

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is a means of communication which is commonly used in both oral and written forms. Through writing a person shares his ideas (suggestion, judgement, opinion, etc) and emotions. According to Harmer (2001, p. 79), writing is a form of communication to deliver through or to express feeling through written form.

In English writing is one of important skill and crucial subject. Harmer (2007, p. 3) emphasized that writing skill is important, especially to a foreign language as much for everyone using their own first language. Almost every work assigned to students connected to writing skill. When students want to write, they should focus on the element of writing like elaborating the central idea, thinking about grammar and organization of the text, providing supporting details, choosing the correct word, checking spelling, punctuation, etc. Moreover, if students have an assignment to write narrative text, they need to find an interesting ideas/story to get reader's attention because narrative text is the text about a story; the succession of events is given in chronological order. The basic purpose of narrative is to entertain, to gain and hold readers' attention.

The researcher assumes that using cooperative learning is one of the appropriate method to teaching writing. Because it is can help learners working together in a small

group, so that everyone can participate to collective task that has been given by the teacher. Student Teams Achievement Divisions (STAD) is one of cooperative learning. The concepts from this strategy is student divides into small groups with different levels of ability work together to accomplish a shared learning goal. Students are assigned to four or five members learning teams that are mixed in performance level, gender, and ethnicity. The students can be more interested to write in the team work, because they can easily discuss about their ideas in a group.

Many researchers have dealt with this topic. Hayatunisa (2013) found the implementation of STAD in writing narrative at eleventh grades of senior high school in Serang was effective and was potential to use to improve students' skill in writing narrative because by learning using STAD, students could help each other, share ideas, and motivate each other to improve their skill. In addition, Mustika (2015) had also found the implementation of STAD in writing ability at third grade of Pirayanawin Khongin Wittaya School, Thailand in the 2014/2015 academic year was improve their writing ability by learning using STAD, students had heterogeneous teams in terms of ability and gender that make them easy in generating their ideas and able to have peer tutoring. The other previous study by Sinarti (2013), she did the research in writing recount text at SMPN 1 Banyuputih, Batang on the eighth grade in the 2012/2013 academic year was improve their skill because students enjoy the learning process by using STAD.

Based on the problem and the previous study, the researcher used STAD on students' writing narrative text because they will work together in one group which different characteristics. It also can make them to help each other for the common good.

This study was conducted in SMPN 1 Cikarang Barat especially at second grades in the academic year 2017/2018 and use two classes were used as the sample of this study which consisted of 60 students. This study was done started from April-May 2018.

B. Research Problem

Based on the background of this study, the problem of this study is formulated as “Is there any effect of using STAD to improve students’ skill on writing narrative text?”

C. The Objective of the Study

The objective of this research was to investigate whether there is an effect of using STAD on students’ narrative writing text skill.

D. The Scope of the Study

To make the study focused the learning activities were conducted within eight times of meetings. The data of this study were collected through tests (pre-test and post-test). The population of the study would be limited only to the whole students of SMPN 1 Cikarang Barat, and the sample of this study were take out from the population by using purposive sampling technique. They are 60 students which divided into two classes. First class as experimental group and the other class as treatment group.

E. The Significances of the Study

This study was carried out to achieve the followings:

1. For English teachers in junior high school, this study aims to give new innovations to support their teaching method in all subject, especially in writing skill.
2. To students involved in this study, the researcher hoped that this learning strategy (STAD) could help them easy to understand writing skill and more interesting in learning English subject.
3. For the other researchers, this study could help them to be as reference in Students Teams Achievement Division (STAD) research especially in writing skill. Besides, they could compare this research to the next research.