CHAPTER I

INTRODUCTION

In this chapter described the reasons for conducting the research and it deals with several points : introduction that concern with background of the problems, statement of the problems, purpose of the study, significance of the study, and definition of key terms as will be elaborated in the following sections.

1.1 Background of the Study

Language is important aspect for living in the world. People can communicate with each other by using language. They cannot release from language. The ability of English language consists of four competences. They are speaking, listening, writing, and reading. Each competence has the advantages, especially for reading skill. The reading material is from printed or written text that provides in around of us.

According to Goldstein (2008:357), language is a system of communication using sound or symbols. Through language, people can express their feelings, thoughts, ideas and experiences. So, it shows that language can be expressed not only spoken form but also written form. And the spoken form can be seen by using language for communication with each other.

Webster's new collegiate dictionary (1981 : 225) "communication is a process by which information is exchanged between individuals through common system of symbols, signs, or behavior." So, with communication can know the character or behavior of individual to others.

In studying a foreign language is easier to learn when student still young. Students of junior high school, particularly are young learner .As young learner children are better than adult when tempting to learn foreign language as in the common observation. Furthermore, Memory ability of every young child seems to be unparalleled, in that they can absorb, a phenomenal

amount of data it seems that children tent to rely more on memory. Therefore it is important to introduce and teach English skill as young as Junior high school.

English is a foreign language has been learned by Indonesian learners since they were in Junior High school. But, in the globalization era, every country must be able to receive the free trade era. It cannot be avoided that the people in a country must be able to compete in every event with the other country. Especially Indonesia, as the big nations must be able to compete in trade, science, and technology, manufactory product. It is important to transfer science and technology, most of them is come from the western country.So, the people must decide what language is used by most of the people in the world. Nowadays, most people know English althoughthey do not use it as the second language.

Based on curriculum 2006 is KTSP(*Kurikulum Tingkat Satuan Pendidikan*), the students are expected to master those four skills. They are Listening, Reading, Speaking and Writing. Furthermore, the students are hoped to be able to communicate and express their ideas effectively, actively and correctly in line with 2004 curriculum and it is completed with 2006 curriculum that is known as KTSP. This curriculum is emphasized in life skill. So it is called Competence Based on Curriculum (Kurikulum Berbasis Kompetensi). Besides that, in curriculum, English take some hours in teaching learning process at school. It is to create competent students.

Reading is one of all English skill; it has an important role in education. According to Nuttal (1989:47) reading is process of constructing meaning through the dynamic interaction among the readers existing knowledge, the information suggested by the written language and the context is reading situation. Tenses are needed in English texts. Sometimes students are still confused how to use tenses in sentences, especially in simple past tense. Azar (1999:27) states "simple past tense is a part of grammar lesson which indicates that an activity or situation began and ended at particular time in the past". According Knapp and Watkins (2005:225), "Narrative is a story that has the orientation, complication, resolution and re orientation (it is optional). Usually, it has a fairy tale, legend and etc.

Actually, many strategies have been developed to improve the reading comprehension of the students, such as the cooperative learning strategies which are developed by educational experts. The cooperative learning has many kinds of technique. According to Slavin in Ardiyanto (2013:4) there are many techniques in cooperative learning which have been developed and comprehensively researched by different branches of philosophy and psychology, they are Jigsaw, *Team Accelerated Instruction* (TAI), *Cooperative Integrated Reading and Composition* (CIRC), *Numbered Heads Together* (NHT), *Student Teams Achievement Division* (STAD), and *Partnership*.(Slavin, 1995).

This study applies *Student Teams Achievement Division* (STAD) in teaching reading comprehension since this technique is simple and suitable for teaching reading. Beside, this is also the often time for the teacher English to use this technique.

In accordance with Slavin (1995) who stated that "STAD is the simplest and the best technique for teachers who use cooperative learning method for the first time".The *Student Teams Achievement Division* (STAD) is the strategy which apply to make good students' achievement in reading comprehension. By applyingthis strategy the students interested in reading, easy to learn and easy to understand or comprehend the reading text. Slavin (1995) so said that "*Student Teams Achievement Division* (STAD) is one of cooperative learning techniques in which work min groups of four. They are responsible for discussing and working in group before answering quizzes individually".

In this research, the researcher observe *Student Teams Achievement Division*(STAD) strategy to increasereading skill at the eight grade students at MTs Bustanul Ulum Dlanggu. The researcher want to know what the average ability in reading comprehension of eight grade students in English. And the students like given reward if they can answer the question correctly from their teacher, because of it the teacher used cooperative learning type of *Student Teams Achievement Division* (STAD).

1.2   Statement of the Problem

The study is conducted to answer the following questions:

1. How is the implementation of cooperative learning using Student Teams achievement Division (STAD) in narrative text for eight grade students at MTs Bustanul Ulum Dlanggu Mojokerto?
2. Howis the student's responses using cooperative learning type Student Teams achievement Division (STAD) in teaching narrative text for eight grade students MTs Bustanul Ulum Dlanggu Mojokerto?

1.3   Purposes of the Research

The study is conducted to achieve the following objectives:

1. To describe the implementation of cooperative learning using *Student Teams Achievement Division* (STAD) in narrative text of the eight grade students at MTs Bustanul UIum Dlanggu Mojokerto.

2. To know responses the students' achievement in reading comprehension in narrative text of the eight grade students at MTs Bustanul Ulum Dlanggu Mojokerto after taught using *Student Teams Achievement Division* (STAD).

1.4   The scope and Limitation of the Research

The scope of this research is in teaching field, and the limitation of the research is in observation classroom. And the subjects of the research were the eighth grade students which consisted of twenty seven students in one class. This research focused on implemented of cooperative learning type *Student Teams Achievement Division* (STAD).

The technique will be an adaptation of the existing materials in order to personalize them into the need of the learners and the teachers.

1.5   Significance of the Research

The result of this research will be hopefully useful for teachers' especially English teachers in teaching reading and students. There are the benefits, at the first, give a theoretical that means expected give valuable contribution to the development of English teaching, especially to the development of instructional method of reading instruction in terms of the levels of the students reading comprehension. Second, give practically because the strategy applied in the study is expected to be able to enrich the teacher's knowledge in terms of the teaching method of English reading using reciprocal teaching.

So, this study is advantageous for other researchers who want to conduct similar study because the result study gives them valuable insights about the implementation of reciprocal teaching strategy and the reciprocal teaching strengthened to improve the student's participation in doing classroom especially in reading comprehension.

1.6 Definition of Key Terms

To avoid ambiguity and misunderstanding, it is important to give definition on the terms use in this study. They are *Student Teams Achievement Division* (STAD), and reading comprehension.

1. *Student Teams Achievement Division* (STAD) is one type of cooperative learning that easy to use and have a lot of benefits to the teacher or students. Slavin (1995) states "STAD is one of cooperative learning techniques in which work min groups of four. They are responsible for discussing and working in group before answering quizzes individually".

2. Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message.

3. Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. (Olsen and Kagan 1992:8