

CHAPTER I

INTRODUCTION

The chapter provides background, statements of the problem, aims of the study, scope of the study, significance of the study, research design, research instrument, data collection, clarification of key terms and organization of paper.

1.1 Background

Reading is considered an important aspect for students in their language learning because reading is a constantly developing skill (Johnson, 2008). It is also supposed to be an aspect to develop self confidence and motivation within the students in dealing with difficulties in academic reading, particularly in learning English in junior high school.

Reading is not only supposed to be one of the keys to increase knowledge (Lems, 2010) but it is also important to support people in this global era of information in which people are enclosed with so many reading materials. For people who live in countries in which the status of English is a foreign language, a good skill in reading comprehension is also important. This significance emerges because reading comprehension skill enables them to keep up with the latest development in the world.

According to Brown (2001), reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second

language learners who are already literate in their native language. It means that reading strategies are important to help students comprehend the text well.

Moreover, in the context of Indonesia, one of the English teaching goals in school-level curriculum of junior high school grade VII is to enable students to develop their skills on oral (listening and speaking) and written (reading and writing) English in functional level of literacy. Regarding the reading skill, it is stated in competence standard number 11 that the students are expected to be able to comprehend the written functional text and short simple essay in forms of descriptive and procedure that are related to the students' environment. It is obvious from the statement that two kinds of texts namely descriptive and procedure are taught to the VII grade students. This study employs descriptive text as the topic of investigation since it helps students knowing how to describe something.

Based on a small observation in a classroom during Teaching Practicum Program (*Program Latihan Profesi*) in junior high school, most of classes generally consist of a large number of students, where each class can consists of 40 to 50 students. Therefore, the application of appropriate method is very important to cope with that big number of students. Inappropriate method will result in a lack of students' interests. However, most of Indonesian students who learn English encounter many difficulties in understanding what the contents of the text. The result of the small observation shows that the students feel tired to read texts in English textbooks because most of the texts are not interesting and hard to understand. Thus, it makes the students easily bored.

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Based on the aforementioned elaboration, the teachers should find a way to help students in developing their interest. This study applies cooperative learning method to create a condition for students in order to have an opportunity to get better results for their academic achievement in the different situation. Roger T. and David W. Johnson (2002) report on the research studies of an overview of cooperative learning. The result of studies shows that cooperative is effective in the classroom; it can support students' motivation and make positive achievement in the classroom.

There are many techniques in cooperative learning which have been developed and comprehensively researched by different branches of philosophy and psychology (Slavin, 1995) such as Jigsaw, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), Number Heads Together, Student Team- Achievement Divisions (STAD), and Partnership. The study applies Student Teams-Achievement Divisions (STAD) in teaching descriptive text since this technique is simple and suitable for teaching reading. Besides, this is also the first time for the researcher to use this kind of technique. In accordance with Slavin (1995) who states that STAD is the simplest and the best technique for teachers who use cooperative learning method for the first time.

1.2 Statements of the Problem

The study is conducted to answer the following questions:

1. Is the implementation of Student Teams-Achievement Divisions (STAD) effective in teaching reading comprehension using descriptive text?

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2. What are students' opinions toward the implementation of Student Teams-Achievement Divisions (STAD) in teaching reading comprehension using descriptive text?

1.3 The Aims of the Study

The study is conducted to achieve the following objectives:

1. To find out whether the implementation of Students Teams-Achievement Divisions (STAD) is effective in teaching reading descriptive text.
2. To find out students' opinions toward the implementation of Students Teams-Achievement Divisions (STAD) in teaching reading descriptive text.

1.4 Scope of the Study

The study is focused on the implementation of Student Teams-Achievement Divisions (STAD) as teaching reading descriptive text technique in EFL classroom in enhancing students' reading comprehension. In addition, the researcher attempts to find out students' opinions toward the implementation of STAD. This study is applied in one of junior high schools located in Bandung.

1.5 Significance of the Study

This result of the study is expected to highlight the implementation of STAD technique in teaching reading descriptive text. Besides, this study is expected to enhance students' and teachers' knowledge related to reading comprehension and

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develop students' and teachers' creativity in the teaching and learning process of reading. Finally, it may encourage other researchers to follow up and develop the study further and provide some informative input to conduct another investigation in the same field with different interest.

1.6 Research Methodology

1.6.1 Research Design

For the design, this study uses quasi-experimental design. It is applied since the population of the study is the students of class VII junior high school in Bandung in two classes namely class VII A and VII C.

In this case, the implementation of Student Teams-Achievement Divisions (STAD) in teaching reading descriptive text is the treatment. The experimental group receives the treatment while the control group does not receive the treatment. Both groups receive the pre-test and post-test as the tool to measure the students' achievement.

1.6.2 Research Instrument

There are some instruments used in this research. They are reading comprehension tests, pre-test and post-test, questionnaire and interview.

1. Pre-test. This is given to both experimental and control groups before the treatment of STAD technique is given. This pre-test is aimed at investigating the equal abilities of the two groups.

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2. Post-test. This is given to both experimental and control groups to find out the students' reading comprehension achievement after the treatments are given.
3. Questionnaire. It is used to find out students' opinions about the STAD technique.
4. Interview. It is used to gain the students' opinions about the effectiveness of implementing STAD technique in the class.

1.6.3 Data Collection

In collecting data, this study follows some stages, they are:

1. Pre-test. Reading comprehension test is given to both experimental and control groups to measure student's reading comprehension.
2. Post-test. Reading comprehension test is given to both experimental and control groups at the end of the research. The aim of this test is to measure student's reading comprehension.
3. Questionnaire. The questionnaire is distributed to the students at the end of the study which are about the implementation of STAD technique.
4. Interview. The students give their own opinions to support the result from questionnaire.

1.6.4 Clarification of Key Terms

There are some terms used in this study that needs clarification to keep away from inappropriate understanding, they are:

1. Reading

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Reading is the practice of using text to create meaning (Johnson, 2008).

2. Reading comprehension

Reading comprehension is an ability to construct meaning from a given written text (Lems, 2010).

3. Descriptive Text

Descriptive Text is a text that describes a particular person, animal, place or thing and function to tell about the subject by describing its specific features (Anderson and Anderson, 1998:26).

4. Effectiveness refers to different effects which determine a better result in reading teaching process through the implementation of STAD.

5. Cooperative Learning in this study is one of the teaching methods in which students work in groups of four or five and are expected to help one another to discuss, argue and share information or knowledge to help academic achievement (Slavin, 1995).

6. Student Teams-Achievement Divisions (STAD) is one of the cooperative learning techniques in which students work in groups of four. They are responsible for discussing and working in group before answering quizzes individually (Slavin, 1995).

1.7 Organization of Paper

This organization of this research paper will be as follows:

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Chapter I : Introduction

This chapter contains background, statements of the problem, aims of the study, scope of the study, significance of the study, and research design, research instrument, data collection, clarification of key terms and organization of paper. **Chapter II :**

Theoretical Foundation

This chapter consists of the theories and other related references about reading, reading comprehension, descriptive text, and STAD technique of cooperative learning method which bases this study.

Chapter III : Research Methodology

This chapter presents the research methodology that discusses the design used, formulation of problems, hypothesis, data collection, research procedures, and data analysis.

Chapter IV : Findings and Discussion

This chapter presents the findings of the study and analyzes those findings in discussion are analyzed and presented clearly.

Chapter V : Conclusion and Suggestion

This chapter presents the conclusion and several suggestions of the study, it benefits in common and practitioners of education in particular.