

CHAPTER I

INTRODUCTION

A. Research Context

Language naturally become the most important part of human life in having relation one another. In fact, human becomes the social creators which are not able to be a part to other ones. Language is one of the most uniquely human capacities that our species possesses and one that is involved in all others, including consciousness, sociality and culture. We employ the symbolic system of language to make meaning and communicate with other fellow humans¹. All human being in the world, absolutely hope many things to do all their lives in all parts of their daily life. Anywise, language has become the only one aspect that distinguishes human from the other creations such as plants, animals, and so on.

Language is the ability to acquire and use complex system of communication, particularly the human ability to do so, and a language is any specific example of such a system. Language is not only means of communication but also builds economic relationship, friendship and culture². Mostly people around the world factly use a language as the first means of theirs for fulfilling their responsibility and wish. They do all their daily activities through a language integrated with the culture in their environment. Notably, language has become the first primer need of human to be able to continue their lives and their future.

¹ Lordes Ortega, *Understanding Second Language Acquisition* (New York: Routledge, 2013), 1.

² Monica Suri, "Role of Language in Human Life" *International Journal of English, Language, Literature and Humanities, Vol III, Issue VII* (September 2015), 181.

Language is a best tool owned by people and used to communicate with each other. Language is very important and language makes the difference between human and animals. It is the same with Nelson Francis statement that language is an arbitrary system of articulated sounds made to use by a group of human as a means of carrying of the affairs to their society³.

Language educators have long used the concepts of four basic language skills: listening, speaking, reading and writing. These four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills" such as grammar, vocabulary, pronunciation and spelling. The four basic skills are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is the productive skill in the oral mode. It likes the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is often connected with listening. For example, the two- way communication makes up for the defect in communicative ability in the traditional learning⁴.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expresses with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences the idea

³ Mulyadi, *Introduction to Linguistics* (Pamekasan: STAIN Pamekasan Press, 2009), 2.

⁴ Supina, "Four Basic Skills Proficiency Based On Students' Perception In Hospitality & Tourism Study Program, Bunda Mulia University", *Journal of English Language and Culture* vol. 8, No. 2 (April 2018), 129-130.

will change to scientific⁵.

According to David Nunan, “Writing is both a physical and a mental act the most basic level. On other hand, writing is the mental work of inventing of ideas. Thinking about how to express them and organize them into statements and paragraph that will be clear to a reader. It also both a process and a product, the writer imagines, organizes, drafts, edits, and reads. This is the process of writing is often cyclical and sometimes disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story, or research report⁶. So based explanation above, writing is the activity to transfer the ideas and to describe a language is understood by someone written so that readers can understand what the writer means.

Of the four skills that must be mastered by students in learning a language, writing skills tend to be more difficult to be mastered. This was experienced by students at MA Az-Zaytun.

MA Az Zaytun is an educational unit at the level of MA in Taman Sareh, Sampang regency. MA Az Zaytun is under the auspices of the Ministry of Religion. MA Az Zaytun is under the auspices of the Ubaidir Rohman Foundation. It is an Islamic oriented institution. Mr. Yassir, S.Pd.I. is the principal of MA Az Zaytun. The Ubaidir Rohman Foundation has three institutions, namely: PAUD Mutiara Hati, MTs Shofyanul Abshor and MA

⁵ Rayendriani Fahmei Lubis, “Writing Narrative Text” *English Education*, vol. 02, no. 01 (January 2014), 61.

⁶ David Nunan, *Practical English Language Teaching* (America: The MC. Grow Hill Companies, 2003), 88.

Az Zaytun. As stated by the English teacher at MA Az Zaytun, in learning narrative text, the students have difficulty in understanding and making narrative paragraphs⁷. This can happen due to many factors. Therefore, the teacher as a determinant of the success of teaching is required to convey teaching materials to students appropriately, for this reason the teacher needs to gain knowledge about teaching methods that can be used in the teaching and learning process. One of the things done is updating the method used so that the learning process can take place conducive and enjoyable. The model applied by Mr. Shofiyan Rahman to make students of MA Az Zaytun can participate more in learning is the cooperative learning model type students team achievement division.

Therefore, the researcher is so excited to research the use of technique of teaching that is done MA Az Zaytun with a nice title chosen here "The Use of Cooperative Learning Student Team Achievement Division as an Alternative Way of Teaching Narrative Texts for First Grade MA Az Zaytun Sampang".

B. Research Focuses

According to Creswell research problem is a general educational issue or concern in research that narrow the topic⁸. From the explanation above, there are some problems that are necessary to be investigated about The Use of Cooperative Learning Student Team Achievement Division As Alternative

⁷ Shofiyan Rahman, The English teacher of first grade of MA Az Zaytun (Direct interview at 08.00 on Wednesday of 28th September 2022)

⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Qualitative and Quantitative* (United State: Pearson Education, 2012), 59.

Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang.

Therefore, the following questions are formulated:

1. How does the teacher apply the Cooperative Learning Student Team Achievement Division (STAD) As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang?
2. What are the advantages and disadvantages of Using Cooperative Learning Student Team Achievement Division As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang?

C. Research Objectives

A purpose of research announces the purpose, scope, and direction of the paper. It tells the reader what to expect in a paper and what are the specific focus will be. It is formulated by statement⁹. From the research problem above, the researcher decides the purposes of this research as the following:

1. To describe the Cooperative Learning Student Team Achievement Division As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang.
2. To explain the advantages and disadvantages of Using Cooperative Learning Student Team Achievement Division As Alternative Way In Teaching Narrative Text For First Grade of MA Az Zaytun Sampang.

D. Significances of Study

The result of this research is fully expected to give some theoretical

⁹ *Pedoman Kepenulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan Press, 2011), 18.

and practical knowledge for the following parties;

1. Theoretically

This research provides beneficial and referential contributions in giving general knowledge of the way to use Cooperative Learning Student Team Achievement Division as alternativeway in teaching Narrative text for first grade of MA Az Zaytun Sampang.

2. Practically

1. For the Teacher

The study can become a reference for teacher in improving teachers' creativity so that the teacher can explore the student's ability and interesting in study.

2. For the Students

This study is able to motivate the students in learning English.

3. For the Researcher

This study can increase the researcher's knowledge especially about teaching method.

E. Definition of Keyterms

The definition of key terms are stated below in order to make everything clear and avoid any misinterpretation¹⁰. In this study, here are some definitions of key terms:

1. Cooperative Learning Student Team Achievement Division

Cooperative learning is a learning method that emphasizes shared attitudes or behavior at work, in other words learning is done by creating

¹⁰ John W. Creswell, *Educational Research...*, 259.

the students in a number of groups that aim to motivate each other among its members to help each other so that goals can be achieved optimally.

2. Narrative Text

Narrative is a type of text that tells a series of events in a chronological system or are interconnected. Narrative text is aimed to tell stories which are about a person or a group of people overcoming problems, show how people react and experiences, explore social and cultural value, and entertain an audience.

F. Previous Studies

Several previous studies are presented to help the researcher in conducting the research. Firstly, Research by Devi Sansan Gustiana entitled Improving The Students' Writing Narrative Text by Applying Cooperative Learning Type Student Teams Achievement Divisions (STAD). This research aimed to analyze the student teams achievement divisions (STAD) technique of cooperative learning approach to improve writing narrative text. This study was a quantitative method and pre-experimental design in this research the subject of the study was implemented in RPL 1 class tenth grade students of SMK Mahardhika Batujajar west Bandung in the 2018-2019 academic years as sample. The data were obtained from several sources including the data analysis of pretest and posttest, then the data analysis of descriptive statistics and N-Gain. The results of this research showed that student teams achievement division (STAD) technique is effective in teaching writing narrative text. The data from classroom observation and students texts

showed the improvement in students writing skill in writing narrative text. The students write a good narrative text with clear generic structures and can understand the linguistic. It could be seen from the average of posttest results was 78.87 and the data average of pretest results in class research was 41.17. The difference score pretest and posttest showed the STAD technique can improve students ability writing narrative text¹¹.

Secondly, a research has been conducted by Rahmansyah entitled The Use Student Team Achievement Division (STAD) to Improve Student Reading Comprehension in Narrative Text. This research aimed to investigate whether the use of Student Team-Achievement Division (STAD) can help students improve students' reading comprehension ability. The sample was the second year students of SMAN 1 Rundeng. The researcher took two classes; XI IPA 1 and XI IPA 2. To obtain the data, there were two techniques used during doing research; experimental teaching and test. Based on the data obtained, it was found that students in experimental class have better achievement than students in control class. It was proved by improvement students' average score from pre-test to post-test in the experimental class. The averages were from 60,95 to 77,14. While the improvement students' average score in control class from pre-test to post-test were from 55,79 to 63,16. Then, the researcher was conducting the independent t-test from pre test and post-test. The result of pre-test is $0,47 > 0,05$. It means that there is no the significant different result between control class and experimental class.

¹¹ Devi Sansan Gustiana, "Improving The Students' Writing Narrative Text by Applying Cooperative Learning Type Student Teams Achievement Divisions (STAD)" *PROJECT (Professional Journal of English Education)* vol. 2, No. 4 (July 2019), np.

While the result of post test is $0,004 < 0,05$. It means that there are the significant different result between control class and experimental class. From the data above, it can be concluded that the students in experimental class have higher achievement after being taught by using Student Team Achievement Division (STAD) technique¹².

In conclusion, after exploring several previous studies, the researcher assumes that this study has similarities and differences from the previous researches described above. Based on the previous researches mentioned above, both this research and the researches conducted by Devi Sansan Gustiana and Rahmansyah discussed about the use of Students Team Achievement Division in learning. And between this research and research conducted by Devi, there is similarity in discussing the use of STAD in writing narrative text. Besides that, there are some differences between this research and other previous researches. The differences lie on the object to be studied, this research took first grade of MA Az Zaytun Sampang. On the other hand, research conducted by Rahmansyah focused on the use of STAD in reading comprehension of narrative text. Meanwhile, this research focuses on the use of STAD in writing narrative text. Whereas, research conducted by Devi Sansan Gustiana used a quantitative method and pre-experimental design and research conducted by Rahmansyah used quantitative method and experimental design. While this research used qualitative descriptive research as the method in conducting the research.

¹² Rahmansyah, "The Use Student Team Achievement Division (STAD) to Improve Students Reading Comprehension in Narrative Text" (Thesis, State Islamic University Darussalam, Banda Aceh, 2019), 11.