

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statement of the problem, objective of the study, significance of the study, the hypothesis, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

Reading is one of skills that should be mastered by every student. It is supported by Nunan in Auliya's study that reading is a schematic knowledge on the comprehension processes of second language reader.¹ The students not only get information, increase their vocabulary but also they get pleasure. To get the information from the passage, they read; students have to comprehend the passage. Decoding requires translating the symbols of writing system (including Braille) into the spoken words which they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers' strategies and knowledge.

Reading behaviour is a figure that is hoped. Without reading, it is impossible that we can survive in the modern humanity, because many systems that we use come from the western culture. It means that every aspect of learning uses reading as a major component. People think that reading is very useful in their life. Every day they read book, magazines, or newspaper because they think that reading can enrich their

¹ Rizkitta Auliya, *The Effectiveness Of Icm (Index Card Match) To Reading Comprehension Students At The Eight Grade of Smp Negeri 6 Kediri In Academic Year 2015/2016* (Kediri: Universitas Nusantara PGRI, 2015), 4

personality, expand their horizon, provide with various experience and help them to organize their thought and feeling.²

Reading is one of English skills that can help us to get more information and knowledge. Reading also has an influence for teaching learning process. Building the reading habit should be started from the earlier. Reading also includes four skills that should be taught in English. Many students dislike reading, even though reading can support other English learning activities. By reading, students are demanded to get the knowledge of other skills in teaching English (Speaking, Listening and Writing). Unfortunately, most of the students cannot understand the meaning. It means that they cannot apply the reading comprehension.

Teacher's activities in reading class should be designed to build students to understand the complex content of the texts. The methods, techniques, and teaching media that are chosen and used by the teacher would influence the success of teaching learning process and students' achievement.

Considering the research conducted by Lubis in improving the students' reading comprehension achievement by using index card match strategy, the finding of the study indicated that the implementation of Index card match strategy was successful. It is concluded that Index Card Match strategy could improve students' reading comprehension³.

²Yuko Kobayashi, *A New Look at Reading in the College Program* (Washington: English Teaching Forum, 1975), 188.

³Septiwi hadi lubis, "Improving The Students' Reading Comprehension Achievement In Descriptive Text By Using Index Card Match Strategy", *TRANSFORM Journal of English Language Teaching and Learning of FBS UNIMED*, 3 (2014), vol 3

The other research, Rizkitta Auliya had proved that Index Card Match is effective in teaching reading. Based on the result, it signifies that using Index Card Match gives a better result on the reading comprehension.⁴ So that the researcher replicates this research using index card match strategy to know the effectiveness of this strategy by combining it with STAD model.

Based on the observation in SMA Islam AL-Wahid Kepung, the researcher finds some problems in teaching reading. The successfulness of the students in learning English is low, because many students have low score. Besides that, the students are confused to read English text. Finally, they get low score. When the teacher explains about the material, there are just few students who pay attention. The other ones talk with other friends. It is because the students were lazy to read, and they got difficulties in understanding a text and comprehending the meaning of words in the text.

To solve this problem the researcher tries to find the solution through Index Card Match (ICM) strategy that is combined with STAD model. This strategy helps the students focus on study English. It is one of the alternatives to improve reading skill of student in SMA Islam Al-Wahid Kepung. The researcher chooses the tenth grade of SMA Islam Al-Wahid Kepung. The researcher is interested in conducting the study entitled “The Effectiveness of STAD Model Index Card Match Strategy in Teaching Reading at The Tenth Grade of SMA Islam Al-Wahid Kepung.”

⁴ Rizkitta Auliya, *The Effectiveness Of Icm (Index Card Match) To Reading Comprehension Students At The Eight Grade of Smp Negeri 6 Kediri In Academic Year 2015/2016* (Kediri: Universitas Nusantara PGRI, 2015), 8.

B. Statement of the Problems

Based on the background of the study above, the problem of this study is “Is there any significant difference of reading skill between the students who are taught by using STAD Model Index Card Match Strategy and the students who are taught by using conventional learning model at the tenth grade of SMA Islam Al-Wahid Kepung?”

C. Objectives of the Study

Based on the statement of the problem above, the objective of the study is “to investigate whether there is significant difference of reading skill between the students who taught by using STAD Model Index Card Match Strategy and the students who taught by using conventional learning model at the tenth grade of SMA Islam Al-Wahid Kepung.”

D. Significance of the Study

This study is expected to give beneficial contribution to the teachers, students, and the readers.

1. For the Teachers

The result of this study is expected to be an alternative teaching method for the teacher to teach English. The teacher can motivate the students to learn their English material as well. It improves the quality of teaching and makes the students interested in learning English.

2. For the Students

The result of this study is expected to support the students to understand the materials of reading. The students are expected to have ability that enhances the competence in mastering foreign language.

3. For the Readers

This research is expected to give contribution to develop English teaching, especially in learning reading. In the end the result of the research can be used as reference for the next researcher who interested in developing this field of study and this method in teaching reading.

E. The Hypothesis

Based on the research, the researcher wants to know the effectiveness of teaching reading using STAD model index card match strategy, the researcher builds the hypothesis to make the purpose of this study clear. The researcher's hypothesis is "There is significant difference of reading skill between the students who taught by using STAD model index card match strategy and the students who taught by using conventional learning model."

F. Scope and Limitation of the Study

The researcher focuses on teaching reading by implementing Index Card Match strategy and combining it with STAD model to improve students' reading skill at the tenth grade students of SMA Islam Al-Wahid Kepung Kediri in the Academic Year 2016/2017.

G. Definition of the Key Terms

In order to avoid misunderstanding between the readers and the researcher, the researcher gives the definition of some key terms as follow:

1. STAD Model Index Card Match Strategy

STAD (Student Teams Achievement Divisions) is a cooperative teaching method which was developed by Slavin.⁵ In STAD, students are assigned to four or five member learning teams.

Index Card Match strategy is a very potential strategy to be applied in improving students reading skill as it allows students to have pairs and groups and quizzes on it which is expected can improve students reading skill. This strategy is a strategy in which the students will be given cards which separately contain questions and answers.

2. Reading

Reading is interaction between the readers and the text. The readers interact dynamically with the text to find what the meaning and where various kinds of knowledge are being used in the text.⁶ It is also useful for acquisition to provide that the students understand more or less what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.⁷

⁵DeVries, et. al., "Biracial Learning Teams and Race Relations in the Classroom : Four Field Experiments on Teams Games Tournament", *Journal of Educational Psychology*, 70 (1978), 356-362.

⁶ Hesyam Suleiman, *Teaching Reading Comprehension for ESL/EFL Learners*, (Journal of Language Learner, Vol. 5 No. 1, 2006). 64.

⁷ Jeremy Harmer, *How to Teach English*, (Edinburgh: Pearson Education Limited, 2007). 99.

3. Teaching Reading

Teaching reading usually has at least two aspects. First, it can refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who already have reading skills in their first language. You only learn to read once.⁸

⁸ David Nunan, *Practical English language Teaching, First Edition* (New York: McGraw-Hill Companies, 2003), 68.