

CHAPTER II

REVIEW OF RELATED LITERATURE

Based on the discussion in chapter 1, this chapter describes some theories related to the reading, teaching learning process, cooperative learning, and (*Student Teams Achievement Division*) STAD Type, and teaching of reading in junior high school based on 2006 curriculum.

2.1 Reading

According to Grabe (2011:3) reading is the ability to build a meaning on a page then interpret the meaning appropriately. It showed that when the reader is reading text happen process of combining information from the text and background knowledge of person, it has aim to get information.

2.2 Teaching Learning Process

In our daily life we use language to express our self and share what we have in mind with other people. Using language in the social life, enable people to cooperate one with another. But, not all of us knew and understand the nature of language it selves. In addition, Supriatna (2009) states “teaching and learning is a process of communication between learners, teachers and teaching materials”.

2.2.1 Teaching

Learning new word is important part of learning a new language. It will be impossible to make sentences when speaking a language without knowing words or vocabulary. Even children learning their native tongue usually learn isolated words or phrases before piecing them together into more complex utterance.

1.2.2 The Importance of Teaching Reading

Teaching is an active process in which one person share information with others to provide them with the information to make behavioral changes. Then, learning is the process of assimilating information with a resultant change in behaviour. However, teaching learning process is a planned interaction that promotes behavioral change that is not a result of maturation of conscience”. (Banks, 2001)

Reading is an important activity in language classroom which plays the main role of ability the other language skill. The dominant of reading is in the test in classroom because most English tests are in the form of readings. So, the result of students’ reading is still low. Many students fail to reach the criteria of success which is determined by the teacher. Reading cannot occur without comprehension (Emaliana, 2007:8). Penny (1996: 10) said that “the process of a language is a complex one, as with many other subjects, it has necessarily to be broken into components for purpose of study”. Although reading is complex, the skill must be mastered by the students after they can speak.

2.3 Cooperative Learning

In cooperative learning, five principal student team learning method have been develop and extensively. There are general cooperative learning method adapted to most subject and grade levels: *Student Teams Achievement Divisions* (STAD), *Teams Games Tournament* (TGT), and *Jigsaw*.

Ibrahim (2001:42) states that cooperative learning environment cause the risk management especially for the teacher, so it forces the teacher to give attention on their management assignments is:

- a. Helping transition
- b. Managing and making group
- c. Teaching the cooperative

The reason use cooperative learning, we can make the better and use the student feel easy and attractive to follow our lessons. When student feel enjoy in our strategy in teaching learning process, students will be active and they get motivation in themselves to receive our lessons.

2.4 Student Teams Achievement Division (STAD)

According to Slavin (1994) “the main idea behind STAD is to motivate students to encourage and help one another master skills presented by the teacher”. Teams had the opportunity to choose a creative name for their respective group and team members remain in their respective groups. STAD model has two effects on the pupils as well as the instructional impact and effects of participation. Instructional impact of the mastery of concepts and skills, positive dependence, group processing and togetherness. Namely involving the impact of social sensitivity, tolerance, and awareness of the difference. Weakness that may result from the implementation of STAD method is an extension of the time this is most likely because the groups have not been able to complete the task at the time determined until each member of the group understands its competence.

2.4.1 Components of STAD

There are several components which includes techniques STAD, If the method of teaching learning process all components could be implemented well, the teaching said to be successful with technique STAD. Yasin (2009) said that there are five components of STAD:

1. Class Presentation

Teachers deliver learning materials in accordance with the class presentation. The class covers the opening presentation, development and guided exercises.

2. Group Activities

Students discuss the worksheet given and are expected to help each other member of the group to understand and solve the problems of teaching materials provided.

2. Quizzes

Quiz is a test that is done independently in order to determine the success of students after the study group. The test results are used as a result of development of the individual and the value of donated development and success of the group.

3. Individual Score Advancement (development)

Individual progress scores are not based on absolute scores of students, but based on some of the latest quiz scores far exceed the average score of students ago.

5. Group Awards

Award predicate group is giving to each group. This predicate is obtained by looking at the progress score group. Scores obtained by the group advances accumulated score of each group progress to the average scores obtained by the group.

2.5 Narrative

A narrative is a type of spoken or written text that tells a story of one character or more who face certain situations. There are various kinds of narratives such as fairy stories, mysteries, science fictions, romance, horror, etc. This type of text can be found in short story books, magazines, novels, movies etc. Narrative is popular because they present a plot which consists of complications and resolutions. They make people feel curious and anxious with the ends of the stories. The generic structure of narrative usually has four components (but the one is optional):

(1) Orientation is introduces the main characters in a setting of time and place when the story happened. (2) Complication is consists of sequence of events which may begin in a usual pattern, and changed in some way so that the pattern of events becomes a problem for one or more of the characters. (3) Resolution is shows the problem is resolved or attempted to be resolved. (4) Reorientation is ending of the text, which may consist of closing remark to the story, moral

lesson, advice or teaching from the writer. But, this part of the story is optional. You may or may not find it in a story.

2.6 Teaching of Reading in Junior High school based on 2006 Curriculum

As stated in the 2006 curriculum (KTSP), Students in junior high school are only to master the literary functional level. It that means they are expected to be able to communicate in both oral and written forms in order to solve the problems they face in daily life by using the target language. The students are hoped to be able to communicate and express their ideas effectively, actively and correctly. This curriculum is emphasized in life skill. So, it is called *Competence Based on Curriculum* (Kurikulum Berbasis Kompetensi).

Nowadays, English subject is introduce to learners early. And the duty of a teacher is to introduce and teach English subject to make a learner can easily understand the lesson. And of course, in the process of teaching and learning, the teachers often find out many kinds of problem when they are teach.