

CHAPTER I INTRODUCTION

A. The Background of the Study

There are four basic skills in learning English. They are listening, speaking, writing and reading. Reading is one of the communicative skills, it involves very complex process. Readers need to be able to comprehend what is being discussed, involved in the process of acquiring grammatical structures and vocabularies of the language and meaning. As readers, we should consider about these things in order to make our reading meaningful. Good readers understand the processes involve in reading and consciously control them. Reversely, poor readers either do not realize that it exists or do not know what to do about it. It means that the purpose of reading comprehension is to get some skill in understanding the text.

Reading comprehension is a good way to develop and understand English. But actually, most of students are difficult in reading comprehension even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. In reading comprehension, students should be able to read English text effectively and efficiently. To become a good reader, student should have particular purpose before they interact with the text.

William Grabe and Fredricka L. Stoller (2002:17) said that reading for general comprehension is in its most obvious sense, the ability to understand information in a text and interpret it appropriately. The main goal of reading is comprehension. Comprehension means that understanding the information that words and sentences are communicating. It means that in order to gain the information from

a reading text we need ability to comprehend it, which is reading comprehension. William Grabe and Fredricka L. Stoller (2002: 29) said that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. Based on the writer experience in PPL (Practical Teaching Practice) that teaching reading comprehension is not easy task, because teacher face some problems, such as, many students did not interested in learning reading comprehension, when teacher told them to tell some information for their reading text, most of them did not have some ideas or opinions to clarify the information in the reading text. So the process of teaching reading did not run well. This situation happened because the strategy which used was not suitable. Commonly, teachers teach reading comprehension by translating the reading text and the students always open the dictionary when they want to understand the meaning of the text. In this case, teacher should make a suitable strategy in teaching reading comprehension in order to make the students interested.

In teaching reading comprehension, it is very important to use STAD method. Student Teams-Achievement Division (STAD) is considered to be one of the simplest and the most effective cooperative learning (CL) method in improving student achievements (Eggen&Kauchak, 2001; Ghaith, 2001, Slavin, 1978). Therefore, in learning reading comprehension, both teacher and students can be more active to express their idea or opinion. In this case, STAD can give good solution for teachers and students to get the education successful.

MardianaNovita (2011), conducted a research entitled 'Improving Students' Achievement in Reading Comprehension by Applying Student Teams Achievement Division (STAD) technique'. The result showed that there was significantly better learning effectiveness in reading comprehension.

WindiJuniantiSitorus (2013), conducted a research entitle 'The Application of Student Teams Achievement Division (STAD) in Improving Students' Achievement in Reading Comprehension'. The finding of the research showed that Student Teams Achievement Division (STAD) technique can be able to improve students' achievement in reading comprehension.

Based on the explanation given, the writer would like to conduct a research on teaching reading by using STAD which is expected can help students in comprehending the text and the students are able to concentrate in reading comprehension easily.

B. The problem of the study

Based on the background of the study, the research problem is formulated as follows: **“Is the student’s achievement taught by using Student Teams Achievement Division (STAD) is higher than the taught by using discussion technique?”**

C. The Objective of the Study

In line with the problem, the objective of the study is to find out the using Student Teams Achievement Division (STAD) on Student’s Achievement in Reading Comprehension.

D. The Scope of the Study

This study deals only with reading recount by applying STAD technique. The researcher use recount because the student can't understand the text because they failure to understand words and sentences in text which they read, they got difficulties to comprehend the text.

E. The Significance of the Study

The findings of the study are expected to be useful for:

1. Teachers, to improve their ability in teaching reading by paying more attention to the strategy of teaching reading.
2. Students, the results of this research to improve their reading skills of English language texts, especially recount text.
3. Researchers, the results of this study as a medium for researching and gaining experience as first thought to conduct further research, as well as references.