

CHAPTER I

INTRODUCTION

1.1 Background of Study

The English language has an important role in the educational world, especially in Indonesia. It could be seen that English has been learned at some level of education. For instance, in Indonesia, this language has been taught from elementary school until university. It says that English has been learned in all levels of education in Indonesia. Many people use language activities for examples of international action, immigration processes, and student exchanges.. They prove that English is very important today. Without a language master, people cannot develop knowledge, skills, and business with people abroad. There are four skills in English that must be mastered by students, there are writing, reading, speaking and listening. Those four abilities are interrelated to each other.

In teaching learning English at school, there should be language practice in each language skill, including writing skill. The importance of writing is to develop ideas, communicate feelings, thoughts, and experiences. According to Dombey (2013), writing is not just about putting spoken language down on the page or screen. It is also about the composition and construction of texts that can be communicated without the authors present.

Writing will help students master the other skills and of course in mastering English completely. Sometimes students are difficult to express their ideas in speaking but they can tell what they want to say by writing it down on a paper before speaking. Then, the student themselves or maybe the reader will

understand it. While there are not all English teachers who gave attention to this case completely. However, English writing as a primary language skill for student should get close attention. So, it is obvious that writing is an important language skill because it becomes a means of learning, discovering, developing and perfecting language skill. Though writing, students become more involved with new language, try to deliver their ideas and use their eyes, hands, brain continuously as a unique way to strengthen learning.

Based on the preliminary study that the researcher did in eleventh-grade at SMA N 1 Nawangan teaching writing was not yet totally achieved. The students were rarely taught to write in English. Teachers just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writing were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well.

One of the factors that play an important role in learning activities is the teacher. The role of the teacher in the learning process of students includes planning, preparing, organizing, and evaluating learning outcomes. The teacher must be able to perform this role well so that students can achieve the learning goals they want to achieve. There are many strategies to engage students in writing activities. Student Team Achievement Division (STAD) method from the cooperative learning strategy development and research by Slavin at Johns Hopkins University, that make student active in class with the use of small group

to increase their own and each other ability in learning. This strategy can help the student to solve the problem in writing learning activities.

Based on the explanation above the researcher is interested in using the Student Team Achievement Division (STAD) method to Improve Student Writing Ability at the Eleventh Grade of SMA N 1 Nawangan. According to Rijal (2015) by doing STAD method, the students can participate actively because they have the same opportunity to share their ideas in the small group. The researcher wants to make an effort to improve the student's writing ability. It also aimed to change the situation in the classroom, so that the students will feel more interested in teaching learning process, and it will be easier for them to understand.

1.2 Statement of Problems

Based on the background of the study, the researcher formulates the following problems:

- 1) Does the Student Team Achievement Division (STAD) improve the student writing ability at the eleventh grade of SMA N Nawangan?
- 2) How can Student Team Achievement Division (STAD) improve the student writing ability at the eleventh grade of SMA N Nawangan?

1.3 Purpose of the Study

The purpose of the study follows:

- 1) To find out whether Student Team Achievement Division (STAD) can improve student writing ability or not at the eleventh grade of SMA N Nawangan.
- 2) To explain how the Student Team Achievement Division (STAD) improve student writing ability at the eleventh grade of SMA N Nawangan.

1.4 Significance of The Study

The writer hopes this research gives a contribution to the English teaching and learning of the study as follows:

1) English Teacher

The result of this study can be an alternative method in teaching writing.

2) The Student

This method can improve and develop their abilities in English writing and will give them new experiences in order that they will be more interested and enjoy in learning writing.

1.6 Definition of Key Terms

Writing: Activity of making a recording language in a piece of paper or any other areas to express the idea and message from the writer including the usage of vocabulary and structure of language (Anjayani & Suprpto, 2016:2).

STAD: Collaborative learning strategy in which a small group of learners with different levels of ability work together to solve the learning purposes (Tiantong & Teemuangsai, 2013).