

## CHAPTER I

### INTRODUCTION

#### a. Background of the Study

Reading is an important skill in the learning. Reading ability is also very important in addition to writing, speaking and listening skills. Reading is an effective skill that can help us gain a lot of information and knowledge. Reading ability is necessary for students to acquire new knowledge and are important in an education perspective as they can be an indication of a student's general language skills (Brown, 2007). Reading is a language skill that makes students understand information clearly. It is one of the main skills that allow students to improve their performance for the better. Basically, Reading ability requires high concentration in reading, in addition to understanding the meaning in the text. It is the process of using text to understand and create meaning (Johnson, 2008). It means that reading is an aspect of the activity that involves text and one's ability to understand the text in order to come to a conclusion.

According to Brown (2001), there are several principles strategies for the teaching of reading, including identifying goals, using grammar and patterns for doing good in a ground-up decomposition (for beginners), use the efficient silent reading technique for understanding that is relatively fast (especially for middle and upper-intermediate levels), skimming text for main ideas, scanning text for more detailed information, using grouping or semantic mapping, Guessing when you cannot define, checking vocabulary, distinguishing from literal and implicit explanations, utilizing discourse markers for procedural relationships.

Sari, et al (2017) explained that reading is a necessity for students to carry out learning. Because reading is the initial foundation for entering the world of education. However, in modern times like this, many students lack Reading ability. Students think that reading is a lesson that does not attract their attention, so that students' interest in reading is very low. According to Gunning (2002), problems in reading are not only in one aspect, but also from various aspects, such as language knowledge problems, motivational problems, learning strategy problems in Reading ability, knowledge problems in Reading ability.

To overcome the problems mentioned above, educators must be able to find learning strategies in Reading ability that are able to overcome these student problems, one of which is using cooperative learning strategies. The cooperative learning strategy is a strategy that emphasizes teamwork or group work. Cooperative learning strategies are divided into various types are Jigsaw, Think Pair-Share, Student's Team Achievement Division (STAD), Team Game Tournament (TGT), Group Investigation, and Team Assisted Individualizes (TAI). Of the many cooperative learning strategies, the most usable is STAD and a good learning method to be used by novice teachers or novice researchers is STAD. By using STAD, students are given the opportunity to discuss with their group mates about the material that has been given so that the use of STAD is very suitable to be used in the learning process.

Anto, et al (2013) states that using STAD in learning Reading ability in Junior High School students is effective, can help students be active and interact with their friends and can focus more on the learning process. By using this

learning strategy, students will be more enthusiastic in participating in learning and also discussing in groups. In addition, students will better understand the material presented to educators.

STAD is a learning strategy used to improve students' reading competence. Slavin (1983), the activities that students could do in using STAD are, students can identify the main idea of the reading passage or in each paragraph, students can determine the explanatory ideas in the reading text, students can determine the main sentence in paragraphs, and students can conclude the contents of the reading text. In this STAD strategy there are several activities, the teacher explains the learning flow, the teacher explains the material, the teacher organizes the students into several groups, the teacher guides the group in learning and also works, the teacher evaluates students in learning, and the teacher gives rewards to students.

Slavin (1983) states that in STAD students are divided into 4-5 members in one group. The group consists of students who have high, medium and low academic grades, women and men, students with various backgrounds and ethnicities. Educators will provide new material every week and each group must study it carefully. They can discuss the material that has been given by asking one another or by using other means to help them understand the material. After doing the practice, students will be given a quiz that will be done individually. The quiz will be assessed after the material has been done.

MTsN 5 Nganjuk is a school that uses the K13 curriculum. In this school, seventh grade students focus more on learning descriptive texts, announcements and narrative texts. At the beginning of the second semester students focus on

learning descriptive text, but MTsN 5 Nganjuk students are less interested in learning this Reading ability. The above problems make students unable to understand reading texts optimally. This makes the learning process of reading and learning English cannot be optimal. One way to improve students' Reading abilitys at MTsN 5 Nganjuk is to create some interesting strategies for learning Reading abilitys to achieve reading goals, students need strategies and one of these strategies is the Student Team Achievement Division (STAD) method.

Previous studies have shown that the used of Student Team Achievement Division (STAD) method can improve the teaching and learning process of reading. Firstly, the research that conducted from Asmida, P. M., Indri Yanti, and Yuliana Marzuki published in 2019 with the objective of the research is tried to investigate students' improvement in Reading ability and their completion in learning by using STAD cooperative learning strategy. The result of the research is the used of STAD in learning can improve Reading ability in students of SMA Negeri 7 Pekanbaru, with observation results showing that 75% of the success criteria.

The second, the research that conducted from Yeti Suyasti, Clarry Sada, and Ikhsanudin published in 2016 with objective of the this study aims to improve students' Reading ability by using cooperative learning of Student Teams Achievement Divisions (STAD) method. The result of the research is the used of STAD provided an increase in Reading ability in SMA Negeri 5 Pontianak students. This can be proven by increasing the motivation and involvement of students in learning Reading ability. Students can exchange ideas and help each other in mastering the material.

The third, the research by Sapriani, Suhartono, and Wardah published in 2019. This study has aim to determine whether STAD can enhance student's reading abilities. The result of this reserach is improved, in the first cycle only 30% (12 students) of the students passed the exam, but in the second cycle 97,5% (37 students) of students passed the exam.

The fourth reserach from Citra Prasiska Puspita Tohamba published in 2017. This research has purpose is to determine if the STAD method can enhance student's Reading ability at SMAN 7 Kendari class XI IA1. The result of this research of the first cycle only 62.2 mean score that have been reached. In the second cycle the mean score had improve to 69.7

The fifth research by Rini Listyowati and Arisandi Setiyawan published in 2021. The purpose if this study is to determine whether the STAD method can enhance reading somprehension at SMA plus Al-Miftah Palengaan-Pamekasan. The result of this research in the first cycle had 11% or three students were engaged in the teaching and learning process. In the second cycle 77% or 21 students had passed the literacy examination.

Based on the previous study, it had similarities with my study was to determine the use of Student Team Achievement Division (STAD) in improving students' Reading ability. In addition, the similarity in previous study and my research lies in the type of research design, the use of Classroom Action Research (CAR). In addition to similarities, there were differences between previous studies and my study. The difference between previous research and this research is that it is located in the skills used.

With these existing problems the right learning method made students able to understand Reading ability. The learning method also has an impact on students' interest in learning Reading ability. Educators must choose learning methods that are suitable for students and female students, so that they more motivated in learning Reading ability. Given these problems, the author took the title "Implementing the Student's Team Achievement Division (STAD) Method to Improve Students' Reading ability at MTsN 5 Nganjuk".

**b. Research Question**

Based on the research background, the research questions is formulated, "How can the Student's Team Achievement Division (STAD) method improve student's reading ability at MTsN 5 Nganjuk?".

**c. Objective of the Research**

Based on this problem, this research has aim to improve reading ability of student's at MTsN 5 Nganjuk by using Student Team Achievement Divison (STAD) method.

**d. The Significance of the Study**

Theoretically, this study uses STAD strategy to improve student's Reading ability. By using STAD strategy, it is expected to improve learning in Reading ability and can also overcome various problems regarding Reading ability.

Practically, the author conducted this research to determine students' understanding in Reading ability. The author recommends to teachers to use the STAD method in teaching Reading ability. The author hope, this research can

provide benefits for students become more motivated and more enthusiastic in studying Reading ability.

For future authors, they can use other skills besides Reading ability, or use other materials besides descriptive text. Future author can use recount text, narrative or etc, and can use writing skill, listening skill or other skill in English. So we can find out if the use of Student Team Achievement can improve various skills and various materials.

#### **e. Scope and Limitation**

The scope is implementing Student Team Achievement Division (STAD) method to improve student's Reading ability. The author limits the implementing Student Team Achievement Division (STAD) method in understanding the descriptive text in MTsN 5 Nganjuk.

#### **f. Definition of Term**

To clarify the key terms, the following is an explanation of the key related to the following research:

##### **1. Reading ability**

Reading is an important ability in education, especially in English. Reading can help students to understand every text they read. Reading requires high concentration. With the ability to read, students can understand the text they read and students can increase their knowledge.

## 2. Student Team Achievement Division (STAD)

Student's Team Achievement Division (STAD) STAD is the most useable cooperative learning strategy a good learning method to use for novice teachers or novice researchers. By using STAD, students are given the opportunity to discuss with their group mates about the material that has been given so that the use of STAD is very suitable to be used in the learning process. STAD is a learning strategy by creating small groups in class. One group consisting of 4-5 members. Each group consists of different academic abilities, high, medium, and low, women and men, consisting of various backgrounds and ethnicities. Students can discuss learning materials by asking each other and exchanging ideas to understanding the material that is presented by the teacher.

## 3. Descriptive Text

Descriptive text is text that describes or describes people, animals, tourist attractions, plants, and etc. Descriptive text has aims to provide information to the reader about what is in the text. Descriptive text has the characteristics of using the simple present tense, using adjectives and using linking verbs.