CHAPTER I
INTRODUCTION

A. The Background of the Study

Most of students in Indonesia get difficulties in writing. They do not understand and comprehend what structure is important in writing well. Writing means actually producing written messages that can be a media of communication for one to another. If the students get difficulties in writing, how come they can transfer their messages in the writing? This reality is so terrible. To write well, the students must have good capabilities in writing process and the components of writing itself. They must be able to build the idea, to construct the sentence, and to use the punctuation and spelling well. Not only have those, but also they have to be able to arrange their writing into cohesive and coherent text.

That is why the writer takes this topic to improve the students' knowledge in writing especially writing report text. Therefore this topic needs to be researched, if not the students keep getting difficulties in writing report text and their score will always be below standard of the minimal mastery criteria. It becomes a fundamental in taking and researching this topic, in order that the students are able to comprehend what report text itself, and then can apply into the writing. Actually, there are many elements which should be mastered by the students to write well, namely the content, grammar, form, cohesion, coherence and so on.

As stated in the Educational Unit curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), that the students of junior and senior high schools are required to be able to write some genres writing. They are Report, Descriptive, Narrative, Discussion, Recount, Explanation, Procedure, Analytical Exposition, Hortatory Exposition, Review, News Item, Anecdote, and Spoof. Meanwhile this study focuses on the Report Text only.

Report Text writing is one of some genres that are taught in Senior High School. Report text has purpose that to report and to present something, just like the way it is. Report text describes the way of certain things, such as to phenomenon of natural or non natural, animal, human and scientific object. The second year students of Senior High School should have competence in writing report text as stated in the syllabus. Meanwhile in the reality, the students get some difficulties to write report text well.

Based on the writer's experience of Teaching Training Practice (PPL 2012) in State junior High School (SMP Negeri 2) Lubuk Pakam, the third year students got difficulties in writing report text. Therefore, the effect is they got low score with average approximately 7.00 below standard of the minimal mastery criteria (75 for English subject). By seeing this reality, it is possible to happen in other schools, such as one of them is in SMA Negeri 8 Medan. The writer observed it and got the fact that the percentage of the students' achievement in writing approximately about 50%. The standard of the minimal mastery criteria is 7.50 for English subject. Based on the percentage, the students need a kind of

method in teaching writing that can help them to improve their writing skill. Therefore, the writer tries to conduct the research in SMA Negeri 8 Medan.

There are many kinds of methods to overcome this problem, for example Teams-Games-Tournament (TGT), Jigsaw, Group Investigation, Student Teams-Achievement Division (STAD), and so on. One of the methods which the writer is interested in applying it in the classroom is Student Teams-Achievement Division (STAD). Why? Because STAD is one of the simplest methods in cooperative learning and the best model for the teachers who are new in applying cooperative learning itself. In STAD also concerns about developing the students in doing class presentations, joining in teams, doing quizzes, doing individually improvement scores and doing team recognition.

An observation in English teaching will be conducted by applying Robert Slavin's cooperative learning method called Student Teams-Achievement Division (STAD). In STAD cooperative learning method students are in the group by mixed – ability and gain points for the group based on comparison their own individual learning expectation. STAD is a prevailing and simple method in cooperative learning. It consists of five major components (Slavin, 1986) namely, class presentations, teams, quizzes, individual improvement scores, and team recognition.

Based on the explanation above, it is important to use and apply a kind of method to help the students in solving their problem. Therefore the writer chooses STAD method that will be applied to guide the students in writing a report text.

This method is very effective in the beginning of language proficiency. The students will know much more about make or design writing report text very well.

Aiga (2011) had done the research about improving students' achievement by applying STAD. In Aiga's research, the percentage of result in cycle II was 82,5% who got good score and the mean of students' score in cycle II was 83 that is categorized as good. It means that the application of STAD in writing skill gives the positive response to improve students' achievement. The main key that makes this study is different with the previous research can be seen from the table below:

Table 1.1 The differences between Aiga's research and the writer's research

Aiga (2011)'s research	The writer's research
The research applied STAD but it concerned in improving students' achievement in writing Procedure Text.	This research applies STAD method but it concerns in improving students' achievement in writing Report Text.
The research conducted in SMP Negeri 2 Percut Sei Tuan.	This research conducts the observation in SMA negeri 8 Medan.
The subject of research was the nine of seventh students in SMP Negeri 2 Percut Sei Tuan, which consists of 40 students.	This subject of research is the second year student of SMA Negeri 8 Medan, which selected as the subject is XI – IPA 1 that consists of 40 students.

B. The Problem of the Study

The problem of the Study is formulated in the form of a question as states below:

"Does Student Teams-Achievement Division (STAD) method improve the Students' Achievement in writing report text?

C. The Objective of the Study

This study is an action research. This study is intended to investigate whether the application of Student Teams-Achievement Division (STAD) method in improving students' achievement in writing report text.
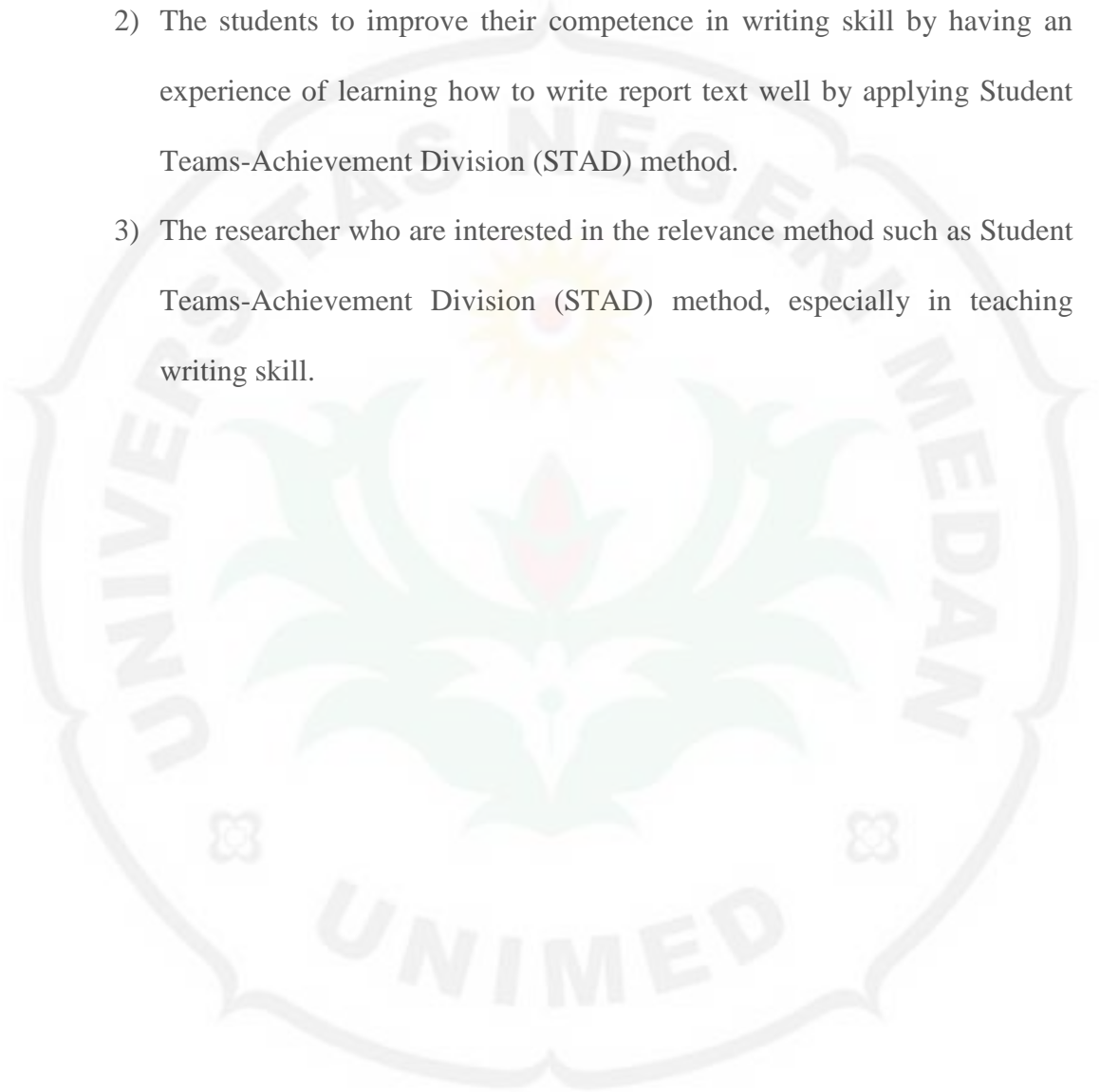
D. The Scope of the Study

There are many texts discussed in Senior High School, such as recount, narrative, procedure, description, news item, report, analytical exposition, hortatory exposition, and spoof. This study is limited on report text particularly, limited on student's achievement in writing report text by applying Student Teams-Achievement Division (STAD) method.

E. The Significances of the Study

After completing this study, it is expected that findings of study will be useful for:

1) The English teacher to improve their competence in teaching writing report text.

2) The students to improve their competence in writing skill by having an experience of learning how to write report text well by applying Student Teams-Achievement Division (STAD) method.

3) The researcher who are interested in the relevance method such as Student Teams-Achievement Division (STAD) method, especially in teaching writing skill.