

CHAPTER I

INTRODUCTION

1. The Background of the Study

Writing is a complex skill that engages the writer in physical as well as mental effort” (Constantine, 2007, p. 7). This is one reason why writing is seen as the most difficult skill to be learned among the four skills in English: listening, speaking, reading, and writing. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt. Teachers need to find a suitable method in teaching writing in order to make the students improve their writing skill. One method that can be applied in teaching writing is Student Teams Achievement Divisions or STAD.

Many researchers have conducted some studies related to this technique. Although a lot of research has been conducted and shows the effectiveness of STAD, research on the implementation of STAD in writing class is rare especially in the research site. In order to fill the gap in the study about STAD, this study aims to find the effectiveness of STAD technique in teaching writing narrative text.

There are some theories that should be reviewed to support this study. The first is about the nature of writing. Writing is not only how people produces some words” (Alwasilah, cited in Alwasilah, 2007, p. 42), but it also requires a long and complex process. This statement is also supported by Myles (2002, p. 1) who states writing in a

second language is a complex process involving the ability to construct a text in order to express one's idea effectively in writing. Moreover, Byrne (1993, p. 4) says, usually, writers face "psychological problems, linguistic problems and cognitive problems" in writing which is why writing is tend to be seen as a difficult skill to be learned.

The second is about the STAD technique. Student Teams Achievement Divisions (STAD) is a cooperative learning method developed by Slavin and his colleagues which has been influential in bringing positive effects in multiple grades and subjects (Alijanian, 2012, p. 1). STAD is the easiest technique (Palmer, 1998, p. 1) to be applied in the classroom among the other cooperative learning techniques. In STAD approach, students are divided into some small group consisting four or five members who have heterogeneous grouping of high, average, and low achievers of diverse ethnic backgrounds and different genders (Palmer, 1998, p. 1). Alwasilah (2002, cited in Alwasilah, 2007, p. 44) states, that dividing a big class into some small groups can help the students to develop their own potential in writing a text.

Slavin (1995, cited in Norman, 2005, p. 6) outlines four key components in the implementation of STAD in the classroom. They are class presentations, teams, quizzes, and team recognition. Slavin (2005, p. 143), then, adds another key component of STAD that is "individual progression score".

Based on researcher experiences during the observation in SMA Swasta Satria Binjai, many students faced some difficulties in learning English language especially in writing text. As we know that writing is one of the very important skill. The skill demanding the students memorize many words, understanding the grammar so that they can write the sentences and paragraph. When the researcher

do the observation, researcher know that the English teacher in SMA Satria Binjai using conventional method when teaching and learning process. In here the teacher explain about material in front of class, then the teacher ask student about material already explained and the last teacher ask students to do the assessment in textbook. From the assessment teacher get the score for each students. Based on the researcher observation the score that students got is low, from the score that teacher collect from students assessment, fifty percent of students got score under 75.

It is shown in the table above to know the accumulated score of the students in eleventh grade in writing narrative text.

Table 1.1 the percentage of the eleventh grade students' score in writing

1th semester	<75	75	>75
XI-IPA 1	15 students (50%)	2 students (6,7%)	13students (43,3%)
XI-IPA 2	18 students (60%)	3 students (10%)	1. students (30%)

According to the researcher's observation in SMA Satria Binjai, around 60% students of eleventh grade have score below the KKM(Kriteria Ketuntasan Minimal) or minimum standard in the mid test which was related to narrative text test. The KKM of english subject is 75 for individual and 78 for classical.

Writing is one of skill that must understanding well by students. It is regarded as the most difficult skill because there are so many things to be considered. It is also regarded as a difficult skill because one must have some ideas of what to write. It is actually demanded that if one wants to write well, one must do a lot of reading. This evidence is supported by Setiawan's (2002:3) view that writing is one of the most students will be able to write well. In relation to that, teachers should be aware that they should try to give the suitable materials to be taught and find ways or strategies to teach well. There are so many strategies that can be applied if the teachers is serious in carrying out his or her responsibilities, for example, to teach the students to be more qualified for future generations. In the Senior High School, it is expected that students should b able to make a good sentences and logical order of word into good paragraph. A good paragraph it self among others must have complete ideas and right punctuations. The function of writing is means of conveying ideas, feelings and intention to others poeple, so it is very important skill in daily life activities. Writing is taught as one of the compulsory skills in the Senior High School curriculum and the Educational Unit Level Curriculum (KTSP).

In relation with the above argument the teachers should help students in solving the writing problems and one of them is throughthe application of Students Teams Achievement Division(STAD) method. According to Slavin (1994) STAD will effectively helps students in producing a text because it enables them to generate ideas and absorb information hand in hand with their team mates.

To help students build the positive attitude toward writing, STAD method can be applied as a valuable tool in developing students ability. It is one of the simplest of all cooperative learning methods. It is a cooperative learning method for mixed ability grouping involving team recognition and group responsibility for individual learning. STAD method consist of five major, they are : class presentation, teams, quizzes, individual score and team recognition.

Thus, the writer is very interested in discovering wheather STAD method can produce a better achievement in writing narrative text.

2. The Problem of the Study

The problem of the study was formulated as “Is there any significant effect of Students Team Achievement Division Method on students’ achievement in writing narrative text?”

3. The Objective of The Study

Based on the problem of the study, the objective was to investigate the effectof applying Student Teams Achievement Division method on the students’ achievement in writing narrative text.

4. The Scope of the Study

To help overcome the students’ problem in writing, there are many methods and approaches that can be applied in order to improve the students’

writing ability. The researcher using the STAD method. STAD method seems to be an appropriate one to achieve a better feedback in the process of writing. There are many methods, but this study focuses on the application of STAD method to discover students' achievement in writing narrative text. Writing seems to be a very difficult skill to some students because in the process of writing; for example, a paragraph, there are so many things to review. The choice of grammar and vocabulary are very important in order to explore one's idea. Before writing a paragraph, one must understand the grammar, vocabulary, punctuation, and especially the capital letters.

5. The Significant of the Study

Finding of the study was offered theoretical and practical significance.

Theoretically, the finding was added up more horizon of second language acquisition. In addition, the findings can be references for further studies.

Practically, the finding can be useful for teachers in improving method of teaching and also useful for students.