

CHAPTER I

INTRODUCTION

This chapter presents an overview of this study. This chapter consists of the whole contents of the study including the background, research questions, aims of the study, the scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the Study

It has been widely known that reading is one of the most crucial skills that need to be trained in learning a language. Reading is the most important skill in academic context to master in order to ensure success for EFL of ESL learners (Anderson, 2003). In line with this, reading is also stated as the process in which readers learn something from what they read and involve it in academic context as a part of education meaning that the success of someone's study depends on the greater of their ability to read (Grabe, 2009). However, even though reading is considered important in academic world, the process of teaching and learning reading comprehension does not free from problems.

In countries, especially Indonesia, where English is taught as a foreign language, there are a number of problems faced by the students in dealing with reading comprehension (Pratama, 2013). Further in his research, he stated several problems encountered by the students in reading comprehension. The problems are vocabulary mastery, low interest in reading, and also strategies in teaching reading comprehension itself such as the teacher did not give chances to the students to share their thought about the texts they read. Moreover, One of the problems of reading comprehension encountered by the students in Indonesia is the students have not mastered the lexical items such as vocabulary (Maulizan, 2015). Furthermore, he states in his study that students find reading a difficult and boring activity.

Regarding this, there must be a suitable method for teaching reading in which students can comprehend the text better whilst sharing their ideas with their peers. In line

with that, one of the suggested methods proposed by Slavin (1995) is learning through cooperative learning with Students Team Achievement Division (STAD) technique. It is a part of group work of teaching-learning techniques where students can interact with their peers to acquire and practice the elements of a subject matter or to solve the problem in teaching-learning process (Durukan, 2010). In other words, students can share their ideas about the subject matter, develop their ability to work as a team, and train them to make their own decision in a group. Moreover, learning through cooperative creates a comfortable non-stressful environment for learning and practicing English (Wichadee, 2006). Furthermore, it helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another. Cooperative learning also encourages students to know how to learn and work together in a group to solve the problems that occurs in learning (Robert, 2004). In other words, cooperative learning creates a non-stressful learning experience for the students. Knowing the benefits of cooperative learning, a number of researches had been conducted to help students improve their reading comprehension

A study conducted by Wisnuwardana (2013) reports the success of learning through cooperative learning method. From this study, it shows that learning through cooperative learning can increase students' reading comprehension skill. In line with this, Nuary (2015) also shows positive result in her study conducted by her regarding cooperative learning for junior high school students in Surakarta.

Thus, based on the above arguments, the present study plans to investigate the use of cooperative learning with STAD technique in teaching reading comprehension to the ninth grade students in a junior high school in Garut on the title: "The Implementation of Cooperative Learning: Students Team Achievement Division in Improving Students' Reading Comprehension".

1.2 Questions of the Study

Based on the background of this research, the purpose of the study is intended to answer these two questions:

1. How is STAD technique implemented in improving students' reading comprehension?
2. How do the students' respond towards the use STAD which is intended for improving students' reading comprehension?

1.3 Aims of the Study

Based on the research questions above, the study is aimed to reach two goals. The first is to find out how cooperative learning with STAD technique is implemented in improving students' reading comprehension. The second is to find out the students' responses towards the implementation of cooperative learning with STAD technique itself.

1.4 Scope of the Study

This study limits its investigation into two aspects. The first is on how cooperative learning with STAD technique is implemented in the process of improving students' reading comprehension. This study was conducted in a junior high school in Garut. The second is about the learners' responses on the implementation of cooperative learning with STAD technique in their reading activity. Those concerns are within the context of English as foreign language. Furthermore, this study was conducted in only three meetings. Longer meetings may expose better result of the study.

1.5 Significance of the Research

The results of the study are expected to give some significance not only theoretically and practically but also professionally.

Theoretically, the research findings of this study can be used to enrich theories and methods in teaching reading to junior high school learners. Practically, the result of this study can be used to enrich the strategy in teaching reading comprehension. The teachers are also expected to apply in the class to help students in developing their reading comprehension. In other words, this study will hopefully be able to help the students in comprehending a text. Professionally, it is expected to give benefits for policy makers and other professional institution in education to develop school curriculum in order to help students' reading comprehension.

1.6 Definition of Key Term

In order to make the readers clearly understand, the researcher will state some operational definitions of the key terms used including reading comprehension and cooperative learning with STAD technique.

- **Reading Comprehension**

Reading comprehension is the students' ability in understanding a reading text especially in finding words meaning, specific information, main idea and textual reference of the text that they have read.

- **Cooperative Learning with STAD Technique**

Cooperative learning with STAD technique is defined as a method used by the researcher to improve the students' reading comprehension in which the teaching and learning process is mainly in a group learning activities. Each group discussion consists of 4-5 students. Each group then has to work cooperatively in reading and discussing the material or task given by teacher and every member of group has individual responsibility.

1.7 Organization of the Paper

This paper is organized into five chapters, the first chapter is introduction. This section contains introduction which discusses the background of the study, research

questions, aims of the study, the scope of the study, significance of the study, clarification of the study, clarification of key terms and the organization of the paper.

The second chapter is theoretical foundation. This section focuses on the theoretical foundation that is relevant to the study, with the use of cooperative learning with STAD technique as a method in teaching reading comprehension as the main issue.

The third chapter is research methodology. This part gives clear discussion about the research method employed to the study that includes the research design, site and participants, data collection, and data analysis.

The fourth chapter is findings and discussion. In this part, the analysis and discussion of the results of this study are presented.

The fifth chapter is conclusion. This chapter presents the conclusion of the study and also provides the recommendations in accordance with the study.