

CHAPTER 1

INTRODUCTION

This chapter covers the general review of the present study. It consists of the background of the study, the problem of the study, the objective of the study, the limitation of the study and the significance of the study.

A. The Background of the Study

Learning English as a foreign language in school context raises reading become the skill that is critically important to students. Reading is the necessity for students if they want to expand their knowledge. There are so many definitions of reading, takes for example according to Hastuti and Yuliasri (2015) state reading is an activity to get information from the writer or author. In addition, according to Grabe (2002) reading skills are techniques that develop understanding and remembrance of containing information from material printing.

Mastering reading is very important for students to be able to master other English skills. For example, a young learner who wants to be a good writer needs to be a good reader. In addition, young learners need to master reading order to communicate and to receive some information (technology, science, sport, economic, business, news, an soon). The importance of effective reading is also proposed by Greenal and Michaels (1986: 46). They say, “The effective reading means being able to read accurately, and to understand as much of the passage as you need in order to achiev your purpose”.

As an important element in the four language skills in EFL, reading plays the significantly role in foreign language learning. To increase well in a foreign language “knowledge itself” Unfortunately, common readers especially young learners do not have a good reading comprehension in understanding English passages well and effectively. Indonesian learners has a little interest in reading due to several factors. The first is uninteresting way used by the teacher. For example the teacher asks students to read by themselves without guiding from the teacher. Second, some of students are lazy to read, but they prefer to learning in practice, take for example in English context the students is more interested in speaking because speaking is practiced directly. Third, young learners may not yet be able to read well in their own language so dealing with a different language (and possibly a different alphabet) may bring up extra difficulties. Parents can inure their child to improve reading skill by theirselves.

Teaching reading is quite difficult to the teacher. The teacher must uses some methods to teach reading. The teacher needs this method or strategy to make reading activity more interest and more easy. There are several methods to use in teahing reading comprehension in the classroom. Those are telling story, TGT, STAD and reciprocal method.

According to Slavin (1995) the teacher holds the idea that students should work together to learn and are responsible for their teammates’ learning as well as their own. Students need team work to solve their problem in reading comprehension. Team work is good choice for the learners to share their opinion or they can give feed back if they work together.

STAD is one of a simple method from cooperative learning, and is a best model to start cooperative learning for teachers who are new use it (Slavin, 1995). Furthermore, *STAD* can be waste when the study is not seriously combined and the teacher does not carry out, leading to bust or not success (Mc Cafferty, Jacobs & Iddings, 2006). In conclusion, student team achievement division is simple method from cooperative learning, student teams achievement division is easy model in teaching because teacher just makes four or five groups and fills each group with students in different culture, level, sex, etc.

According to many researches that teaching reading comprehension using student team achievement division is more effective than using conventional teaching (Cahyani, 2013). Studies conducted by Ferina, F. (2015), Cahyani, I Murtanti. (2013), Hastuti, D. & Yuliansari, I. (2015), Rahimi, S. (2015) found that student team achievement division is effective in teaching reading comprehension.

Furthermore, reciprocal technique also one of teaching techniques used in reading comprehension in the class. According to Person and Fielding (1991) in Pilten (2016) state that reciprocal teaching is effective to enhance student's reading comprehension with low level. Based on previous research from Amrullah (2014), Reciprocal teaching technique is an alternative teaching technique in reading to teach reading comprehension to make the students develop their thinking more effectively and creatively.

Based on the explanation above, researcher attempts to conduct a study on the use of *STAD* and reciprocal technique in teaching reading comprehension for the eight grade students of SMPN 1 Bantur.

B. The Problem of the Study

Based on the background research of this study, the problem of this study is formulated as follows:

“Is *STAD* method more effective than reciprocal technique to enhance students’ reading comprehension in the eight grade students in SMPN 1 Bantur?”

C. The Objective of the Study

Based on the question formulated in the problem of study, the objective of the study is to find out whether Student Team Achievement Division (*STAD*) method is more effective than reciprocal technique in reading comprehension in eight grade students in SMPN 1 Bantur.

D. Hypothesis

Based on the theories, the hypothesis can be formulated as follows: For H_0 there is no significant difference between Student Team Achievement Division method and reciprocal technique. In the other hand, for H_a there is a significant difference between Student Team Achievement Division method and reciprocal technique.

E. The Limitation of the Study

Teaching reading actually has a broad and wide scope of coverage. There are many things can be taken as the subject matters to be observed by people who want to do research in this field. The researcher has to narrow down the scope of the discussion of this study to one point only, so that the reader will not get confused. This study is focused on the effectiveness between Student Team Achievement Division (STAD) and reciprocal technique in reading comprehension in eight grade students in SMPN 1 Bantur.

F. The Significance of the Study

This study is conducted to analyze the ability of the students in reading comprehension. There are some significances from this study, they are:

1. For the teacher

This study may become reference in teaching reading, so teacher can help students to enhance their ability in reading comprehension.

2. For students

This study gives contribution toward their ability related to reading comprehension, it can help students to understand the text easier.

3. For other researchers

This study may contribute to the further reseacher who will conduct an experiment with a some topic. It may help them in getting some theories of their experimental variables and the result.

G. Definition of the Key Terms

The following definitions which are used in this study are given to avoid misunderstanding and in order to make same perceptions for the readers. The terms are needed to be defined as follow:

1. Student Team Achievement Division (STAD)

According to Cahyani (2013) Students Teams Achievement Division (STAD) is one of the cooperative learning that ask the learner to work in group. Student Team Achievement Division (STAD) is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances. Based on Anto, et al (2013) Student Team Achievement Division (STAD) Method is more effective than conventional method to teach reading.

2. Reciprocal Technique

According to Klingner and Vaugh (2007) Reciprocal Technique is originally design to improve comprehension for students of junior high school who would analyze but difficulty in understanding the text. In Reciprocal Technique student will learn through four steps like prediction, summarization, questioning and clarifying. Students will learn in a group and the teacher will have the same role with the students during the activity.

In addition, Faris (2004) stated Reciprocal is a process in four steps activity. There are prediction, summarization, questioning and clarifying in a group discussion in junior high school students.

3. Reading

Reading is one of the skills that the students learn in studying English. According to Daiek (2004) reading is active process, the process makes a reader to think the thoughts of a writer or author. Reading also is a useful tool for other subject in the curriculum and a useful element in real living. Another definition from Patel and Jain (2008) stated that reading is not only source of information but also a way to increase the reader knowledge.