

CHAPTER II

REVIEW OF LITERATURE

This chapter talks about the related literature of teaching reading Comprehension by using STAD (Student Team Achievement Division) technique. The related literatures are divided into several topics. Those topics are the first section will present about reading including, the purpose of reading comprehension, and the principle of teaching reading comprehension. The second sections will talk about cooperative learning technique that are including, the cooperative-STAD, and the advantages of cooperative learning-STAD and review of related study.

1.1 Reading Comprehension

Reading Comprehension is the most important language skill should be developed. It means that the teaching and learning process should be devotedly given to the students particularly to develop their skill in understanding texts written in English (Nunan ; 2003).

Based on the above statements, there are the purpose of reading comprehension, and the principle of teaching reading comprehension.

1.1.1 The Purpose of Reading Comprehension

Reading is an activity with a purpose. A person gets information by reading or verifies existing knowledge, or in want to get critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge

of the language being read. The purposes for reading guide the reader's selection of texts. Nunan (2003) state that as a second language, the purpose of reading comprehension is an essential skill must be mastered by students in order to ensure success not only in learning English but also on any contents class. In this case, the students will make greater progress and develop in all other areas of learning.

The purpose of reading also determines the appropriate approach to reading comprehension. Reading research shows that good readers like as read extensively, integrate information in the text with existing knowledge, have a flexible reading style, depending on what they are reading are motivated, Rely on different skills interacting: perceptual processing, phonemic processing, recall, and Read for a purpose; reading serves a function. Therefore, the key to improving Weak reading comprehension is to confront and correct the mental's skill weaknesses in these cognitive areas. In learning process, it does understand the importance of reading comprehension. We also recognize that which are many students will get achievement in reading comprehension only after returning to the cognitive basics.

1.1.2 The Principle of Teaching Reading Comprehension

The principle of teaching reading is needed to be known in order to give guidance for the teacher in planning reading instruction. Jeremi (2000) states there are some principles of teaching reading. There are as follows:

1. Reading is not a passive skill

Reading is a complicated activity, to be successful, students are recommended to be active in exploring the material that they read. By doing this, they will understand what the words mean, understand the arguments, and work out if they agree with the material. However, if students do not explore with the material of they just scratch the surface of the text without knowing the detail information.

2. Student needs to be engaged with what they are reading

This point is necessary need since students are learning in reading; they will get nothing from their reading activities. On the other hand, if they are interested in their activity, they will curious and active to find out the answer of their curiosity. They really prepare their self on task, therefore they get much form after the lesson will be done.

3. Students should be encouraged to respond the content of reading text, not just of the language

The way to use language is important in learning reading text. However, the meaning and the message of the texts are very just as important we must make students will change their respond of hat message to some way. It is especially important that they should be allowed to express their feeling about the topic. In this ease, the teacher can ask the student's opinion about the topic of text or give some exercise that related to the text. This is the way to know about how far the student understands in reading.

4. Prediction is a major factor in reading

Through the book, the heading, the word-processed page, our brain starts predicting what we are going to read. The expectations are set up and the active process of reading is ready to begin. Teachers should give to students 'hints' so that they can predict what is coming too.

It will make students become good readers. Students will not add to a dictionary by using those processes. The teacher can test the students by asking students to predict the meaning of the difficult words according to the text.

5. The teacher needs to match task to the topic.

The teachers need to choose reading tasks. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made exciting with imaginative and challenging tasks. It can be done by preparing the right questions, engaging and useful puzzles etc.

6. Good teacher should explore reading texts optimally.

According to Jeremy (2000) Good teacher should be able to integrate the reading text into interesting class since reading text is full of sentences, words, ideas, descriptions, etc.

Actually, there are many activities that can be done in teaching reading. For example "Words out loud", "Words meaning", "Story retell", etc. Words out-loud means that students are given a list of new or difficult words used in the text. They must learn to read these words correctly in any order without hesitating or

stumbling. They can practice these words list with their partner until they can read the correctly.

On the other hand, in “word meaning” students are given a list of words that are new in their speaking vocabularies then the teacher asks them to look them up in the dictionary, paraphrase the definition, and show the meaning of the words. Other activity is story retelling. Students can do it after they summarize the main point of the text since it can help them to retell chronologically.

1.2 Cooperative Learning

Cooperative learning is one of the most remarkable and fertile areas of theory, research, and practice in education. Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). Each student can achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962). Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. Cooperative learning method shares the idea that students work together in a group to learn and each of them are responsible to help their teammates in learning the material as well as their own. It is because cooperative learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn and master the objective being taught. “In cooperative learning the students’ task are not to do something as a team but to learn something as a team” (Slavin, 1995).

During the 1960s specific cooperative learning methods began to be developed and evaluated in a wide variety of teaching contexts. In an historic overview (Johnson & Johnson, 1999) nine methods of cooperative learning are listed. Johnson and Johnson developed Learning Together and Alone and Constructive Controversy, Devries & Edwards created Teams-Games-Tournaments (TGT), Sharan & Sharan developed Group Investigation, Aronson developed the Jigsaw Procedure, Slavin created Student Teams Achievement Divisions (STAD), Team Accelerated Instruction (TAI) and Cooperative Integrated Reading and Composition (CIRC), and Kagan developed Cooperative Learning Structures.

There are three concepts of cooperative learning team rewards, individual accountability, and equal opportunity for success (Slavin, 1995). Team will earn certificates or the other team rewards if their achievement above a designated criterion. Teams do not try to win by defeating others to earn a reward. Individual accountability is designed from the individual learning of all team members on helping one another to learn and making sure that all team members are really mastering the material mastering the material so that they are ready for a quiz that should be done individually. Equal opportunities for success mean that all members of the team have to improve their own performance. The students from high, average, and achievers are equally challenged to do their best. That is way their contribution valued.

In the research the writer use Student Teams-Achievement Divisions (STAD). STAD is one of the simple types of all cooperative learning method

(Slavin, 1995) has been used in every subject, from English to social studies and science, and has been applied from school until university. It is line with Slavin (1995) states that STAD has been used in every imaginable subject, from English to language arts to social students and science and has been used from .grade two through collage.

1.3 The Cooperative Learning STAD Technique

Student Teams-Achievement Divisions (STAD), one of a set of instructional techniques developed and researched at Johns Hopkins University collectively known as Student Team Learning. These techniques are based on the idea of having students work in cooperative learning teams to learn academic objectives. Student Team Learning techniques are not one-time activities designed to liven up the classroom from time to time, but is alternatives to traditional instruction that can be used as permanent means of organizing the classroom to effectively teach a wide variety of subjects. Student Team Learning methods share with other cooperative learning methods the idea that students work together to learn and are responsible for their own as well as others' learning. However, Student Team Learning methods emphasize the use of team goals and team success, which can only be achieved if all members of the team learn the objectives being taught. That is, in Student Team Learning, the students' tasks are not to do something as a team, but to learn something as a team, where the team's work is not done until all team members have mastered the material being studied.

There are three concepts that are central to all Student Team Learning methods: team rewards, individual accountability, and equal opportunities for

success. In all of these methods, teams may earn certificates or other rewards if they achieve above a designated criterion.

1.3.1 The Component of Cooperative Learning Teams-Achievement Divisions (STAD)

According to Slavin (1995), Student Teams-Achievement Divisions (STAD) consists of five major components as follow:

1. Class Presentation

In class presentation material in Student Teams-Achievement Divisions (STAD) is initially introduced. Class presentation in STAD differs from usual teaching only in that they must be clearly focused on the STAD unit. In this way, students realized they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their score determine their team score.

2. Teams

Teams are composed of four or five students who represent a cross section of the class in terms of academic performance, sex and ethnicity. The major function of the team is to make sure that team members are learning and more specifically, to prepare its members to do well on the quizzes.

The team is the most important feature of STAD. At every point emphasis is placed on team members doing their best for the team, and on the team doing its best to help each member. The team provides the peer support for academic performance that is important for learning and it provides the mutual concern

and respect that are important for such outcome as inter-group relations, self-esteem and acceptance of mainstreamed students.

3. Quiz

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible knowing the material.

4. Individual Improvement Score

This component is to give each student a performance goal that can be attained if he or she works harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students then earn point for their teams based on the degree to which their quiz scores exceed their base score.

5. Team Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Average score is derived from the total of each member’s individual’s improvement points then divided by the number of the team. In determining the reward, there is certain criterion as follows:

Team Average	Award
15 points	Good team
20 points	Great team
25 points	Super team

Note: team average = total team score + number of team members.

1.3.2 The Procedure of STAD in Reading Comprehension

The procedures of STAD implementation consist of seventh steps. The first step is dividing the students into groups from different academic level, ethnics and background ethnics. According to Slavin (2000) the composition of each group is one student with high achievement level, two students with average achievement, and one student with low achievement level.

The second step is explaining STAD rules to students. Every group has to discuss the material do the assignments, and make sure all members of the groups understand the lesson if the students have question they should ask all teammates before asking the teacher.

The third step is explaining individual and group scoring. The students collect point for their group based on the level in which their quiz score exceed their starting score. The table bellow is criteria of improvement point. 2

Table 2.1 Criteria of Improvement Reward

No	Indicators	Improvement Score
1.	More than 10 points below base	5
2.	10 points below to 1 point below based	10
3.	Base score to 10 points above base score	20
4.	More than 10 points above base score	30
5.	Prefect paper (regardless of based score)	30

The fourth step is delivering the lesson the teacher explains the lesson and asks number of question to the students. The fifth steps is given by the teacher they can discuss concepts being learned, check for understanding teach one's

knowledge to others connect present with past learning or just work informally until each member is sure their teammates will makes 10 on the quiz.

The sixth step is giving individual quiz the aim of individual quiz is to measure how far the students understands the lesson the seventh step is counting the students improvement score and the last steps is giving rewards for group achievement. The table below is criteria reward.

Table 2.2 The criterion of Giving wards

Team Average	Award
15 points	Good team
20 points	Great team
25 points	Super team

1.3.3 The Advantages of STAD

Teams-Achievement Divisions (STAD) (Slavin, 1994), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

Robert Slavin and his associates have developed a system for overcoming. The advantages of the cooperative learning goal structure while maintaining the advantages. The system is STAD (Slavin, 1978, 1980a, 1980b, 1986). Each team has about five members, with mix abilities, ethnic background and sexes. The teacher calculates and individual learning expectation score or base score of team member. This score is based on previous work and represent the student's average level of performance. Students work in their teams to study and prepare for two Weeks quizzes, but they take the quizzes individually, just as in a regular class. Based on test performance, each team member can earn from one to three points for the group.

STAD is make the teacher divides the class into mixed groups of ability. He or she teaches the material 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. ST AD can be a very beneficial learning experience as students can help one another, practice together and become very involved in the inter-group competition.

1.4 Review of Previous Study

Review of previous study is made in order to avoid replication. This study is intended to the implementation of cooperative learning-STAD in teaching reading. Another study has been conducted to find the use STAD to

implementation students' reading skill. The first is a study conducted by Arry Tri Yuana (2006) entitled "The Implementation of cooperative-STAD in Teaching Reading for fifth Grade of SDN 1 Gelanglor, Sukorejo Ponorogo" The research problems are: How the implementation of cooperative-STAD in teaching reading for fifth Grade of SDN 1 Gelanglor, Sukorejo Ponorogo, and How to the students progress when cooperative-STAD is applied in teaching reading for the fifth grade of SDN 1 Gelanglor, Sukorejo, Ponorogo, To answer these questions he used action research to complete his study. From her study, she concluded that STAD is very effective strategy to improve students' reading, increase the teacher and the students' activities was in line with the cooperative learning technique. It can be seen from the teacher's manage the classroom well. In applying, the successes of the teaching learning process in operative learning not only the students' activities bat also the teacher activities especially in monitoring and intervening the students'.

Another study was conducted by Astrid Diah (2010) entitled "The use of Student Teams Achievement Divisions (STAD) a Technique to Improve Students' Writing Ability in Recount Text for the Tenth Grade of Senior High School in SMAN 13 Surabaya ." Here, the researcher formulated a research problem; how can STAD as a technique be used to improve students' writing ability in recount text? And how is he students' writing result after implementing STAD as a technique to improve student's ability in recount text?

These two studies are almost the same. The difference lies on the research design and the subject of the study. Both of these researches used STAD to

complete the study. Furthermore, the researcher is interested in conducting the similar research in terms of application of STAD in reading comprehension. The researcher chooses junior high school students because in junior high school students have to interest for reading so the teacher have to good strategy to make interesting. Because the subject is junior high school students, so the researcher uses STAD in reading comprehension such as reading activity. The use of 'STAD to improve students' abilities in reading comprehension descriptive were studied in the previous one and finally "Using Student teams Achievement Division (STAD) in teaching reading at 7th grade of SMP Islam Manbaul Ulum Giri" will discuss further in this study.