

CHAPTER I

INTRODUCTION

A. Research Background

One of many purposes in teaching English to students is to enable them in expressing the ideas and thoughts through writing. The students can put their ideas, thoughts, opinions and feelings in written form. In writing, the students learn through the process, as in answering the questions by the teacher, constructing sentences and composing a paragraph. In the writing process, many students still find it problematic that may be caused by several factors such as lack of vocabulary, limited knowledge of structure or grammar and poor of developing the ideas. Furthermore, they do not have a good imagination in order to express ideas in writing paragraph.

In writing there are three steps to follow. Carrot (1983:88) describes that teaching of writing is a process in which teacher should consider to the following three steps: think step, writing step, and editing step. There are various types of paragraph in writing; there are narrative, descriptive, expository, comparison, anecdote and procedure. Although every type of paragraph has similar parts, the various paragraphs are distinguished based on their purposes.

One of the paragraphs in writing skill above especially descriptive writing should be mastered because it is implemented in curriculum of Senior High School, that is “Kurikulum Tingkat Satuan Pendidikan (KTSP)”. Based

on that curriculum (KTSP), writing descriptive paragraph is one of the paragraphs that should be mastered by the tenth grade students in senior high school.

One of purposes in writing descriptive paragraph is to describe things or persons. In describing thing or a person, the students should know the object of description and be able to identify its features distinctively. Thus, the paragraph which consists of adjectives or adverbs in order to describe picture as object of writing is defined as descriptive paragraph.

To describe thing or person in written way, it seems always to be main problem for the students. Therefore an English teacher has to encourage the students to able to describe an object or a situation appropriately in written form in the process of learning foreign language. From the pre-observation, writer found that the students have difficulties in describing an object or a situation. When they are given a picture and asked to describe it, some students are confusing in deciding topic sentence that should be constructed. It is caused by their lack of vocabularies and grammatical pattern. They are also weak in generalizing and organizing the idea into a paragraph. When they start writing a paragraph, they lose the ideas in describing the object because they do not have clear draft of paragraph writing.

From the observation of pre research, the writer found that the weaknesses of student in writing descriptive paragraph can influence the achievement of standard and basic competencies. The students' academic achievement is affected by many factors; one of them is the appropriate

teaching technique used by the teacher. Therefore, the teacher has to choose the appropriate one to make students more motivated to develop paragraph writing.

One of the techniques that might enable the students to write more actively is through Student Team Achievement Division (STAD), which is built as the implementation of cooperative learning. In cooperative learning method, the students are supposed to interact to each other in STAD group technique as one of learning method.

In this study, the writer hopes STAD technique could be an appropriate technique to improve students' achievement in writing descriptive paragraph, because it can provide a competitive and cooperative atmosphere in the classroom, create individual accountability and equal opportunities, and also emphasize having team goals and success dependent on the learning of all group members. The students are provided with alternative solution to overcome students' difficulties and problems in writing descriptive paragraph especially when they work alone (Slavin, 1995:21-22).

In the previous research, STAD has been used by Diana Astuti in her research. She uses this technique in teaching simple present tense. This technique is proved effective with effect size score 1.04. Because when the ordinary technique like group discussion compares with STAD technique, the students show enhancing effects in that they will do.

Based on the explanation above, the writer conducted a pre-experimental research on the tenth grade students of Kemala Bhayangkari

Senior High School Kubu Raya. The choice of this population or research subjects was based on the writer's pre research in this school that STAD technique has not been applied yet in Kemala Bhayangkari Senior High School. This means that STAD technique is a new technique for them, and conducting this research is also to prove whether this technique is effective or not to improve their writing skill about descriptive paragraph.

B. Research Problems

In order to obtain the clarity and consistency on the research, it is important to state the problems into specific questions as follows:

1. Is the application of STAD effective to develop the students' descriptive paragraph writing?
2. If it is effective, how well is the application of STAD in developing the students' achievement in descriptive paragraph writing?

C. Research Purposes

Regarding the research problems above, this research is aimed at investigating whether applying STAD is effective or not in developing the students' achievement in descriptive paragraph writing.

D. Research Scopes

In order to conduct a research systematically it is necessary for the writer to state the research variables and terminology.

1. Research Variable

According to Hatch and Lazaraton (1991:51), "A variable is an attribute of a person, a piece of text, or an object which varies from person to person, text to text object to object or time to time."

a. Independent Variable

According to Hatch and Lazaraton (1991:64), "Independent variable is a variable that researcher suspect may relate to or influence the dependent variable." The independent variable of this research is the application of STAD technique in developing the students' descriptive paragraph writing.

b. Dependent Variable

According to Hatch and Lazaraton (1991: 63), "Dependent variable is the major variable that will be measured in the research". The dependent variable of this research is the student's achievement on descriptive paragraph writing in terms of generic structure and writing structure as the scope.

2. Terminology

In order to avoid misinterpretation and confusion of the terms, which are used in this writing, writer needs to state a list of words and phrases as follows:

- a. Pre Experimental study refers to an approach of education research that has three major stages: pretest, treatment and posttest. The treatment is the teacher to manipulate the students' achievement of language skill.
- b. Descriptive paragraph refers to as a paragraph in which the writer portrays people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about.
- c. Cooperative learning refers to a teaching method, which involves students in established, sustained learning groups or teams. In this style of learning, students involve in a kind of positive interdependence among other whereby all are working towards to reach a common goal of learning process.
- d. Student Team Achievement Division (STAD) refers to a kind of teaching technique in cooperative learning, which the students in group contains four to five students work together to accomplish the task where in this group they should do their job and rule in order to achieve common goal in their teaching and learning process.
- e. SMA Kemala Bhayangkari Sungai Raya is one the private senior high schools where the writer will conduct his research. This school is located on Jalan Adisucipto Sungai Raya, Kubu Raya Regency.

E. Hypothesis

A hypothesis is a statement of possible outcome of research (Hatch and Lazaraton, 1991:24). Based on the problem of the research, there are two hypotheses as follows:

1. The Null Hypothesis (H_0)

The applying of STAD is not effective to develop the students' achievement on descriptive paragraph writing.

2. The Alternative Hypothesis (H_a)

The applying of STAD is effective to develop the students' achievement on descriptive paragraph writing.

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