

CHAPTER I

INTRODUCTION

This chapter provides a brief description of whole contents of the research including background, research questions, research aims, the scope of the research, the significant of the research, the clarification of terms, and the organization of the paper.

1.1 Background

Writing is seen as the most difficult skill to be learned among the four skills in English: listening, speaking, reading, and writing because writing is “a complex skill that engages the writer in physical as well as mental effort” (Constantine, 2007, p. 7). 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 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.

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 has 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, “...dividing a big class into some small groups can help the students to develop their own potential in writing a text.”

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, and to identify students' responses toward STAD technique.

1.2 Research Questions

As informed in the background of the study above, there are two problems that will be investigated in this study. The problems are formulated in the following questions:

1. Is Student Teams Achievement Divisions (STAD) effective in teaching writing narrative text?
2. What are students' responses toward Student Teams Achievement Divisions (STAD)?

1.3 Research Aims

Based on the background of the study above, the aims of the research are:

1. To find out the effectiveness of Student Teams Achievement Divisions (STAD) technique in teaching writing narrative text.
2. To identify students' responses toward Student Teams Achievement Divisions (STAD) technique in writing class.

1.4 Scope of the Study

The scope of this study is limited to two concerns. First, this study focuses on analyzing the effectiveness of Student Teams Achievement Divisions (STAD) technique in teaching writing narrative text, in terms of schematic structures and language features. Second, it also tries to investigate the students' responses towards STAD technique in teaching writing narrative text.

1.5 Significance of Study

There are some contributions that the study may offer. The results of this study are expected to:

1. Provide useful information for the reader especially English teacher about Student Teams Achievement Divisions (STAD) technique that can be used in teaching writing and teaching English generally.
2. Provide additional informative input for the other researcher who intends to carry on research in the same field with certain interest.

1.6 Clarification of the Main Terms

Student Team Achievement Divisions (STAD) is a cooperative technique where a whole class is divided into some small heterogeneous groups consist of four or five members in each group (Palmer, 1998, p. 1; Slavin, 2005; Aljanian, 2012, p. 1).

Narrative text aims to amuse or entertain reader and to deal with actual or vicarious experience in different ways (Gerot and Wignell, 2004, p. 18).

1.7 Paper Organization

There are five chapters in this research paper. Chapter I is Introduction: this chapter discusses information regarding background of the study, research questions of the study, aims of the study, scope of the study, significance of the study, clarification of the terms, and paper organization. Next chapter is chapter II which consists of theoretical foundation of the research. This chapter discusses theoretical foundation and findings from other research that are relevant to this research. After that, chapter III is Research Methodology. This chapter discusses the methodology of the research, which includes method of the research, research instrument, research procedures, and data analysis. Next chapter is chapter IV. It consists of Findings and Discussion. This chapter discusses research findings and discussion to answer the research questions. The last is chapter V that discusses Conclusion and Suggestion. This chapter discusses conclusion from the findings of the study also some suggestion for English teachers and further study.