THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO ENHANCE STUDENT'S WRITING CREATIVITY AT SMP NEGERI 4 PEMATANG SIANTAR

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ABSTRACT

The topic of this study is the use of Students Team Achievement Division (STAD) technique to enhance the students' writing creativity, an action research of the eighth grade students of SMP N 4 Pematangsiantar in the academic year 2023/2024. In this study, the writer limited the discussion by stating the following problem: How STAD technique be applied to enhance the student's writing creativity? The objective of this study was to describe how the application of STAD teaching technique in enhance student's writing creativity. Action research approach was adopted in this study. The population of the study was eighth grade students of SMP N 4 Pematangsiantar in the academic year of 2023/2024. The writer took the whole students of VIII-10 as the subject of the research. There were 30 students. It was conducted on 13th until 24th of April 2024. The techniques used for obtaining data were collecting data from the students by using writing test. In the first activity, the writer gave a pre-test in order to find out the student's creativity in writing descriptive text. The second activity, the writer gave a treatment where the writer gave and explained the material of descriptive text to students. In the last activity, the students were given a post-test. The result of the students' progress during the teaching and learning process by using Students Team Achievement Division (STAD) technique was good. The students' achievement increased from the second meeting to the last. The students' mean value in pre-test was 46,17 and the mean value of post-test was 74,47. The progress can be seen that most students chose to work in groups because it made them feel happy and appreciated their friend's opinions more. Based on the result the writer concludes that the use of Students Team Achievement Division technique could be applied in enhancing students' writing creativity.

Keywords: Students Team Achievement Division (STAD), Writing, Creativity

I. INTRODUCTION
1.1 The Background of the Study

Writing as a creative and productive activity is an ability to produce and deliver a language to other people in a text. Writing is an activity not only to express ideas of thinking result and putting them in written form, but also to make understandable writing by the reader. When someone writes something, he or she is required to be able to communicate with the reader without face-to-face contact. In other word writing is an activity to communicate thought and idea using symbols and letters. Through writing, people may know what the writer wants to share with the reader. For example when teacher asks student to write about their experiences during holidays, the students tries to express what he or she thinks into a text so that the reader or the teacher can understand and even relate to every story that he or she reads. The activity of expressing thought in a text is we called writing. This of course requires expertise, skill and creativity so that the writing can be understood by the reader. By looking at the student's writing we also know how far they understand the language.

Unfortunately in the case of students studying foreign languages, many find it difficult to create interesting and creative writing, they sometime encounter a series of obstacles in putting their thoughts into writing in a foreign language, these obstacle start from choosing the correct vocabulary until how to arrange them to the correct and understandable sentence. Therefore teachers need various methods to teach students how to write well and correctly in English. Teaching writing is not as easy as we think. We need a good skill and wide understanding of written language. Teaching to write is not like teaching to speak. Teaching to write needs to teach correct grammar to convey messages while speaking is commonly performed in face to face interaction. Based on the writer's experience when

teaching a first grade at SMP Negeri 4 Pematang siantar, the students are less interested in writing, they are face a difficulties in writing. From this problem we should give a solution on how to improving student's writing skills. So we have to make students interested in writing. Interest is one factor which to influence to study, especially to write. STAD method can be used as an alternative method for teaching writing at SMP Negeri 4 Pematang siantar and it could make students more active in interacting with their friends to solve kind of problems in teaching learning process.

1.2 The Problem of Study

Based on the background of the study the writer identified the problem as:
How STAD technique be applied to enhance the student's writing creativity?

1.3 The Objective of the Study

Objective of study can be stated as:
To describe how the application of STAD teaching technique in enhance student's writing creativity

II. LITERATURE REVIEW

2.1 Definition of technique in Teaching

Technique is the way or system to teach something. According to Jhon Mc Manama (2010) technique is a conceptual composed of interconnected functions that work as an organic unity to achieve a desired result. According to L. James Harvery (2000) technique is a logical and rational procedure for designing a series of components that are related to one another with the aim of function as a unit in an effort to achieve a predetermined goal.

According to writer technique of teaching is the way or method used by someone which is arranged systematically to achieve the goal. Therefore Technique of teaching is a way or method that someone's use which aim to achieving a target of learning easily and optimally. In this study the writer using STAD technique as the way to achieve the goal which is to enhance student's writing creativity at SMP Negeri 4 Pematang Siantar.

2.2 Definition of Student's Team Achievement Division (STAD)

STAD system is one of the simple and most flexible of the cooperative learning method, having been used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies and science. In the cooperative learning techniques, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender.

Cooperative leaning using STAD technique consists of four steps cycle: teach, team, study, test and recognition. The teaching phase begins with presentation of material, students should be told what is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz. Use a scoring system that ranges from 0 to 30 points and reflect degree of individual improvement over previous quiz. The criterion can be seen in improvement point table.

According to Slavin (1995: 72) each team receive one of three recognition awards, depend on the average number point earned by them.

The writer concluded that STAD is one of the easiest and simplest parts of cooperative learning. In STAD students are asked to work in group consist of four until five students and they are trying together to solve the problem. This technique has been proven to improve student's social skill, self-esteem and self-confidence.

2.3 The Components of Student's Team Achievement Division (STAD)

1. Classroom Presentation
   Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction is conduct by the teacher, but could include audiovisual presentation.
2. Team
   After the teacher presents the material, the team meets to study worksheet or other material. Sometimes the study involves student's discussion of the problem together, comparing answers and correction of any misconception if their teammates make mistakes.
3. Quizzes
   After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes.

4. Individual Improvement Score
The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past.

5. Team Recognition
Team may earn certificates or other reward if their average score exceed certain criterion. Student's team score also be used to determine up to twenty percent of their grade.

2.4 The Advantages and Limitation of Student Team Achievement Division
A. The Advantages of Student Team Achievement Division (STAD)
 a) Developing and using critical thinking and group cooperation
 b) Improving the positive relation among the student from different social background implementing the counseling of team
 c) Building the respect and self-esteem in this process
B. Limitation Of Student Team Achievement Division (STAD)
 a) Some students might be confused because they are not accustomed to this treatment
 b) At the beginning the teacher will make some mistakes in managing the class, otherwise the hard and continuous effort will be able to apply this method competently.

2.5 The Characteristics of Junior High School Students
The characteristics of adolescent learner according to Harmer (2001:38,39) are : 1). They seem to be less lively and humorous than adults, 2). Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students that attention of the teacher, 3). They would be much happier if such problem did not exist, 4). They may be disruptive in class, 5). They have great capacity to learn, have great potential for creativity and a passionate commitment to things that interest them.

2.6 General Concept of Writing
Writing is one language skills that cannot be separated from human beings because every day human being are faced with writing, such as a text on paper, text on computer and even text on short message service (SMS) . According Raimes (1983), states that writing is a skill in which we express idea which are arrange in a word, sentence and paragraph by suing eyes, brain and hands. Teaching writing is not easy. Harmer (2007: 112) states that writing is used as an aide-memoire or practice tool to help students practice and work with language they have been studying. Teaching writing includes the teaching of grammar, punctuation, spelling, etc. As stated by Heaton (1974: 138), writing skills are complex and difficult to teach, requiring mastery not only of grammatical and theoretical devices but also conceptual and judgment elements.

2.7 General Concept of Descriptive Text
Wishon and Burks (1980: 379) said that descriptive writing reproduce the way things look, smell, taste, feel or sound. It may also evoke moods, such as happiness, loneliness or fear. Callaghan (1988: 138) also said that descriptive writing creates a clear and vivid impression of person, place or thing. The communicative purpose of descriptive text is to describe a particular person, place or thing. If the students want to deliver their message they have to understand well the communicative purpose.

Generic Structure	Function
1. Identification	Identify phenomenon to be described.
2. Description	Describe parts, qualities and characteristics

Text Source: https://www.ef.co.id
The following are significant lexicogrammatical features of descriptive text:
 1). Focus on specific participants
 2). Use of attributive and identifying process
 3). Use of simple present tense

2.8 Simple Present Tense
Simple present tense is formed by using the simple form of the verb that is form which is listed in the dictionary or it is called infinitive without *to*. Brewton (1962: 263) states that the present tense express an action or a state of being in the present. According to Marcella Frank (1972: 42) simple present tense could be used as follow:

1).To express a habitual action, with adverb like usually, always or often.
2).To state general truth.
3).To express future action, especially with verb of movement or travel such as 'come', 'go', 'leave', 'stay' or 'arrive'.
Thomson and Martinet (1989: 15) state that the simple present tense have the same form as the infinitive but added an 's' for the third person singular, e.g:

    1. I / You / We / They sing.

    2. He / She / It sings.

The negative is formed with the present tense negative of the verb, do + not + the infinitive without do of the main verb.

1. I / You / We / They do not sing.
2. He / She / It does sing.

2.9 STAD as Applied in Teaching Descriptive Text

Being a foreign language learner, many students spend more time to be good writers especially in writing descriptive text as a kind of genre. Students with a good knowledge can be classified as accurate and efficient writers, so as to get the maximum information or idea to write a text, but it is different with student with medium knowledge because sometimes they cannot develop their ideas.

Thus to anticipate those problems, the writer gives an alternative teaching technique. Using STAD teaching technique, students are involved in discussing problem together, sharing the difficulties in writing the descriptive text and providing them with knowledge.

STAD technique in teaching descriptive text begins with presentation. So it is clear that to teach writing using presentation makes students clear what they should write and easier for the students to understand.

2.10 Procedure of Conducting Action Research

There are some steps in conducting action research. According to Kemmis and Taggart as quated by Mc. Niff (1995) the steps in action research are:

1. Identifying problems and planning the action
2. Acting and observing
3. Reflecting the result of the observation
4. Revision of the planning improvement

2.11 The Use of Action Research for Teacher

As the fundamental aim of action research is to improve practice rather than to produce knowledge Elliot (1991: 49) this research can be one of the effective ways for English teachers to repair and improve their educational action through cycles of the activities. Based on the explanation above, it is clear that out of the various factors which affect the learning process, the teacher is the most important factor.

Teaching Steps

No	Step	Action
1.	Prepare	In this step teacher prepares the material that will be delivered to students which will relate to how to write well and correctly, how to write creatively and also look for the material about STAD technique that will be used delivered to students.
2.	Giving the material	After the material has been prepared the teacher explains to the students about the materials and also explain in more detail about what is STAD technique. achieve at the end of the learning process
3.	Team building	. A good team in the class is four or five person that half male and half female. The team would also have the higher performer, a low performer and two average performer.

3.1 Definition of Variables

Conclusions drawn (Sugiyono, 2019: 68). In this research, the variable used is independent variable (X) and dependent variable (Y). The independent variable used in this research are 'Using STAD to enhance student's writing creativity'. . The dependent variables is the variable that is

influenced or the result because of the existence of the independent variable. The independent variable used in this research is 'Writing Creativity'.

3.2 Population and Sample

The population of this research is exact class of the eight grade studentsof SMP Negeri 4 Pematang Siantar which consists of ten classes. The number of population is 300 students. If the population is large, and it is impossible for writers to study everything in the population, for example due to limited funds, energy and time, then writer can sue samples taken from the populations. The sample is 32 students taken from VIII-10

The Number of 8th Grade Students

VIII-1	VIII-2	VIII-3	VIII-4	VIII-5	VIII-6	VIII-7	VIII-8	VIII-9	VIII-10
30	30	30	30	30	30	30	30	30	30

3.3 Research Instrument

In this research, the writer is used one kind of instrument namely writing test. The form of writing test is used to measure the student's writing ability by giving them some topic. The function of the writing test is to know the student's organization of paragraph level in writing and how far the creativity of students create a text.

3.4 Technique of Collecting Data

1. Pre-test

    The writer was given pre-test which is used to identify student's prior knowledge of writing ability.

2. Treatment

    The students was be thought by the writer in writing a text, the treatment was gave for two meetings. The procedure of treatments are as follows:

    a. First meeting

        a). the writer explain about writing creatively and giving the example about how to write creatively. The writer free to using any media while transfer the material to students. b). the writer asks the students to write a text individually and then collect the student's work

    b. Second meeting

        a). the writer introduce to student about the STAD technique and also tell them how to do this technique. b). after that teacher divided the students into eight group consist of four-five members. The team would have higher performer, a low performer and two average performer. c). the student being able to work in group and writing a text creatively

    3. Post Test

        After giving treatment, the writer is give the post test for the students. In this step the students is ask to make a text creatively. It is aim to find out the result of the treatment.

3.5 Technique of Data Analysis

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

1. The score of each component is determined by using the following writing scale in the of composition

2. Identifying the percentage student's achievement

3. To find out the mean score of the students" answer by using SPSS 26.

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

 5. Finding out the significant difference between pre-test and post-test by calculating the value of the test using SPSS 26.

CHAPTER IV DATA ANALYSIS

4.1 The Data and Data Analysis of Research

According to the writer data is collection of information or facts manifested in the form of words, sentences, symbols, number and other elements. The quantitative data was taken from the mean of students score in taking test in form written test. This research was conducted in one classes which consist of 30 students. The class named VIII-10 of SMP NEGERI 4 Pematang Siantar. The quantitative data was taken from the mean of students score in taking test in form written test. This research was conducted in one classes which consist of 30 students. The class named VIII-10 of SMP

NEGERI 4 Pematang Siantar. . In this research the data was analyzed from quantitative data, in order to find out the improving the student's writing skill, the writer created a pre-test about ask the students to write a descriptive text about their favorite animal. Then, the writer taught the students by using Student Team Achievement Division (STAD) Technique.

The Data of Student's Pre-Test Pre Experimental

No	Name	Score
1.	AND	46
2.	ADS	51
3.	AS	47
4.	AAR	45
5.	AG	49
6.	AAK	47
7.	ASZ	46
8.	AM	48
9.	AP	45
10.	DT	46
11.	DW	53
12.	DA	44
13.	DA	47
14.	DF	43
15.	DF	46
16.	DA	43
17.	GZ	42
18.	NP	44
19.	NN	48
20.	NS	43
21.	NAM	42
22.	OK	40
23.	PQ	43
24.	PS	46
25.	RH	50
26.	RH	51
27.	RA	46
28.	RK	43
29.	SA	51
30.	SH	50

Source Pre-test Score VIII-10 SMPN4

After taking the pre-test, the writer found that the student's writing creativity and skill were low and insufficient. The lower score was 42, the medium score was 46 and the higher score was 53.

The Analysis of Student's Pre-Test Pre Experimental
  a. Frequency
     In this table we can show how much the students can reach the KKM

Frequency of Pre-Test Pre Experimental
Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	3.3	3.3	3.3
	42	2	6.7	6.7	10.0
	43	5	16.7	16.7	26.7
	44	2	6.7	6.7	33.3
	45	2	6.7	6.7	40.0
	46	6	20.0	20.0	60.0
	47	3	10.0	10.0	70.0
	48	2	6.7	6.7	76.7
	49	1	3.3	3.3	80.0

50	2	6.7	6.7	86.7
51	3	10.0	10.0	96.7
53	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The table 4.1.2 above shows that 1 student got a score 40, with a percentage of 3, 3 %, 2 student got score 42 with a percentage 6,7%, 5 student got score 43 with the percentage 16, 7%, 2 students got score 44 with a percentage of 6,7% similarly 2 student got score 45 with a percentage of 6,7%. Additionally, 6 students got score 46 with a percentage of 20 %, 3 students got score 47 with a percentage of 10%, 2 students got score 48 with a percentage 6, 7% and 1 student got score 49 with a percentage score of 3,3%. Furthermore 2 students got score 50 with a percentage of 6,7%, 3 students got score 51 with a percentage of 10% and the remaining1 student got score 53 with a percentage of 3,3%.

b. Statistic Table

Statistic of Pre-Test Pre Experimental

Statistics

pretest

N	Valid	30
	Missing	0
Mean		46.17
Median		46.00
Std. Deviation		3.206
Variance		10.282
Range		13
Minimum		40
Maximum		53
Sum		1385

Based on the statistic, the mean of the total of pre-test score was 46, 17, the median was 46, 00, the standard deviation was 3,20, the variance was 10,28 the range was 13 the minimum was 40 and the maximum was 53. It means that the score obtained by students when taking the pre-test are still relatively low. This can be seen from the average score which is 46.

c. Test Normality

One Sample Kolmogrov-Sminorv Test

One-Sample Kolmogorov-Smirnov Test

		Pretest
N		30
Normal Parameters[a,b]	Mean	46.17
	Std. Deviation	3.206
Most Extreme Differences	Absolute	.121
	Positive	.121
	Negative	-.084
Test Statistic		.121
Asymp. Sig. (2-tailed)		.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

The data was considered normal when the significant value was greater than 0, 05 (p>0, 05), if the value was less than 0, 05 the distribution data was considered not normal. The normality test used the Kolmogrov-Sminorv critical points table to determine the t-table due to the sample size of 30 students. The table indicate that the data is normally distributed with a significance level of 0, 05,
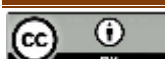
which confirm the normal distribution. Furthermore, all significant values for the student learning interest using the Students Team Achievement Division (STAD) Technique were the same with $\alpha = 0,20$, that is higher than 0,05. So the hypothesis that data on students creativity using Students Team Achievement Division (STAD) Technique duets with Pre Experimental class is normally distributed to the population.

The Data of Student's Post-Test Pre Experimental

No	Name	Score
1.	ADN	72
2.	ADS	75
3.	AS	80
4.	AAR	70
5.	AG	77
6.	AAK	77
7.	ASZ	76
8.	AM	72
9.	AP	70
10.	DT	80
11.	DW	72
12.	DA	77
13.	DA	72
14.	DF	75
15.	DF	72
16.	DA	70
17.	GZ	71
18.	NP	70
19.	NN	73
20.	NS	70
21.	NAM	73
22.	OK	73
23.	PQ	75
24.	PS	77
25.	RH	80
26.	RH	80
27.	RA	78
28.	RK	70
29.	SA	80
30.	SH	79

Source Student's Score Post Test VIII-10 SMPN4

The Analysis of Student's Post Test Pre Experimental
a. Frequency

Frequency of Post-Test Pre Experimental
Frequency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	6	20.0	20.0	20.0
	71	1	3.3	3.3	23.3
	72	5	16.7	16.7	40.0
	73	3	10.0	10.0	50.0
	75	4	13.3	13.3	63.3
	76	1	3.3	3.3	66.7
	77	3	10.0	10.0	76.7
	78	1	3.3	3.3	80.0
	79	1	3.3	3.3	83.3
	80	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

The table 4.1.6 above shows that 6 students got a score 70, with a percentage of 20 %, 1 student got score 71 with a percentage 3, 3%, 5 student got score 72 with the percentage 16, 7%. 2 students got score 73 with a percentage of 10% and 4 students got score 75 with a percentage of 13, 3%. Additionally, 1 student got score 76 with a percentage of 3, 3%, 3 students got score 77 with a percentage of 10%, 3 students got score 78 with a percentage 3, 3% similarly 1 student got score 79 with a percentage score of 3, 3%. Furthermore 5 students got score 80 with a percentage of 16, 7%.

b. Statistic Table

Statistic of Post-Test Pre Experimental

Statistics

posttest

N	Valid	30
	Missing	0
Mean		74.47
Median		74.00
Std. Deviation		3.608
Variance		13.016
Range		10
Minimum		70
Maximum		80
Sum		2234

Based on the table 4.1.7 the mean of the total post test score was 74.47, the median was 74.00, the standard deviation was 3.6, the variance was 13.01, the range 10, the minimum was 70 maximum was 80 and the last 2234. . It means that the score obtained by students from pre-test and post-test are increasing. This can be seen from the average score which is 46 in pre-test and 74 in post-test

c. Test of Normality

One Sample Kolmogrove-Sminorv Test

One-Sample Kolmogorov-Smirnov Test

		posttest
N		30
Normal Parameters[a,b]	Mean	74.47
	Std. Deviation	3.608
Most Extreme Differences	Absolute	.158
	Positive	.158
	Negative	-.108
Test Statistic		.158
Asymp. Sig. (2-tailed)		.055[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

The table above is stating that a normality test was conducted on the Pre Experimental class and the Asymp. Sig (2-Tailed) value was found to be 0.55. This value is compared to the significance level of 0.05 and it is determined that the significant value = $0.55 > 0.05$. Therefore, it is concluded that the average is normally distributed or homogeneous. Essentially, the test found no evidence to suggest that the data deviates significantly from a normal distribution.

d. Test of Homogeneity

Test of Homogeneity of Variance

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.

skor	Based on Mean	1.661	1	58	.203
	Based on Median	1.736	1	58	.193
	Based on Median and with adjusted df	1.736	1	57.311	.193
	Based on trimmed mean	1.691	1	58	.199

Based on the result above by using Levene's test, it was known that the significance value or variances score was 0.20 it means that the value was higher than 0.05, it assumed that both of the variances were homogeneous (0.20 > 0.05).

Anova

ANOVA

skor

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12013.350	1	12013.350	1031.291	.000
Within Groups	675.633	58	11.649		
Total	12688.983	59			

There are 60 data sources from the Pre-Test and Post-Test. Based on the table above F count = 1031.2 > F table = 3.98.So that it can be stated that using Students Team Achievement Division (STAD) technique to enhance students writing creativity class IX-10 is homogeneous.

e. Testing Hypothesis

Paired Sample Statics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	46.17	30	3.206	.585
	posttest	74.47	30	3.608	.659

Pair wise pair statistics and descriptive statistics for the pre-test and post-test are shown in the table 4.1.11. This demonstrated the pre-test standard deviation of paired sample statistics (3.206) with the mean is 46.17. Also, the post- test standard deviation of paired sample statistics (3.608) with the mean is 74.47.

Paired Samples Correlation

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	30	.780	.000

The correlation between student's creativity before and after treatment was 0, 780, according to the paired samples correlation shown in table 4.1.12. Using Students Team Achievement Division (STAD) technique shows a significant correlation between students writing creativity before and after treatment.

Analysis Hypothesis Test

Analysis Hypothesis Test

	Paired Differences Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	T	df	Sig. (2-tailed)
Pair 1 pretest - posttest	-28.300	2.292	.418	-29.156	-27.444	-67.639	29	.000

Based on the table 4.1.13 analysis hypothesis test above the significance value = 0.00 (p < 0.05). So that hypothesis (H0) is rejected and hypothesis (H1) automatically accepted. The result of the pre-test and post-test experienced significant changes. Based on the evidence from the research result, the post-test has a higher score than the pre-test. From these result is was conclude that there was a significant difference in enhancing students writing creativity before and after being giving treatment using Students Team Achievement Division (STAD) technique in VIII-10 SMP Negeri 4 Pematang Siantar.

4.2 The Finding and Discussion of Research

Finding

By analyzing the data, the writer found that the population of the research was 300 students, and the sample was 30 students selected from class VII-10. The writer showed that prior to using Students Team Achievement (STAD) Technique, in student's mean scores for pre-test data were 1385 with a mean score of 46,17 , and post-test data were 2234 with a mean score of 74,47. The standard deviation result indicated a significant difference and proved that the pre-test score was 3,20 , and post-test was 3,60. In the normality test, the writer found that $\alpha = 0.05$, for the pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,055, which is greater than 0,05. The calculation results showed that all significant values for students writing creativity using Students Team Achievement (STAD) Technique were the same which was $\alpha = 0.05$, with a value of 0,055 > 0,05.

Based on the analysis result shows that $F_{counted} = 1031,2 > F_{table} = 3,98$ so that it can be stated that the Using of Students Team Achievement Division (STAD) Technique class VII-10 is homogenous. Because the data is homogeneous, the research hypothesis testing is carried out using parametric statistics, namely two-mean difference test (t-test). The Student Team Achievement Division (STAD) Technique that has given can improve student's writing creativity.

Based on the result of the analysis of hypothesis testing shows that the writer got that data analysis hypothesis test above the significance value = 0.00 (p < 0.05). So that hypothesis (H0) is rejected and hypothesis (H1) automatically accepted. The result of the pre-test and post-test experienced significant changes. Based on the evidence from the research result, the post-test has a higher score that the-pre-test.

Discussion

From the analysis above, it was shown that the difference of pre-test and post-test of using Students Team Achievemet Division (STAD) Technique in writing creativity at VIII-10 at SMP Negeri 4 Pematangsiantar is effective or not.

From the data analysis above the total score of pre-test is 1385, total score of post-test is 2234. The average of pre-test is 46,17. The average of post-test is 74,47. The different of score can happen because the some of students don't understand.. The standard deviation result indicated a significant difference and proved that the pre-test score was 3,20 , and post-test was 3,60. In the normality test, the writer found that $\alpha = 0.05$, for the pre-test and post-test data were normally distributed, as the effect obtained for post-test data was 0,055, which is greater than 0,05. The calculation results showed that all significant values for students writing creativity using Students Team Achievement (STAD) Technique were the same which was $\alpha = 0.05$, with a value of 0,055 > 0,05. Based on the analysis result shows that $F_{counted} = 1031,2 > F_{table} = 3,98$ so that it can be stated that the Using of Students Team Achievement Division (STAD) Technique class VII-10 is homogenous.

Because the data is homogeneous, the research hypothesis testing is carried out using parametric statistics, namely two-mean difference test (t-test). The Student Team Achievement Division (STAD) Technique that has given can improve student's writing creativity. Based on the result of the analysis of hypothesis testing shows that the writer got that data analysis hypothesis test above the significance value = 0.00 (p < 0.05). So that hypothesis (H0) is rejected and hypothesis (H1) automatically accepted. The result of the pre-test and post-test experienced significant changes. Based on the evidence from the research result, the post-test has a higher score that the-pre-test.

Based on the data statistic above we know that there was a real increase in scores before and after being given treatment by using Students Team Achievement Division (ISTAD) Technique .Therefore we know that the use of Students Team Achievement Division (STAD) can be used as a technique to enhance students writing creativity.

CHAPTER V CONCLUSION AND SUGGESTION
Conclusion
1. STAD system is one of the simple and most flexible of the cooperative learning method, having been used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies and science. In the cooperative learning techniques, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. Students Team Achievement Division (STAD) as a technique improve really helpful in teaching and learning process and made students motivated and actively involved in writing activity it can be used as a technique that helped the students develop better activities in class and also could minimize the student's passiveness in the process of teaching and learning writing. Based on the description above the writer conclude that Students Team Achievement Division (STAD) is a good technique that can be used to improve student's writing creativity.

Suggestion
1. The English teacher should pay much attention to the appropriate technique that will be applied in presenting the writing material.
2. The English teacher should could develop the creativity of the student's writing activity by giving by giving the students more chance to practice writing a text in English and express their creativity freely, so that the English teacher should using Students Team Achievement Division (STAD) as a technique for teaching writing.
3. The headmaster should motivate and support the teacher of English to apply this technique in teaching writing at their each school.

Finally, the writer hopes other writer to be more motivated in conducting further investigation to find the main factors which can affect the positive instructional activity.

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