

Chapter I

Introduction

In this chapter consists of a description that explains in general overview, including: background of the study, identification of the problems, limitation of the problems, research questions, objectives of the study, and significances of the study.

1.1 Background of the Study

English is an international language that is used as the main language in most countries around the world. Many countries in the world use English for an introduction to communication and some countries use English as the main language, but in Indonesia English is not main language. It means that English is not used as a daily language, but it is used in educational settings from elementary school to university.

English is considered as the first foreign language and a compulsory subject to be taught in senior high school. The goal of teaching English is to develop students' communication skills. It involves four skills: listening, speaking, reading, and writing.

The four language skills are interrelated and influence each others. Listening and reading are closely related because they are both tools for receiving communication. At the same time, speaking and writing are ways to express meaning. Writing is the process of expressing knowledge gained through listening

and reading. So, the more information received, the more information that can be expressed in writing.

As a skill, writing requires a hard process of learning and thinking to produce ideas, words, sentences, paragraphs, and compositions. Writing is a language skill that senior high school students must be mastered in language learning to support the function of language as a tool of communication. Writing skills in schools should be taught to help students expressing their thoughts, ideas, opinions, and feelings. In addition, it can improve students' critical thinking skills and writing creativity.

Students in Senior High School learn various of writing skills, one of them is writing descriptive texts. Descriptive text is a standard competency that must be mastered by tenth grade students in Senior High School. Writing requires students to think creatively and critically. Therefore, writing skills are very important for students to master as a provision of understanding other lessons or even provision in the future.

Throughout On the Job Training experience at SMA Pasundan 8 Bandung, the researcher identified several problems that affect students in the English writing process. These problems make writing one of the most difficult language skills for students to learn. The first problem that often appears is the lack of motivation to write. Some students find it difficult and confused to choose which tenses they should use to deliver the main idea to be an essay, and some students are not interested because English seems so hard.

The second problem is inappropriate learning methods. In this case, teachers are expected to know how to apply learning methods that improve students' writing skills. Teachers are often monotonous in teaching, so creativity and innovation are needed in creating an interesting and fun learning method. In addition, teachers also have a role as motivators for students to have passion in writing.

The third problem is the lack of use of learning media in the teaching and learning process. Media can be used as an effective tool in delivering learning materials. Students will be more enthusiastic and find it easier to develop their imagination when the teacher uses interesting media. Teachers should use the media that is available in the school because the teaching and learning process with the help of media can increase student interaction, accelerate the learning process, and encourage enthusiasm for learning.

Recognizing the problem of students' low writing ability necessitates changes in the learning process, which is expected to encourage students to be active in problem solving and helping each others. The group work method is one of the strategies and tactics in dealing with student problems because it could motivate students to actively participate in the learning process, both physically and mentally. This condition may involve students to be more interactive and learn better by just sitting and listening to the teacher.

The team work method that could be used is called cooperative learning method. There are several types of these methods, one of the example is the STAD

(Student Team Achievement Division) type developed by Robert E. Slavin to increase student learning activity. This technique involves interaction and active participation of students in groups. The STAD (Student Team Achievement Division) emphasizes student activity and interaction to motivate each others and master the subject for maximum achievement. The purposes are to train and develop students' social skills.

According to Slavin in Isjoni (2009) cooperative learning emphasizes the activities and interactions between students to motivate and help each others in mastering the material and achieving learning objectives. Meanwhile, Wina in Widyantini (2008) cooperative learning uses a grouping system or small teams, namely between 4-5 people who have different academic backgrounds, genders, races, or ethnicities.

Fauziah (2017) in her research stated that the STAD model can improve students' writing skills in two cycles. In the first cycle, 55% of 40 students reached the target. In the second cycle, there was a significant increase, about 90% of the 40 students reached the target. In addition, Tansliova et al. (2020) found a difference in the improvement of learning outcomes between the average pre-test and post-test scores of students. Students achieved an average score of 65.48 in the pre-test and 87.91 in the post-test. The results of the two researches, there are significant improvements in students' writing skills by using STAD. This indicates that the STAD model has the opportunity to improve other English lessons based on text and writing.

It is hoped that by implementing the STAD (Student Team Achievement Division) method, it will make a positive contribution in increasing the knowledge, increasing learning activity, and developing students' social skills, such as helping each others, solving the problems, and improving cooperation skills and student learning outcomes.

Based on the background that has been described, the researcher will conduct a research with the title the Implementation of Student Team Achievement Division (STAD) in Teaching Descriptive Text to Improve Students' Writing Skills (A Study toward the 10th Grade Students of SMA Pasundan 8 Bandung Academic Year 2023-2024).

1.2 Identification of the Problems

Based on the background of the research explained above, the problem can be identified as follows:

1. Students' difficulties to find the main idea to write an essay.
2. Students have difficulty and confusion in choosing the tenses they should use when writing an essay.
3. A lack of students' motivation to write, so that they have less use of varied vocabularies to build an essay.
4. The use of writing learning methods and strategies has not been optimal.

Based on the problems listed above, the researcher hopes to find significant solution through this research. The title of this research is the Implementation of Student Team Achievement Division (STAD) in Teaching Descriptive Text to Improve Students' Writing Skills: A Study toward the 10th Grade Students of SMA Pasundan 8 Bandung. It is hoped that this research will provide information that will allow the cooperative learning method type STAD to be implemented optimally and will improve students' ability to write descriptive text in English.

1.3 Limitation of the Problems

In accordance with the limitations of time, this research only focuses on analysing the implementation of Student Team Achievement Division (STAD) in teaching descriptive text to improve the writing skills of 10th grade students at SMA Pasundan 8 Bandung academic year 2023-2024.

1.4 Research Questions

In this study, the research questions are made mainly based on the background of the research above and also on the researcher's own interests. The research questions are as follows:

1. What are the procedures in the learning process using the STAD learning method in teaching descriptive text to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung?

2. What are teaching equipments: learning material, student worksheet, learning media, and learning evaluation in the STAD learning method in teaching descriptive text to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung?
3. What is the result of the implementation of the STAD learning method in teaching descriptive text to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung?
4. What are students' responses to learning by using the STAD learning method in teaching descriptive text to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung?
5. What are strengths and weaknesses in the learning process using the STAD learning method in teaching descriptive text to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung?

1.5 Objectives of the Study

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

1. To describe the procedure of the STAD learning method to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung.
2. To find out what teaching equipment: learning material, student worksheet, learning media, and learning evaluation are used in the STAD learning method to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung.

3. To find out what is the result of the implementation of the STAD learning method to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung.
4. To determine the students' responses to learning by using the STAD learning method to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung.
5. To inquire the strengths and weaknesses in the learning process using STAD learning method to improve writing skills for the 10th grade students of SMA Pasundan 8 Bandung.

1.6 Significances of the Study

This research is expected to provide a significant theoretically and practically contribution.

1. Theoretical Significance

The researcher hopes that the readers will learn best about this research and will also contribute in provide empirical evidence to support the implementation of the cooperative learning method in improving students' ability to write descriptive texts in English.

2. Practical Significance

a. For School

Hopefully, this research can help schools gaining new insights about the implementation of cooperative learning models to improve their students' ability to write descriptive texts in English.

b. For Teachers

As a consideration for determining the best learning strategy for efforts to make better and work up the quality of learning, especially in writing descriptive texts in English subjects.

c. For Students

This research is expected to be used as information on more effective learning strategies to improve students' writing skills, increase students' creativity, and increase students' activeness in thinking when writing descriptive texts.

d. For Researchers

Obtained the experience about how to apply the Student Teams Achievement Divisions (STAD) to improve students' ability to write descriptive text in English subject.