Chapter I

INTRODUCTION

This introduction present and discussed the background of the study, the statement of the problem, the objective of the study, the significance of the study are formulated, the scope and limitation of the study is presented and the definition of the key terms is given to avoid misunderstanding of those terms.

A. Background of the study

In this globalization era there are various problems in so many areas. There are economic and moral problem, specifically education problem. If we will be downright, we incurred by crisis. Specifically our education system and as well as using limited facility.

In our country, by using limited facility our education tends to stagnancy. This matter represent challenge for education world. And surely from various analysis indicating that our education now are being given on by various crisis which require to get handling as soon as, among other things equality problem, between education with requirement socialize and development.

Therefore, government have formulated curriculum (KTSP), as educational policy follow-up in autonomous context area. Strengthened by existence of governmental regulation number 22 year 2006 about standard content study and competency standard and basic competency explained by that subject of English represent one of subject obliged.

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. Besides that we also remember that there are some important factors in foreign language learning, which will mostly influence students, or learners in mastering the language.

In the Basic Course Outline (GBPP) of English curriculum 2004, it is stated that English is considered as a tool or instrument for expressing meanings. Based on the concept and the function of English as stated in that BCO the teaching of English at secondary school aims to develop the four language skills (listening, speaking, reading and writing). The Indonesian students start learning English at the Junior High School (SMP). The process continues at Senior High School (SMA). In fact, now, English is also taught in some elementary schools as the local content and even in some kindergartens.

The pupils are introduced to some English vocabularies. In addition to learning the language in formal education as mentioned above, people also learn it in non-formal education. English courses are the examples of informal education. This indicates the failure of teaching English in this country; stated that the teaching of English in Junior high School in Indonesia is not successful. It can be seen from the quality of SMP graduates' mastery of English. It is that most SMA graduates are still

¹ Ramelan, 1992. Introduction to Linguistic Analysis. IKIP Semarang Press

very poor in reading comprehension, since they cannot usually read or understand articles in English daily, magazines which are now in circulation in this country, even though the Basic Course Outline of English (BCOE) stated that among the four language skills, (listening, speaking, reading and writing), reading is the most emphasized in English teaching and learning process. Quite simply, without solid reading second language readers cannot perform at levels they must succeed in reading. Thus, reading is not passive but rather an active process, involving the reader in on going interaction with the text.²

Furthermore, reading constantly involves guessing, predicting, checking, and comprehending. In group reading, students may enjoy from time to time getting away from the usual pattern of reading the story or article aloud at sight. This is particularly true of better readers; what may be undesirable as routine procedure has real value as an occasional variation. By seeing the problems, it is important that a study of English especially reading should be done. The writer hopes there will be an improvement in the teaching of English.

Language is form of communicative activities. Language is the important communication system than other and than language has central contribution in intellectual development, social and emotional.³

It is problems, fact that in study at formal education (school) we still meet to lower absorption. It's seen in our evaluation study.⁴ Therefore, existence of strategy

³ Widodo.2008. Kesatuan Berbahasa dan Etika komunikasi dalam Lintas Budaya.Surabaya: Balai Bahasa pages: 25

² Ibid pages: 34

Trianto.2007. Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik. Jakarta: Prestasi ustaka. pages: 16

in order to the students can improve them achievement, specifically for this subject, that is English subject.

The problem in study is theories oriented and not varieties and textbook oriented.⁵

To overcome the problem, we need refreshing or training activity existence for students, that is created study climate which conducive, by using study pattern which varieties. In order to the study become more interesting and please. Therefore, we will be able to push existing of active, creative, effective study process and have a meaning. It's (learning to know), (learning to do), (learning to be), (learning to live together). And then, study intrinsically is interaction process between student and them environment, so that happened by the behavioral change toward better. In the interaction a lot of factor influencing it, incoming internal factor goodness from within individual themselves and also incoming factor external from environment.

On the contrary if teacher do not manage to approach class and substance teach, of course teacher not yet planning study well. Equally, the teacher not yet preparation in teaching.

Teachers must to choose strategy making student have confident that themselves to study. And also making student can exploit them potency. It is named by *strategy* co-operative learning.

Cooperative learning is a set of instructional strategies "which employ small teams of pupils to promote peer interaction and cooperation for studying academic

Suyanto, Kasihani.2008. Model Pembelajaran. Malang: Universitas Negeri Malang. hal: 15
 Mulyasa.2007. Kurikulum Tingkat Satuan Pendidikan. Bandung: PT Remaja Rosdakarya. hal: 33

subjects"⁷ Students must work together to accomplish a common goal or to receive a common reward. Cooperative learning models recommend heterogeneous ability or achievement grouping strategies for the bulk of the instructional time. Most of the models include explicit guidelines for group composition in which a range of high, medium, and low achieving students is to be placed in each cooperative group.⁸ Other cooperative models are less directive about the range of achievement in the groups, but do assume and encourage heterogeneity⁹. Finally, peer tutoring or partner teaching is often a component of cooperative learning models. Aronson's Jigsaw, Teams-Games-Tournament (TGT), Student Teams Achievement Divisions (STAD), and Cooperative Integrated Reading and Composition (CIRC) explicitly include students tutoring one another within small groups.

Explanation above, So study model Student Teams Achievement Division (STAD) offering something interesting that to do. because in model of study shading in theory of strategy study of the co-operative that student of having a time to can be involved active in process of thinking in activity learn.

Beside that, study model STAD that, also remain to give opportunity for student finding difficulties to communicate with many people. Start this small group, student trained on how to have interaction from intellectual facet, social and emotion, especially for the man who find difficulties to communicate in larger ones group.

⁷ Sharan, S. (1980). Cooperative learning in small groups: Recent Techniques and effects on achievement, attitudes, and ethnic relations. *Review of Educational Research*, 50, 242.

⁸ Slavin, R. E. (1980). Cooperative learning. Review of Educational Research, 50, 315.

⁹ Sharan, S., & Sharan, Y. (1976). Small group teaching. Englewood Cliffs, NJ: Educational Technology Publications.

In Student Teams-Achievement Divisions (STAD), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Thereby, student do not only sit and listen clarification teacher, but will do study process, pushing student to be self-supporting, lessening depend oneness teacher, and also can became to feel self confidence to converse and release opinion, expressing and also communicate.

B. Statement of the problem

Pursuant to breakdown of problem background, researcher try to give as research target. this research is done to second grade student in MA Al-Ichsan Brangkal Mojokerto, specially in English subject.

Research also formulate problem which is in the form of question to be study, searched by its resolving, according to theory and data analysis of all expert becoming this research reference. As for internal issue formula this research shall be as follows:

- 1. What is the STAD technique used by teacher in reading Comprehension at first grade MA AL-Ichsan Brangkal Mojokerto?
- 2. How can STAD technique to improve students understanding of reading comprehension at firs grade MA AL-Ichsan Brangkal Mojokerto?

C. Objective of Study

Derived from the above of the problem, so this research target is:

- To evaluate improvement of students understanding of reading skill to change the study strategy.
- 2. To know the result and study strategy with observation.

D. Significance of the study

The result of the study theoretically that is:

- To Teacher: give the innovation in study process because they can use this Technique
- 2. To students: give the motivation in study English

While the result of the study practically that is can improve knowledge and also the experience learn and researcher about use study model of Student Teams Achievement Division (STAD) and also to give contribution to process study of English Subject.

E. The Limitation of the study

In this research specially to First grade of MA Al-Ichsan Brangkal Mojokerto,
This developmental research is specially intended to implement STAD Technique to
improve students understanding of reading Comprehension.

F. Definition of the key terms

1. STAD Technique

The cooperative learning techniques used in this study was the Student Achievement Divisions' (STAD) Technique developed by Robert Slavin (1986). STAD has been described as the simplest of a group of cooperative learning techniques referred to as Student Team Learning Techniques.

In the STAD approach students are assigned to four or five member teams reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds and different genders. Each week, the teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation. Team members then collaborate on worksheets designed to expand and reinforce the material taught by the teacher. Team members may (a) work on the worksheets in pairs, (b) take turns quizzing each other, (c) discuss problems as a group, or (d) use whatever strategies they which to learn the assigned material. Each team will then receive answer sheets, making clear to the students that their task is to learn the concepts not simply fill out the worksheets. Team members are instructed that their task is not complete until all team members understand the assigned material.

2. Reading Comprehension

The one of basic Lesson in formal or informal school is reading skill.

Reading is an active and interactive activity to reproduce the word mentally and

¹⁰ Slavin RE. Cooperative Learning: Theory, Research, and Practice. A Simon & Schuster Company USA: 1990

vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading¹¹.

In classroom, in student's reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. Reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material¹².

G. The Systematization of Discussion

Chapter I: Introduction

This chapter provides the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, the definition of key terms, and the systematization of discussion.

Chapter II : Review and Related Literature

This chapter review the understanding theory used the study concerning with the reading comprehension and action research, to

¹¹ Jacobsen, David, Eggen, Paul, and Kauckhack, Donald.1989. *Technique for Teaching.A Skill Approach*. Ohio. Merril Publishing Company

¹² Olson, J.P & M.H Diller. 1982. Learning to Teach Reading in Elementary School. London: Macmilan Publishing Company

be more specific, this review discussed about: Cooperative learning: STAD Technique theory, Implementing STAD in the classroom, reading comprehension.

Chapter III : Research Techniqueology

This chapter is focused on a description of the research design, research setting and subject, population and sample, research procedure, data analysis, data conclusion and data validation.

Chapter IV : Result and Discussion

This chapter is focused on data presentation and discussion of the research concerning with the glace description of the research object, the description of teacher activities in implementing the STAD Technique, the description of research findings and the discussion of research findings.

Chapter V : Conclusion and Suggestion

This last chapter will mainly present the conclusion and the suggestions of this thesis.