

CHAPTER I

INTRODUCTION

A. Rationale

The purpose of teaching English as a foreign language in Junior High School in Indonesia is to develop students' ability to communicate in English both orally and writtenly. Therefore, there are four language skills that are learned: listening, speaking, reading and writing. Among the four skills, Flauben in Harrison states about how importance the reading skill mastery:

Do not read, as children do, to amuse yourself, or like the ambitious, for the purpose of instruction. No, read in order to live.¹

It reminds us that reading not only increases our life skills and extends our knowledge, it goes much deeper. The reason is that in many aspects reading determines how we are able to think, that it has fundamental effect on the development of the imagination, and thus exerts a powerful influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming.

Moreover, Al Quran has talked about the importance of reading in a long time. It is proposed as the way to make the stupidity disappear in this

¹ Harrison, *Understanding Reading Development*, (London: SAGE Publications, 2004), p.3

world, they are the key for a successful academic life, a wider horizon and access to new knowledge and information. Allah says in the Holy Quran:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾
الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

In the line of this importance, a major goal of reading comprehension instruction is to help students develop the knowledge, skills, and strategies to become proficient and independent readers.² However, although researches have revealed a great deal of information about how readers get meaning from what they read and about the kinds of explicit instruction and activities that are most successful in helping students to become good readers, recent classroom observation studies indicate that the conventional method used by many teachers nowadays does not give enough chance for students to explore their knowledge in the teaching and learning process.

The conventional method that is usually seen in the classroom reading activity refers to the activities of making a list of difficult words, translating their meaning into L1 (first language), asking students to read loudly and/or silently, and having students answer the questions related to the text. These kinds of teaching method may result in negative effects on students' reading skill. For instance, students may read slowly and carefully and pay attention to individual points, but without succeeding in getting a clear idea of the overall meaning of the text.

² Lehr and Osborn, *A Focus on Reading Comprehension*, (Honolulu: PREL, 2001), p.3

Another problem is lack of students' participation in the classroom. Most teachers in Indonesia are still using teacher-centered approach in their classrooms. Teachers usually write down the points of reading material, such as the purpose, rhetorical steps and eventually the main ideas of the text on the board. Afterwards, students copy what teachers note down on the board. This kind of teacher's domination also results in passivity of students' participation in the classroom.

In MTsN Amawang - Kandangan, the school where the pre-research has been conducted, it is found that teachers face problems in teaching reading comprehension especially on the eighth grade. Teachers are confused in choosing technique of teaching reading and they have difficulty in motivating students. In addition, the eighth grade students also have difficulty in understanding reading text. It can be seen in learning activity that students are confused how to get the idea in a text, they also get bored in their lesson. They are passive in the class and do not pay attention to their teachers. To solve those problems, the teachers need to find an effective way in teaching and learning process in order to help the students understand the reading text and make them motivated in learning.

Based on those problems, it is necessary to conduct a study by applying technique in cooperative learning approach namely Student Teams Achievement Division (STAD). This technique is developed by Robert Slavin and his friends in John Hopkin University.³ In this technique students are divided into cooperative groups which every group consists of 4 – 5

³ Rusman, *Model – Model Pembelajaran: Mengembangkan profesionalisme Guru*, (Jakarta: PT RajaGrafindo Persada, 2010), p.212

persons and give the priority to class heterogeneity in academic achievement, gender and ethnic.⁴ This type of cooperative learning as Miller and Peterson find that it appears to promise positive effects for students, both with and without disabilities, as reflected in increased academic achievement and improved social attitudes and behavior.⁵

Although cooperative learning activities may require more teacher preparation of group material and monitoring of group activities, the rewards and benefits for both the teacher and students go a long way. They appear likely to positively influence a school's academic and social climates as well.

In considering the positive outcome of STAD as one of cooperative learning strategies, the researcher is interested in conducting the research on this type in order to help students' reading comprehension development on title: **TEACHING READING COMPREHENSION BY USING STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TO THE 8th GRADE STUDENTS OF MTsN AMAWANG – KANDANGAN ACADEMIC YEAR 2012/2013.**

⁴ Ibid, p. 215

⁵ Miller and Peterson, *Creating a Positive Climate: Cooperative Learning*, (Indiana: Indiana University), p.2

B. Scope

The scopes of this research are:

- a. The subject of this research is the eighth grade students of MTsN Amawang – Kandangan academic year 2012/ 2013
- b. There are two variables in this research: STAD as the independent variable and students' reading comprehension as the dependent variable.
- c. The aspects of reading comprehension for the eighth grade of MTsN Amawang – Kandangan academic year 2012/ 2013 are focused on components of reading comprehension such as vocabulary, and comprehension.

C. Clarification of the Title

- a. Cooperative is acting or working together with a common purpose. Cooperative is learning of students learn and work in group.
- b. Learning is knowledge gained by study. Learning is a way to gain a new knowledge.
- c. Reading is a process or an action to read written language to understand the text. Reading is a way to understand the written language.
- d. STAD is abbreviation of Student Teams Achievement Divisions which students within a given class are assigned to four – or five member learning teams, each of which has representatives of both sexes, various racial or ethnic groups, and high, average and low achievers.

D. Problem Statement

“Is there any significant improvement of reading ability between the students who are taught by using STAD technique and the students who are taught by the conventional technique during the teaching of reading at the 8th grade of MTsN Amawang – Kandangan?”

E. Reasons for Choosing the Title

1. Considering the importance of reading, it is necessary to manage some reading instructions in order to include the capacities, abilities, knowledge and experience that a student brings to the act of reading.
2. The method that is used by most of teachers in teaching reading comprehension is teacher – centered approach which results passivity of students and does not give enough chance for them to explore their knowledge in teaching and learning process.
3. The researcher is interested in exploring the most ideal techniques that should be implemented in teaching reading comprehension based on students’ cooperation and their need, because when students comprehend a text, they negotiate multiple meanings not only in their heads, but in the minds of others.

F. The Purpose of the Research

The purpose of this research is to know whether there is significant improvement of reading ability of students who are taught by using STAD and those who are taught using conventional technique at the eighth grade students of MTsN Amawang – Kandangan.

G. Hypothesis

In this research, researcher has two hypotheses:

1. Null hypothesis (H_0)

There is no significant improvement of students' reading ability between those who are taught by using STAD technique and conventional technique at the eighth grade of MTsN Amawang – Kandangan.

2. Alternative Hypothesis (H_a)

There is significant improvement of students' reading ability between those who are taught by using STAD technique and conventional technique at the eighth grade students of MTsN Amawang – Kandangan.

H. The Significances of the Research

The research is hopefully can serve as:

1. a real description about students' reading ability in MTsN Amawang – Kandangan.
2. an alternative teaching technique that teachers in MTsN Amawang – Kandangan can use.
3. a valuable reference for other researchers who have similar interest in the field of study.

I. Writing Organization

This thesis consists of five chapters. They are systematically arranged as follows:

The first chapter contains introduction that covers of rationale, clarification of title, problem statement, reasons for choosing the title, the purpose of the research, the hypothesis, the significance of the research, and writing organization.

The second chapter contains theoretical review on related subject, consisting of The Definition of Reading Comprehension, The Teaching of Reading, The Cooperative Learning, The Types of Teaching Reading Based on Cooperative Learning and the last is STAD Technique.

The third chapter contains method of research consisting research design, variables, population and sample, instruments, research procedure and data analysis.

The fourth chapter contains report or research result, which consists of general description of the research subject, results of pre – test, validity and reliability, normality and homogeneity, post – test, documentation, and observation, and then the discussions of the results.

Then the last chapter is the fifth chapter contains closure, which consists of conclusions and suggestions.