

# CHAPTER I

## INTRODUCTION

This chapter starts with the background of the study, statements of problem, aims of the study, significance of the study, scope of the study, clarification of key terms, organization of the paper and finally conclusion.

### 1.1. Background

It seems to be general perspective that writing is a very important skill to fulfill various purposes. For instance, writing can be as a medium for expressing one's thoughts and communicating ideas (Heaton, 1990). This is in line with Fox (1993) who states that having a good writing skill is very important because through writing, people are able to share ideas, express feeling, persuade, inform, and convince other people. In education context, writing skill is often needed to measure knowledge in most exams, whether they are testing foreign language abilities or other skills (Harmer, 2004). As a result, writing is very important to help people in many kinds of activity such as for communicating with each other, for examinations and so on.

Dealing with teaching of EFL in Indonesian context, writing is one of skills that should be mastered by students (BSNP, 2006) and needs to be developed (Hyland, 2003). In practical, many students encounter difficulties in writing. As proposed by Alwasilah (2001), writing is considered as the most difficult skill to be learnt by the majority of the high school student. The majority

high school students say that they are bored in writing, do not know how to write and feel confused when they cannot find the right word (Prabowo, 2007). Moreover, there are three common problems that make writing difficult (Heaton, 1990) and (Harmer, 2004). Firstly is organization problems, for instance the choice of sentence structure, how to organize the ideas and sequences. Secondly is a language use problem, which deals with the ability to use certain structures and mechanical skills. The last is content problems, such as being loss for ideas or what to say in writing.

In minimizing problems encountered by the students, English teachers should make choices of methods, materials and procedures to be used in teaching writing and try to put them in classroom (Hyland, 2003). Thus, in line with the principle of KTSP developed in Indonesia Educational Context (BSNP, 2006) which emphasizes on students-centered learning, cooperative learning can be used as one of methods to develop students' performance in writing.

Cooperative learning has its greatest learning effects on students learning (Johnson & Johnson, 1999; Slavin, 2005). It can be as one of the effective ways to generate ideas by working in a small group where student can share ideas or information with group members (Brown, 2001). Cooperative learning promotes higher achievement than competitive and individualistic learning in whole class lecturing method as proved by Slavin (2005).

In relation to cooperative learning, there are so many cooperative learning techniques which have been developed (Slavin, 2005). Students Teams Achievement Division (STAD) is one of them which use team works in classroom

activities. Based on previous study conducted by Maspeke (2009), when STAD technique was applied in the teaching learning process, STAD technique was effective in improving students' writing performance in Bolang Mongondow. The students paid attention to the teacher's explanation, and they became more active and creative because of this technique.

Although most research findings indicates the influence of cooperative learning on students' achievement, there are only few studies which investigated the effect of cooperative learning on writing performance in junior high school context. Moreover, based on researcher's preliminary study, cooperative learning has not been widely known for some teachers in this research site.

Therefore, in accordance to the effort in developing students' writing performance, it leads the researcher to conduct a study on implementing cooperative learning in writing class, especially Students Teams Achievement Division (STAD) technique to find out whether or not using STAD technique is effective in teaching descriptive text for the junior high school students. In addition, this study is also intended to investigate the students' perception towards the implementation of this technique in writing descriptive text.

## **1.2. Statements of Problem**

This study attempts to address the two research questions as follows:

1. Does Students Teams Achievement Division (STAD) technique improve students' writing performance in writing descriptive text?

2. What is the students' perception towards the implementation of Students Teams Achievement Division (STAD) technique in teaching writing descriptive text?

### **1.3. Aims of the Study**

Referring to the background and statements of problem, the aims of this study are:

1. To find out whether or not teaching writing descriptive text using STAD technique is effective in improving students' writing skill.
2. To investigate the students' perception towards the implementation of Students Teams Achievement Division (STAD) technique in teaching writing descriptive text.

### **1.4 Significances of the Study**

This study is expected to give contributions and some informative inputs in teaching learning English as a foreign language in terms of theoretical and practical benefit.

Dealing with theoretical benefit, the result of this study can enrich the literary on English teaching learning process especially in teaching writing. Besides, the result of this study also can be used as the reference for those who want to conduct a study in English teaching-learning process.

For practical benefit, this study gives input for English teacher to enhance their knowledge about cooperative learning method, especially Student Teams

Achievement Division (STAD) technique which may be used to help them in their classroom to develop students writing performance as well as possible. Through the implementation of Student Teams Achievement Division (STAD) technique, it is expected to help the students in improving writing performance and help them to learn English language easily in context.

### **1.5 Scope of the Study**

This study is focused on teaching writing by using Students Teams Achievement Division (STAD) technique at the second year in SMP in Bandung in 2011-2012 academic years. Dealing with writing performance, the researcher focuses on writing descriptive text since it is one of the text types that must be learnt by eighth grade students of Junior High School (Model Syllabus and RPP, 2007). While for the comparison, whole class lecturing method is given in control group.

### **1.6 Clarification of Key Terms**

The following terms are provided in order to avoid misconception or misunderstanding the case presented in this study.

- a. Cooperative learning in this study means an instructional method which uses small groups works in which students work together, share ideas and information and help each other (Slavin, 2005).
- b. Whole class lecturing method in this study means an instructional method which teacher delivers the materials to all students in form of lecturing and

demonstration, and leads discussion in form of question and answer (Stahl, 1994).

- c. Descriptive text in this study means a text that describes a particular person, animal, place or thing and functions to tell about the subject by describing its specific features (Gerot and Wignell 1995: 208).

### **1.7 Organization of the Paper**

This study is organized into five chapters. Each chapter is subdivided into subtopics that will further elaborate the investigated issues.

Chapter I is the introduction of the paper. This chapter provides the background of the study, statements of problem, aims of the study, significance of the study, scope of the study, clarification of key terms, and organization of the paper.

Chapter II is theoretical foundation. This chapter covers some related theories that relevant to this study. The theories are conducted from other experts and researchers with related literature that the writer used in investigating the research problem.

Chapter III is methodology. This chapter presents the methodology used in conducting the study. It also shows the respondents participated and how the data are analyzed in this study.

Chapter IV is findings and discussion. This chapter reports the findings and discussion of the study. It provides the data collection, data presentation, the explanation of data analysis and result of data analysis.

Chapter V is conclusions and suggestions. This chapter concludes research result and recommendations for teaching process and further research.

### **1.8 Conclusion**

This chapter has described background of the study, statements of problem, aims of the study, significance of the study, scope of the study, clarification of key terms, organization of the paper and finally conclusion.

