

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents about the background of the study, research problems, research hypothesis, research objectives, significance of the study, scope and delimitation of the study, and definition of key terms.

A. Background of the Research

Education is the most important thing in our life. It means that everyone has the right to be always growth in education. Education commonly means a process to improve self ability to survive in our life. Basically, education gives us knowledge in how to have a certain attitude, to talk, and to learn science which is finally can be taught to others.

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community. Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students, they realize how important English in their life, so the intend to master it, in such as way that they can use that language to communicate with other people in the world (Indah, 2010:1). Students must master four language skills, listening, speaking, reading and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and

pronunciation (in speech) or spelling (in writing) which supports students mastering well.

Writing means of communication. Writing is viewed as the most difficult skill since years ago. People often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted. That is because they felt that writing is so difficult to do (Wafaet.al.,2010:2).

The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. We are encountered with writing every day of our lives. Whether it be an office memo, restaurant menu, or a love letter. Writing is incredibly pliable you can use it to give information, an opinion, a question, or poetry. Words can take a bounty of forms within writing. The words you use can show who you are as a person, the things writing has done in our lives and the world is profound. I cannot imagine a life that didn't involve writing.

Writing is extremely important in today's society. Communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source.

In the curriculum of Junior High School, teaching and learning English use genre-based writing. The term “genre” is used to refer to particular text-types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose (Hartono,2005:2). All genres have different definition and different social functions, general structure and grammatical features. Recount text is a text that telling the reader about one story action or activity. Its goal is to entertaining or informing the reader. It retells events or experiences in the past. Not all students like writing. They feel difficult to write especially writing recount text. To teach writing recount text there are many ways or media, such as jumble picture,computer, series picture, diary etc.

In this case, the students especially for the eighth grade of student’s in junior high school have many problems in doing effective writing. The students can not enjoy writing activity the students have not idea about what they write in recount text. The same problems also come from the students of SMPN 6 Tulungagung.

There are some researches that have been conducted about STAD strategy. A study by Mufidah (2013) studien by the titled: “The Effectiveness of Student Team Achievement Division (STAD) Technique Reading Comprehension to the Eight Grade Students at MTs aswaja Tunggangri Kalidawir” for fulfilling the requirements for the degree of post graduate program in English Education Department which presented to State Islamic

Institute Tulungagung. The sample of this research is the second grade students of MTsN Kunir.

The next study by Aris Sumianto (2012) studied by the title: the Effectiveness of Teaching Reading Comprehension by Using STAD of Second Year Students` of MA Islamiyah Bulurejo” for fulfilling the requirement for the degree of graduated program in Students of Kediri Islamic University Faculty of Teacher Training and Education English Department. The sample of this research are Second Years Students of MA Islamiyah Bulurejo. The result of the research, means of variable before taught by using STAD is 61,36 and after taught by using STAD is 66,21 it means there is significant different score before and after being taught by using STAD.

The next study by Intan Wahyu Saputri (2014) research entitled “Improving the writing recount text by using picture series for the eighth grade students of SMP Muhammadiyah 2 Kalasan”. This research had purpose to solve student’s problem in writing lesson and to improve students skill in writing recount text.

So, in this research the researcher try to test a new way to teach writing for the eighth grade students. The researcher try to apply STAD strategy to teaching writing. For the reason above, the researcher conducts a research entitled “The Effectiveness of Student Teams Achievement Division

(STAD) Towards Student Writing Skill In Recount Text of 8th Grade at SMPN 6 Tulungagung”.

B. Formulation of the Research Problem

Based on the background above, the researcher formulated the question as follows:

1. How is the ability of students to write recount text before being taught using the STAD strategy?
2. How is the ability of students to write recount text after being taught using the STAD strategy?
3. Is the student teams achievement division effective towards student writing skill in recount text?

C. The Purpose of the Study

Based on the background of study and research problems above, the purpose of the study can be formulated as follows:

1. To investigate the students writing recount text before being taught by using STAD strategy.
2. To investigate the students writingrecount text after being taught by using STAD strategy.
3. To know the effectiveness of STAD in teaching writing.

D. Scope and Limitation of the Study

The scope in this study focused on teaching writing recount text using STAD strategy of eighth grade students at SMPN 6 TULUNGAGUNG. The limitation of the study focused on the effectiveness of student team achievement division towards writing skill in recount text of eight grade at SMPN 6 Tulungagung.

E. Formulation of Hypothesis

The hypothesis is as follow:

1. Null Hypothesis (Ho) : There is no significant different score before and after using STAD.
2. Alternative Hypothesis (Ha) : There is significant different score befor and after using STAD.

F. Significance of the Study

1. For the reader. It will be useful for the reader to know the importance of STAD strategy to improve their writing skills.
2. For the students. The students can improve their ability in writing skill by using STAD strategy.
3. The third for the teacher. They can improve their teaching of writing through STAD strategy.
4. For the writer. This study will be one of her experiences in writing English while she is studying in the English Department.

G. Definition of Key Terms

Writing is the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. Teaching writing at Junior High School has more genres. There are narrative, recount, descriptive, etc. Writing Recount text is a text that telling the reader about events or experiences in the past. And there are some kinds of media to teaching writing recount text.

One of the teaching writing recount text using STAD strategy. The main idea behind STAD is to motivate students to encourage and help each other to master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do their best, express norm that learning is important, valuable and fun. Students work together after the teacher's presentation.