CHAPTER I

INTRODUCTION

A. Background of the Study

English is used as a means of communication and it plays an important role in the people's life. As Hutchinson, T and Walters, A says that, " English become accepted as an international language of technology and commerce creates why they were learning a language".[1] This statement expresses that learning English is the key to the international language of technology, commerce and knowledge. Moreover, to face the globalization era, the ability to use English should be prepared.

In Indonesia English has been introduced in many levels of education. It is started from play groups, elementary school, senior high school and universities. For the beginner students, learning English may become something new. Therefore, it is predicted that they will have some difficulties and trouble to learn it.

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[1] Tom Hutchinson and Alan Walters, *English for Specific Purpose*. A Learning-Centered approach, (Cambridge: Cambridge University Press, 1986), p. 29

Based on the writer's observation at SMPN 1 KARANGTANJUNG, the are some problems which students faced in learning English. First, most of students didn't understand about English language than they are lazy to study English language. Second, the students are uninterested in English text, it is caused by their lack of motivation. Therefore, they decide to cheat to their friends when they have to answer the question from English exam. Third, teaching learning process tends to be a teacher centered, which means that the students are passive in teaching learning process. The students only receive the information from the teacher, the teacher dominates in the teaching and learning process.

In addition, students sometimes want to deepen or learn English seriously. but in the end they are embarrassed to ask, because the teacher doesn't ask about what the student's difficulties are in learning English or the teacher doesn't give the opportunity to students to convey their difficulties in learning English. Furthermore, the teacher tends to dominate the teaching learning process. Although the students have low ability, the teacher should not dominate the process. Therefore, the students cannot participate in the classroom and this condition made the students get bored and loses interest in the subject.

For this reason, they need stimulation and motivation to learn English. Motivation is some kind of internal drive that encourages somebody to pursue a course of action.[2] Richard P. Runyon said that. "Motivation plays an important part in everyday living, what we do and how we do it is largely determined by our wants, our needs, and our motivation. Motivation helps to explain the direction of our behavior situation".[3]

In order to make the beginner students have high spirit to learn English, teachers should have various methods and techniques in teaching English. They should try to guide their students seriously. They should give motivation to their students in order that the students study hard.

Motivation in the classroom is an essential component of teaching. Obviously, motivation is a critical issue in education. Motivation involves a students' desire to participate in the learning process. It is also concerned with the reason or goals underlie a student's participation in learning activities. Motivation can be either intrinsic or extrinsic in its source.

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[2] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman Publishing,1983), p. 3

[3] Richard P. Runyon, Psychology of Adjusment, (linois: The Dorsey Press: 1984), p. 81

In teaching both intrinsic and extrinsic motivation are important. Intrinsic motivation increase the effectiveness of learning, and is therefore more desire.

The step Student Teams-Achievement Divisions (STAD), the teacher first presents material, and then students work in teams that are heterogeneous to study together in preparation for a quiz. Each student contributes any rewards to the team. Students earn points for their team based on a comparison of their most recent work and their past average. These team points go toward certificates or other rewards. While individual performance affects group rewards, each individual's grade is based on his or her own work. Extra rewards acted as motivation for students utilize cooperative efforts.[4]

The researcher assumed that this method is appropriate to be used in teaching learning process because (1) STAD makes students actively involved in the classroom activities. (2) Using STAD means that they work together in group and share the information about the subject matter. (3) The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self esteem, liking of class and student attendance. (4) STAD motivates students to encourage and help each

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[4] The Journal of Human Resource and Adult Learning Vol. 5, Num. 1, June 2009

other. (5) It can accelerate student achievement. (6) By team work, passive students are expected to be more active in small group activities. The team members can complement each other's strengths and weaknesses in learning English. (7) And the most important of using this method is that the students will be more comfortable having work with their friend. Based on the background of the research, the objectives of this research are to identify whether and to what extent STAD method can make effective students' motivation in learning English and to describe strength and weakness of implementing STAD in this research

In the teaching of writing we can focus on the product of that writing or on the writing process itself. When concentrating on the product we are only interested in the aim of task and in the end product. Those who advocate a process approach to writing, however, pay attention to the various stages that any piece of writing goes through. By spending time with learners on pre writing phases, editing redrafting, and finally publishing their work, a process approach aims to get to the heart of the various skills that should be employed when writing. One of genres is recount text. According to Grace, recount text is a text that tells the reader or listener what happen in the past through a sequence of events. Based on the

explanation above, the researcher is also interested in conducting a research entitled "The Effectiveness Students' Motivation on Learning English through Student Teams Achievement Divisions Method".[5]

B. Identification of Problem Research.

Based on the background about the effectiveness students' motivation on learning English through student teams achievement divisions method.

Some problems could be identify as follow:

1. Students tended to be passive during the teaching and learning process.

2. Students did not focus to the lesson.

3. They did not listen to the teacher's explanation.

4. The students had low motivation in learning English.

5. The students' attention to the lesson did not last long.

6. Students did not have effort to do the difficult task.

C. Research Question

The problem that will be solved in this study is:

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[5] Jeremy Harmer, third edition, the practice of English language teaching

How is the effectiveness of students' motivation on learning English using the STAD method with the Eight Grades of SMPN 1 KARANGTANJUNG?

D. Objective of Study

The object of this research is to know the effectiveness of students' motivation on learning English using the STAD method.

E. The Significant of the Study

This study is useful to student and teacher, students in STAD receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need a customized answer to a question or solution to a problem. Furthermore, they also found that STAD can improve students' reading skill. So, the students will be more comfortable having work with their friends.

Moreover, researchers will know more about the advantages and disadvantages of using this STAD method. So, the researcher will help students to enjoy learning with their respective groups, while learning English using the STAD method. The finding of this study can be used as teaching guideline by teacher to design the lesson in order to solve the problem of students low in learning English.

F. The limitation of Study

The study of this research is to know how the STAD method effective on students' motivation in learning English with the Eight Grades of SMPN 1 KARANGTANJUNG. The researchers only use reading and recounting text material to effective students in learning English. By using STAD method could improve the students' motivation on learning English.