

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problems, objectives of the research, significance of the research, scope and limitation of the research, hypothesis and organization of the research.

A. Background of the Research

English is an international language (Brown, 2001 : 118). As an international language, it plays an important role in many aspects of life such as education, economic, international relationship, and technology. Besides, English is also very important for career opportunities in the public places. That is why English should be learned by all people in the world as a key to face the globalization era.

Finochiaro (1975 : 10) says that, “ English as one of the subject matters learned by the students is given at any educational level such as elementary school, secondary school and tertiary intermediate level.” Teaching English language covers four main skills, i.e.; listening, speaking, reading and writing. One of the four skills, reading is one of the goals in learning language. Many books, especially scientific books, now are written in English. Students in this day are forced to learn language in context. The teaching of listening, speaking and writing are done in an

integrated way with the teaching of reading. As a result, it demands the students to understand the written language better than another form of language.

According to Bond (1979 : 21) says, “reading comprehension is one of the language skills which become the emphasis of the English teaching in the school. Reading comprehension is a complex activity to understand the meaning of the words”. It means that when the reader reads a material, they get a message from a text. By reading comprehension, learners do not only get some more information or knowledge, but they also can get an enjoyment. In the country, reading without comprehension means nothing.

Reading is a complex process both on its teaching and on its learning (Carnine, 1990 : 01). Reading is one of the language skills which are important for academic success. Reading is the process of reconstructing the writer’s idea written in a text or printed symbols based on the readers’ background knowledge and experience. Furthermore, reading is a skill which must be developed and can only develop by means of extensive and continual practice. Students learn to read and will learn better by reading.

Looking at the importance of reading as elaborated earlier, however, the result of the teaching reading has not been satisfactory yet. According to researcher’s experience, she has done the research in MTs Aswaja Tunggangri when the process of reading learning was going on.

There, English as a foreign language is considered difficult by many students. There are still many students who have problems in reading text. They still have problem in answering the question related to the text finding the main idea, and finding the specific information in the text. Some of the students get difficulties in comprehend the text also. They get difficulty in understanding the difficult word that unfamiliar for them. Beside, sometimes, are afraid of making a mistake and feel shy to read the English text due to their bad pronunciation. When students have no good willing in reading, then, they can do nothing by reading. As a result, their capability in English is categorized low.

From the ideas and problems above, teaching reading for the students in junior high school, therefore, needs appropriate technique in order that the students can be more active and creative in reading class. Teaching English needs creative efforts from the English teachers in order to provide the students with fun and enjoyable learning so that the students will be more interested to learn.

The important point when students read something is the purpose about what they read. Students should have purpose for what they read and what they want to do after reading a text. If the students do not have a purpose before reading something, they will not get the point of the sentence not get the information of the text.

In teaching English reading in junior high school, the teacher should pay attention not only how the right implementation of the techniques are suited to the student characteristics in junior high school but also on students participation in classroom activities that simultaneously will promote the development of reading skill. It is the target to create the teaching learning process becomes more interesting and effective for the students of junior high school as the adolescent learners in order to reach the goal of learning.

According to Robinson (1975 : 08) reading cannot take place comprehending, therefore comprehension strategies must be one of the most important of any reading. The ultimate challenge for a teacher knows exactly which strategy is useful and most beneficial in teaching reading. Here, intelligence is one of factors that affect the students needed. Students who have high intelligence need different strategies compared to those who have how low or average intelligence. Therefore, the teacher should provide them with suitable strategies based on the students need. Such a condition obviously needs an alternative solution. One of the alternative solutions is by student team achievement division (STAD) in reading comprehension.

Slavin (1995 : 33) says that the use of heterogeneous groups according to academic proficiency is one of the more contentious issues in cooperative learning. Some researchers fear that high achievers when mixed with low achieves will end up feeling bored and the low achievers

will feel intimidated group is the core of most cooperative learning activities. In this group activities that used by the writer is formed random, where the students in the classroom climate consist of interaction in the ways the people with in the classroom interact with each other.

Freeman (1994 : 154) noted that when students work collaboratively diversity is an asset to be celebrated since the varied experiences, knowledge, and interests students in each group bring to the task at hand add to the potential for learning every school, classroom or instructional groups has its own climate. So, it is important for the teacher to manage the school, classroom or instructional group better and that classroom climate influences the communication between students.

A teacher should select a suitable technique to the students in order to makes the students motivated to learn more and achieve a good score. There are so many techniques that can be used to teach reading comprehension. The teachers are responsible to choose kind of technique in teaching reading comprehension based on the method that is applied in the teaching and learning and the level of students. Student team achievement division (STAD) is one of technique that can be used in teaching English. This learning technique makes the students understand the English language subject actively, creatively, effectively and fun. Student team achievement division (STAD) makes students enjoy in learning reading comprehension and they will get active in teaching learning process by sharing and discussion. Through using student team achievement division

(STAD) technique they also will get easy to understand about the text. By applying the student team achievement division (STAD) technique the students' reading comprehension will be better.

Therefore, the researcher tries to apply student team achievement division (STAD) in teaching reading comprehension in MTs Aswaja Tunggangri Kalidawir with the aim students' mastery about the reading comprehension is increased.

Based on the description above, the researcher is interested in conducting a study entitled **“The Effectiveness of Student Team Achievement Division (STAD) Technique in Teaching Reading Comprehension to the Eight Grade Students at MTs Aswaja Tunggangri Kalidawir”**.

B. Research Problems

The research problems purposed in this study cover:

1. How is the students' achievement in reading comprehension taught without using student team achievement division (STAD) technique?
2. How is the students' achievement in reading comprehension taught using student team achievement division (STAD) technique?
3. Is there any significant different in the score reading comprehension between the students taught without using student team achievement

division (STAD) technique and those taught using student team achievement division (STAD) technique?

C. Objectives of the Research

Based on the research problems the objectives of the research will be as follow:

1. To find out the students' achievement in reading comprehension taught without using student team achievement division (STAD) technique.
2. To find out the students' achievement in reading comprehension taught using student team achievement division (STAD) technique.
3. To find out whether there is any significant difference or not in the score in reading comprehension between students taught using student team achievement division (STAD) technique and those taught without using student team achievement division (STAD) technique.

D. Significance of the Research

The researcher hopes that the results of the research give contribution to:

1. The Students of English Department

This research can enrich their knowledge about student team achievement division (STAD) technique in their reading practice.

2. The Teachers

This research can give a contribution to other teachers to innovate learning technique, especially utilizing student team achievement

division (STAD) technique, so that they can increase both teaching quality.

3. The Readers

The teachers of school can conduct this research for other subject material especially by student team achievement division (STAD) technique. It means for developing and increasing the students' learning achievement and learning performance. At last, the improvement of learning achievement can give a good effect to increase a credibility of the institution.

4. For the Researcher

The researcher can enrich her method of teaching reading because it gives some knowledge about student team achievement division (STAD) technique on reading comprehension. Therefore, the researcher knows the benefit of teaching reading by using student team achievement division (STAD) technique; the researcher gets useful experiences in teaching English reading using student team achievement division (STAD) technique.

E. Scope and Limitation of the Research

1. Scope of the research

The scope of this research includes teaching reading using student team achievement division (STAD) to make easy used the student team achievement division (STAD) technique in teaching

reading comprehension. This research will be conducted on MTs Aswaja Tunggangri Kalidawir.

2. Limitation of the research

The subject of the research is the eight grade students of MTs Aswaja Tunggangri Kalidawir. In order that the research focuses, it is limited only on the eighth grade.

F. Hypothesis

From the problem the researcher has stated above, the researcher submit the hypothesis of the research as follow:

1. Alternative Hypothesis (Ha)

There is different score of students' reading comprehension by taught without using student team achievement division (STAD) technique and taught using student team achievement division (STAD) technique on the eight grade students of MTs Aswaja Tunggangri Kalidawir.

2. Null Hypothesis

There is no different score effect of students' reading comprehension by taught without using student team achievement division (STAD) technique and taught using student team achievement division (STAD) technique on the eighth grade students of MTs Aswaja Tunggangri Kalidawir.

G. Definitions of the Key Terms

In this part, there is some explanation from the title mentioned in the previous items. The title “The effectiveness of student team achievement division (STAD) technique in teaching reading comprehension of the eight grade student of MTs Aswaja Tunggangri Kalidawir”.

The definition of key terms is as follow:

1. Teaching

Practice teaching is intended to give student teachers experience of classroom teaching, an opportunity to apply the information and skills they have studied in their teacher education program and a chance to acquire basic teaching skills.

2. Student Team Achievement Division (STAD)

Student Team-Achievement Division (STAD) is one of the cooperative learning system in order to make students work together and check that all group members can explain what their group has. In STAD, students study with 3-4 team members following a teacher presentation.

3. Team Study

The team is the most important feature in student team achievement division (STAD) technique. Teams are composed of three or four students who represent across-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of

teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

4. Test or Quizzes

Here every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

5. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student's team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

6. Reading Comprehension

A person may read in order to gain information or verify existing knowledge, or in order to critique writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read.

H. Organization of the Research

The organization of the research paper is given in order to make the readers understand the content of the paper.

Chapter I is introduction, it deals with the background of the research, research problems, objectives of the research, significance of the research, scope and limitation of the research, hypothesis, definition of the key terms and organization of the research.

Chapter II reviews of literature. It consist of underlying theories that include the definition of reading, reading skill, aims of reading, reading comprehension, factor influencing reading comprehension, definition of teaching, teaching reading comprehension, the steps of teaching-learning process of reading comprehension, the principles behind the teaching of reading, a general introductory of student team achievement division (STAD), the components of student team achievement division (STAD), the process of student team achievement division (STAD) technique in the classroom and the characteristics of junior high school students.

Chapter III is the research method it covers: research design, population and sample, research instrument, data collecting method and technique data analysis.

Chapter IV deals with result and discussion of the result of research that contain of data presentation, data analysis and hypothesis testing and discussion.

Chapter V presents the conclusion of the research and suggestion for further research.