

CHAPTER I

INTRODUCTION

This chapter provides an overview that includes background, statements of the problem, aims of the study, scope of the study, significance of the study, clarification of key terms, and organization of paper.

1.1 Background of the Study

Since reading is considered as an important skill in learning English, it is expected to be taught in the classroom and students are expected to be able to understand and comprehend the text. Even, the essential of learning reading especially for junior high school is clearly stated in KTSP 2006 or school-based curriculum. Unfortunately, research on reading skill in Indonesia has discovered that students' reading comprehension skill is still far from satisfactory (Sukyadi & Hasanah, 2010). It means that many Indonesian students still have inadequate ability to comprehend reading texts.

Swan (1975) found several things that can go wrong when students try to comprehend the text. They are as follows: (1) The students may read slowly and carefully, pay a lot of attention to some important points, but without succeeding in getting idea of the whole text, (2) they may pay attention to detail and have a good idea in general meaning, but they misunderstand particular points, (3) some of students interpret the text based on their own experience, so that they find it difficult to separate what the writer means from what they feel. In addition, the students' lack of vocabulary may also cause the difficulties in understanding a text in English (Pusparini, 2013). The lack of ability in vocabulary makes the students difficult in identifying specific information in the text, and grasping the main idea and the

implicit information (inference). Moreover, the obstacle in comprehending the text may be related to teacher's method or technique in teaching reading. In many schools, reading instruction still focuses on pronouncing words correctly and fluently and translating the text.

Therefore, it is necessary for teachers to find an effective technique in teaching reading to solve the students' problems in order to have better reading comprehension skill. The teachers may apply the technique which allows the students to work in group and share their ideas cooperatively when they have difficulties in identifying the supporting details of the text. According to Brown (2001) teacher should take a role as a facilitator who offers guidance to the students in creating an interesting lesson. Regarding to that situation, Student Team-Achievement Division is considered as a technique to solve the problems.

According to Slavin (2005, p. 143), STAD is the most flexible technique in cooperative method because it can be applied in variety level of classes, subject matter areas, and characteristics of school. In this cooperative learning type, the teaching begins with a class presentation because the students should know what they are going to learn. After that, students are divided into groups of four or five with different academic levels, sexes, and background ethnics. In the group, all of the members discuss the material and work cooperatively. Next, each student has to take the quiz individually in order to test the students' comprehension. The quiz uses the same topic with the material.

Furthermore, like other Cooperative Learning methods, students in each team of STAD class have the group goals that they needed to help other members in their team to reach. It creates a team spirit and also subconsciously promotes student-student interactions (Warawudhi, 2012). Besides, there is also team recognition in which each team may earn prizes or rewards if their scores exceed some criteria. The theoretical rationale for the group rewards is that if students value the success of the group, they will encourage and help one another to achieve (Slavin, 1996)

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THE EFFECTIVENESS OF STUDENT TEAM-ACHIEVEMENT DIVISION (STAD) IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION

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Willingness to gain rewards automatically forces higher achiever to assist lower achiever. The STAD method is therefore an alternative solution which may be used in teaching a large class with mixed-ability students.

There are some previous studies related to STAD technique. Van Wyk (2012) concluded that STAD can promote positive attitudes, show better achievements, and motivate students to learn. In addition, Aprianti et al (2013) found that STAD can increase students' motivation and improve students' ability in reading and comprehending recount texts. The improvement can be seen from the students' result from the first test to the last test. It was seen from the result of observation sheets that showed the percentage of students' activity in every meeting. Furthermore, Anto et al (2013) also state that STAD is more effective to be used in teaching reading than conventional method. In STAD classroom, students have better reading competence than students in conventional classroom do.

Observing the implementation of STAD, this study investigates not only the effectiveness of STAD in improving junior high school students' comprehension in reading, but also students' responses toward the use of STAD technique in their reading activity.

1.2 Statements of the Problem

This study is conducted to answer the following research questions:

1. Is STAD technique effective in improving junior high school students' reading comprehension?
2. What are the students' responses toward STAD in teaching reading comprehension?

1.3 Aims of the Study

The aims of this study are to find out the effectiveness of STAD in improving junior high school students' reading comprehension and to find out students'

responses toward the use of STAD technique in their reading comprehension activities.

1.4 Scope of the Study

This study limits its investigation into two aspects. The first one is the effectiveness of the STAD technique in improving junior high school students' reading comprehension. The second one is about the learners' responses toward the use of STAD in their reading activity. This study is conducted in one of junior high schools located in Bandung.

1.5 Significance of the Study

This study is expected to help the writer to enrich the knowledge about STAD technique in teaching reading to junior high school students. Furthermore, this study makes the teachers more realize that STAD is worth trying in teaching reading comprehension especially in junior high school. This study also helps students to improve their ability in comprehending the English text in learning process and also to gain their self confidence in expressing their idea.

1.6 Clarification of Key Terms

In order to avoid misunderstanding, there are some terms that need to be clarified in this study, as follows.

1. Reading comprehension refers to activity that requires the ability of reading to get the correct messages from the text which is intended for the readers (Nuttal, 1996, as cited in Gilakjani and Ahmadi, 2011). Reading comprehension in this study refers to the language skill which was taught to the students in the experimental group and the control group by using different technique.
2. Effectiveness in this study refers to a measurement of student's improvement in reading comprehension based on t-test scores, which determine a better result of the implementation of STAD in teaching reading comprehension.

3. Student Teams-Achievement Divisions (STAD) in this study refers to instructional technique that involves students to work in groups of four or five cooperatively in order to enhance students' comprehension of a text which covers: identifying main idea, identifying supporting detail, vocabulary, and making inferences. In this study, this technique was used in the experimental group to teach reading comprehension.

1.7 Organization of Paper

Chapter I is introduction. This chapter provides information about background of the study, statements of the problem, aims of the study, scope of the study, significance of the study, clarification of key terms and organization of paper.

Chapter II is Theoretical Foundation of the Study. This chapter consists of the theories and findings from other related research about teaching reading comprehension and STAD technique of cooperative learning.

Chapter III is Research Methodology. This chapter presents the methodology of the study, which includes the method and the design used, research instrument, hypothesis, data collection, research procedure, and data collection.

Chapter IV is Findings and Discussions. This chapter discusses the findings of the study and analyzes those findings in discussions to answer the research questions.

Chapter V is Conclusion and Suggestion. This chapter presents the conclusion from the findings and also several suggestions of this study for English teachers and further study.