

CHAPTER I INTRODUCTION

A. The Background of the study

Language is a universal language which is dominantly used as a tool of communication in the worldwide. It is a fact that vast knowledge of the universe have been demonstrated in this language for instance in commerce, sport, education and technology. For the achievement of that knowledge, it is essential to understand this international language. In Indonesia, English is used as a foreign. It is used junior high school as an object of study a compulsory subject in a pedagogical domain. It has been taught from kindergarten up to higher education.

In English, there are four skills that should be well mastered namely: reading, listening, speaking and writing. Langaan (2005:14) says that the final result of writing pedagogy focuses students on how to generate ideas, how to organize them coherently, how to edit discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for a clearer meaning, how to edit text for appropriate grammar and how to produce final product which is a text. Writing has also become more important as principal of communication language teaching.

Since writing is really important to learn, it can be a media to help the students to give ideas, views, and messages to the reader with certain purpose in a written text. The students are asked to apply their grammar knowledge

sentence structure, idiom and vocabulary. Besides that, the students are asked to explore the language that they learn. Based on the standard competence in syllabus of the Second Year of Junior High School called Educational Unit

Through writing, one can share his or her knowledge which we have until now mostly we got by reading written information or text, whatever it is book, article, paper, etc. Which are written by those who share their information through writing.

Writing is a process of thinking, organizing, rethinking. The Level Curriculum (*Kurikulum Tingkat Satuan Pendidikan : KTSP*) the students are expected to be able to write texts of narrative, report, spoof, hortatory exposition and analytical exposition. In this study, the only focus of the study is descriptive text.

Based on the observation done by the writer in *State Junior High School : SMP 10 PAB Medan Estate* in grade VIII, it was found that their English score in the first semester was 67,81 and for the second semester was 68,51. The data showed that the students' achievement in Learning English teacher was still.

Due condition above, teacher English teacher needs to solve the problem by applying an appropriate approach, method, strategy or technique of learning. In this study, the writer did a try out on the application of Student Team Achievement Divisions (STAD) technique to improve the students writing achievement especially in descriptive text. The other reason why the writer choose the media for teaching writing is it trains the students memorizing the words.

The other reason why the writer choose the media for teaching writing is it trains the students memorizing the words. The writer also interested with the study about Student Teams Achievement Divisions (STAD)

STAD stands for student team achievement divisions, it is collaborative learning strain which small groups of learners with different levels of ability work together to oaccomplish a shared learning goal.

STAD is more effective in cooperative learning methods for improving students learning of clear objective in language rules and skills. In general, teachers create and use STAD in their classrooms to the development of reading, writing, and spelling skills. The writer hopes the students can be increase the achievement of their English writing, without depending on dictionary and the word meaning from the teacher. STAD are interactive media in the classroom to support studying listening, speaking, reading and writing.

By using Student Teams achievement Divisions in teaching descriptive, it is assumed that students' skill in writing descriptive will be improved.

B. The Problem of the study

Based on the background above, it is necessary to formulate the problem of this research as: "Does the students' achievement in descriptive writing improve if it is taught by using Student's Team Achievement Division (STAD)

C. The Scope of the Study

STAD methods is one of teaching method in cooperative learning strategy. There are some teaching methods in cooperative learning such as Student

Team Learning, Student Team Achievement Division (STAD), Teams-Games-Tournament(TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and so on. All of them have their own characteristics.

The scope of the study is improving student's achievement in writing descriptive text which focuses on describing of place by using STAD Technique. In addition, this study is intended to develop a model of teaching by STAD (Student Teams Active Divisions).

D. The Objective of the study

The objective of the study is to find out the improve the students' writing achievement by using STAD technique. STAD has been describe as of the simplest of a group of cooperative learning technique referred to as teams Learning Methods. In the STAD approach are students are assigned to four, five member reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds and different genders.

E. The significance of the study

The finding of this study is expected to be useful:

- a. For teachers, to be one of reference for teachers in teaching writing, especially in teaching descriptive text.
- b. Students, to improve their knowledge of writing descriptive text

Researchers, to be basic information for them how to do further related research.