

**Teaching Writing A Descriptive Text through the STAD Method
to Junior High School Students**

PAPER

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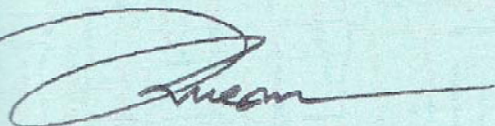
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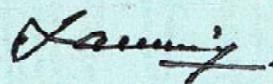
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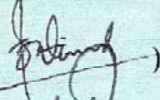

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ABSTRAK

Sari, Loli Kurnia. 2011. *Teaching Writing a Descriptive Text through the STAD Method to Junior High School Students.* Makalah. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni, Universitas Negeri Padang.

Makalah ini membahas tentang meningkatkan kemampuan menulis siswa dengan metode STAD (Student Teams Achievement Divisions). Dalam metode ini, guru meminta siswa untuk bekerja secara kelompok. Dalam satu kelompok terdiri dari kemampuan dan *gender* yang berbeda-beda. Siswa yang memiliki kemampuan menulis lebih baik diharapkan bisa membantu siswa yang kemampuan menulisnya lemah. Tahap pertama, siswa bekerja secara individu dan kemudian mereka mengoreksikan pekerjaan mereka dalam kelompok. Siswa yang kemampuannya lebih baik akan membantu siswa yang kemampuannya lemah agar bisa tercipta sebuah tulisan yang bagus. Sehingga pada ujian mereka akan bekerja sendiri-sendiri tanpa bertanya kepada teman lainnya.

Metode ini akan menarik perhatian siswa, karena siswa bisa bebas mengeluarkan ide-ide mereka dan apabila mereka menemukan kesulitan mereka bisa menyelesaikan bersama. Apabila mereka masih mengalami kesulitan, mereka bisa bertanya pada guru. Melalui penerapan STAD penulis berharap dapat meningkatkan kemampuan menulis siswa karena mereka saling termotivasi untuk lebih aktif dalam mengembangkan ide-ide mereka ke dalam bentuk tulisan.

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The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Nowadays, Indonesia uses the School Based Curriculum. For teaching English, School Base Curriculum uses Genre Based Approach. In Genre Based Approach teaching all of English skills (listening, speaking, reading and writing) and competences (vocabulary and grammar) are taught integratedly through text. Based on Genre Based Approach there are three kinds of texts, they are: monolog, fuctional, and transactional-interpersonal. For a monolog text, there are twelve texts that should be learned and mastered by the students. They are descriptive, narrative, recount, report, procedure, discussion, news item, spoof, anecdote, analytical exposition, hortatory exposition, and explanation texts. However, in Junior High School, the students only learn five kinds of monolog texts, one of them is a descriptive text.

Descriptive text is a text which describe what a person or thing is like. The purpose of this text is to describe a particular person, place, or thing. It is hoped that the students have to understand and enable to write the text in which each of the text has its own generic structures and lexicogrammatical features. The generic structures of the descriptive text are identification and description. The identification is to identify phenomenom to be described. Meanwhile, the description is to describe parts, qualities, and characteristics. The lexicogrammatical features in the descriptive text focus on specific

participants, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal groups, and use of the Simple Present Tense.

The descriptive text is taught at seven, eight and nine grade. If we compare it with other texts, descriptive is the easier one. That is why this text is the first monolog text that is taught in Junior High School. Even though this text quite easy, many students are not able to compose this text well. Many students tend not to arrange their idea if the teacher asks them to write a descriptive text even though they have learned it. Based on the writer's experience while having the teaching practice at SMPN 1 Payakumbuh, there were many students at grade IX who were not able to write a descriptive text. As a result, they had low marks in writing skills.

The situation above was caused by some problems. The problems come from the students' side and the teacher's side. The first problem is the students have limited ideas to write. They had difficulties to express their thought in written form. It was caused the teacher tended not to be able to choose an interesting method to explore the students ideas. Ideas are the important one when the students want to write. They can not write if they do not know what to write. The teacher has to stimulate the students to write something by giving an interesting topic and close to the students' life.

The second problem is the students have lack of vocabulary. For example, when the teacher asked the students to make a descriptive text, sometimes most of them mixed Indonesian and English vocabulary because they did not have more English vocabulary. Actually, the teacher has to ask

the students to find the difficult words in dictionary. The third problem is grammar. Grammar is one of the important aspects in writing. Many of the students have problem with the grammar competences. They felt hard to write their idea into a good sentence which had to be focused on grammar. As the result, the reader cannot understand their writing easily.

The last problem come from the teacher's side. The teacher tended to have problem in choosing appropriate method in teaching writing. The teacher tended not to teach writing process well. The teacher did not teach the students how to write properly, like make the outline before they are writing. The teacher just asked the students to complete the dialogue or text. The teacher also asked the students to arrange the sentences or paragraphs. Actually, this activities cannot improve the students' ability in writing a descriptive text, but it is just improve the students' ability in writing sentences or arranging sentences. The teacher has to teach the students to make the outline before they write a descriptive text. As a result, they can produce a good writing. Therefore, teaching and learning English especially in writing process.

In addition, the teacher has to have variations and a new method in teaching writing. It is hoped that the students will be more interested in studying if the teacher uses different ways in teaching. The teacher has to also consider about the characteristics of the students, which directly related to the learning process. If the teacher knows the characteristics their students, she/he can give the appropriate ways. Actually, the teacher has important roles in teaching and learning process of writing.

One of solutions that can be used to overcome those problems is by implementing Student Teams-Achievements Divisions (STAD) . According to Slavin (1995), Student Teams-Achievements Divisions (STAD) is one of the simplest and the most flexible cooperative learning methods. By using STAD the students may be interested to study English more especially in writing. It is also a good model for the teachers who are new of the cooperative approach. In the Student Teams-Achievements Divisions (STAD) method the students are divided into groups. Each group consists of 4 or 5 students that are mixed performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. All students take individual quizzes on the material, at which time they may not help one another. After that, the teacher gives individual improvement scores. All students can improve the team scores if they do better in the quizzes. Finally, the team gets a reward if the team's average scores satisfy the criteria. However, this component does not mainly focus on the reward; it rather focuses on the recognition of the students' accomplishment.

In teaching writing in the classroom, the teacher chooses one topic and asks the students to write a text. Before asking the students to write the teacher divides the students into several groups. Then, the students write the assignment by themselves and after that they discuss about what they write. The students have to explore opinion and finally they can write a good text about the chosen topic.

It can be concluded that, Student Teams-Achievements Divisions (STAD) can be used to increase the students' writing ability. It caused in STAD every student in each group has to help one another in understanding the materials.

B. Identification of the Problem

Based on the background above, many students are not able to write the descriptive text. There are some problems that the students faced in writing: from the students' side, they have limited ideas to write, lack of vocabulary, and they have problem in grammar. From the teacher's side, the teacher has a problem in choosing appropriate method in teaching writing.

C. Limitation of the Problem

There are several method that can be used by the teacher to help the students in writing a descriptive text. This paper is limited on the use of Student Teams-Achievements Divisions (STAD) method as a method to teach students in writing a descriptive text. This method can help the student in developing their ideas.

D. Formulation of the Problem

Based on the background of the problem above, the problem of this paper is formulated into: how can Students Teams-Achievement Divisions (STAD) method be used in teaching writing a descriptive texts to junior high school students?

E. Purpose of the Paper

The purpose of this paper is to explain how Students Teams-Achievement Divisions (STAD) is used in teaching writing a descriptive text. The aim of this problem is to give contribution to English teachers to use Students Teams-Achievement Divisions (STAD) in teaching writing.