

**A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF
STAD IN TEACHING WRITING TO THE SECOND YEAR
STUDENT OF SMP N 7 PEMALANG**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by:

Rosiana Amelia

A 320050081

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2009**

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an important thing in our life. It is one of the important tools in communication. It means that language is very important for communicating and exploring ideas. Without language, people will get difficulties to find ways to share their feelings or communicating their needs.

English is one of international languages. Accordingly students of Indonesia must have ability to master English. To meet the goal, English skill must be implemented in our education. Now, English as a foreign language in Indonesia is one of the important parts of school curriculum. It is taught at Junior High School, Senior High School, university, and nowadays at elementary school. In fact, many Indonesian students face difficulties in learning and mastering English as the first foreign language. In other words, their learning result is still far from what the curriculum has required. We have to realize that this fact happens continually. So, English teachers in Indonesia begin to apply Cooperative Learning in English learning process.

Cooperative learning is a successful strategy in small team teaching. The small teams with the students in their different level ability use a learning variety. They are helping each others. It has benefit to create an atmosphere their achievement. Students work before the assignment until all group members successfully understand and complete it. Cooperative learning is used

to promote student learning and academic achievement to increase student retention, to enhance student satisfaction with their learning experience, to help students develop skills in oral communication, develop students' social skills, promote student self-esteem; help to promote positive race relations. Cooperative learning has many kinds of method in teaching-learning process. They are examples-non-examples, picture and picture, numbered heads together, cooperative script, jigsaw and Students Team Achievement Division (STAD), etc.

STAD is a method of classroom activities which use discussion or team works. One of the benefits of the STAD is the teacher and the students are able to communicate each other in teaching-learning process. Then the students are able to express their ideas or knowledge. To increase the achievement of teaching writing, a teacher must be creative and always prepares the lesson plan before they teach. Through preparation, the students can understand the lesson more easily. A good preparation for the writing material is necessary, especially for the teacher to encourage the students to create their ideas. So, the main factor that makes the lesson of the writing requirement is the way the teacher teaches, because the teacher is a facilitator in the class activities.

The writer focuses on English learning in junior high schools, especially SMP N 7 Pematang. The teachers in SMP N 7 Pematang have a lot of problems in teaching English, especially in teaching writing. The teachers face many problems, because the students get difficulty to catch lesson well and they have opinion that writing is boring. So, they are not interested in

learning process, though this process was very important to increase student's ability. To solve this problem, the teacher must have many methods to make student interested in teaching learning process of writing. One of methods is STAD. In STAD, the teacher presents a lesson on some topic, and then the students work in four-member learning teams to master the material. Usually by discussing concept, drilling one another on worksheet, items, or working problems separately, comparing answers, and discussing discrepancies. Following the team study time, students take individually quizzes, and teams may earn certificates based on the average of all team members' scores. They use STAD to plan teaching process successfully and innovative. So they are adopting STAD to apply in teaching writing in the classroom activity.

From the reason above, the writer is interested in writing research paper entitled "A DESCRIPTIVE STUDY ON THE IMPLEMENTATION OF STAD IN TEACHING WRITING TO THE SECOND YEAR STUDENTS OF SMP N 7 PEMALANG".

B. Problem Statement

To answer this research problem the writer raises some subsidiary research question as follows:

1. What are the objectives of teaching writing?
2. What are the teaching materials?
3. What are the roles of teacher and the students?
4. What are the procedures of STAD?

5. What are advantages and disadvantages of implementation STAD in teaching writing to the second year students in SMP N 7 Pemalang?

C. Limitation of the Study

In this research, the research limits the research problem only on teaching writing by using STAD at the second year in SMP N 7 Pemalang in 2009/2010 academic year.

D. Objective of the Study

The study aims to describe the teaching of writing using STAD at SMP N 7 Pemalang. For the detail, the research has the following objectives:

1. Identify the objectives,
2. Identify the teaching materials,
3. Identify the roles of the teacher and the students,
4. Identify the procedures of STAD method,
5. Describes the advantages and disadvantages of STAD method.

E. Benefit of the Study

The writer really hopes that this research has some benefits. The benefit will be distinguished into two benefits.

1. Theoretical Benefit
 - a. The result of the research can be used as input in English teaching learning process especially in teaching writing.

- b. The result of this research can be used as the reference for those who want to conduct a research in English teaching- learning process.

2. Practical Benefit

- a. This research gives input for English teacher and learner about how to study English well.
- b. It can help the students learn English language easily in context.

F. Research Paper Organization

The writer organizes this paper into five chapters as follows:

Chapter I is introduction. It consists of background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, research paper organization.

Chapter II presents a review of related literature. It is the basic technique that is closely related to the topic. It consists of previous study, notion of writing, type of writing, teaching writing, cooperative learning method and notion of STAD.

Chapter III discusses the research method. It consists of type of research, subject of the study, object of the study, data and source of data, and method of collecting data, and technique for analyzing data.

Chapter IV presents the results of the research. It consists of research finding and discussion.

Chapter V is the last chapter. It consists of conclusion and suggestion.