

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Learning English involves the four kinds of language skills; listening, speaking, reading, and writing. Teachers should develop these four language skills in order that their students could use the skills to communicate or express their thoughts, feeling, and opinions in English.

One of the skills is reading. Reading is one of the complex ways in learning English. The teacher usually provides the students with a reading selection and a number of questions dealing with the text to answer. Such procedure in a reading class will not help the students to develop their reading skill. It just focuses on the text. So, the students cannot explore their knowledge. They cannot make a text in the same type and cannot read with the correct pronunciation.

The use of English for reading is not simple because the reader should know several elements of it, such as pronunciation, intonation, fluency, and understanding. Many students have difficulties to understand and are not confident to read English text. There are many Junior High School teachers who still use traditional methods in teaching reading. The teachers just give the material and explain it, give examples and exercises. This method is not effective because the students are bored and need much time to be able to master English for reading. In that case, the teachers are supposed to be

creative in teaching-learning process to create good atmosphere, to improve the student's reading ability, to give attention to the elements of reading and to make the English lesson more exciting. Teaching reading for Junior High School needs appropriate technique in order that the students are active and creative in reading lesson.

Examination is instrument to measure students' capability. One point that must be mastered by them is reading skill. Students need to understand the text when they are facing examination. It makes the reading necessary to be learned by the students because reading has some elements that will be needed by the students when they do their examination, namely understanding.

SMP Negeri 3 Colomadu is one of favorite schools in Colomadu. The achievement of this school makes it be the National Standardized School. The English teaching in this school has been supported by some complete multimedia, language laboratory, library, and so on. Although this is a favorite school but it still has problems especially in reading activity. Based on the observation in SMP Negri 3 Colomadu by the writer on August 23<sup>rd</sup> 2010, the problem arises related to reading class that is the students have difficulties in correct pronunciation and in understanding the text. Most students do not know how to pronounce correctly. They will be confused if the teacher gave a text then the teacher asked them to read the text or gave questions about the text.

There are many factors that influence students' ability in their reading. One of them is about their economic status. The class consists of many status, they are high, borguise, and low level status. From the questionnaires that the writer gives to the students in VIIF, the writer gets conclusion that the average student in high level status has a high ability in their reading than the borguise level status. And the student in borguise level status has a high ability in their reading than the low level status.

In reading class, the writer found the students work individually and compete against each other for the grade. This situation can be seen when the teacher asks a question to the students, some of them raise their hands, lifting themselves off their chair and stretching their arms as high as they can in an effort with their eyes averted, hoping the teacher does not call them.

There are some ways to reach the better academic achievement of the students, especially reading ability. It is greatly influenced by the method used by the teacher. His approach or theory of language and language learning takes great importance. Cooperative Learning is a term used to describe teaching methodologies that foster interaction and cooperative among groups of students. It is a learning method that a small group of students works together to achieve a common goal. There are at least four types of cooperative learning: peer tutoring, student team-achievement division (STAD), jigsaw, and group investigation. In this study, the researcher will use another method that can improve the students' ability in English reading skill. It is STAD. STAD is a cooperative learning technique

that improves student's motivation. Besides, this method can build the students' ability to understand the text. It is focused on class presentation, teams, quizzes, individual improvement score and teams recognition. This method can motivate the students to study and to raise teaching-learning process because the students can share with another member who are cleverer of their group. The writer hopes that this method can be a relevant method to give solution from the problem of reading lesson.

From the explanation above, the writer would like to specify her research especially teaching reading by using STAD. Using that method, the teacher hopes to be able to motivate the students and the writer is interested in doing a research about "IMPROVING READING ABILITY USING STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) AT THE 8<sup>TH</sup> YEAR OF SMP NEGERI 3 COLOMADU IN 2010/2011 ACADEMIC YEAR".

## **B. Problem Statement**

Based on the background of the study, the writer formulates the problems as follows,

1. How is the implementation of teaching reading using STAD to the 8<sup>th</sup> year students in SMP Negeri 3 Colomadu?
2. Can Students Teams Achievement Division (STAD) increase the students' reading ability at the 8<sup>th</sup> year students in SMP Negeri 3 Colomadu?

### **C. Limitation of the Study**

In this research, the writer limits the study in teaching-learning process of the students' reading class by using STAD method at the 8<sup>th</sup> year students in SMP Negeri 3 Colomadu”.

### **D. Objective of the Study**

Based on the research problem, the writer has some objectives as follows:

1. in general, this study is intended to improve the students' reading skill using STAD
2. to describe the implementation of teaching reading using STAD to the 8<sup>th</sup> year students in SMP Negeri 3 Colomadu
3. to find whether or not Students Teams Achievement Division (STAD) can increase the students' reading ability

### **E. Benefit of the Study**

In this research, there are two kinds of benefit, they are:

1. Theoretical Benefit
  - a. The result of the research can be used as an input in English teaching learning process especially in teaching reading
  - b. The result of this research can be used as the reference for those who want to conduct research in English teaching-learning process.
2. Practical Benefit
  - a. The result will help the teacher in increasing the students reading ability

- b. The result can help the students in increasing their ability in reading skill

#### **F. Research Paper Organization**

In writing this paper, the writer divides the session into five chapters as follows:

Chapter I is Introduction. It consists of Background of the Study, Problem Statement, Limitation of the Study, Objective of Study, Benefit of the Study, and Research Paper Organization.

Chapter II is Underlying Theory. It consists of Previous Study, Notion of Reading, Reading Skill, Teaching Reading, Notion of Reading Ability, Notion of Recount Text, Notion of STAD, Theoretical Framework and Action Hypothesis.

Chapter III is Research Method. It deals with Type of the Research, Subject of the Study, Object of the Study, Research Location, Data and Data Source, Method of Collecting Data, Action Procedure, Technique of Checking the Data Credibility, and Technique for Analyzing Data.

Chapter IV is Research Finding and Discussion of Research Finding.

Chapter V is Conclusion and Suggestion.