2009:30) says that verbs are actions or doing words, they are used to describe actions (e.g. hit, paint), to express other meanings such as existences (e.g. be, become, exist), mental conditions and process (e.g. believe, deduce, enjoy) and relationship (e.g. depend, determine).

3. Adjectives

Adjective is a word that gives more information about a noun or pronoun (Harmer, 2003:37). According to Parrot in Roza (2009:39), adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses. There are two forms of adjectives; they are comparative and superlative adjective.

For example: - good → better → the best

- beautiful → more beautiful → the most beautiful

4. Adverbs

Adverb is a word or group of words that describes or adds to the meaning of a verb, adjective, another adverb or a whole sentence (Harmer, 2003:37). Similar with Harmer, Parrot in Roza (2009:42) says that adverbs are words that modify verbs, adjectives or another adverb. According to Harmer (2003:44) there are three important types of adverbs to be aware of, they are adverb of time (e.g. late, yesterday), adverb of manner (e.g. well, quickly), and adverb of place (e.g. upstairs, in Cambridge).

5. Articles

Articles function to tell that a noun or noun group is about to follow (Knapp and Watkins, 2005:44). According to Harmer (2003:45) there are two types of article, they are definite article (the) which people think that the reader/listener knows which particular thing or person they are talking about. Indefinite article (a/an) is used to refer to a particular person or thing when the reader/listener does not know which one is being described.

For example: - The oldest man in the world is Edward.

- A man was reading the paper.

6. Pronouns

Pronoun is a word that is used in place of a noun or noun phrase (Harmer, 2003:37). There are three basic types of pronoun they are personal pronouns (e.g. I, you, we, they, she, he, it), reflexive pronouns (e.g. myself, yourself, ourselves, themselves, herself, himself, itself), and relative pronouns (e.g. who, whose, where, which, and that).

7. Prepositions

Preposition is a word or group of words which is used to show the way in which other words are connected (Harmer, 2003:37). Prepositions (e.g. at, in, on, for, of, with) usually come before a noun but can also come at the end of a clause with certain structures. For example, the book is on the table.

8. Conjunctions

Conjunction is a word that connects sentences, phrases or clauses by using and, but, or, so, because, although and others (Harmer, 2003:45). For example, I can sing but I cannot play the guitar.

In grammar, there are some aspects of parts of speech that have to be known by the students, they are nouns, verbs, adjectives, adverbs, article, pronouns, prepositions, and conjunction.

E. Cooperative Learning

Cooperative learning is a teaching approach in which there are small teams that consist of the students in different levels of achievement which use a variety of learning activities to improve their understanding of a subject (Balkcom:1992). According to Jacobs and Hall (1994) cooperative learning is a model of learning that promotes mutual helpfulness and active participation from all students in solving a problem.

Slavin (1995:2) states that cooperative learning is a variety of teaching methods can be a basic of learner-centered approach. In the cooperative learning classroom, the students are expected to help each other, to discuss and argue one

another, to assess each other's current knowledge and fulfill each other's understanding. In the cooperative learning classroom, the students are divided into groups. Then, the students have to improve their own learning and encourage their classmates' learning. Success of one student is not the goal of learning; the success of all students is the goal of cooperative learning. Moreover, when the students study in teams cooperatively, they can ask or help one another learn academic content. Slavin (1995:2) also emphasizes that cooperative learning methods can be used effectively at every grade level to teach every type of content, from math to reading to writing to science, from basic skills to complex problem solving.

Riyanto (2009:270) says that there are some basic principles in cooperative learning. First principle is positive interdependence. Each group member's effort is required for group success. Second principle is face to face interaction. A method in which individuals encourage and facilitate their efforts to achieve, complete tasks, and produce work in order to reach the group's goals. It is also characterized by individuals in providing one another efficiently and effective help. Third principle is individual accountability. Each group member has to learn and be active to contribute for their group to reach group success. Fourth principle is social and collaborative skill. Each group member has to work together to be socialized in their team. It needs teacher's guide to do it. The last principle is group processing. This component involves both the teacher and students to evaluate how the group is working, what they are doing, and what needs to be improved.

From the explanation above, it can be concluded that cooperative learning is a method where the teacher divides the students in small teams with different learning levels or heterogeneous grouping. Each group consists of 4-5 students with different levels of achievement. The purpose of the cooperative learning is for students who have higher levels of achievement in order to be able to help the lower levels students in understanding the concepts that they have learned.

F. Student Teams Achievement Divisions (STAD)

There are some types of cooperative learning; they are Student Teams Achievement Divisions (STAD), Team Games Tournaments (TGT), Jigsaw, Cooperative Integrated Reading and Composition (CIRC), and Team Accelerated Instruction (TAI) (Slavin, 1995:5).

Teaching strategy which is used in this research is STAD (Student Teams Achievement Divisions). STAD is one model of cooperative learning which was developed by Robert Slavin and his colleague at Johns Hopkins University. According to Slavin (1995:71), STAD is one of the simplest and the most flexible cooperative learning methods. It is also a good model for the teachers who are new to the cooperative approach.

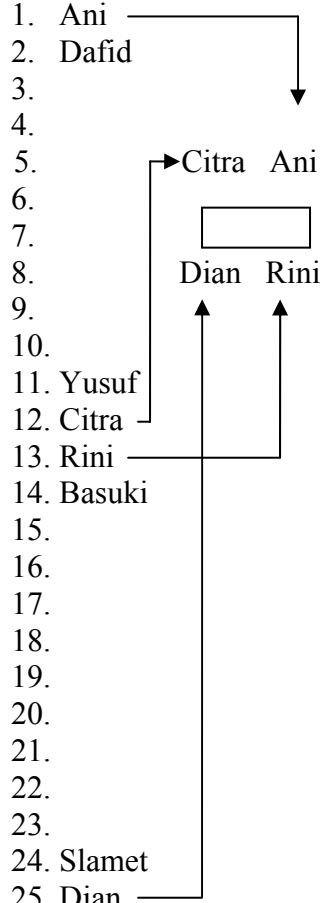
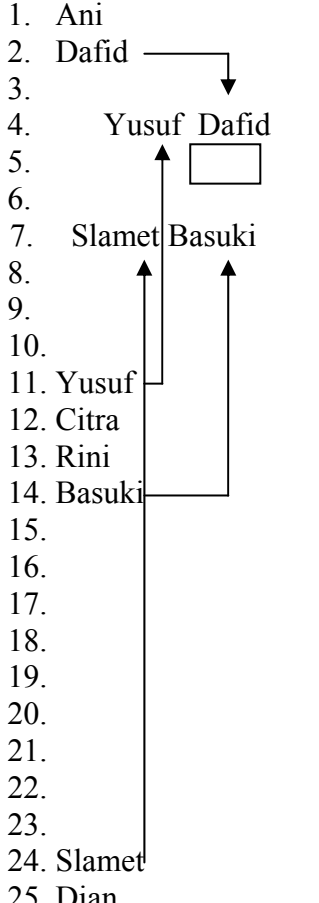
Slavin (1995:5) says that in STAD, the students are assigned to four or five member learning teams that are mixed in performance level, gender and ethnicity. The students work within their teams to make sure all team members have mastered the lesson which is presented by the teacher. Then, they take

individual quizzes on the material. They may not help one another at that time. The teams may earn rewards based on how much they progress over the previous learning period. The way of the teams can be successful by ensuring everyone in the group has learned the content and it is able to master the quizzes.

Slavin (1995:71) states that STAD consists of five major components which can be usefully fulfilled in the classroom. The first component is class presentations. In class presentation, the teacher presents and explains the material to the students which is focused on the STAD. In this way, the students realize that they must pay careful attention during the class presentation because it will help them to do well on the quizzes.

The second component is teams. In teams, the students are divided into groups of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. In dividing group members, the teacher groups the students based on their last academic scores. The way to divide the students related to the academic scores:

Table 1:
Procedure of Grouping Students

Step I List the students' score from the highest to the lowest	Step II Decide the first group	Step III Decide the next group
1. Ani 2. Dafid 3. 4. 5. 6. 7. 8. 9. 10. 11. Yusuf 12. Citra 13. Rini 14. Basuki 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. Slamet 25. Dian	 1. Ani 2. Dafid 3. 4. 5. Citra Ani 6. 7. 8. Dian Rini 9. 10. 11. Yusuf 12. Citra 13. Rini 14. Basuki 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. Slamet 25. Dian	 1. Ani 2. Dafid 3. 4. Yusuf Dafid 5. 6. 7. Slamet Basuki 8. 9. 10. 11. Yusuf 12. Citra 13. Rini 14. Basuki 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. Slamet 25. Dian

Source: Anita Lie in Muji (2010:13)

This component is important because it prepares its members to do well on the quizzes. All team members study the worksheets or materials together and need to explain them one another carefully. The students discuss about problems together, compare the answers, and correct any misconceptions if teammates

make mistakes. The students have to ensure that all team members understand the material thoroughly before doing the quizzes.

The third component is quizzes. After studying the material, the students take individual quizzes related to the material that they learned. They are not permitted to help one another during the quizzes. This component demonstrates individual accountability that each student is responsible for studying the material and working on the worksheet attentively. If every member in the group gets higher scores than previous one, this will possibly help the team to improve their scores for the next component.

The fourth component is individual improvement scores. All students can improve the team scores if they do better in the quizzes. The students at all levels of achievement: high, average, or low, has equal opportunities to work for their team. Any student can contribute maximum points to his or her team in scoring system but no students can do so without doing his or her best work. The students earn points for their teams based on the degree to which their quiz scores exceed their base scores.

The following table will make it clear in giving individual improvement score which is suggested by Slavin (1995:80):

Table 2:
Individual Improvement Score

Quiz Score	Improvement Score
- More than 10 points below base score	5
- 10 points below to 1 point below base score	10
- Base score to 10 points above base score	20
- More than 10 points above base score	30
- Perfect paper	30

Source: Slavin (1995:80)

The last component is team recognition. The team gets a reward if the team's average scores satisfy the criteria. However, this component does not mainly focus on the reward; it rather focuses on the recognition of the students' accomplishment. Thus, students will realize the value of working cooperatively and help their teammates understand the lessons.

Riyanto (2009:274) states that there are three levels of awards (good, great and super teams) based on the average team improvement scores:

Table 3:
Categorize of Team Recognition

Average Team Improvement Scores	Award
$15 \leq X \leq 19$	Good Teams
$20 \leq X \leq 24$	Great Teams
$25 \leq X \leq 30$	Super Teams

Source: Riyanto (2009:274)

In conclusion, if a group gets 15 point, the group will get good award, if a group gets 20 point, the group will get great award and if a group gets 25 point, the group will get super award.

G. Previous Related Studies

There are many researchers who have done research on Cooperative learning. For example, Huber, Bogatzki and Winter in Slavin (1995:43) compared a form of STAD to traditional group work lacking group goal or individual

accountability. The STAD group scored significantly better on a math test. Slavin (1995:16) found that STAD has its greatest effects on students learning when group are rewarded based on the individual learning of their members.

There are some previous studies about this research. Eliza (2007) did a research about STAD in teaching English class of matriculation at STAIN Bukittinggi. She found that there had been some improvement on students' motivation and grammar mastery from cycle 1, 2, to 3. She focused on teaching grammar. She did not integrate teaching grammar with other skill through STAD. She has been successful enough to improve the students' motivation and grammar mastery by applying STAD.

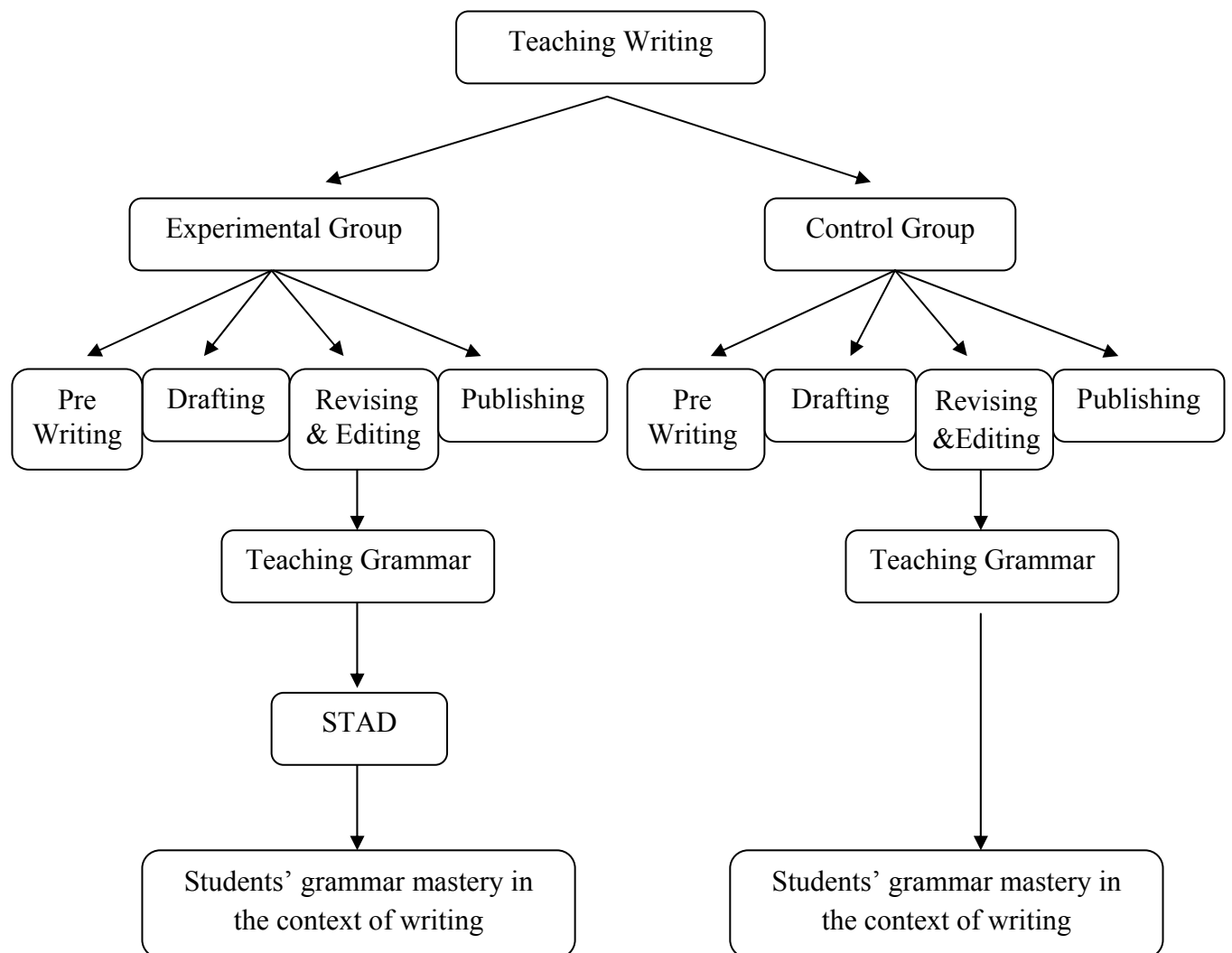
Moreover, Muji (2010) found that the students scores in mathematics which were taught by STAD higher than the students who were not taught by STAD. It can be seen from the mean scores of the experimental were 71.85 and control group were 59.42. Through STAD, the students' activities also improved from the first meeting until the last meeting eventhough there were some activities that was not stable.

The previous research above shows that STAD can give improvement to the students' marks. Therefore, in this research, the researcher was interested in conducting research about the effect of implementing STAD in teaching integrated grammar in writing to improve students' grammar mastery.

H. Theoretical Framework

Nowadays, the curriculum which is used in Indonesia is School Based Curriculum. In this curriculum, teaching grammar is integrated with other skill, one of them is writing skill. In writing skill, there are some processes that have to follow by the students before final writing; they are prewriting, drafting, revising, editing, and publishing. The teaching grammar was done in editing process. After the students finish making a draft of a text, their writing have to be revised and edited which are focused on correcting spellings, punctuations, and grammar. In this process, the students have to understand more about the use of correct grammar in the context of writing. After that, they can publish their writing in a good writing.

From the explanation above, the theoretical framework of this research is shown in the diagram below:



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

As mentioned in Chapter I, the purpose of this research was to observe the students' grammar mastery through STAD. Based on the data analysis and findings that have been discussed in the previous chapter, it can be concluded that teaching integrated grammar in writing through STAD gives better effect on the students' grammar mastery at the first grade of SMAN 5 Bukittinggi registered in 2010/2011 academic year. Before giving a treatment, the mean of students' scores in the experimental group were 50.77. Then, after giving a treatment, the mean scores improved becoming 85.17. Meanwhile, in the control group, the mean scores of the students were 51, then after teaching integrated grammar in writing without STAD their scores became 79.23.

Based on hypothesis testing, the value of t_{observed} was bigger than the value of the t_{table} at the level of significance 0.05 ($t_{\text{observed}} > t_{\text{table}} = 5.657 > 2.000$). It could be concluded that the difference of students' grammar mastery between the two groups was considerably significant. From that result, it was decided that H_0 was rejected while H_1 was accepted. Therefore, it can be stated that teaching integrated grammar in writing through STAD gives better effect on the students' grammar mastery in writing.

B. Suggestions

Based on the research findings, it proves that teaching integrated grammar in writing through STAD gives better effect on the students' grammar mastery in writing than those

who are not taught through STAD. Therefore, the researcher gives some suggestions as the following:

1. For the English teachers, it is suggested to use STAD in teaching other skills to improve students' ability in mastering those skills.
2. For the school committee, it is suggested to give more socialization about STAD in order that STAD can become familiar among the teacher.
3. For the next researchers, it is expected to see other issues that had not been covered by the researcher.

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