

CHAPTER I

INTRODUCTION

A. Background of the Study

There are four skills which are very important for the students when they learn English namely reading, writing, speaking and listening skill, of the four skills, reading is the most important skill because without reading all people in this world do not know the information that occurs in this world. Beside that we also know well about the science and knowledge from the reading. The fundamental goal of any reading activity is knowing enough science concept and knowing the language. Because of its importance, student should be equipped with reading skill.

Teaching reading is instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge and comprehension of the information and communicative ideas. It explains that teaching reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated. Considering the needs of mastering reading as one of the ways for mastering English, Kennedy (1981: 5) states that reading is the ability of an individual to recognize a visual form, associate the form with a sound and/or meaning acquired in the past, and, on the basis of past experience, understand and interpret its meaning.

Nowadays, curriculum used by most school is School based Curriculum in which it focuses on genre. Genre can be interpreted as a model of discourse that stands on goal of that discourse, for example, giving instruction, telling some event, or convincing the reader through argument series. Each genre has specially structure characteristics. If learners can know this special characteristic, they can use it to help their comprehension about some discourse (Djiwandono, 2002: 30).

In Indonesia, the models of curriculum always change following the modernization of this world. The newest curriculum that used by the every school in Indonesia is KTSP (*Kurikulum Tingkat Satuan Pendidikan*), this model is made by the school it self, and used for the school it self also. This curriculum suggests for the teacher to use creative method that can make the student more active and creative. The techniques that the teacher can use in this curriculum are Experimental method, Demonstration method, Discussion method, and Preaching Method.

A cooperative learning method is believed as being able to give chance for students to be involved in discussion, has courage and critical thinking and is willing to take responsibility of his/her own learning. Although it considers as an active role of students as more important it, does not mean that teacher in the classroom is not participating. In the learning process, teacher has roles as designer, facilitator and guide in the learning process.

A cooperative learning method has several types, namely write-pair-share, group investigation, Students Teams Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualized (TAI) and Card sort. One of its interesting types is STAD. The STAD technique is very simple to apply. STAD is one of the simplest and most flexible methods of cooperative learning. It is in such diverse subject areas as math, arts, social studies and sciences. According to Slavin (in Isjoni, 2007: 51) STAD consists of five major component class presentations, terms, quizzes, individual improvement scores, and team recognition.

There is evidence which can prove that STAD technique can improve the reading skill of the student. The evidence comes from Fitriyaningsih paper, in her research with title *Improving Reading Competence Using Students Team Achievement Divisions (STAD) for the first Year Students of SMP N 2 Penawangan*. The result of this research is STAD technique can improve the reading ability of the students actually in *SMP N 2 Penawangan*. In the teaching learning process when STAD technique is applied, they were can pay attention to the teacher explanation, and also they become more active and creative because of this technique.

The STAD technique is the interesting one of the method that very interesting to the students and also STAD is very simple and flexible method to apply in teaching learning process mainly in teaching reading subject. When this method is applied there was increasing achievement from the students mainly in

reading subject. This best achievement can be reached because when the teaching learning process using STAD occur the students pay attention more to the teacher explanation and also they become more creative to solve the problem which given by the teacher. The result of this technique that shows increasing achievement from the students, it can be seem from the increase score in pre-test and post-test. It is a signal or one indication that reading competence can be improved through STAD technique. Because of the STAD technique can improve the reading competence of the students, so this technique should be implemented again as the proof that this technique is effective or not as the media to teach reading subject.

Based on the statement above and because the writer wants to know the effectiveness of STAD technique the writer conducts the research entitled **THE EFFECTIVENESS OF TEACHING READING USING STUDENTS TEAMS ACHIEVEMENT DIVISIONS (STAD) FOR THE FIRST YEAR OF SMA N 2 SUKOHARJO.**

B. Problem Statement

In this research the writer has general question and specific questions.

The general question of this research: is STAD effective in teaching reading?

The specific questions of this research are:

1. How is the implementation of teaching reading using STAD?
2. How is the effectiveness of teaching reading using STAD?

C. Limitation of the Study

The research focuses only on searching the technique of STAD through Pre experiment with one group Pre-test and Post-test design.

D. Objective of the Study

Based on the research problem, the study is aimed at:

1. Describing the implementation of teaching reading using STAD to the first year students of *SMA N 2 SUKOHARJO*.
2. Describing the effectiveness of teaching reading using STAD in *SMA N 2 SUKOHARJO*.

E. Benefit of the Study

After analyzing the problems, the researcher would like to get practical and theoretical benefits as follows

1. Practical Benefit

- a. The finding of this research will be useful for teacher trainees who are interested in analyzing teaching reading to the Senior High school.
- b. It will give experience and clear understanding about the process of teaching reading using cooperative method especially STAD to the readers.
- c. It will give contribution to English teacher and can be a reference to improve their ability and competence in teaching English.

2. Theoretical Benefit

The finding of this research will contribute to the development of knowledge especially language teaching methodology

F. Research Paper Organization

The organization of the research paper is given to make the readers understand the content of the paper. Chapter I is introduction which deals with background of the study, limitation of the study, problem statement, objective of the study, and benefit of the study and research organization.

Chapter II discusses, previous study, the underlying theory. It consists of notion of reading, notion of reading comprehension, background of the teaching reading, principle of the teaching reading, definition of cooperative learning, the element of cooperative learning, the concept of STAD, the preparation of implementing STAD.

In Chapter III, the researcher describes the research method. It presents the type of research, subject of the study, object of the study, method of collecting data, technique of analyzing data.

Chapter IV discusses the research findings and discussion.

Chapter V is conclusion and suggestion.