CHAPTER I
Introductions

1.1 Background of the Study

As a tool of communications among people usually as simbols of sounds, languages used to fulfill human social needs especially english as an international language. English came and developed in Britain and more recently in America and around the world. Although American and British are two major national variety of the language, there are many other varieties of English used around the world. Today English is used as first language (speaker's native and only language), as second language (Additional language to a native language), and as foreign language (used for special purposes, with various degrees of fluency and frequency). As same as other languages, English came with vocal and writing. English itself is very complex. It has a sound system that allows us to use numerous distinct words, vocabulary of some terms for many adults, and a series of constructions for relating these words. It allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal systems, make political speeches, and do the many other activities that make up the societies we live in. (Sagala, 2014:4)

English can be mastered generally two ways; mastering the vocal (Listening and Speaking) skill or mastering the writing (reading and writing) skill. Writing skill

is a gem to pick. A person with good writing skill is always victorious at expressing themself. Its the 'hard copy' of the English language. The writing process is taught in school and college, but how often a person train their writing skill outside the school? Writing skill is very important that its very often to use in modern day; as for texting, writing mails, or making novels and news. Writing is the vital means of communication within an organization. In fact almost 30% of people activities accomplished through written communication, thus, the skill of tactful writting is essential for achieving our goals. Often, a person is judged by the quality of their writing. Be it a school, college, workplace or society, writing has become a yard stick to one's knowledge.

Writing is one of the important ways of expressing thought, and communicating ideas to others. Writing is more beneficial to express verbal, proper guidance and counseling, the writing abilities can be improved in such a way that could stand in good stead in a person.

Recount texts is the one in any kind of text types that used in writing. It explains that recount are sequential text which consist of series of events. Writing recount text is an activity to write the record of events in past time usually reported chronologically according to time. The purpose of recount text is to retell past events. It tells information about what happened, when it happened, where it happened, and who was involved.

Writing diary could be one of the recount text we write, almost at every age people do write in their diary. This could be an opportunity to train the vocabullary

and writing skill. By writing diary which is the recount text type, a person could try to use many words, especially that used in recount text. We write in diary almost at every day. Students in school and college are the most people that writes diaries, and by writing diary as often as possible could make a student faster at mastering their writing skill.

In order to improve the student writing skill with recount text, when the students out of the class they can train with wrting their diary, and while in the class they need to be equipped and trained effectively.

Writing skill is complex and sometimes difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices, but also conceptual and judgemental elements, as students progress on their study in writing english, they expected to express more on what they know about their surroundings. The basic point that makes writing difficult is the aspect or ability in written; spelling, grammar, vocabulary, and so on. Students often confusing with the process of putting words down the paper with the structre, style, and vocabulary with them, thus lead to grammatical error (Dwi Kristy, 2015).

The classroom consist of interaction with people in the classroom. With a lot of interactions going in the classroom, group work method are one of the strategies and tactics of dealing with interpersonal relation through the application of language. It is clear that team working in english learning provides students opportunity to express and communicate with each other by dividing the class into several team works. This condition may result in more interaction, negotiation for the students.

This team work teaching method is called Student Team Achievement Division (STAD).

Novitarini (2009), in her research states that STAD could improve students' writing skills, the result shows significant improvement, around 65% and for students improvement in vocablary increased 18%. Based on this research STAD could improve the students' ability and their collections of vocabullary. This means STAD have opportunity to improve other english lesson that based on text and writing.

Based on the explanation above, the writer is interested to find out the effects of treatment with (Student Team Achievement Divisions) STAD technique. Many of teachers assume that the use of cooperative learning STAD technique is suitable for the students' achievement in English. In the STAD technique of cooperative learning students in heterogeneous teams, help each other by using a variety of cooperative study methods and quizzing procedures. Students within a given class divided into four members learning teams, with representatives of sexes, various racial or ethnic group, and high, averages, and low achievers on each team. Teams member use work sheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another or carrying on team discussion.

Based on the background, the writer wants to do the research about English teaching in learning Recount Text to middle school students.

1.2 Identification of the Problem

As the background above, the problem lays in how less effective the students especially in middle school and high school in learning English language. Specifically in reading, thus makes the students unable to read simple writing in recount text and descriptive text as good as they supposed to, this inability comes as they lack of vocabularies.

1.3 Limitations of the Study

The study conducted to second year students in middle school of SMPN 48 Bandung Academic year 2018/2019 and the focus of the study is to know the significant influence on the students' vocabulary in learning recount text by using STAD technique.

1.4 Research Questions

This study will be conducted to answer the problem that is formulated in this question,

1. How to apply the STAD method in teaching learning recount text to maximize the improvements of students vocabulary?

2. How is the result of students' vocabularies after using STAD method in learning recount text?

3. What is the teaching equipment of using STAD method in teaching recount text?

1.5   Objectives of the Study

Based on the research questions above, the objectives of the study are:

1. To know the steps of using STAD method in teaching writing recount text for the 8th grade students of SMPN 48 Bandung.

2. To find out the results from using STAD method for improving students' vocabularies

3. To identify the teaching equipments of using STAD method in teaching writing recount text for the 8th grade students of SMPN 48 Bandung.

1.6   Significances of the Study

1.6.1 Theorical Benefits

This research could be used as reference to enrich knowledge for further research for students from Pasundan University or other researchers.

1.6.2   Practical Benefits

- The result of this study expected to give contribution for the teacher as feedback to improve their technique and system in teaching English especially on recount text.

- The researcher hopes that the result of this study expected to give feedback to motivate the students' selves to get a good result

especially in their vocabulary and their ability on reading and writing recount text.

- This research expected as a reference used in conducting further research in the same field.

1.7   Hypotesis

In this research, the writer use descriptive hypothesis. Hypothesis are single tentative guesses, good hunches – assumed for use in devising theory or planning experiments intended to be given a direct experimental test when possible". (Eric Rogers, 1966)

The hypotheses is a clear statement of what is intended to be investigated and it should be specified before research is conducted and openly stated in reporting the results.

By writing hypothesis researchers allows to:

A. Identify the research objectives

B. Identify the key abstract concepts involved in the research

C. Identify its relationship to both the problem statement and the literature review.

Hypothesis is a powerful tool of advancement of knowledge, consistent with existing knowledge and if a problem cannot be scientifically solved unless it is reduced to hypothesis form.

In nature hypothesis are :

- It can be tested – verifiable or falsifiable

- Hypotheses are not moral or ethical questions

- It is neither too specific nor to general

- It is a prediction of consequences

- It is considered valuable even if proven false

Problem of the study:

If STAD used in learning process based in student-to-student communication, would it improve students ability in learning a subject?

Assumption:

1. Student-to-student communication would psychologically raise the mood of the students to learn.

2. Students would understand a subject easier if it's being discussed together as a team.

Hypothesis:

Students would improve and learn English easier with STAD method.