

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reason for choosing the topic, research question, objective of the study, hypothesis, limitation of the study, significances of the study, definition of key terms, and outline of the study.

1.1. Background of the Study

Language as a main tool of communication is very important to be learned. The main function of it is to communicate meanings to other people, so it makes them easily interact with others. Harmer (2007) states that it can be used to disseminate meanings in formal or informal and direct or indirect ways. The formal way of using language relates to strict grammar rules. In this way, it is frequently used in education, business, science, and technology. The informal way of using language means that the use of language is not very strict grammar rules. In this way, people often apply casual language use with their friends, their family or with others whom they are familiar with.

English is important and needed by learners because it is an international language. It is mostly used by people in the world. Therefore, the students need to learn it in order to communicate and compete with people in the world. In Indonesia, English is taught as a foreign language starting in junior high school until university level according to the 2013 curriculum guide.

There are four skills that students should master even for the students of senior high school. Those four skills are writing, reading, listening and speaking. Mastering those skills is important for students, so they can communicate using English well in certain levels. Most of senior high school students are difficult in mastering reading.

Reading is a process of getting information from written words. This skill is necessary to be learned because the students will be able to understand the content of a text. It appropriates with the statement from Schwartz (1994) who states that as a skill, reading comprehension is not about memorizing and remembering what somebody reads, rather it about understands the ideas conveyed and following the author's train of thought and reasoning. It means that reading does not only need ability in memorizing and remembering, but also ability in understanding about what the students read and following the author's mind. In addition, Nunan (2003) states that with strengthened reading skills, learners will make greater progress and development in all other areas of learning. It means that reading skill should be mastered by learners because it can help them in improving and developing their reading skill and their ability in other areas of learning.

Another function of reading is that students also learn much of what they need to know for their different school subject. It helps them to develop their critical thinking and finally it influences the success of their academic achievement. Therefore, they can improve their ability in reading which will make

them easier in learning everything. The success of teaching and learning process in the classroom or outside of the classroom is influenced by reading habit.

In teaching reading, a teacher should have a good method to teach the students. One technique that a teacher can use to improve students' reading is cooperative learning. Sousa (2005) argues that it is a constructive method for students in making the transition to read in English because the method provides many opportunities for them to work together and share their understandings. The benefits of this technique are generally to facilitate, monitor students' engagement with process, or clarify information, rather than merely providing information or instruction. Thus, students' with high achievement and those with low achievement interact each other to complete tasks in group work, which can assist the process of language learning to gain academic achievement and improve social skills.

One of cooperative learning strategies is STAD. Based on Slavin (1995) STAD is one of cooperative learning which has five phases, those are teach, study team, individual quiz, scoring, and recognition. In STAD, each group consists of four to five students with different characteristics, intelligent, and gender. Thus, each team is a microcosm of the entire class. The implementation of STAD can motivate the students to learn reading comprehension because there are several quizzes for individual after they have done team assignments and also there is a reward for them who get good achievement in the end of teaching and learning process. It is considered as a good model because it can raise students' motivation

in learning by exchanging and sharing information, reinforcing each other, giving feedback and having the responsibility for their tasks in group work.

In short, STAD is one of the best techniques that can be applied in improving students' reading ability. In this technique, students who are divided into small groups can work together and cooperate each other. It is a model to motivate the students in order to support and help each other so it can increase the activity of learning, which is in turn, will increase learning outcomes.

1.2. Reason for Choosing the Topic

As one of the language skill, reading is considered as the one of the important skills in learning a foreign language. However, the reading ability of most Indonesian students is not good enough. Reading is not simply a process because in doing it, they have to interpret what they have read and comprehended. They need to increase their capabilities and expertise in order to master reading skill. In this study, there are some reasons in choosing the topic of “The Use of Student Teams' Achievement Divisions (STAD) as a Technique in Improving Students' Reading Comprehension of Recount Texts (A Case on the Tenth Graders of MA Negeri Demak in the Academic Year of 2016/ 2017)” as follows:

1. Reading is one of the most important skills which help students in learning English. When language learners use reading strategies, they find that they can control the reading experience, and they gain confidence in their ability to read the language.

2. One of the text types which are learned by the students of senior high school is recount text.
3. STAD is one technique that be used in MA Negeri Demak to help the students in learning reading of recount text.

1.3. Research Question

Related to the background of the study above, a research question can be formulated as follows:

Is STAD as a technique effective to be used in improving the tenth graders' reading comprehension of recount text of MA Negeri Demak in the academic year of 2016/ 2017?

1.4. Objective of the Study

The objective of the study was to find out whether STAD as a technique is effective to be used in improving the tenth graders' reading comprehension of recount text of MA Negeri Demak in the academic year of 2016/ 2017.

1.5. Hypothesis

According to Gay, Mills, Airasian (2009), a hypothesis is a researcher's prediction of the research findings, statement of the research expectations about the relation among the variables in the research topic. Hypothesis can be classified in term of how they are divided or how put references they are stated. The actual test begins by considering two hypotheses; they are called Null Hypothesis (Ho)

and Alternative Hypothesis (Ha). The hypotheses in this study are stated as follows:

Ho : “There is no significant difference between the mean score of reading recount text achievement of the tenth graders who are taught by using STAD technique and the ones who are taught without using STAD technique.”

Ha : “There is a significant difference between the mean score of reading recount text achievement of the tenth graders who are taught by using STAD technique and the ones who are taught without using STAD technique.”

1.6. Limitation of the Study

The researcher limited this study to make it effective and it did not make problem to be wider. In this research, the researcher focused on the use of STAD as a technique in improving students’ reading of recount text.

1.7. Significance of the Study

The result of the study is expected to be helpful and useful for all sides involved in: for the following significances:

1. Pedagogical significance

The result of the study can hopefully motivate language teaching especially on teaching reading skill. This study will also have benefit in finding out the impact of using STAD technique to the students’ reading skill.

2. Practical significance

This study has some advantages as follows:

a. For Teachers

The result of this study hopefully can be input for the teachers about variation of teaching technique especially for reading skills which focus on students center not teacher center anymore.

b. For Students

The students are expected to improve their reading ability of recount text by using STAD.

1.8. Definition of Key Terms

Definition of key term is very important to understand the meaning of the topic. The key terms of the study are defined as follows:

1. Student Teams Achievement Division (STAD) Technique

STAD is a cooperative learning technique in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. In STAD, each group consists of four to five students with different characteristic, intelligent, and gender. This technique has several phases, namely, teach, study team, individual quiz, scoring, and recognition (Slavin, 1995).

2. Reading

Reading is a basic life skill. It is a process undertaken to reduce uncertainty about meanings a text conveys. The process results from a

negotiation of meaning between the text and its readers. The knowledge, expectations, and strategies that a reader uses to uncover textual meaning all play decisive roles way the reader negotiates with the text's meaning. (Janet K. Swaffar, K. Arens, and Heidi Byrnes, 1991)

3. Recount text

A recount text is a text which tells about something that happened in the past. It has a certain purpose that is to entertain or inform about the past activity to the readers or listeners. (Nurdiono, 2015)

1.9. Outline of the Study

This study consists of five chapters.

Chapter I presents introduction which consists of Background of the Study, Reason for Choosing the Topic, Research Question, Objective of the Study, Hypotheses, Limitation of the Study, Significance of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents Review of Related Literature. It discusses the literature that is related Definition of Reading, Reading Skill, Types of Reading, The purpose of Reading, General Concept of Recount Text, Schematic Structure of Recount Text, The understanding of Cooperative Method, The understanding of STAD, The preparation of STAD, The Advantages and Disadvantages of STAD, and Review of Previous Studies.

Chapter III presents research method. It consists of Research Design, Variables of the Study, Subject of the Study, Instrument of the Study, Validity and Reliability, Procedure of the Study, and Technique of Data Analysis.

Chapter IV presents analysis of result and discussion. It consists of the School's profile, Subject of the Study, Analysis of Validity and Reliability, Finding of the Study, Analysis of the Result and the Discussion of Research Finding.

Chapter V presents conclusion and suggestion. It consists of the conclusion and suggestion.