CHAPTER I
INTRODUCTION

A. Background of the Study

Based on the curriculum, English subject covers four skills: listening, speaking, reading, and writing. At the end of teaching-learning process, the students are expected to have ability in listening, speaking, reading, and writing through the theme which are suitable with their needs and development so that they can use the language in communication.

Reading is one of the four language skills taught in language teaching. According to Davies (1995: 1), reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.

Based on *Kurikulum Tingkat Satuan Pendidikan* (*KTSP*), teaching reading to Junior High School' students is directed to help them to understand meaning of functional written texts and simple essays in the form of descriptive, narrative, report, recount, and procedures text related to the environment. From the reading text, students are expected to be able to identify generic structure of the text and their language features and also understand the texts by applying various teaching strategy in learning activities, particulary in the reading activities.

As a key person in the teaching-learning process, the teacher also plays an important role as a facilitator. As facilitator, teachers must be able to facilitate learners to learn. One of them is facilitating the learners with appropriate teaching-learning strategy so that they can easily learn. Teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal (David (1995) in Sanjaya (2004:124). Considering that all teaching strategies have their own strengths and weaknesses, a teacher should be able to choose the appropriate teaching strategy in teaching learning process. Expository teaching strategy and STAD are kinds of teaching strategy that can be applied in teaching reading.

Expository teaching strategy is a strategy which is a widely used by teachers in the classroom until now. Expository teaching strategy is also known as direct instruction. According to Borrich (1996:224), expository teaching strategy is a teacher-centered strategy in which teachers are the major information providers. This strategy is focused on providing verbal explanation by the teacher to large group of students in order to make them understand the material optimally. Here the students have a little chance to use the language. Besides in this strategy, students are generally concerned with improving their own grade, and goals that are individualistic rather than group-wide.

Student Teams Achievement Division (STAD) is one of the strategies of cooperative learning developed at Hopkins University based on years of research on cooperative learning. Slavin (1988:399) defines STAD as a method of cooperative learning consisting of mixed ability groups, a regular cycle of teaching cooperative study and quiz with recognition or other rewards to teams whose members most exceed their own past records. By using STAD, students get benefit from sharing ideas rather than working alone. Students help one another so that all can reach some measure of success, so the students not only learn from the teacher but also learn from their friends. Besides, this strategy provides more opportunity to the students to use the language so that the students are expected to be more active in the teaching-learning process.

From the condition stated above and considering the characteristics of cooperative learning, the writer chooses Student Teams Achievement Division (STAD) to teach reading in order to improve the students' reading ability. The writer hopes through this strategy, the students will get better learning by which they will be able to improve their reading ability.

All of the background above supports the writer to conduct an experimental research on teaching reading in SMP N 3 Surakarta with the title: THE EFFECTIVINESS OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD)

ON STUDENTS' READING ABILITY OF THE 8TH GRADE STUDENT OF SMP N 3 SURAKARTA

B. Statement of the Problem

The problem of the research is :

1. What is the effectiveness of STAD on students' Reading ability of the Eight Grade students at SMP N 3 Surakarta.

2. How is the application of STAD strategy in teaching reading ability?

C. Objective of the Study

The objectives of the study will be as follows:

1. to describe the effectiveness of STAD on students' Reading ability of the Eight Grade students at SMP N 3 Surakarta.

2. to describe the application of STAD strategy in teaching reading ability.

D. Significanceof the Study

The significance from this research includes the following theoretical and practical significance.

1. For the students

Students are expected to get better learning by which they will be able to improve their reading ability. Moreover, they will have better reading skill.

2. For the readers in general

This study helps ones who conduct research on the same language skill with different analysis. The finding can give input to other researchers who have the same problem.

3. For the researcher

The researcher gets a valuable experience which can be used for conducting a better research in the future.

E. Research Paper Organization

The writer organizes this research paper in order to make it easier to understand into five chapters :

Chapter I is Introduction. This chapter contains the background of the study, statement of the problem, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related of literature. It contains previous studies, the nature of cooperative learning, technique for reading, review on teaching strategy, and students teams achievement division (STAD) and cooperative learning.

Chapter III is research method. It contains type of the research , subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, and test t-test.

Chapter IV is result of the study. It consists research findings and discussion of the research finding.

Chapter V is conclusion and suggestion.