

# CHAPTER I INTRODUCTION

## A. The Background of Study

Language mastery is divided into four skills namely listening, speaking, reading, and writing. Reading is one of skills is very important in learning English. According to Grabe and Stoller (2002:4) reading can be taught as a way to draw information from the text and to form an interpretation of that information. It brings reading as one of many ways to recognize everything that happened in the world. They also explain that without reading, the opportunities for improving one's life is limited. So, people are expected to increase their interest in reading information and try to develop their reading ability. Reading ability can be developed as much as the reading interest is increased too. People are possible to use some reading strategies to make them fluent and interested in reading. According to Grabe and Stoller (2002:15) strategies are often defined as a set of abilities under conscious control of the reader.

Reading is one of the skills which is important in developing students' knowledge. Moreover, reading is one skill that is tested in the National Examination. In the latest Indonesia's Curriculum (KTSP), students are expected to be able to comprehend the meaning of both interpersonal and transactional written text formally and informally in the forms of recount, narrative, procedure, descriptive and report in daily life context. Even in the national examination which was conducted for the third level of senior high school in year 2014, we can find there was about 75% of the test is about reading.

Based on the researcher' observation in SMA Negeri 1 Simanindo, he observed that the process of reading a text was still a serious problem for the students. Students' ability to relate or to connect their experiences with the ideas presented in the text. However, they were actually able to read English words and sentences. The difficulties made them unmotivated to read, since they preconceived that the theme or topic of reading was not interesting for them. The students also felt bored while reading due to being unmotivated. Some of the students just read the text without trying to connect the presented ideas of text with their thinking patterns. The problem to contextualize the difficult words that they found also led them to achieve what actually they should have comprehended. These problems finally arose and they were unable to achieve the desired reading comprehension.

In addition, based on the observation in that school, the score of minimum competence (KKM) of English subject in SMA Negeri 1 Simanindo is 70. The English teacher usually uses Questioning-Answer Method to teach reading. Here are the recapitulations of students' scores in reading by using Questioning-Answer Method.

Table 1.1  
Students' Scores of Reading Comprehension Tests in Two Semester  
(2014 – 2015)

Semester	Score	Students	Percentage	Mean
1 <sup>st</sup> Semester 2014/ 2015	< 70	16 Students	45.7%	<b>51.9</b>
	≥ 70	19 Students	54.3%	
2 <sup>nd</sup> Semester 2014/ 2015	< 70	17 Students	48.5%	<b>50.9</b>
	≥ 70	18 Students	42.5%	

*Source: Students' accumulated score of Grade X<sup>1</sup> students at SMA Negeri 1 Simanindo academic year 2014/2015*

Based on the description above, we found that many students did not have the passing grade because they had difficulties to comprehend the text. Especially in narrative text, students face difficulties because of reluctance to question or less motivation, difficult to build and develop their ideas, difficult to get the main idea from the text, and confused in determining the generic structure of the text. The Questioning-Answer Method was not effective. This situation made the students' motivation in reading decrease. Sharon (2003:39) says that the learning of language depends not so much on the number of years it is studied, but on the motivation of the students, the type of teachers, method of teaching adopted, and instructional material designed.

From the problems mentioned above, the researcher chooses to conduct this study by using Student Team Achievement Division (STAD) Method. Student Team Achievement Division (STAD) Method the researcher believe that all of the students in the class will be more active in teaching and learning process. It can also increase their motivation and achievement in Reading. From the explanation above, the writer is interested in conducting a study under the title "The effect of Student Team Achievement Division (STAD) Method on Students' Reading Comprehension Achievement."

#### **B. The Problem of The Study**

Based on the background of the study, the research problem is formulated as follows: "Is student achievement in reading comprehension taught by Student Team Achievement Division (STAD) Method higher than that taught by using Questioning-Answer Method?"

### **C. The Objective of the Study**

In relation to the problem above, the objective of the study is to find out the student achievement in reading comprehension taught by Student Team Achievement Division (STAD) Method is higher than that taught by using questioning-answer Method

### **D. The Scope of the Study**

Reading text has several types of texts, such as narrative, descriptive, procedure, etc. In this study, the researcher focuses on Student Team Achievement Division Method to improve students' reading comprehension in narrative text.

### **E. The Significance of the Study.**

The result of this study is expected to be useful and meaningful for:

1. The teachers. To apply this teaching strategy to improve their students' reading comprehension.
2. The students. To improve and increase their reading comprehension by adapting with this Student Team Achievement Division.
3. The readers. To broaden and update their knowledge and understanding about how to improve reading skill and as the reference for those who are interested to conduct a further research