**CHAPTER I**

**INTRODUCTION**

This chapter presents background of the study, formulation of the research problem, purpose of the study, significance of the research, scope and limitation of the study, the hypothesis of the study, definition of key terms and research paper organization.

1. **Background of the Study**

The term language is very rarely accounted for by the community in their daily business, they just take it for granted that the language is used to conduct communication to other paying no attention on what language is, how and why people use it. They ignore about the language inspite of the essence of the language existence, we can not imagine a society making use no language as a means of communication in the daily business. Language is used for communication to transfer or to explain idea or knowledge to another person. It means that without language human can not develop their idea and their culture. (Dwi setiyadi,1991: 1)

Language is quintessentially human. We use spoken language every day, face-to-face, as a means of communication and written language allows us, to record and hold on to our history across generations. Language itself is very complex. It has a sound system that allows us to use numerous distinct words, vocabulary of some 50,000 to 100,000 terms for many adults, and a series of constructions for relating these words. It allows us to express innumerable ideas, describe events, tell stories, recite poems, buy, sell, or bargain in markets, administer legal systems, make political speeches, and do the myriad other activities that make up the societies we live in. Language allows us to coordinate what we do with others, relay information, find out answers, and carry out everyday activities – gossiping, making puns, writing memos, reading newspaper, learning histories, enjoying novels, greeting friends, telling stories, selling cars, reading instructions-the list is unending. Language calls for an intricate web of skills we usually take for granted. It is an integral part of everyday life that we rely on to convey wants and needs, thoughts, concerns, and plans. Using language seems as natural as breathing or walking. (Clark, 2003:1)

English is international language; it’s used by most of the people in the world. In Indonesia, English is one of foreign language. The application of teaching and learning process undergoes many problems because teaching English is difficult from teaching other language such as: Indonesia, Javanese, etc. The teacher can not do the teaching and learning process will not run well, and object of teaching will be difficult to be achieved.

In learning a foreign language, the students should be able to practice in four skills. They are reading, listening, speaking, and writing. The language components like structure, vocabulary, pronunciation, and spelling are taught to support the four skills.

The reading skill become very important in the education field, students need to be exercised and trained in order to have a good reading. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they fail in their study or least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to successed in their study.

There are many problems faced by the students in reading. Some of them don’t understand about the meaning of the words and lack in vocabularies. Some of them think reading is boring activity with contacted role. The teaching and learning process in the class only read the text and answers the question based on it. This condition and situation caused some of the students feel bored when they joint in the reading class.

Some students in Indonesia felt afraid to study English, especially in reading. They assume that English is most difficult language to master. They must remember many vocabularies in order to understand the meaning of text. Because of the thing above, most of the students in Indonesia are lazy to study English. For example, the Javanese always speak in Javanese language or Indonesia language in their daily activities, and same like that in order place in Indonesia. If the students want to try to speak in other language, they will get the difficulties. It’s also happened if the students try to speak in English, they may get the difficulties. So that, the students will be lazy.

As an English teacher, we have to be able to find an interesting technique or method in teaching English especially in mastering reading comprehension. The teacher should be able to find and use the right technique or method which is suitable with the students’ condition. With the condition of the students in order increase their motivation in studying especially in reading class.

Based on the explanation above, the writer is interested to find out the effects of treatment with (Student Team Achievement Divisions) STAD technique. Many of teachers assume that the use of cooperative learning STAD technique is suitable for the student’s achievement in English. In the STAD technique of cooperative learning students in heterogeneous teams help each other by using a variety of cooperative study methods and quizzing procedures. Students within a given class are divided into four members learning teams, with representatives of sexes, various racial or ethnic group, and high, averages, and low achievers on each team. Team member use work sheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another or carrying on team discussion.

Based on the background, the writer wants to do the research about English teaching and learning the students of MTs Sunan Ampel Ringinrejo Kediri. Finally the writer takes the title “Effectiveness of using (Student Team Achievement Divisions) STAD technique on the Reading Comprehension Achievement of the Second year Students at MTs Sunan Ampel Ringinrejo Kediri in the Academic Year 2011/2012”

1. **Formulation of The Research Problem**

Based on the background of study above, the problem of the study is how effective is teaching using STAD technique toward reading comprehension achievement of the second year students at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012?

1. **Purpose of The Study**

Based on the formulation of the problem above, the purpose of the problem study is to know the effective is teaching using STAD technique toward reading comprehension achievement of the second year student at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012

1. **Significance of The research**

The result of this study is expected to give contribution for the teacher as feed back to improve their technique and system in teaching English especially in reading comprehension on narrative text.

The researcher hopes that the result of this study is expected to give feed back to motivate the student’s selves to get a good result especially in reading comprehension on narrative text.

This research is expected to be used as a reference in conducting further research in the same field.

1. **Scope And Limitation of The Study**

The study is conducted at MTs Sunan Ampel Ringinrejo Kediri and focus of the study is to know the significant influence on the student’s reading comprehension achievement by using (student teams achievement division) STAD technique, especially the reading comprehension which are related to the second years of MTs Sunan Ampel Ringinrejo Kediri.The topic is narrative text.

1. **The Hypothesis of The Study**

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement,the writer has two hypothesis,namely:

1. Ha(The alternative hypothesis): there is significant influence of using STAD as technique of teaching reading on student’s achievement in mastering reading to the second years of MTs Sunan Ampel Ringinrejo Kediri.
2. Ho (null hypothesis): there is no significant influence of using STAD as technique of teaching reading on student’s achievement in mastering reading to the second years of MTs Sunan Ampel Ringinrejo Kediri.
3. **Definition of Key Terms**
   1. Effectiveness in this research the effectiveness is significant increase of students’score after being taught by using(Student Team Achievement Divisions) STAD technique
   2. Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended ,based on data from the text and from the reader’s prior knowledge.(Mikulecky,2011:5)
   3. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading. (Snow,2002:11)
   4. STAD (Student Team Achievement Divisions) is a technique of cooperative learning students in heterogeneous teams helps each other by using a variety of cooperative study methods and quizzing procedures. Students within a given class are divided into four or five members learning teams, with representatives of sexes, various racial or ethnic group, and high, averages, and low achievers on each team. Team member use work sheets or other study devices to master the academic materials and then help each other learn the materials through tutoring, quizzing one another or carrying on team discussion. (Kuntjojo, 2009:16).
4. **Research Paper Organization**

The organization of the research paper is given in order to make the readers understand the content of the paper. Chapter I is introduction which deals with the background of the study, formulation of the research problems, purposes of the study, significance of the research, scope and limitation of the study, hypothesis of the study, definition of the key terms, research paper organization. Chapter II is theoretical background or review of related literature. It consists of underlying theories that include the definition of reading, teaching reading, the principles behind the teaching o reading, narrative text, the characteristic students of junior high school, STAD (students tem achievement division), the components of STAD, the process of STAD technique in the classroom, and previous studies. Chapter III is the research method. It covers: research design, population, sampling, and sample, variable of research, data collection method and instrument, the validity of test, the reliability of test, and technique of data analysis. Chapter IV is research finding. It deals with result and discussion of the study that is loaded of result that contain of data presentation, hypothesis testing and discussion. Chapter V is conclusion and suggestion. It presents the conclusion of the study and suggestion for the teacher, the students, and for the future researcher.