

CHAPTER I

INTRODUCTION

A. The Background of the Study

Learning English is more important now days, because English is used as an international language. It has been taught from the elementary level up to the university level. There are four skills that should be mastered by the students in learning this language namely listening, speaking, reading and writing. But to understand about the language skills, especially writing skill, one should well comprehend the element of the paragraph.

Hyland (2002:17) states that learning to write involves acquiring an ability to exercise appropriate linguistic choices, both within and beyond the sentence, and teachers can assist this by providing students with an explicit grammar. More specifically, it means that by writing a foreign language the ability to use the structures, the lexical items and their conventional representation in ordinary matter of writing.

Writing share many cognitive strategies including: goal setting, knowledge mobilization, perspective-taking, review, self correction, and self assessment (Tierney & Shanahan 1991:169). Meanwhile, writing increases students' understanding of text structure because it causes them to think like writers and the skills are also very important for the reason that it helps us to communicate efficiently especially that communication cannot be uttered orally.

According to the writer's experience in teacher's practicing (PPL) in *SMP N.1 Sei Rampah*, it is shown that 30 students of 40 students get score under 70 in writing descriptive text. The students got many difficulties in writing descriptive text, especially in grammar and words choice. Another, the students did not know to write properly because most of students are not interested in learning writing. They also do not pay much attention and enthusiasm to do writing tasks. They lack of familiarity or confidence in writing. They perhaps have ideas in their mind but they don't know how to organize or express their point of views in writing.

The failure of students in writing is likely to happen because of the method which is used by the teacher during teaching and learning process take place. The teacher teaches the students with conventional method, it means that the teacher just focuses and explaining the subject or material based on the text in the book or teacher's expectation. Then, asked the students to do activity exercises based on the text without trying to stimuli, guidance, and give them games so that they interested in the topic.

Lasma (2008) has ever made an experiment to find out whether Student Teams Achievement Division (STAD) method affects the students' achievement in writing report text for junior high school students. The result showed that the STAD method has successfully affected the students' writing report text achievement. STAD method also affect the students' achievement in reading comprehension for junior high school students (Mardiana 2011).

The students of seven grade should be able to write descriptive text in the syllabus of Junior High School 2012/2013. In this research, the writer tries to use STAD method in writing descriptive text. The STAD method is a cooperative learning method for mixed-ability grouping involving team recognition and group responsibility for individual learning. Writing can be done through STAD activities with great benefit to all those involved since dealing with some of groups and also greatly motivating for students. Ghaith & Yaghi (1998:184) report that large scale trial of cooperative learning using the STAD method and it is compared to the traditional teacher presentation.

By considering the explanation above and previous research, this study is aimed to apply STAD method on students' achievement in writing descriptive text.

B. The Problem of the Study

Based on the background of study, this problem of the study is formulated as the following:

“Does the application of STAD method significantly affect on students' writing descriptive text?”

C. The Objective of the Study

The objective of study is to find out the effect of applying STAD method on Students' Writing Descriptive Text.

D. The Scope of the Study

There are many kinds of writing, such as Narration, Description, Explanation, and Argumentation. This study is limited on Writing Descriptive text and focused on applying STAD method.

E. The Significance of the Study

It is expected that the findings of the study are use full for:

- Teachers:

STAD method can improve the students ability in writing through expressing their idea, creative and make the students are more active in learning teaching descriptive writing text.

- Students:

1. To give important information to the students to be more responsible and confident in writing English. Because the students get the idea and share the idea to their friends
2. To improve their writing skills, speaking skills and social skills.
3. To think over to be more creative and effective on writing
4. To develop their vocabulary.

- Other Researchers

1. To explore their understanding about how to improve writing skill by using STAD.
2. To develop all information who are interested in doing rsearch related to this study.