

CHAPTER I

INTRODUCTION

1.1 Background of Study

Under the policy of ministry of education, English has been as a compulsory subject. The National Education states that: English is a means of communication in oral and written. Communication in that language means to comprehend and to express information, thought, feeling, develop knowledge, technology, and culture (Depdiknas, 2004).

Therefore, the government is deeply concerned in English teaching that the government has put. English as one of the compulsory subjects at school must be taught to the students from the elementary school up to University level.

On the other hand, the 2004 English curriculum as the latest curriculum focuses on the discourse competence. Discourse competence is the ability to communicate orally and in written (Depdiknas 2004). Discourse competence is targeted competence, it means that in the end of this study, the students have the competence or ability to communicate and create a discourse.

As one of the basic competences, reading has an important role to help students be able to communicate in English and to create a discourse. Therefore, the students should be able to read a text in English. By reading students can comprehend the meaning and the steps to develop the rhetoric in the text. It means that the students not only can understand the meaning in the text but also know how the idea in the text is developed.

According to Debbie Miller (1987) in the implementation of reading, many techniques can be applied. This study tries to use cooperative learning as an alternative to implement reading. Cooperative Learning is a type of learning in which students work in group and the members of group are heterogeneous.

In Cooperative learning, students as members of a group have great proportion in the teaching learning process. They discuss and solve problems together and by doing so they can get knowledge by themselves. Ibrahim (2000: 18) says that students can find and understand complex concepts if they discuss them with each other. So we can say that the interaction between students is important in the learning process.

Cooperative learning model has some types. One of them is STAD (Student Teams Achievement Division) techniques STAD (Student Teams Achievement Division) is one of the many strategies in cooperative learning which helps to foster teamwork and independent learning skills. In STAD (Slavin, 1990), the teacher presents a lesson, and students then study worksheets in four-member teams. Following this, students take individual quizzes, and team scores are computed based on the degree to which each student has improved over his or her own past record. This strategy encouraged cooperative learning and interaction among peers leading to positive goal interdependence with individual accountability. Currently Chemistry teachers give a set of questions which the students complete, mark the answers and discuss questions which students do not understand. This research aims to investigate whether the incorporating of STAD in going through multiple choice questions would make an impact.

STAD is another cooperative learning technique which is made up of five components: class presentation by the teacher, teams for peer teaching, quizzes based on group scores, individual improvement scores which allow the lower performing student to contribute as many, if not more points than the stronger students because the points are given for improvement, and team recognition.

This study uses STAD technique in the process of teaching reading. The activity of teaching reading using STAD technique would stop after constricting main idea of the paragraphs into a passage in chronological order. By doing this activity, the students are expected to be able to arrange paragraphs into a passage in chronological order.

The idea behind STAD is that the teacher divides the class into mixed groups of ability. He or she teaches the material (i.e. a grammar point) frontally. Then, in groups, the students practice the material based on worksheets prepared by the teacher or exercises in the students' textbooks, with the students helping one another, and/or re-teaching the material when necessary. The students are then tested individually.

Each student is given improvement points and the total number of improvement points for each group is calculated. The teacher then informs the class of the results. STAD can be a very beneficial learning experience as.

Dealing with this, the researcher wants to know the application in the students reading ability of cooperative STAD by observing the English teaching learning process. In addition, the findings are expected to become useful for the

other teacher in selecting the appropriate technique in teaching English especially in teaching reading.

The STAD technique can be applied to every grade level. Especially to primary level students since they need varieties in learning technique that can stop them from being bored. They will learn with more interesting nuance. They are also trained to cooperative with each other to solve the problem. In accordance to this, the writer is interested in conducting a study to observe “teaching reading using STAD technique to 7th grade of junior high school”.

1.2 Statement of the Problem

Dealing with the problem stated in the background, the writer formulates the research questions as follows:

1. How is implementation of cooperative-STAD in teaching reading for 7th grade of SMP Islam Manbaul Ulum Giri?
2. How is the student’s response to using STAD in teaching reading comprehension at 7th grade of SMP Islam Manbaul Ulum Giri?

1.3 Purpose of the Study

Based on the statement of the problems the purposes of the study are as follow:

1. To describe the implementation of cooperative learning-STAD in teaching reading to the 7th grade of SMP Islam Manbaul Ulum Giri.
2. To know the student’s response to using STAD in teaching reading comprehension at 7th grade of SMP Islam Manbaul Ulum Giri

1.4 Significance of the Study

1. The findings of the study are expected to become useful for giving contribution to the English language teaching.
2. For the teacher, the result of the study can be used to know whether they are appropriate in applying the technique or not.
3. The result of the study also can be used as the reference generally for the readers and especially for other researcher.

1.5 Scope and Limitation of Study

The researcher focuses on seventh grade of students at SMP Islam Mambaul Ulum Giri because the teacher still implements STAD technique in seventh grade. The write chooses class VII-B because this class has implemented STAD technique. This study emphasizes on the process of teaching reading comprehension by STAD (Students Team Achievement Division).

1.6 Definition of Key Terms

The definitions are intended to avoid the ambiguity in understanding some terms used in this study. The following definitions are as follows:

1. Reading Comprehension

Reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language, the reading comprehension process includes three dimension: the reader, the texts, and the activity. (Block, et al : 23)

2. Teaching Reading

Teaching reading is interactions between teacher and students in learning process that teacher use reading text to explain in her students by Gerry Abbott (1981: 87)

3. STAD Technique

STAD is a cooperative learning technique which is made up of five components. There are class presentation by the teacher, teams for peer teaching, quizzes based on group scores, individual improvement scores which allow the lower performing student to contribute as many, if not more points than the stronger students because the points are given for improvement, and team recognition. (Slavin, 1990)