THE IMPLEMENTATION OF STUDENTS TEAMS ACHIEVEMENT DIVISIONS ASSISTED BY COMIC MEDIA ON STUDENTS' ACHIEVEMENT IN WRITING

SKRIPSI

*Submitted in Partial Fulfillment of Requiurement
for the degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

By:

MOLLYZATUL ULFA
NPM: 1502050124

FACULTY OF TEACHER TRAINING AND EDUCATION
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Selasa, Tanggal 08 Oktober 2019, pada pukul 08.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Mollyzatul Ulfa
NPM   : 1502050124
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Implementation of Students Teams Achievement Divisions Assisted by Comic Media on Students' Achievement in Writing

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

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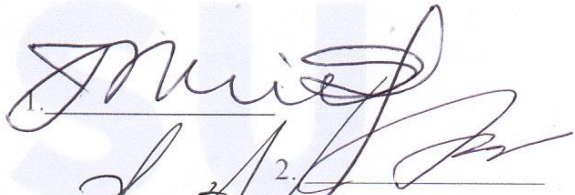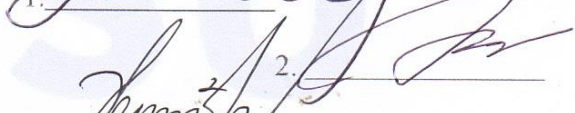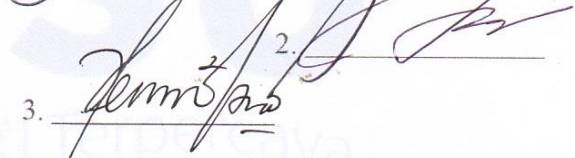   (   ) Memperbaiki Skripsi
                     (   ) Tidak Lulus

PANITIA PELAKSANA

Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Dra. Hj. Syamsuyurnita, M.Pd.**

ANGGOTA PENGUJI:

1. Prof. Amrin Saragih, M.A., Ph.D

2. Drs. Ali Amran, M.Hum.

3. Yenni Hasnah, S.Pd., M.Hum.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

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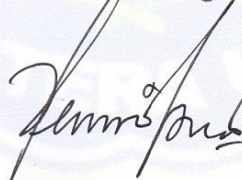Skripsi ini diajukan oleh mahasiswa di bawah ini:

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N.P.M   : 1502050124
Program Studi   : Pendidikan Bahasa Inggris
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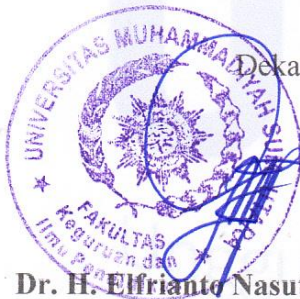Medan,   September 2019
Disetujui oleh:
Pembimbing

Yenni Hasnah, S.Pd., M.Hum.

Diketahui oleh:

Dekan   Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   **Mandra Saragih, S.Pd., M.Hum.**

ABSTRACT

Mollyzatul Ulfa. 1502050124. "The Implementation of Students Teams Achievement Divisions Assisted by Comic Media on Students' Achievement in Writing". Skipsi. English Education Department of Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2019.

This study dealt with the implementation of Students Teams Achievement Divisions (STAD) assisted by comic media to improve students' achievement in writing. this research was created to investigate the improvement on the students' writing achievement, to describe the students' activities and the teachers' performance in writing achievement by applying Students Teams Achievement Divisions (STAD) assisted by comic media. This study was conducted by using Classroom Action Research (CAR). The subject of this research was all students in IX-I at SMP SWASTA BAKTI II MEDAN. There were two kinds of data collected in this research, namely quantitative and qualitative data. The quantitative data were taken from the students' score in writing achievement, while the qualitative ones obtained from the observation of students' activity and teacher's performance in learning process. Those data were analyzed quantitatively and qualitatively. The research findings showed that there was an improvement of students' score after applying Students Teams Achievement Divisions (STAD) assisted by comic media; in pre-test, the students' average score was 0% (no one got score more than 80), in cycle I, the students' average score was 40% (10 students got score more than 80) and in cycle II the students' average score was 84% (21 students got score more than 80). It was also found that the students' activities and teacher's performance increased; the average percentage of students' activities in the learning process was 50.33% in the first cycle and increased to 83.5% in the second. While, the teacher's performance in learning had improved well with the average percentage of 51% in the first cycle and 82% in second cycle. Based on the results from quantitative and qulitative data analysis, it was proved that Students Teams Achievement Divisions (STAD) assisted by comic media improved the students' achievement in writing.

Keywords: STAD, comic media, students' writing achievement.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the name of Allah S.W.T, the Most Gracious and the Most Merciful. First of all the researcher would like to thank to Allah, who has given her strength, patience, healthy and chance to finish this study. Second, sholawat and salam to the propet Muhammad SAW who has brought human beings from the darkness into brightness. Third, the researcher would like to thank her beloved parents, Thamrin Azlan and Fikriah who always pray for her, give her suggestion, motivation, support her spiritual and material especially for her academic years at FKIP UMSU. Her true love was very much given to her parents.

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The researcher realized that study was still far from being perfect. So, the researcher hoped suggestions and comments from all the readers, especially from the students of English Department who want to do a research. May Allah SWT the most Almighty always bless all of us.

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Medan,   September 2019

The Researcher

Mollyzatul Ulfa
1502050124

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of the English language skills that have an important role not only in formal situation but also informal one, sometimes students' cannot verbalize their opinion, ideas or feelings but they can express them through writing (Yulianti, 2017). Writing has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in students' daily life, because they do writing in order to complete many tasks of their studies. Writing practice can help the students' to improve their vocabulary and of course increase their ability in grammar (Sukma, 2015).

Writing can mean product or process (Nunan, 2003). Writing is considered as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing, and editing). Besides, it involves mental processes, thinking and rethinking to produce sentences. The writing process actually is a way of looking at writing instruction in which emphasis is on what students think and do as they write (Tompkins, 2000). The process includes several elements. They are planning (considering purpose, audience, and the content structure), drafting, editing (reflecting and revising), and producing final version (Harmer, 2004). Writing also defined as products (essays, formal reports,

etc). Teacher should use different strategies to encourage students to do their best the writing process and generate acceptable writing products.

In K-13 curriculum, it was expected that the students should be able to write some kinds of text with correct organization, appropriate vocabulary and grammar, and good mechanic of writing (punctuation, spelling, and capitalization). Writing enchances the ability of the students to generate their ideas, to communicate on word to another, sentence to sentence, paragraph to paragraph and to increase the awareness of using grammar and to use words. Vocabulary has an important role at this point. The students who were good at vocabulary will not face the difficulty in generating ideas on writing.

In reality, students' seemed to get fail in writing. They still had low ability in writing. This case was based on the preliminary observation done by the researcher assisted by the teacher of SMP SWASTA BAKTI II MEDAN showed that all students were failed to attain the minimum standard score of 80. It means that the students still had low scores in writing skill, especially in writing recount text.

The low ability of students in writing were indicated from some indications such as students get bored in studying recount text, students had limits vocabulary when they write recount text, some students lack of motivation to write recount text; they did not pay attention to the teachers explanation because the teaching method and media did not encourage them to become independent learners as demanded by the curriculum; the students did not had enough interest in learning recount text. Then, it led to the participant only from a few students

meanwhile other students were still passive in classroom. Mental problem also became one of the obstacles to the difficulty of the students to write, because some students often feel confused about writing and afraid to write wrongly.

Based on reality above, for the successful of teaching writing skill to junior high school students, teachers must develop the curriculum, select the appropriate teaching materials, apply interesting teaching media, and learning assessments. Furthermore, one way to help the teacher in teaching writing was by using interesting method. One kind of interesting method can use was Students Teams Achievement Divisions (STAD). Students Teams Achievement Divisions (STAD) was a cooperative learning method developed by Slavin and his colleagues at John Hopkins University. STAD was the easiest technique to be applied in the classroom among the other cooperative learning techniques (Palmer, 1998). STAD was the most successful cooperative learning technique to improve students' achievement (Thompson, 1987).

The researcher hoped that by using this method students were active as participants and they had more chance to express their minds, ideas, and imagination. They felt something new way of study in their class than what they usually get. Therefor, the researcher used STAD in teaching recount text in the classroom.

B. The Identification of the Problems

The problems of the study were identified clearly as the followings:

1. The students writing ability was still low.

2. The students had low vocabulary in recount text.

3. The students were lack of ideas in writing recount text.

4. The students felt bored in writing.

C. The Scope and Limitation

The scope of this research focused on writing skills. It was limited on writing recount text.

D. The Formulation of the Problem

The problem of this research was formulated as follow: Is there any significant improvement in the students' achievement after the implementation of Students Teams Achievement Divisions assisted by Comic Media in teaching writing?

E. The Objective of the Study

The objective of the research was: to investigate the effectiveness of using Students Teams Achievement Divisions assisted by Comic Media in improving students' writing achievement.

F. The Significance of the Study

The results of this study were expected to be useful theoretically and practically. Theoretically, those were the valuable references in improving the readers' knowledge, especially about recount text. Then, practically, it significantly gave a contribution to the teacher, student, school, and other researchers as elaborated below:

1. For teachers; those gave inspiration for teachers to apply Students Teams Achievement Divisions assisted by Comic in their teaching especially in teaching recount text.

2. For students; those improved their interest and motivation in recount text.

3. For school; those contributed to varying the teaching strategy to be applied by the teachers.

4. Other researchers; motivating other researchers to do further research, especially about recount text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing

Writing belongs to the productive skill that demands the students to produce their thoughts, ideas, and feelings or to convey message to the reader in written form. Writing plays a very important role in humans' daily life. Many information, announcement, letters, invitation, or even warnings are made in the form of writing. At school, the students also have many writing works such as, making a note, making list, and making any kinds of writing texts like descriptive, recount, narrative, spoof and etc. By writing, all of the information can be shared easily and the social relationship in communicating can be maintained (Okta, 2017).

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. The nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process (Spratt et al, 2005). The one major theme in pedagogical research on writing is the nature of the composing process of writing (Brown, 2001).

The long process of writing which happened in the classroom does not only concern with the developing writing skills of the students but also enforcing

the teaching process in certain part (Broughton et al, 1980). English writing as foreign language very often consists of copying down sentences in order to establish patterns which have just been orally presented. Those generally caused by the fact that writing is never an easy activity to do. There are a lot of process to go through and many aspects to consider in producing a good product of writing. The teachers are supported to find and explore new techniques to be applied in the classroom to help the students in improving their writing skill. This will make the students to find that writing is a fun activity to do. The different techniques used by the teacher can support the students to develop their learning and writing skills such as producing fixed patterns, identifying and correcting problems in the student's control of the language system (Hyland, 2003).

Based on the theories above, the researcher concluded that writing was a form of thinking and a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything that exists in our mind.

1.1 Purpose of Writing

There are some purposes of writing as proposed by Tarigan (2008), as follows:

a. Assessment purpose; the author writes something because of its own will.

b. Altrutic purpose; the author to please the reader , helps the reader to understand.

c. Persuasive purpose; the author to convince the reader.

d. Information purpose; the author is aim to provide information or information to the reader.

e. Self experience; to introduce or express the author to the reader.

f. Creative purpose; to introduce or express the author to the reader.

g. Problem solving purpose; the author wants to solve the problem encountered.

1.2 Process of Writing

The process of writing is a way of looking at what people do when they compose written text. In composing a written text, the writer has to consider the steps in order to produce a good text (Harmer, 2004). Harmer suggested the four main steps in writing. Those steps are: (a) planning, (b) drafting, (c) editing, and (d) final version.

a. Planning

Experienced writers plan what they are going to write. When planning, writers have to think about three main issues. Purpose is the first thing that the writer has to consider. It influences not only the type of the text they produce, but also the language they use and the information they choose. Next is audience which influences the shape of writing and the choice of language. And the last thing the writer has to consider is the content structure. It includes how best to sequence the facts, ideas, or argument.

b. Drafting

The first version of a piece of writing is draft. When writing process continued into editing, a number of drafts may be produced on the way to the final version.

c. Editing (Reflecting and Revising)

The drafts that have been composed will be edited to produce a good writing. Perhaps the order of information is not clear, ambiguous or confusing. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

1.3 Types of Writing

There are some kinds of writing relevant to the types of text (Greenberg, 1985). Namely: (a) Narrative, (b) Persuasive, (c) Argumentative, (d) Descriptive, and (e) Recount.

a. Narrative

Narrative writing tells a personal or fictional experience or tell a story, an event or process chronologically in certain time based on a real or imagined event. This writing involves two dominates elements; time and action. The

main goal of narrative is to explain the clear the clear information about phrase, steps and choronological order of a process.

b. Persuasive

Persuasive writing attemps to convince the reader to accept a particular point of view or to take a specific action. Persuasive tries to get the win or agreement from the readers. It needs a lot of emotion so that makes this paragraph to be illogical as its weakness.

c. Argumentative

The purpose of argumentative is to influence readers opinions, attitude and their way of thinking to do whatever the writer wants. The writer needs efforts to convince the audience providing some available reason and proof logically.

d. Descriptive

Descriptive is a type of paragraph which describes something in details in order to enable the readers to see, feel, hear, and touch it directly or involved themselves in the event. In this case, a writer must be able to describe an object based on its specific characterization.

e. Recount

Recount has a function to retell events or experiences that have occurred in the past. This text aims to provide information or entertain readers who read this text.

1.4 Assessment of Writing

In writing, there are achievements that must be obtained by students. Achievement is a word that means a thing done successfully, especially with effort and skill (Hornby, 1995). Achievement in writing can be reached by making good effort in the teaching and learning process. In order to increase the writing achievement, both students' and teachers was worked together to compose and perform a communicative, effective and fun situation in the class. Making an innovative media, prepared lesson plan and well management class also kinds of good effort that was conducted by the teachers to help the students' can study writing effectively. In teaching writing, the teacher makes every effort that can be done in the classroom by providing a good lesson plan and media so that students' achievement was improved.

According to Haris (1969), There are five components in writing assessment, there are: (a) content, (b) form/organization, (c) grammar, (d) style, and (e) mechanic.

a. Content

The substance of writing, the ideas expressed. Writing must convey the main idea or an attentive reader should be able to grasp the writer purpose.

b. Form/Organization

The organization of the content. Writing should content logical or associative connection and transtition which clearly express the relationship of the idea described.

c. Grammar

The employment of grammatical form and syntatic pattern. Writing should adhere to the rules of grammar related to the tenses with sequence of time.

d. Style

The choice of structure of lexical items to give a particular tone or flavor to the writing should engage its reader through original insight and precise.

e. Mechanic

The use of graphic convention of the language. Writing must use a good spelling, punctuation, and tidy and clean writing.

Based on the evaluation component above, the indicator of writing assessment in the following table:

Table 2.1 Evaluation Component of Writing

Component	Score	Indicator
Content	30-27 Excellent to very good	Knowledgeable, substantive, development of thesis, relevant to assign topic
	26-22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-13 Very poor	Does enough to evaluate not show knowledge of subject, non-substantive, patient, or not enough to evaluate.
Form/ Organization	20-18 Excellent to very good	Fluent expressions, ideas, clearly stated/supported succinct, well-organized, logical sequencing, cohesive
	17-14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence
	13-10 Fair to poor	Non-fluent, ideas confused or disconnected, lack llogical sequencing and development

	9-7 Very poor	Does not communicate, no organization or enough to evaluate
Vocabulary/ Style	20-18 Excellent to vey good	Sophisticated rang, effective word/idiom choice and usage, word from mastery, appropriate register
	17-14 Good to average	Adequate range, occasional errors of word/idiom form choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent error of word/idiom form, choice, usage, meaning confused or obscured
	9-7 Very poor	Essentially translation, little knowledge of English, vocabulary, idiom, word form, or not enough to evaluate.
Grammar	25-22 Excellent to very good	Effective, complex construction, few error of agreement, tense, number, word, order/function, articles, pronouns, preposition
	21-18 Good to average	Effective but simple construction, minor problem complex construction, several errors agreement, tense, number, word, order/function. Articles, pronouns, preposition, but meaning sledom abscured.
	17-11 Fair to poor	Major problem in simple/complex construction, frequent error of negation, agreement, tense, number, word, order/function, articles, pronouns, preposition and or fragment, run-ons, delections, meaning confused or abscured
	10-5 Very poor	Virtually no mastery of sentence construction rule, dominated by errors, does no communicate, or not enough to evaluate
Mechanic	5 Excellent to very good	Demonstrate mastery of conventions, few errors of spelling, puntuation, capitalization, paragraphing
	4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not abscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or abscured
	2 Very poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting ilegible, or not enough to evaluate

From the explanation above, can be concluded that the criteria of writing are:

Table 2.2 Assessment Criteria of Writing

Criteria of Mastery (Total Score)	Grade
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
41-50	Very Poor

2. Recount Text

Recount text is one of common text types that used in writing. Recount are sequential texts which consist of series of events (Knapp, 2005). Writing recount text is an activity to write the record of events in the past time. The events are reported chronologically according to the setting of time and place with the use of a number of conjunction and sequence marker. Recount are retelling of past events (Cavanagh, 1998). They are usually written as a series of events in the order in which they happen. The purpose of recount text is to retell past events. It tells information about what happened, when it happened, where it happened, and who was involved.

Recount text is a text that tells the reader or listener what happen in the past through a sequence of events (Grace, 2007). The generic structures of recount text are orientation, event, and re-orientation. It is one kind of text that had been learnt by students' when they were in junior high school. It means that students'

had known about recount text because it had studied in some meetings and they had good comprehend about recount text (Sukma, 2015).

2.1 Generic Structure of Recount Text

In recount text there are three generic structure of recount text (Hyland, 2004). Generic structure of recount text is as follows: (1) Orientation: contains the topic of an activity or event that will be told, (2) Records of Events: contains a record of activities or events in the past that are told in sequence according to the chronology of the activity, and (3) Re-Orientation: contains concise conclusion of what has been stated in the event.

The functions for each generic structure are summarized as stated in the following table:

Table 2.3 Generic Structure of Recount Text

Text Element	Function
Orientation	1) To attract the readers attention. 2) To show the reader about the topic of activities or past activities or events that will be told. 3) It must be interesting, which can provoke readers to find out details or complete information. 4) The use of adjectives to describe personal attitude, for example: *It was wonderful and we liked it much. Very.*

Records of Events	1) To provide details about the activity or event in sequence.
	2) Chronologically told of the activities carried out. It can use sequence markes: first, second, third, etc. Or first, next, after that, then, finally.
	3) Grammatical Patterns:
	  a. The use of predicate with past tense verb, past perfect tense, past continuous tense.
	  b. The use of verbs of doing predicate, for example: *went,*

	took, saw, got, departed, left, etc. Which describes the activity. c. The use of adjectives which serves to show self attitude, for example: *It was wonderful, We enjoyed it very much, We were really happy, etc.*
Re-Orientation	1) To express personal attitude about activities or events that are told at Events. 2) In the form of conclusions accompanied by statements of self-attitude (personal attitude), for example: *Although we had to spend much of our time and money to visit those places, we were really happy. We mean to go back again for another kind of vacation one day.*

2.2 Types of Recount Text

In exploring how text works (Derewianka, 1990), there are three types of recount text. That is: (a) personal recount text, (b) factual recount text, and (c) imaginative recount text.

a. Personal recount text

Personal recount is a recount that retells of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

b. Factual recount text

Factual recount is a recount that records the particulars of an accident (e.g. report of science experiment, police report, news report, historical recount).

c. Imaginative recount text

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. day in the life of a Roman Slave: How I invited. . .).

2.3 Language Features of Recount Text

There are some characteristics of recount text which this text always uses. (Hyland, 2004). It is called language feature which are:

a. Using nouns and pronouns to identify people animals or things involved.

b. It can be written in the first or the third person

   - 1st person. It is happening to the person writing the recount i.e. I went to the park.

   - 3rd person. An observer is telling it i.e. Tom went to the park, there he saw a pon.

c. Using action verbs to refer to events

d. Using past tense to locate events in relation to speaker's or writer's time.

e. Using conjunctions and time conversations and time connectives to sequence the events

f. Using adverbs and adverbial phrase to indicate place and time

g. Using of adjective to describe nouns.

2.4 Constructing Recount Text

The are some steps for constructing written recount text. Board (1998) proposes four steps to construct a recount text as the following:

a. The first paragraph that give background information about who, what, where and when. It is called on orientation.

b. A record of events usually recounted in chronological order, named; event 1, event 2, event 3.

c. A personal comment and or evaluative remarks, which are interspersed throughout the record of events named evaluation.

d. A re-orientation which "rounds off" the sequences of events or retell about what happened in the end.

The following story was the example of recount text and also including the generic structure.

Diving in Bunaken Island

Last year, I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Geeting there was not quite easy.　**Orientationn**

Soon after our arrival at Bunaken, we got a general briefing, it included a description about how to take pictures under water.　**Event 1**

Then, we began out diving. In our diving, we saw groups of tiny fish. In other to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.　**Event 2**

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.　**Re-Orientation**

3. **Students Teams Achievement Divisions (STAD)**

Students Teams Achievement Divisions (STAD) is one type of cooperative that emphasizes the exsitence of activities and interaction among students' to motivate each other and help each other in mastering the subject matter in order to achive maximum achievement (Salvin, 2009).

The type of STAD is one of the simplest cooperative learning methods, and is the best model for beginning for new teachers using a cooperative approach

(Salvin, 2009). In addition this method is also very easy to adapt and has been used in mathematics, science, social science, English, engineering, and may other subject, and the secondary to tertiary level (Sharan, 2009).

3.1 Purpose of Students Teams Achievement Divisions (STAD)

There are several purposes of STAD (Slavin, 1995) why STAD can improve students' writing achievement. They are as follows:

a. STAD is one of the major approach that is accepted as an effective technique of cooperative learning developed by Slavin (1995). This technique can be very effective in increasing students' achievement and students' motivation in many subject grade levels when students' group are rewarded on the basic of average learning of the groups member.

b. STAD also refers to a technique of instruction where by students' work together in groups to reach common goals. Thus the group has respond ability in tutoring their mambers, and sharing knowledge each other. By using STAD, students' benefit from sharing ideas rather than working alone. Students' have to help one another to learn in order to reach the goal. So the students' not only learn from the teacher but also learn from their friend.

c. STAD emphasizes on mastering the materials through student-centered in which students' are active and teacher is as a facilitator who guided students'. Student-centered means that the students mostly dominate the class by productive talk to their teammates' opinions. The group members should be

active in doing the activity, such as; helping each other, communicative interactions between students' or sharing knowledge and opinion.

3.2 Components of Students Teams Achievement Division (STAD)

STAD consists of five main components (Slavin, 1995), that are:

a. *Class Presentation*, teachers begin by presenting indicators that must be achieved that day and motivating students' curiosity about the material to be learned. Followed by giving preception with the aim of reminding students of the prerequisite material that has been studied, so that students can relate the material to be presented with the knowledge they already have. At this stage it needs to be emphasized:

1) Developing learning materials according to what students will learn in group.

2) Emphasize that learning is understanding meaning, and not memorizing.

3) Provide feedback as often as possible to control student understanding.

4) Provide an explanation of why the answer to the question is true or false.

5) Switcing to the next material if students have understood the problems.

b. *Team/ Group Work Stage,* teams consisting of four or five students represent all parts of the class in terms of academic performance, gender, clan, and ethnicity. At this stage each students is given a sheet of assignments to be studied. In group work students share tasks. The teacher as a facilitator and motivator. The work of this group is collected.

c. *Quiz/ Individual Test Phase,* held at the end of the second and third meetings, approximately ten minutes, to find out who has been studied individually, as

long as their work in groups. Students may not help each other in doing quizzes.

d. *The Calculation Stage for Individual Progress Score,* which is calculated based on the initial score. This stage is done so that students are encouraged to get the best achievements.

e. *Award/ Team Recognition Stage,* The team will get certificate awards or other forms of appreciation if their average score reaches certain criteria (Salvin, 2008).

3.3 Advantages and Disadvantages of Students Teams Achievement Divisions (STAD)

Richards (2001) elaborate that there are five advantages of STAD, explained as follows: (1) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities, (2) to provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings, (3) to enable focused attention to particular lexical items, language structure, and communicative functions through the use of interactive tasks, (4) to provide opportunities for students' to develop successful learning and communication strategies, and (5) to enhance students' motivation and reduce students' hesitation and to create a positive affective classroom climate.

STAD has some advantages, but beside that it has disadvantages (Harmer, 2004). The disadvantages are: (1) it favors the group rather that the

individual. Everyone is forced to do the same thing at the same time and the same pace, (2) individual students' do not have much of a chance to say anything and on their own, (3) many students' are disinclined to participate in front of the whole class since to do bring with it the risk of public failure, (4) it may not encourage students' to take respond ability for their own learning. Whole class teaching favors the transmission of knowladge from teacher to the students' rather than having students' discover things or research thing for them, and (5) it is not the best way to organize communicative language teaching or especially task based sequences communication between individuals is more diffcult in-group of twenty or thirty than it is in groups of four or five in the smaller groups. It is easier to share material, speak quietly and less formally, and make good contact all of these contribute to successfully task resolution.

In conclusion, the researcher defines that STAD as ones of the simplest of all cooperative learning methods. It was a good model to begin for teachers who were using a new cooperative approach. So that it was useful to help students' get achievement in writing.

4. Comic

A comic is a book (often shortened to simply comic and sometimes called comic paper or comic magazine) is a magazine or book of recount artwork and dialog and descriptive prose. The style was introduced in 1934. Despite the term, comic book do not necessarily feature humorous subject-matter, in fact, it is serious and action-oriented.

They are many definitions of comic. However, there are several definitions that are quite popular, among them are terms suggested by Will Eisner and scott McLoud (1985) used the term "sequential art" in referring to cartoons, comic strips, comic books, and graphic novels. As a form of art which arranged in sequence is the term for comic (Eisner, 1985).

Comic have long been part obf Indonesia's popular culture which has experienced ups and downs in its development (Boneff, 2008). The comic market in Indonesia has increased rapidly since 2000, where teenagers are the main consumers (Tirtaatmaja et al, 2012). The popularity of this comic has been found in the needs analysis which shows that 97% of respondents who are classified as teenagers, know and have read comics.

In general there are two types of comic known to the public, namely printed comic and digital comic. The main difference between digital comics and printed comics is that the digital comic format has been converted into digital and can be read using certain electronic devices (petersen, 2011). Digital comics have many advantages over printed comics, including cheaper, more durable, can be interactive, more dynamic, and easily accessible (McCloud, 2008).

The researcher thinks that comic is such supplementary cues that provide a conceptual basis for organizing the input, the second language comprehension process would be facilitated since learners would be better to make prediction when encountering words and expressions in a passage with which they are unfamiliar. As stated from Omaggio, Goodman and Smith suggest reading are indeed hypothesis-testing process in which the comprehender selects cues and

makes predictions about the ongoing discourse on the basis of these selections (Liu, 2004).

In this research the comic strip were applied. It is regarded as a potential material in teaching and learning process to motivate students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective (Agung, 2017).

Comic strip was combination of cartoon with a story line, laid out in a series of pictorial panels across a page and concerning a continuous character or set of characters, whose thoughts and dialogue are indicated by means of "ballons" containing written speech. The comic strip form can be employed to convey a variety of massage.

Comic strip are authentic, and using authentic material was very important in language teaching and learning. It had several advantages, among which is the fact that if students' comprehend a genuine text successfully, that can motivate them and build their confidence.

However, it should be noted that the difficulty of the language presented to the class should be matched with the level of the students'; otherwise the use of authentic materials will only frustrate them (Casabay, 2006).

There are some ways in using comics in writing (Derrick, 2008). Those are: (1) Understanding visual symbols, (2) Reading order in comics, (3) Comic jigsaw, (4) Fill in the text, and (5) Putting panels in order. Therefore, comic strips can be regarded as a potential material in teaching and learning process to gain

students' interest. Among visuals genre, comic strips is more communicative, popular, accessible and readable. In short, comic as media in teaching and learning process will be more effective. It can solve the problem faced by the students' in the process of wiriting especially in writing recount text and caused them concentrate more on the orderly arrangement of story by paying attention to the comic strips and the language they use.

The strengths of comics in education (Gene, 2003) are many such as: (1) Comics are motivating; Students wants to read and use this material, meaning that they will apply themselves to study with more enthusiasm and are less likely to give up, (2) Comics are visual media; Content is more easily processed and memorized when illustrated, (3) Comics are permanent; Students' control the pace of the learning process, which is not true when content is presented in lecture form or in film, and (4) Development of thinking skills; Analytical and critical thinking skills can be developed through comics (Versaci, 2001).

5. The Implementation of STAD Assisted by Comic Media in Teaching Writing

The followings were sequenced/listed some steps in implementing STAD assisted comic media in teaching writing, Sharan (2009) proposes eight steps are as follows:

a. Students are divided into groups of four people who are diverse in their sex and ethnic abilities.

b. The teacher gives a lesson.

c. Students in the group ensure that all group members can master the lesson.

d. All students work on each quiz about the material. They can't help each other.

e. Students quiz result values are compared with their own previous average values.

f. The values are given prizes based on how high the increase they can achieve or how high the tilapia exceeds their previous value.

g. Values are summed to get group values.

h. Groups that can achieve certain criteria can get certificates or other prizes.

B. Relevant Studies

Numerous studies that were related to this study had been conducted before. The first, previous research done by Maulani (2017) entitle The Implementation of STAD to Improve Students' Ability in Writing Recount Text at Senior High School from English Departement, Faculty of Teachers Training and Education, University of Lampung. The findings of this research showed that students' progress during the teaching and learning process by using STAD method was good. The STAD method was effective in teaching writing recount text. The data showed the improvement in students' writing skill in recount text. Because, by using this method, the students' were much easier to develop the ideas of their writing. They shared their knowledge and information. Then by interacting with each other, it sharpened their critical thinking.

Another study was from Amriani (2015) entitle The Study on Teaching Reading Comprehension Recount Text Using STAD Technique to The Junior

High School from the department of English Education, Faculty of Education and Teacher Training, University of Nusantara PGRI Kediri. She found that using STAD was effective to motivate the students' in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun. The result of the test in every meeting was different, but it showed the improvement in every meeting.. STAD was a successful method in learning because it was very useful to improve students' reading achievement.

Both the researchers above had differences with what this researcher wants to do. The first researcher by Maulani (2017). In her research, the researcher used STAD in teaching recount text by applying experimental design. While this current research wants to do the research by implement CAR design. The second research Amriani (2015). The purpose of her research was to know is there any significant difference between students' taught by STAD and the conventional strategy. While the purpose of this research was to increase the students achievement in writing recount text. The similarity between this research and both of the researchers before, they had the same focus, that was the use of STAD.

C. Conceptual Framework

Every skill in the teaching-learning activity played an important role in the students' language learning mastery and also contributed to the ability in English which may influence their talent. It meant that the objectives of the

English teaching and learning process must be emphasized at helping the students to be able to develop their writing competence.

Sometimes the teacher had decided the plans and goals to maximize the learning process but it did not work. It could be seen from the students' writing performances and their responses toward writing. Most of them considered that writing skill was one of the most difficult skills to be mastered.

The students' ability in writing recount texts in SMP SWASTA BAKTI II MEDAN was still low. As stated earlier, there were some problems that could make the students got difficulty in writing. One of the problems was the teacher did not give clear guidelines for students to construct sentences coherently and grammatically. As a result, they did not produce a coherent and understandable text. They also cannot develop their ideas in the order form. Besides that, the teacher only focused on the product of writing not the process. She also did not provide an interesting method and media to help the students' understand the materials. By using Students Teams Achievement Divisions Assisted by Comic Media, the goal of the teaching and learning could be achieved.

With those reasons, the researcher thought that using STAD assisted by Comic Media was the best way to help the students' write recount text because it had many benefits in the teaching and learning process. First, using STAD assisted by Comic Media can help the students' to retell their experiences in a good sequence. Second, using STAD assisted by Comic Media can stimulate the students' ideas and develop their ideas in chronological order. Third, by using STAD assisted by Comic Media, students were engaged in the writing process.

using STAD assisted by Comic Media activities can also improve the students'

writing skills such as vocabularies and language use.

CHAPTER III

METHOD OF RESEARCH

A. Research Design

The research was conducted by using Classroom Action Research (CAR) design. The design of the research was described in detail as the following chart.
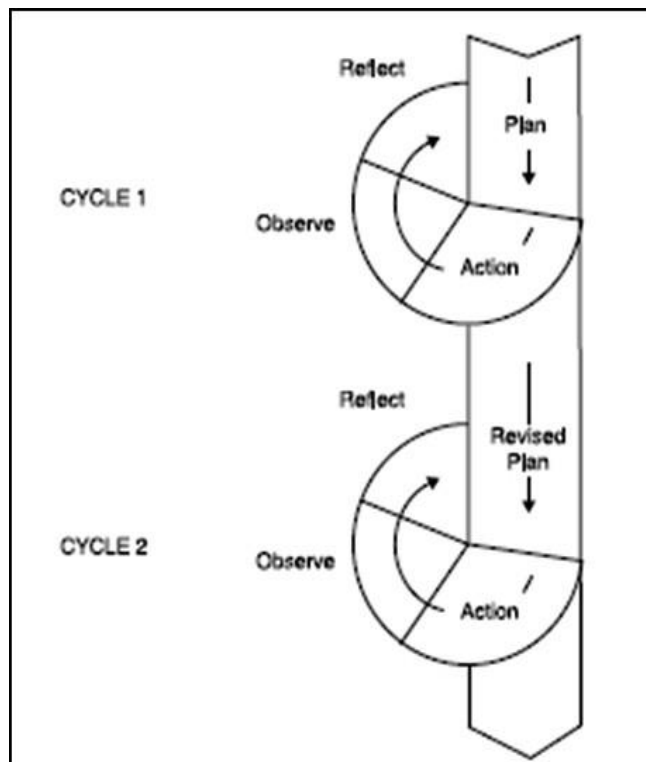
Chart 3.1 Classroom Action Research Model by Kemmis and Mc. Taggart in Arikunto (2013)

The research was applied in two cycles with two meetings for each. There were four steps in conducting this classroom action research, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

a. Planning, the researcher and the teacher made the plans regarding the implementation of the research related to this strategy.

b. Action, the teacher applied the strategy to the students' in the classroom and the researcher observe.

c. Observation, the researcher observed the process of implementing learning in the classroom to get the data.

d. Reflection, the researcher along with the teacher collaborated to reflect on the implementation of the learning process.

B. Subject of Research

The subjects of this research were the teacher and the students' of IX-I SMP SWASTA BAKTI II MEDAN located on Jalan. Keladi no. 61, Kelurahan Tanjung Mulia Hilir, Kecamatan Medan Deli, Medan of 2018/2019 academic year. It had amounted to 25 students, consist of 11 males and 14 females. This subject was chosen as a place of study because it was experienced by the researcher based on the consideration that the class was the weakest in writing recount text.

The position of the researcher was as an observer while the implementation of the learning process done by the teacher. The researcher collaborated with the English teacher in applying the strategy.

C. Instrument of Research

The instruments that were used by the researcher in collecting the data are (1) test and (2) observation sheet.

1) Test

The test was given to the students in order to get quantitative data. The test was in the form of an essay test. The test was used to get information about students' writing performance. The researcher held pre-test and post-test to see whether there was an improvement in the students' writing or not.

2) Observation Sheet

Observation was used to collect qualitative data. It was about teachers' performance and students activities in the learning process by using STAD assisted by Comic Media. The observation sheet was arranged and filled by the researcher by ticking the checklist during the learning.

D. Procedure of Research

The procedures of the research were described as the followings:

1. Cycle 1

a. Planning

In this step, the researcher offered a new method in improving students writing achievement. It was the implementation of STAD Assisted by Comic Media as a learning media. The action based on the lesson plan applied in the class. Besides that the researcher also prepared materials that were going to be

taught in the class, made the lesson plans, the form of observation in order that the class can be observed well, teaching aids, test instrument, etc.

b. Action

This step was the implementation of STAD Assisted by Comic Media as teaching-learning material. The teacher carried out the lesson plan in the classroom step by step. It described how the implementation STAD Assisted by Comic Media in the class can promote students writing achievement.

To obtain the purpose, the teacher must create the classroom atmosphere as well as possible. In this case, the teacher took roles as a controller of the students' activities and also provide help when they get difficulties in doing the tasks.

c. Observation

Observation was used to collect data namely, teacher and student activities during the teaching and learning process. In this case, the researcher observed by using observation sheet namely: students observation sheet and the teacher's performance in learning activities. The researcher was an observer for English teacher and the students.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection was used to help the teacher to make a decision. The teacher and researcher analyzed all recording information in the learning process.

2. Cycle II

The researcher did cycle II because the result in cycle I was still need improvement. In cycle II also had four stages; planning, action, observation, and reflection. Every weakness in cycle I was revised in cycle II.

E. Technique of Collecting Data

There were some procedures in collecting data:

1. Pre-Test

   Pre-test was given before the treatment. The function of the pre-test was to know the mean scores of students before given a treatment.

2. Treatment

   The treatment was given to the students by using STAD assisted by comic media. The treatment was given in the cycles.

3. Post-Test

   And after the treatment was given to the students, the researcher gave a test again to find out their score in recount text.

F. Technique for Data Analysis

There were two kinds of research data namely: quantitative and qualitative data. Quantitative data involving students learning achievement were analyzed by using a formula as follows:

$$\overline{x} = \frac{\sum x}{N} \quad \text{(Arikunto, 2013)}$$

The formula was described as following:

$\overline{x}$: The mean of average score from the subjects writing recount text

$\sum x$: The total score of students

N : The number of the students

Next, to categorize the number of students who pass the test successfully, the researcher applied the following formula:

$$P = \frac{R}{T} \times 100\% \quad \text{(Arikunto, 2013)}$$

Where:

P   : The percentage of those who getting score

R   : The number of students getting score

T   : The total number of the students

After getting the percentage of the above analysis results, then the results were used as a determination of the success rate of students in the class according to Arikunto (2007) as the following table.

Table 3.1 Success Level Criteria of Students' Learning in Percent

Level of Success (%)	Categories
81 – 100 %	Very High
61 – 80 %	High
41 – 60 %	Moderate
21 – 40 %	Low
0 – 20 %	Very Low

The qualitative data consisted of the information about the teacher's performance and the students' activities in the learning process was analyzed based on the students' activities and the teacher's performance category as proposed by Arikunto (2007).

The value of students' motivation in learning was obtained by the formula:

$$P = \frac{R}{SM} \, x \, 100\% \quad \text{(Arikunto, 2007)}$$

Where:

P   : The percentage

R   : The number of activity indicators performed by the students

SM   : The total number of activity indicators

After getting the percentage of each individual activity, then the results was used as a determination of the criteria level of students activities in the learning process proposed by Arikunto (2007) as the following table.

Table 3.2 Criteria of Students' Activities in Learning

Value Range	Categories
81 – 100 %	Very Active
61 – 80 %	Active
41 – 60 %	Quite Active
21 – 40 %	Less
0 – 20 %	Passive

The teacher's performance was analyzed based on the following category as proposed by Arikunto (2007). It was presented in the following table.

Table 3.3 Category of Teacher's Performance

Value Range	Categories
81 – 100 %	Very Good
61 – 80 %	Good
41 – 60 %	Enough
21 – 40 %	Less
0 – 20 %	Bad

G. Success Indicator

This Classroom Action Research (CAR) was judged to succeed if ≥75% of the total students reached the minimum score at 80 (Good), then the students activities in learning activities was categorized good if the average percentage shows that it has reached 75% of the number of students.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study consists of qualitative and quantitative data. The qualitative data were taken from observation sheet about students' activities and teacher's performance, while the quantitative ones were gotten from the students' score writing tests in pre-test, cycle I and cycle II. In detail the qualitative data were presented in the Appendix 6 and 8, meanwhile the quantitative ones were in the Appendix 4.

B. Data Analysis

After giving pre-test to the students, the researcher got the data from 25 students still have not got the score with successful category. These data indicated that the students were still low in learning mastery in writing recount text. In other words, the precentage of the students' achievement was 0%. So the percentage of the level students' achievement had not been achieved. Based on the result of this pretest, then the researcher conducted Cycle I to improve students learning outcomes in writing test.

4.1 Cycle I

In cycle I, there were many activities done. All activities were elaborated by researcher as follows:

a. Planning

Before implementing the action, the first by planning. Planning was designed based on the results of the test and the initial observation, namely (a) designing lesson plan about recount text as the material, (b) make the observation sheet to see the students' achievement writing, and the activity of students' and teacher's performance, (c) preparing the research instruments to see an increased in students' achievement in the learning process.

b. Acting

Implementation of the first cycle done in 2 session (2x40 minutes/meeting). Learning activity in this cycle were implemented in accordance with a plan designed at the planning stage action. In the early stages, the teacher should first explained the steps that were applied to the learning strategy and learning objectives to be achieved. Then the students were divided into five discussion groups in accordanced with the characteristics of Students Teams Achievement Divisions (STAD) method implemented. Each discussion group consisted of five students with different abilities. After the discussion group formed teacher explained briefly about the learning materials and how the implementation of STAD method in learning recount text.

In applying this method, the researcher collaborated with the English teacher. The teacher intergrated the recount text with the students' environment and other subject. The teacher told about some examples of recount text with comic strip and give an example of writing recount text with a comic strip. Then

the teacher analyzed the generic structure, types of recount text and language features of recount text. In groups, the teacher asked the students to find the generic structure of the text.

In the implementation of the discussion, the students independently was given a recount text. Then after receiving the example of recount text with comic strip, the students started to analyze the information in details with mambers of the group and share the result of their discussion to other group. Finally, the students were given eassy writing with comic strip to be answered.

c. Observing and Evaluating

1. Observation activity of students in learning process. The researcher observed by using observation sheet was presented in the following table:

Table 4.1 The Percentage of Students' Activity in Cycle I

No	Aspect of Observation	Percentage	Category
1	Interest	52%	Quite Active
2	Attention	55%	Quite Active
3	Participation	50%	Quite Active
4	Presentation	46%	Quite Active
Mean		**50.33%**	**Quite Active**

The data above show that the students' activity in learning process in group with STAD method was still quite active with average percentage at 50.33%. In detail, it was at 52% of interest, attention was at 55%, participation got 50%, and presentation was at 46%. One of the data shows that the level of

students' activity in cycle I was the highest on the attention aspect at 55%, and the lowest was the presentation aspect at 46%.

2. The result of observation on teacher's performance in teaching and learning process by using STAD were presented in the table below:

Table 4.2 The Percentage of Teachers' Performance in Cycle I

No	Activity	Percentage	Category
1	Aperception	45%	Enough
2	Material Explanation	58%	Enough
3	Explanation of Learning Method	59%	Enough
4	Technique Part of Group	48%	Enough
5	Management of Discussion	48%	Enough
6	Giving Question or Quiz	49%	Enough
7	Ability to Evaluate	46%	Enough
8	Giving Reward to Individual	54%	Enough
9	Determining the Score of Individual	54%	Enough
10	Concluding Learning Material	58%	Enough
11	Closing The Learning	51%	Enough
	Mean	**51%**	**Enough**

Based on data in the table above, the teacher's performance in the teaching process was enough. This evident came from the average of the observation on teacher's performance, amounting to 51% with the ideal score of 100%. Then, the teacher's performance in the first cycle was the highest on the explanation of learning method at 59% and the lowest score on the aperception at 45%.

3. The result of the evalution of the studnets' achievement writing in cycle I.

In addition, the activities of students and the teacher in the learning process on the level of students' achievement writing was already well but still had not reached the ideal value of success at 75%. It was still at 40% with the

success percentage mean score achieved only reached 79.8. In detail, there were ten students who got score of ≥80. While the rest (15 students) gained the score under the minimum one.

d. Reflecting

Based on the data obtained from the observations and evaluations were findings as a reflection. The successes and failures in cycle I as follows:

1. Students did not understand the activity of groups learning with Students Teams Achievement Divisions (STAD assisted by comic media. Students tend to still be individualized, so the majority of students' are less motivated. It was indicated from the means results of the observation of students' activity in the learning process with the percentage rate of 50,33%.

2. Some of the students had not yet implemented their understanding in comprehending recount text as learning material to the fullest.

3. The teacher had not familiar to create an atmosphere of active learning using STAD assisted by comic media in learning process. The level of teachers' performance in learning was still not up to the percentage of 51%.

4. In learning recount text by using STAD assisted by comic media as a learning media had not done well.

5. The level of students' achievement writing that were not yet maximal. In other words, the level of students' achievement still had not succeded, with the percentage of 40%.

4.2 Cycle II

The cycle II was done because after reflecting the cycle I, it was still not good enough. Cycle II was conducted to improve against the constraints encountered in cycle I.

a. Planning

In the second cycle, the action plan was follow up of problems or obstacles encountered in the implementation of the first cycle action. The main issues contained in the first cycle with regard to the learning experience of students by using STAD assisted by comic media. Learning on the second action aimed to improved students learning activities in order to achieved the specified indicators. Implementations of the second cycle were substantially similar to the execution of the first cycle.

b. Acting

Implementation of the action in the second cycle was in principle the same as the first cycle of implementation of the action. In this cycle, the study was conducted in two meetings. At the beginning of the learning process in this cycle, a technical description of STAD assisted by comic media in teaching recount text still be given to students in order to improve students' ability to take the advantage of the method and the media. Then, the next learning process is similar to previous meeting, but with the same learning materials.

c. Observing and Evaluating

1. The observation of students' activity in learning process. The development of the level of students' activities in the learning process in the second cycle were presented in the following table:

Table 4.3 The Percentage of Students' Activity in Cycle II

No	Aspect of Observation	Percentage	Category
1	Interest	83%	Very Active
2	Attention	82%	Very Active
3	Participation	86%	Very Active
4	Presentation	83%	Very Active
Mean		**83.5%**	**Very Active**

Based on the table above, it explains that in the process of teaching and learning students' activities had shown a good development with the average percentage at 83.5% it with very active category. From the four aspects of these observations, the participation aspect was as the highest score at 86%, while the lowest one was aspect of attention with the percentage at 82%. The table above also showed that the students' activity in learning process in the second cycle increased significantly. It means, there was an increase in the students' activities in learning between the first cycle and the second cycle, either individually or in groups' ability. This evident came from the mean score of students' activities between the first cycle was at 50.33% and the second cycle was at 83.5%. It was concluded that the students' activities in learning process increased.

2. The results of observations on teachers' performance in teaching and learning process by using STAD assisted by comic media were ilustrated below:

Table 4.4 The Percentage of Teachers' Performance in Cycle II

No	Activity	Percentage	Category
1	Aperception	83%	Very Good
2	Material Explanation	85%	Very Good
3	Explanation of Learning Method	80%	Good
4	Technique Part of Group	82%	Very Good
5	Management of Discussion	79%	Good
6	Giving Question or Quiz	81%	Very Good
7	Ability to Evaluate	84%	Very Good
8	Giving Reward to Individual	82%	Very Good
9	Determining the Score of Individual	81%	Very Good
10	Concluding Learning Material	83%	Very Good
11	Closing The Learning	82%	Very Good
Mean		**82%**	**Very Good**

The data above shows that the teachers' performance in the process of learning already looks very good, with the average percentage at 82%. Then, from the data also show that the teachers' performance in cycle II was the highest on material explanation aspect at 85% and the lowest in management of discussion aspect at 79%. Thus, in the second cycle, the teachers' performance has increased very rapidly in the learning process as compared to the percentage of the mean score of the previous cycle, with the first cycle of 50.33%. So, from the data showed that there was a significant improvement of teachers' performance in the learning process from cycle I to cycle II with a comparison rate of 31.67%.

3. The result of the evaluation of students' achievement writing in Cycle II.

Students' achievement writing materials in second cycle was getting better with the mean score of 85.4. A detailed description of the students score was 21 students earned score of ≥80. Then, the level of overall percentage of successfull students' toward achievement writing of the material was at 84%.

Thus, based on the mean score of this percentage was concluded that students' achievement writing in the second cycle increased significantly.

d. Reflecting

The followings were some of the achievements after the implementation of the second cycle, namely:

1. In the process of teaching and learning, students' activities already tend to be better towards STAD assisted by comic media in writing skill. This evident came from the ability of students already participate more actively in groups to carry out the tasks assigned by the teacher, and were able to take the advantages of recount text as the medium of active learning and effective as well. This condition can be seen from the increased activity of students better than 50.33% in the first cycle to 83.5% in the second cycle.

2. Changes in the teachers' performance in line with the increased activity in teaching students with learning by created more attractive through the implementation of STAD assisted by comic media in writing skill 51% in the first cycle into 82% in the second cycle.

3. Changes in students' result on achievement writing material looks significantly based on the data of the mean score of the result in the second cycle evaluation 79.8 in the first cycle was at 40% success percentage increased in the second cycle into 85.4 with a percentage of 84% success.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in writing skill had been improved by applying Students Teams Achievement Divisions (STAD) assisted by comic media. The following were:

1. There was an improve of students achievement in writing by applying Students Teams Achievement Divisions Assisted by comic media. It was proven from the data of the means score of the result in the first cycle was at 79.8 with a 40% success percentage increased in the second cycle was at 85.4 with a percentage 84% success.

2. The students' activities in learning process was quite active with the average percentage of 50.33%. Students did not accustomed to the learning by using students teams achievement divisions assisted by comic media in writing recount text as the medium of learning that needs to be improved on the second cycle. Result measures the mean score of the average percentage of students' activities in the learning process was 83.5% very active category.

3. The teachers' performance in the first cycle increased slightly compared to the pre-test was 51%. Thus, in the second cycle study also experienced improvements, with a percentage of 82% very good category. It meant that there was a significant increase in teachers' performance.

D. Discussion

Referans to the research findings, there were some points to discuss. First, the result of students' achievement in this research shows the increase of the average writing achievement at 40% in the first cycle and at 84% in the second cycle. This findings gave a meaning that by used students teams achievement divisions assisted by comic media can increased students ability in writing.

Second, the result of students' activities in learning process showed improvement; students had more actively to carry out the tasks assigned by the teacher. It was proven from the increased activity of students from 50.33% at the first cycle to 83.5% at the second cycle. Third, the result of teachers' performance in learning process was increased slightly. It was proven from the percentage at 51% in first cycle and 82% in second cycle.

Thus, it was concluded that the application of Students Teams Achievement Divisions assisted by Comic Media in writing achievement can increase the ability in the learning process well, especially in the teaching recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research, it was concluded that there was an improvement of students' achievement in writing skill by implementing Students Teams Achievement Divisions (STAD) assisted by comic media in writing skill. The improvement of students' achievement was shown from the mean score in cycle I was 79.8 with the percentage at 40% increased to be 85.4 in cycle II with the percentage was at 84%. It was also supported by the increase of students' activities in teaching and learning process from the first cycle to the second cycle, the mean value of 50.33% in cycle I to 83.5% in the second cycle by the differences in numbers 33.17%. Then, it was proven from the teachers' performance also showed a significant improvement. It was shown from the average percentage at 51% in the first cycle to 82% in the second cycle.

B. Suggestion

Suggestions were staged as follows:

1. It is better for English teacher to use this method and media to improve students' achievement in writing skill.

2. It is good for the students to use Students Teams Achievement Divisions (STAD) assisted by comic media in learning recount text.

3. It was suggested to other researchers to use this research findings as the reference to investigate.

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APPENDIX 1

LESSON PLAN

CYCLE I

School   : SMP SWASTA BAKTI II MEDAN
Subject   : English
Class   : IX-I
Topic   : Recount Text
Time Allocation   : 2 x 40 menit
Skill   : Writing

A. Core Competencies (KI)

KI.1.   Living and practicing the religious teaching that he embraces

KI.2.   Living and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful behavior, courteous, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the natural and social environment placing ourselves as reflection of the nation in the association of the world.

KI.3.   Understand, apply, analyze factual knowladge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interest to solve the problem.

KI.4.   Processing, reasoning, and all oresent in the realm of the concrete and the abstract realm associated with the development of the learned in shool independently, and is able to use the method according to the rules of science.

B. Basic Competency and Competency Achievement Indicators

3.11 Applying a text structure and linguistic elements to carry out social functions states and asks about actions/events that were carried out/happened in the past, according to the context of their use.

Indicators:

3.11.1 Students are able to apply structures and linguistic elements about events that happened in the past.

3.11.2 Students are able to state and ask about actions/events that occured/happened in the past.

1.14 Capturing the meaning of written, short and simple oral recount text about activities or events.

Indicators:

1.14.1 Students are able to capture the meanings contained in recount text that are presented orally.

1.14.2 Students are able to capture the meanings contained in written recount text.

1.14.3 students are able to capture activities or events.

C. Learning Objectives

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to recount text.

2. Showing the good behavior, confidence and responsibility in carrying out communications related to recount text.

3. Making recount text begins by brainstroming properly and correctly.

4. Identify social functions, text structures and linguistic elements of recount text.

D. Learning Materials

written essay to state and ask about linguistic elements and text structures in recount text.

E. Learning Method

Method   : Students Teams Achievement Divisions (STAD)

F. Media/Tool/Source Learning

1. Media   : Comic strip, worksheet
2. Tool   : White board, board marker, laptop, Proyektor
3. Source Learning :Kementerian dan kebudayaan. 2014. "*When English Rings a Bell*".

G. Learning Steps

First Meeting

Activity	Description	Allocation
Opening activity	1. The teacher enters the class and immediately greet using English so that English Atmosphere can immediately created at the first meeting. 2. Teachers condition the learning atmosphere which are fun. 3. Teacher checks student attendance. 4. Teachers discuss competencies has been studied and developed previously related to competencies to be studied and developed. 5. Teacher convey competencies will be achieved and the benefits in everyday life.	10'

	6. Teacher convey an outline coverage of material and activities that will be do.	
Core activities	**a. Observing** - Students look at a variety of recount text that shown by the teachers in slide powerpoint. - Students observe the social function, structure and linguistic elements. - Students identify the main idea, details and specific infomation fron recount text.	10'
	b. Questioning - With the guidance and direction of the teacher, students ask questions about the main idea, details and specific information from recount text.	5'
	c. Exploring - Students tried to answer the question from teacher together.	20'
	d. Associating - The teacher gave the correct answer for the students.	15'

Activity	Description	Allocation
	e. Communicating - The teacher asked students to read a new story recount text, then the students find the generic structure from recount text.	20'
Closing Activities	1. Learners and teachers reflect on their learning activities and benefits 2. Leaners and teachers give each other feedback on the process and learning outcomes.	5'

Second Meeting

Activity	Description	Allocation
Opening activity	1. The teacher enters the class and immediately greet using English so that English Atmosphere can immediately created at the first meeting. 2. Teachers condition the learning atmosphere which are fun. 3. Teacher checks student attendance. 4. Teachers discuss competencies has been studied and developed previously related to competencies to be studied and developed. 5. Teacher convey competencies will be achieved and the benefits in	10'

	everyday life. 6. Teacher convey an outline coverage of material and activities that will be do. 7. Teacher reviews the Students Teams Achievement Division (STAD) method.	
Core activities	**a. Observing** - Students look at a variety of recount text that shown by the teachers in slide powerpoint. - Students observe the social function, structure and linguistic elements. - Students identify the main idea, details and specific infomation fron recount text.	10'
	b. Questioning - With the guidance and direction of the teacher, students ask questions about the main idea, details and specific information from recount text.	10'
	c. Exploring - Students practice finding the generic structure and specific information from recount text. - Students in group writing a recount text by observing the	20'

	social function, generic structure, and linguistic elements to coherently.	
	d. Associating - The teacher gave the correct answer for the students. - Students gain feedback from teachers and friends about the result of the analysis presented in the working group.	15'
	e. Communicating - The teacher asked them to make essays about recount text with comic strip that have been prepared. - The teacher asked them to remember point when writing recount text.	20'
Closing Activities	1. Learners and teachers reflect on their learning activities and benefits 2. Leaners and teachers give each other feedback on the process and learning outcomes.	5'

H. Evaluation

Form instrument :

1. written (Students make recount text with their own words)

Medan,   September 2019

Known by

English teacher   Researcher

Fajar mahendra, SS   **Mollyzatul Ulfa**

NIP,-   **NPM. 1502050124**

Headmaster of SMP SWASTA BAKTI II MEDAN

Lili Demiati, S. Pd

NIP,-

LESSON PLAN

CYCLE II

School   : SMP SWASTA BAKTI II MEDAN

Subject   : English

Class   : IX-I

Topic   : Recount Text

Time Allocation   : 2 x 40 menit

Skill   : Writing

A. Core Competencies (KI)

KI.1. Living and practicing the religious teaching that he embraces

KI.2. Living and practicing honest, disciplined, responsible, caring (peasant, cooperative, tolerant, peaceful behavior, courteous, responsive and pro-active and showing attitude as part of the solution to problems in interacting effectively with the natural and social environment placing ourselves as reflection of the nation in the association of the world.

KI.3. Understand, apply, analyze factual knowladge, conceptual, procedural, based on curiosity about science, technology, art, culture, and humanities with a vision of humanity, national, state, and civilization-related causes of phenomena and events, as well as applying procedural knowledge on specific fields of study according to their talents and interest to solve the problem.

KI.4. Processing, reasoning, and all oresent in the realm of the concrete and the abstract realm associated with the development of the learned in shool independently, and is able to use the method according to the rules of science.

B. Basic Competency and Competency Achievement Indicators

3.11   Applying a text structure and linguistic elements to carry out social functions states and asks about actions/events that were carried out/happened in the past, according to the context of their use.

Indicators:

3.11.1 Students are able to apply structures and linguistic elements about events that happened in the past.

3.11.2 Students are able to state and ask about actions/events that occured/happened in the past.

1.14   Capturing the meaning of written, short and simple oral recount text about activities or events.

Indicators:

1.14.1 Students are able to capture the meanings contained in recount text that are presented orally.

1.14.2 Students are able to capture the meanings contained in written recount text.

1.14.3 students are able to capture activities or events.

C. Learning Objectives

After studying this material, students are expected to be able to:

1. Showing the seriousness of learning English related to recount text.
2. Showing the good behavior, confidence and responsibility in carrying out communications related to recount text.
3. Making recount text begins by brainstroming properly and correctly.
4. Identify social functions, text structures and linguistic elements of recount text.

D. Learning Materials

written essay to state and ask about linguistic elements and text structures in recount text.

E. Learning Method

Method   : Students Teams Achievement Divisions (STAD)

F. Media/Tool/Source Learning

1. Media   : Comic strip, worksheet
2. Tool   : White board, board marker, laptop, Proyektor
3. Source Learning :Kementerian dan kebudayaan. 2014. *"When English Rings a Bell"*.

G. Learning Steps

Third Meeting

Activity	Description	Allocation
Opening activity	1. The teacher enters the class and immediately greet using English so that English Atmosphere can immediately created at the first meeting. 2. Teachers condition the learning atmosphere which are fun. 3. Teacher checks student attendance. 4. Teachers discuss competencies has been studied and developed previously related to competencies to be studied and developed. 5. Teacher convey competencies will be achieved and the benefits in everyday life.	10'

	6. Teacher convey an outline coverage of material and activities that will be do.	
Core activities	**a. Observing**	10'
	- Students look at a variety of recount text that shown by the teachers in a paper.	
	- Students observe the social function, structure and linguistic elements.	
	- Students identify the main idea, details and specific infomation fron recount text.	
	b. Questioning	5'
	- With the guidance and direction of the teacher, students ask questions about the main idea, details and specific information from recount text.	
	c. Exploring	15'
	- The teacher ask students to understand about generic structure of recount text.	
	- The students tried to answer the questions from the teacher together.	

Activity	Description	Allocation
	d. Associating	20'
	- The teacher gave the correct answer for the students.	
	e. Communicating	10'
	- The teacher asked students to study more about recount text at home.	
Closing Activities	1. Learners and teachers reflect on their learning activities and benefits	5'
	2. Leaners and teachers give each other feedback on the process and learning outcomes.	

Fourth Meeting

Activity	Description	Allocation
Opening activity	1. The teacher enters the class and immediately greet using English so that English Atmosphere can immediately created at the first meeting.	10'
	2. Teachers condition the learning atmosphere which are fun.	
	3. Teacher checks student attendance.	
	4. Teachers discuss competencies has been studied and developed previously related to competencies	

	to be studied and developed.	
	5. Teacher convey competencies will be achieved and the benefits in everyday life.	
	6. Teacher convey an outline coverage of material and activities that will be do.	
Core activities	**a. Observing** - Students look at a variety of recount text that shown by the teachers in slide powerpoint. - Students observe the social function, structure and linguistic elements. - Students identify the main idea, details and specific infomation fron recount text.	10'
	b. Questioning - With the guidance and direction of the teacher, students ask questions about the main idea, details and specific information from recount text.	10'
	c. Exploring - Students practice finding the generic structure and specific information from recount text. - Students in group writing a recount text by observing the	15'

	social function, generic structure, and linguistic elements to coherently.	
	d. Associating - In pairs students analyze some recount text focusing on the social function, structure, and language elements. - Students gain feedback from teacher and friends about the result of the analysis presented in the working group.	15'
	e. Communicating - The teacher asked them to make essays about recount text with comic strip that have been prepared. - The teacher asked them to remember point when writing recount text. - Make a written self-evaluation report on their respective experiences in the search for recount text during the learning process inside and outside the classroom, including constraints experienced.	25'
Closing Activities	1. Learners and teachers reflect on their learning activities and	5'

| | benefits | |
| | 2. Leaners and teachers give each other feedback on the process and learning outcomes. | |

H. Evaluation

Form instrument :

1. written (Students make recount text with their own words)

Medan,   September 2019

Known by

English teacher   Researcher

Fajar mahendra, SS   **Mollyzatul Ulfa**
NIP,-   **NPM. 1502050124**

Headmaster of SMP SWASTA BAKTI II MEDAN

Lili Demiati, S. Pd
NIP,-

APPENDIX 3

Research Instrument

A. Pre-Test

Name:

Class:

<div align="center">Pre-Test</div>

___

Make a recount text of your own in this paper. Remember these point when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events based on the story told.
- End your story.

<div align="center">_____</div>

Orientation
_____
_____
_____
_____
_____

Events
_____
_____
_____
_____
_____
_____

Re-Orientation
_____
_____
_____
_____
_____
_____
_____

B. Cycle I

Date:

Group :
Name : 1.
         2.
         3.
         4.
         5.
Class:

Cycle I

Look at the comic and make a recount text of your own in the next paper. Remember these point when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events based on the story told.
- End your story.

_____

Orientation

_____

_____

_____

_____

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Events

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_____

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_____

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_____

Re-Orientation

_____

_____

_____

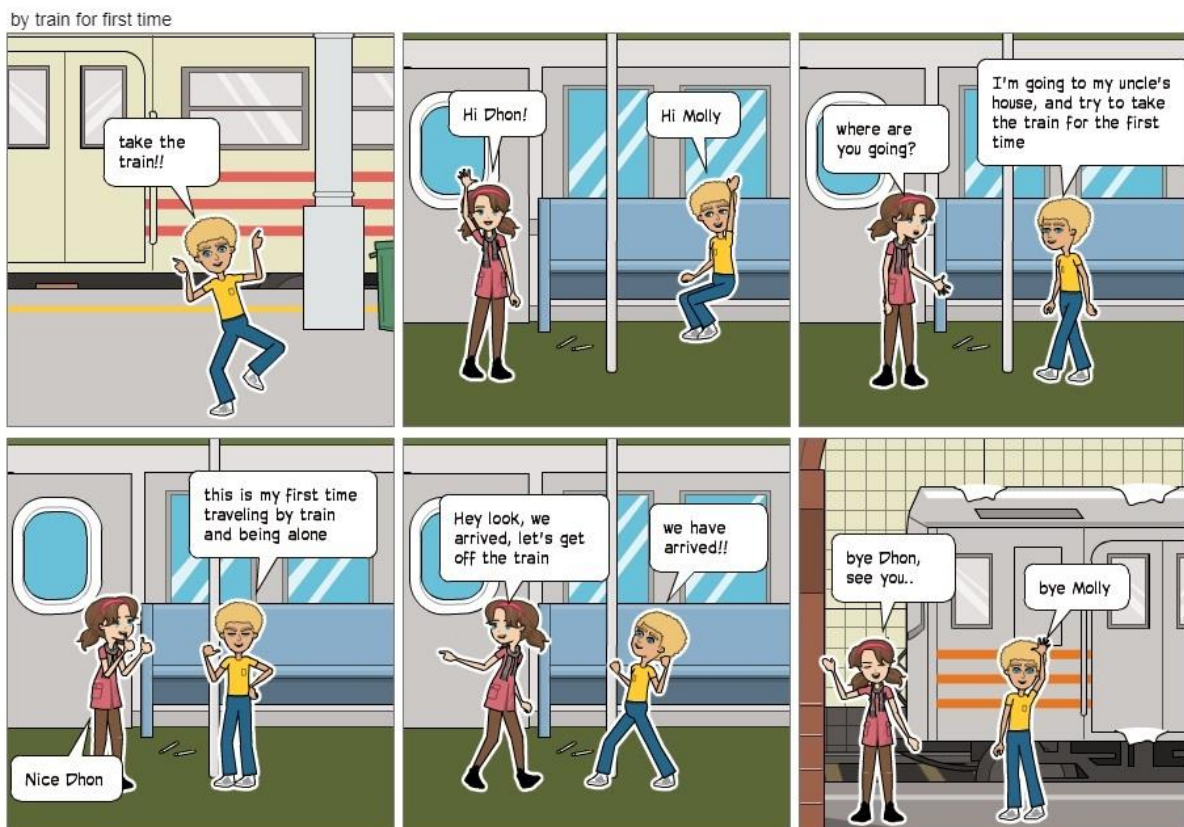_____

_____

_____

C. Cycle II

Date:

Name:

Class:

Cycle II

Look at the comic and make a recount text of your own in the next paper. Remember these point when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events based on the story told.
- End your story.

_____

Orientation

_____
_____
_____
_____
_____
_____

Events

_____
_____
_____
_____
_____
_____
_____

Re-Orientation

_____
_____
_____
_____
_____
_____

Students' Answer Sheet

Name: Diana Novita Sari

Class: 9-1

Pre-Test

Make a recount text of your own in the next paper. Remember these point when telling.

- Begin the story by telling when and where it happened as well as who participated.
- Write the events in the order they happened.
- End your story.

my bad story

Orientation

When I was eight years old, I am afraid
with thunder. I am back to my home alone.
because my parents work. I'm walking alone
from skoot to my house.
(school)

Events

but suddely the thuncler comes to
me Like fire.

Re-Orientation

I am cryed and run to my house.
and my tetangga help me with give
me a hug. and back hot milk chocolate.

With dad at the zoo

Sunday morning I want to the zoo with my father. My
me didn't sparated from me because in the zoo very crowded.

He pays the ticket and gets some food to feed the anim
we were walking arand in the zoo, I saw a cute panda, a
and a very tall giraffe - they were so exotic. I took so muc

I retly enjoyed this holiday. I hope I can back here
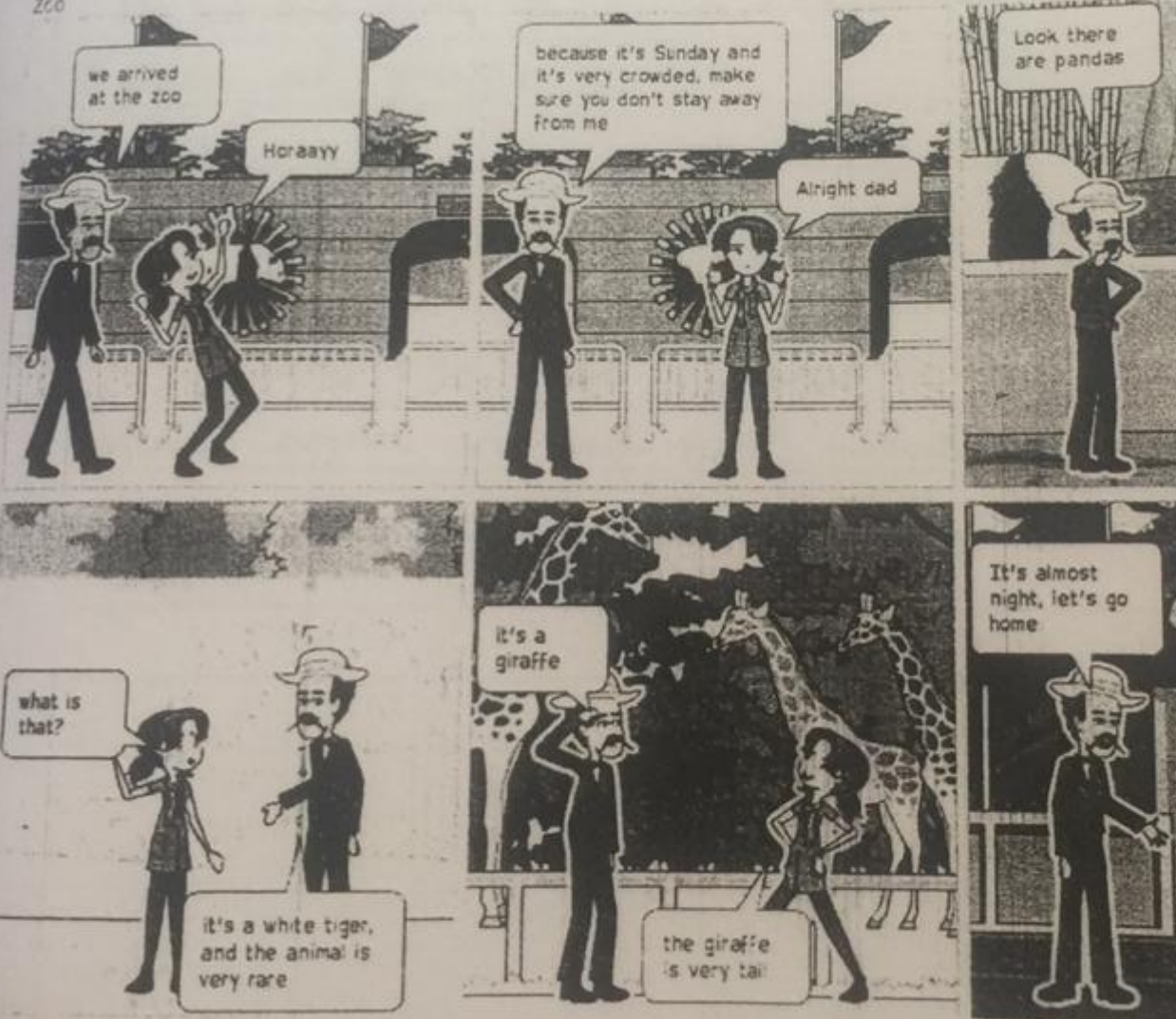look anathore animals that I never have seen before in th

Name: Muhammad Fadli

Class: IX - I

Cycle II

Look at the comic and make a recount text of your own in the next paper. Reme
point when telling.

- Begin the story by telling when and where it happened as well as who p
- Write the events in the order they happened.
- End your story.

Travel on the train for first

last sunday, I went to the terminal and

for the first time, I am so excited

a I never used a train before.

Orientation

in the train met molly my friend m

we talk a lot about experience.

I was very happy 2 met molly.

Events

we arrive at the station and

at the station.

tation

Name: Muhammad Fadli

Class: IX-1

Pre-Test

Make a recount text of your own in the next paper. Remember these point whe

- Begin the story by telling when and where it happened as well as who
- Write the events in the order they happened.
- End your story.

Visited My Grandfather

Last year haliday of lebaran I go to

la visited my grandfather.

Orientation

I miss my grandfater so much bee
- line at Medan naw. I hug my grandfath
arrived. I am at there 3 days.

Events

I am very happy, because I can see my g
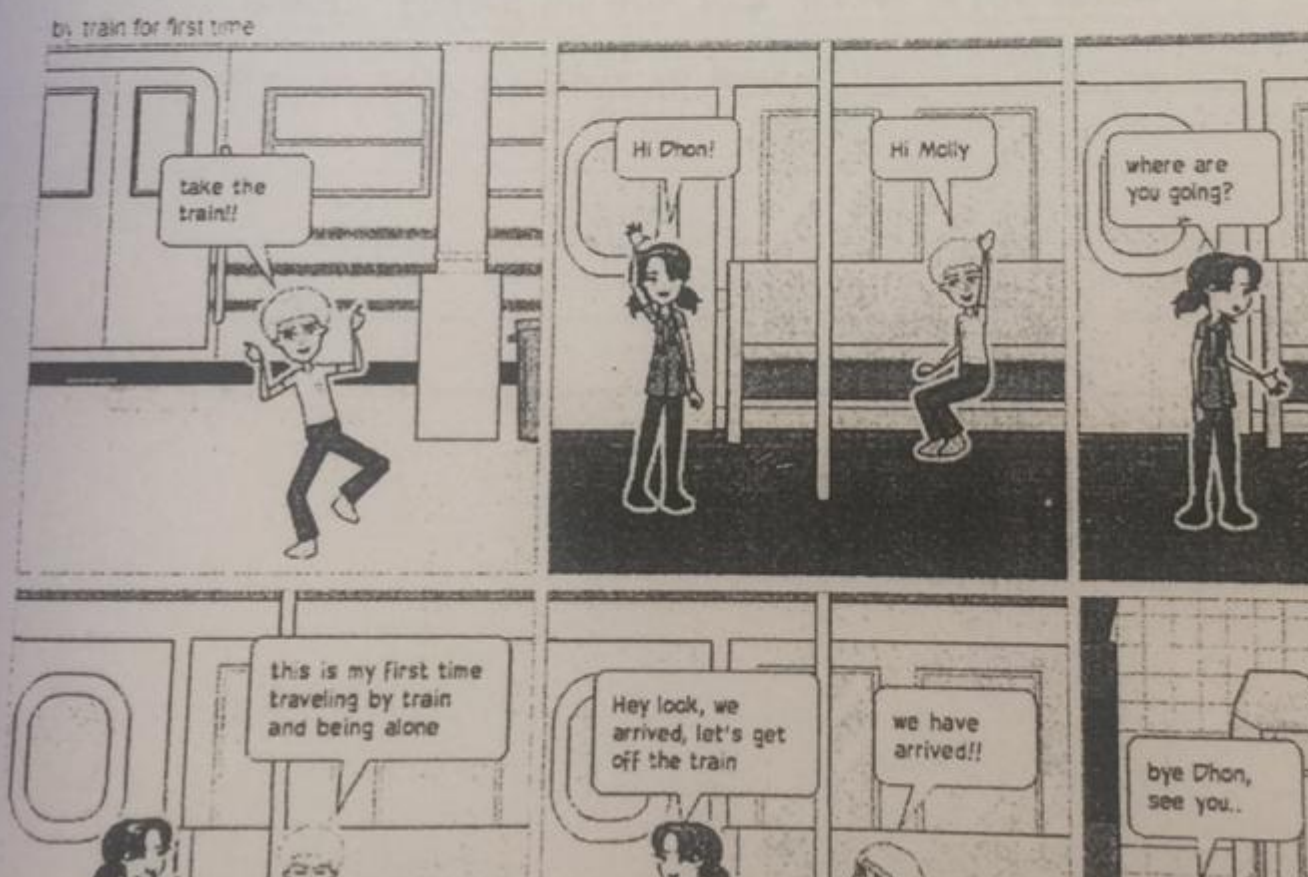I hape I can go back to my grandfather

Group : 5 (lima)
Name : 1. Sundari ramadani
2. Tegar nugroho
3. Windy cintia
4. Windy triana
5. Yudha risandi

Class:

Cycle I

Look at the comic and make a recount text of your own in the next paper. Re
point when telling.

- Begin the story by telling when and where it happened as well as wh
- Write the events in the order they happened.
- End your story.

by train for first time

take the train!!

Hi Dhon!

Hi Molly

where are you going?

this is my first time traveling by train and being alone

Hey look, we arrived, let's get off the train

we have arrived!!

bye Dhon, see you..

Name: Windy Cintia

Class: IX-I

Cycle II

Look at the comic and make a recount text of your own in the next paper. Re
point when telling.

- Begin the story by telling when and where it happened as well as wh
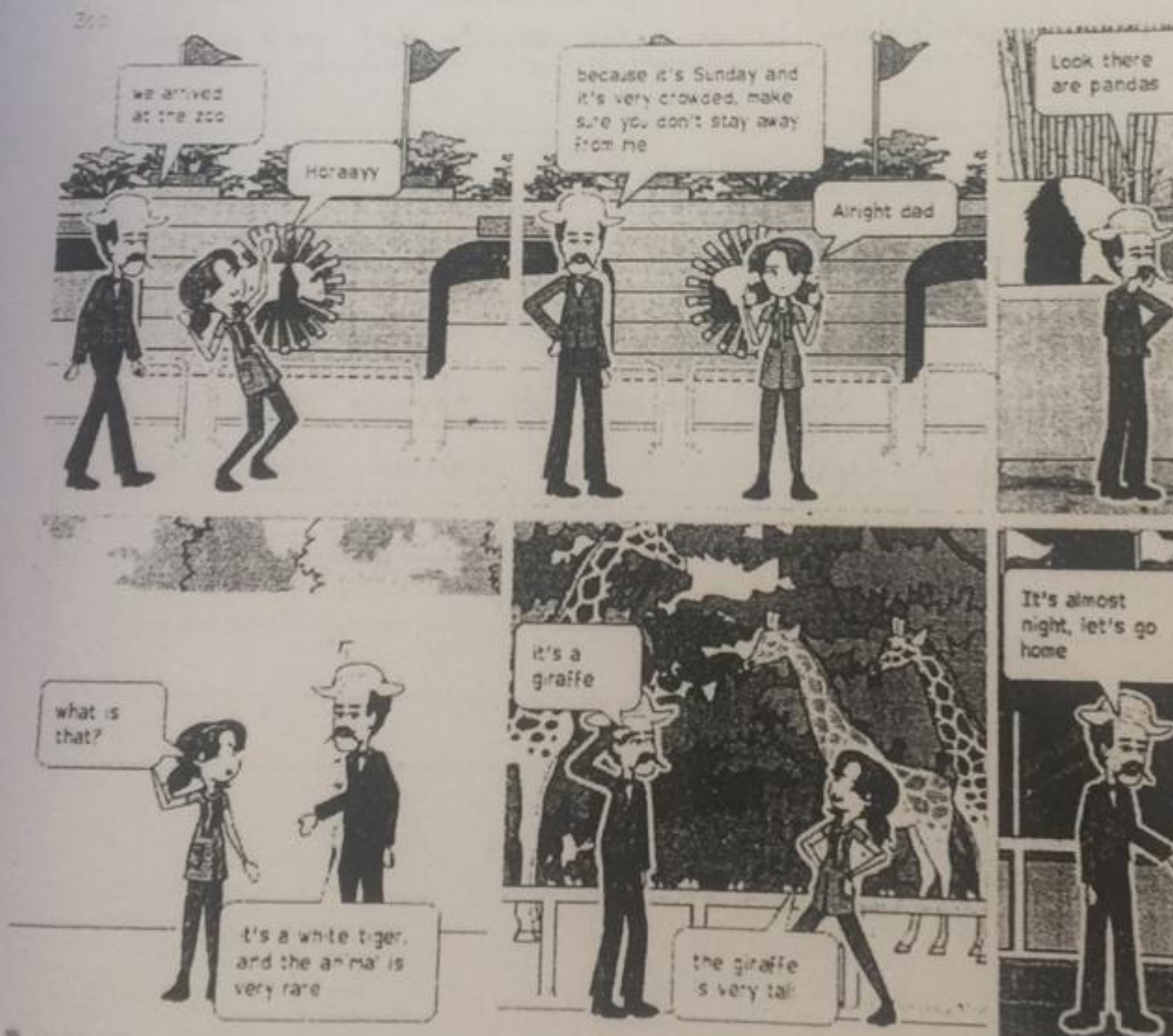- Write the events in the order they happened.
- End your story.

Take The Train

Yesterday, I took the train ~~to go~~ *going* to go to grandma's house.

first time ridding a train.

When on the train, I met someone i knew, and he greeted is Molly, ~~I~~ *the* me and ~~the~~ her greet each other and talk abbut what the train, and i told my first experience riding the train.

Without realizing the train had arrived at the station we w
Finally, we said goodbye to leave.

Holiday with my uncle.

When holiday come in. I went
uncle's house. He promises to me. to br
me to the zoo with her. We we
the zoo eilier because We afraid

My uncle give explanation a
the animal. I am very happy because
learn about animal.

My uncle brought me r eng
zoo and after that we back b
thank y uncle.

Name: Windy Cintia

Class: IX-1

Date:

Pre-Test

Make a recount text of your own in the next paper. Remember these point whe

- Begin the story by telling when and where it happened as well as who
- Write the events in the order they happened.
- End your story.

Swimming at beach

Orientation

One day. I go to beach with my family. we going u with my father, my mother, and my sister. we going to bali. 2 hours from our house.

Events

When we arrived, at the beach, and and my sister go beach to swimming. and then playing with sand. wsh we go back to our parents and then we lunch. I much. apter we eat. we swimming again.

I am very happy because we never go to beach
I really enjoyed. thank you, mom and dad.

Name: Diana Novita Sari

Class: 9*

Cycle II

Look at the comic and make a recount text of your own in the next paper. R_
point when telling.

- Begin the story by telling when and where it happened as well as wh
- Write the events in the order they happened.
- End your story.

Train for the First time

Yesterday, I am went travelling alone f
first time using train. and suddenly
with molly. she is my friend in the s

In the train trains. We talked
things. I said that going to my gran
houes. because. on my grand fath
have a lot of rice field and a goo

finally we attend at the
station. and we say good by e

Group : 2

Name : 1. Diana nouta Sari
2. Dian Firman syah.
3. Dwi Lestari
4. Eggi Randhiny
5. Firly Mutia .

Class: 9¹

Cycle I

Look at the comic and make a recount text of your own in the next paper. Re
point when telling.

- Begin the story by telling when and where it happened as well as wh
- Write the events in the order they happened.
- End your story.

Visited the zoo

My father and I visited the zoo at sunday. Crowded enaugh there. we went there at 10 m in our own car.

At first destination, we visited Panda Cage were eating Bamboo, My father asked m the bamboo For them. And then we saw tiger and a giraffe.

it was so fun, I hope that I ca there again in my next holiday

APPENDIX 5

Students' Score in Pre-Test, Cycle I, And Cycle II

No.	Students' Initial	Pre-test	Cycle I	Cycle II
1	AUD	54	77	82
2	AI	44	77	89
3	AP	69	77	87
4	AS	61	77	96
5	BF	65	77	90
6	DNS	57	70	93
7	DF	38	70	93
8	DL	63	70	83
9	ER	58	70	82
10	FM	57	70	82
11	HJ	41	85	70
12	LA	64	85	94
13	MG	57	85	83
14	MM	69	85	93
15	MF	40	85	75
16	NA	50	79	86
17	NS	43	79	84
18	NC	47	79	91
19	PN	42	79	84
20	RA	52	79	74
21	SR	69	88	84
22	TN	49	88	75
23	WC	57	88	84
24	WT	68	88	87
25	YR	57	88	94
Total $\sum X$		1371	1995	2135
Mean		54.84	79.8	85.4
Percentage		0%	40%	84%
Category		Very Low	Low	Very High

Students' Activities in Cycle I

School   : SMP SWASTA BAKTI II MEDAN

Academic Year   : 2019/2020

Class/Semester : IX-I

Subject   : English

No	Students' Name	Aspect															
		Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Adelia Ulan Dari		√				√					√			√		
2	Ahmad Ilham	√					√				√				√		
3	Apriyanto			√			√			√				√			
4	Arif Setiawan		√				√				√			√			
5	Bima Ferdiansyah		√					√			√					√	
6	Diana Novita Sari			√			√			√				√			
7	Dian Firmansyah		√					√		√				√			
8	Dimas Ramadhan	√				√				√					√		
9	Dwi Lestari		√				√				√			√			
10	Eggi Randhini		√			√				√				√			
11	Firly Mutia	√				√					√			√			
12	Hendra Jonatan		√				√				√				√		
13	Lilys Anggriani		√				√			√				√			
14	Marisa Gayo	√					√			√					√		
15	Mega Mawarni			√		√						√			√		
16	Muhammad Fadli			√			√					√			√		
17	Naita Azzahra		√					√			√			√			
18	Nicha Syahputri			√			√					√			√		
19	Nowel Cornel		√					√			√					√	
20	Pina Nita		√					√				√			√		
21	Rafi Akbar			√			√				√					√	
22	Sundari R		√					√				√				√	
23	Windy Cintia			√				√			√					√	
24	Windy Triana	√					√					√			√		
25	Yudha Risandi		√					√			√				√		

Total score	52	55	50	46
Percentage	52%	55%	50%	46%
Average Percentage	50.33%			
Category	Quite Active			

Note:

4 = Very Active **2** = Quite Active

3 = Active **1** = Passive

APPENDIX 7

Students' Activities in Cycle II

School   : **SMP SWASTA BAKTI II MEDAN**

Academic Year   : **2019/2020**

Class/Semester   : **IX-I**

Subject   : **English**

No	Students' Name	Aspect															
		Interest				Attention				Participation				Presentation			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1	Adelia Ulan Dari			√				√				√				√	
2	Ahmad Ilham		√					√				√					√
3	Apriyanto				√				√		√					√	
4	Arif Setiawan			√				√					√			√	
5	Bima Ferdiansyah			√					√				√		√		
6	Diana Novita Sari				√			√					√				√
7	Dian Firmansyah				√				√			√					√
8	Dimas Ramadhan			√				√					√			√	
9	Dwi Lestari			√				√				√			√		
10	Eggi Randhini				√				√			√					√
11	Firly Mutia				√			√					√			√	
12	Hendra Jonatan		√					√			√						√
13	Lilys Anggriani			√			√					√					√
14	Marisa Gayo				√				√				√			√	
15	Mega Mawarni			√					√				√			√	
16	Muhammad Fadli			√			√					√				√	
17	Naita Azzahra				√				√				√				√
18	Nicha Syahputri		√					√					√				√
19	Nowel Cornel			√				√				√				√	
20	Pina Nita				√				√				√				√
21	Rafi Akbar				√			√				√			√		
22	Sundari R			√			√					√				√	
23	Windy Cintia			√					√				√				√
24	Windy Triana				√				√				√				√
25	Yudha Risandi				√			√					√			√	

Total score	83	82	86	83
Percentage	83%	82%	86%	83%
Average Percentage	83.5%			
Category	Very Active			

Note:

4	= Very Active	**2**	= Quite Active
3	= Active	**1**	= Passive

APPENDIX 8

Teachers' Performance in Cycle I

School   **: SMP SWASTA BAKTI II MEDAN**
Academic Year   **: 2019/2020**
Class/Semester   **: IX-I**
Subject   **: English**

No	Students' Name	A	B	C	D	E	F	G	H	I	J	K
1	Adelia Ulan	2	3	2	4	3	3	2	3	2	1	1
2	Ahmad Ilham	2	3	1	2	1	1	3	4	3	3	2
3	Apriyanto	1	2	2	1	3	2	2	3	2	1	1
4	Arif Setiawan	1	1	3	2	2	2	1	1	1	2	3
5	Bima F	2	2	2	1	1	2	3	2	1	2	2
6	Diana Novita	3	3	3	2	2	1	1	2	2	4	3
7	Dian F	3	2	2	3	1	1	2	1	2	3	3
8	Dwi Lestari	2	2	2	3	4	3	1	1	2	2	3
9	Eggi Randhini	1	2	3	3	2	2	1	2	3	3	2
10	Firly Mutia	1	3	3	2	1	1	2	2	2	3	4
11	Hendra J	1	1	2	2	1	3	2	3	2	3	2
12	Lilys A	3	3	2	1	3	2	2	3	4	3	2
13	Marisa Gayo	2	4	4	2	1	1	2	3	2	1	1
14	Mega M	1	1	2	2	3	2	1	1	3	2	2
15	M Fadli	1	2	2	1	3	3	2	1	2	3	1
16	Naita Azzahra	2	3	4	1	1	1	2	2	1	3	2
17	Nicha S	2	1	3	2	2	1	3	2	1	2	3
18	Nowel Cornel	1	3	2	2	1	2	2	3	3	3	2
19	Pina Nita	2	3	2	2	1	1	2	2	3	1	1
20	Rafi Akbar	1	1	2	2	3	3	1	2	3	3	2
21	Sundari R	2	3	2	1	1	2	2	3	2	2	1
22	Tegar N	2	2	1	2	2	3	2	1	2	3	2

		A	B	C	D	E	F	G	H	I	J	K
23	Windy Cintia	2	3	3	1	2	2	2	3	3	2	2
24	Windy Triana	3	2	3	2	3	2	1	1	1	2	3
25	Yudha Risandi	2	3	2	2	1	3	2	3	2	1	1
	Total Score	**45**	**58**	**59**	**48**	**48**	**49**	**46**	**54**	**54**	**58**	**51**
	Percentage	**45%**	**58%**	**59%**	**48%**	**48%**	**49%**	**46%**	**54%**	**54%**	**58%**	**51%**
	Mean	**51%**										
	Category	**Enough**										

Note :
Scale Score

    4 = Very Good   2 = Enough Good

    3 = Good   1 = Bad

Note Activities:

A   : Aperception   G : Ability to Evaluate

B   : Material Explanation   H : Giving Reward to Individual

C   : Explanation of Learning Method   I : Determining the Score of Individual

D   : Technique Part of Group   J : Concluding Learning Material

E   : Management of Discussion   K : Closing The Learning

F   : Giving Question or Quiz

APPENDIX 9

Teachers' Performance in Cycle II

School   : **SMP SWASTA BAKTI II MEDAN**
Academic Year   : **2019/2020**
Class/Semester   : **IX-I**
Subject   : **English**

No	Students' Name	A	B	C	D	E	F	G	H	I	J	K
1	Adelia Ulan	4	3	4	4	2	4	3	3	3	3	2
2	Ahmad Ilham	3	3	2	3	3	3	4	4	4	3	3
3	Apriyanto	2	3	3	3	4	4	4	3	3	4	4
4	Arif Setiawan	3	4	4	3	3	2	3	3	4	2	3
5	Bima F	2	3	3	4	4	3	3	4	3	3	4
6	Diana Novita	3	4	4	3	3	3	3	3	3	4	3
7	Dian F	4	3	3	3	4	4	3	3	4	4	4
8	Dwi Lestari	3	2	3	3	4	3	4	4	3	3	3
9	Eggi Randhini	3	3	4	4	3	3	4	3	3	3	3
10	Firly Mutia	4	3	3	3	3	3	3	4	4	3	4
11	Hendra J	4	4	3	3	4	3	3	3	3	3	3
12	Lilys A	3	3	3	4	3	4	4	3	4	3	3
13	Marisa Gayo	3	4	4	2	4	3	3	3	2	3	3
14	Mega M	3	4	3	4	3	4	3	3	3	4	3
15	M Fadli	4	3	3	4	3	3	3	3	4	3	3
16	Naita Azzahra	4	3	4	3	3	4	3	3	4	3	2
17	Nicha S	3	4	3	3	3	4	3	3	2	3	4
18	Nowel Cornel	4	4	3	3	2	3	3	4	3	3	4
19	Pina Nita	3	4	2	3	2	3	4	3	3	4	4
20	Rafi Akbar	3	4	3	4	3	2	3	4	3	3	3
21	Sundari R	3	3	4	4	3	3	4	3	3	4	3
22	Tegar N	4	4	3	3	4	3	3	4	4	3	3

23	Windy Cintia	4	3	2	3	3	3	4	3	3	4	4
24	Windy Triana	3	4	3	3	3	4	3	3	3	4	3
25	Yudha Risandi	4	3	4	3	3	3	4	3	3	4	4
	Total Score	**83**	**85**	**80**	**82**	**79**	**81**	**84**	**82**	**81**	**83**	**82**
	Percentage	**83%**	**85%**	**80%**	**82%**	**79%**	**81%**	**84%**	**82%**	**81%**	**83%**	**82%**
	Mean	**82%**										
	Category	**Very Good**										

Note :
Scale Score

   4 = Very Good   2 = Enough Good

   3 = Good   1 = Bad

Note Activities:

A   : Aperception   G : Ability to Evaluate

B   : Material Explanation   H : Giving Reward to Individual

C   : Explanation of Learning Method   I : Determining the Score of Individual

D   : Technique Part of Group   J : Concluding Learning Material

E   : Management of Discussion   K : Closing The Learning

F   : Giving Question or Quiz
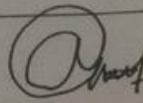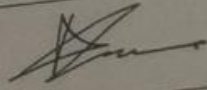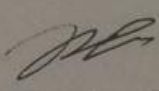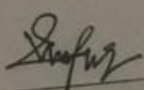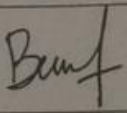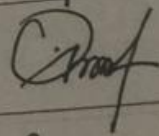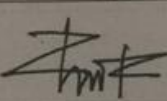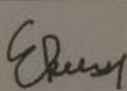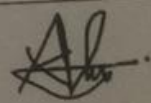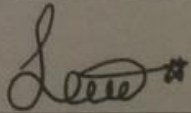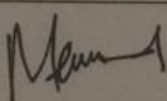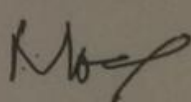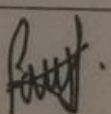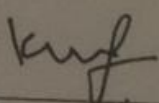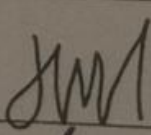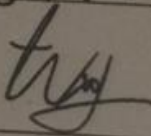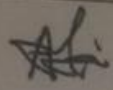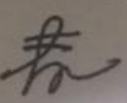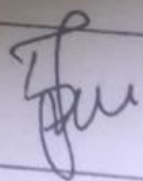
APPENDIX 10

Students' Attendance List
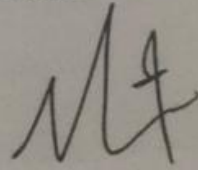
School : SMP SWASTA BAKTI II MEDAN

Academic Year : 2019/2020

Class : IX-I

No.	Students' Name	Signature		
1	AUD	1	2	
2	AI			
3	AP	3	4	
4	AS			
5	BF	5	6	
6	DNS			
7	DF	7	8	
8	DL			
9	ER	9	10	
10	FM			
11	HJ	11	12	
12	LA			
13	MG	13	14	
14	MM			
15	MF	15	16	
16	NA			
17	NS	17	18	
18	NC			
19	PN	19	20	
20	RA			
21	SR	21	22	
22	TN			

23	WC	23 *(signature)*	24 *(signature)*
24	WT		
25	YR	25 *(signature)*	

Medan,   2019

Known by
Researcher

(signature)

Mollyzatul Ulfa
NPM. 1502050124

APPENDIX 11

Research Documentation

Picture 1. The students did pre-test

Picture 2. Researcher explained about the method and the media in cycle I

Picture 3. The teacher explained material about recount text in cycle I

Picture 4. Students worked in groups through STAD method

Picture 5. The students presented their work to other groups

Picture 6. The students took a note about the lesson in cycle II

Picture 7. The students found the main idea, details, and specific information from recount text in cycle II

Picture 8. The students did post-test

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Mollyzatul Ulfa
NPM	: 1502050124
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 138 SKS

IPK= 3.33

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
16/ 04-2019	The Implementation of Students Teams Achievement Divisions Assisted by Comic Media on Students' Achievement in Writing	
	Learning Method of Kahoot to Improve Students' Understanding of the Subject of Tenses	
	The Application of Technology as a Learning Media with the Atmodo Plat Form	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019
Hormat Pemohon,

Mollyzatul Ulfa

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
　　　　　　　　 - Untuk Ketua/Sekretaris Program Studi
　　　　　　　　 - Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa   : Mollyzatul Ulfa

NPM   : 1502050124

Prog. Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum

di bawah ini dengan judul sebagai berikut:

The Implementation of Students Teams Achievement Division Assisted by Comic
Media on Students' Achievement in Writing

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yenni Hasnah, S.Pd, M.Hum   Acc 29/04-2019

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas
perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 16 April 2019
Hormat Pemohon,

Mollyzatul Ulfa

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Nomor   : 7000 /II.3/UMSU-02/F/2019
Lamp   : ---
H a l   : Pengesahan Proyek Proposal
                 Dan Dosen Pembimbing

Assalamu`alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa
yang tersebut di bawah ini :.

Nama   : Mollyzatul Ulfa
N P M   : 1502050124
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Students Teams Achievement Division Assisted
                    by Comic Media on Students` Achievement in Writing.

Pembimbing   : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi
dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu
    yang telah ditentukan
3. Masa kadaluarsa tanggal : 16 Mei 2020

Wa`alaikumssalam Warahmatullahi Wabarakatuh.

Dikeluarkan pada Tanggal   :
Medan   14 Ramadhan   1440 H
        16 Mei   2019 M
Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
    WAJIB MENGIKUTI SEMINAR

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	: Mollyzatul Ulfa
N.P.M	: 1502050124
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: The Implementation of Students Teams Achievement Divisions Assisted by Comic Media on Students' Achievement in Writing

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Juni 2019
Hormat saya
Yang membuat pernyataan,

Mollyzatul Ulfa

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

Unggul, Cerdas & Terpercaya

Bila menjawab surat ini agar disebutkan
nomor dan tanggalnya

Nomor   : 5359 /II.3/UMSU-02/F/2019

Medan, 29 Dzulhijjah 1440 H

Lamp   : ---

30 Agustus 2019 M

H a l   : Mohon Izin Riset

Kepada Yth. Bapak/Ibu Kepala
SMP Swasta Bakti 2 Medan
di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama   : Mollyzatul Ulfa
N P M   : 1502050124
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Implementation of Students Teams Achievement Divisions Assisted
                   by Comic Media on Students' Achievement in Writing.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.
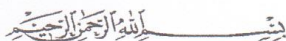
Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan

Dr. H. Elfrianto Nst, S.Pd, M.Pd.
NIDN : 0115057302

** Pertinggal **

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Mollyzatul Ulfa
N.P.M : 1502050124
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Students Teams Achievement Divisions
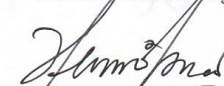Assisted by Comic Media on Students' Achievement in Writing

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27-9-2019	Chapter I – V	
	Abstract	
	Appendices	
	Acknowledgments	
28-9-2019	Chapter I – V	
	Abstract	
	Appendices	
	Acknowledgments	
29-9-2019	Chapter I – V	
	Abstract	
	Acknowledgments	
	Appendices	
30-9-2019	Chapter IV – V	
	Appendices	
	Acc to Green table Examination	

Medan,   September 2019

Diketahui oleh:
Ketua Prodi

Dosen Pembimbing

(Mandra Saragih, S.Pd., M.Hum.)

(Yenni Hasnah, S.Pd., M.Hum.)

Curriculum Vitae

1. Name	Mollyzatul Ulfa
2. Place/Date of Birth	Lhokseumawe, 08 April 1995
3. Address	Jln. Mesjid dusun XIII/Teratai, Bandar Khalipah, Kec. Percut Sei Tuan, Kab. Deli Serdang, 20371
4. Sex	Perempuan
5. Religion	Islam
6. HP	081262495909
7. Email	Molly.ulfa@gmail.com

PARENTS' NAME

Father	Thamrin Azlan
Mother	Fikriah

EDUCATION

2001 - 2007	SD Negeri 5 Lhokseumawe
2007 – 2010	SMP Negeri 2 Lhokseumawe
2010 – 2013	SMK Negeri 2 Lhokseumawe, Jurusan Multimedia
2015 - 2019	Students of English Department Faculty of Teacher Training and Education, UMSU 2015 Until Reaching The Degree of Sarjana Pendidikan