

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of Study

Student reading comprehension is ability process of students to comprehend the text. With the ability to read, students can gain an understanding of information and science. Therefore, the understanding of reading on English lesson in senior high school is a must for students to study reading comprehension.

The understanding of reading in English differs from the understanding of Indonesia language. In the process of reading a reader relate directly with the text and try to understand the meaning in the text.

The reading comprehension is needed by students at MAS AI- Washliyah 30 Binjai. In the reading process, some students were able to read the vocabulary well without understanding the meaning and information of the text being read. Then the students also feel bored when the process of learning. The students still lack of vocabulary , so they were difficult when studied about Narrative text.

Based on preliminary data of students' scores in reading comprehension in academic year 2020/2021 do still not fulfill the minimum passing grade. The score of minimum passing grade is 75. The school determined that score as the KKM score. The average of the students' score is only 71. So it still not fulfill the minimum passing grade score. The score is shown in Table 1.1.

**Table 1.1 The Reading Comprehension of Narrative Text Score of Tenth Grade Students of MAS AI – Washliyah 30 Binjai**

Class	Average Score of Students
XA	72
XB	70
Average Score	71

Based on the Table 1.1 , the minimal mastery criterion (KKM) of both classes does not achieve for reading comprehension.

The reading comprehension in the class was not successful because of some factors. It was related with the teaching strategies. The teacher still used the traditional teaching strategy. Teaching strategies are needed in learning reading comprehension. There were many reading strategies such as Student Teams Achievement Divison (STAD) strategy and Think Pair Share (TPS) . To support reading comprehension of students , the students learn about narrative text. Narrative text could help students to remember a story. Students should recall, in his or her own words, details about character, setting, plot, conflict, and information.

Student Team Achievement is one of cooperative learning which is simple strategy in process of teaching and learning. Rivers (1981) explains that Student Team Achievement Division can create a social and motivational environment and help raise the maximum goal, increase the students performance in conducting the tasks and comprehend the difficult concept academically, actively asking and answer the question, respecting to others opinion, and enticing to ask and to explain the ideas, opinions, cooperation in group.

Robertson (2006) explains that Think Pair Strategy is the cooperative strategy developed by Frank Lyman in Maryland. This strategy is designed to provide student formulating ideas and sharing ideas with another student. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Think Pair Share encourages a high degree of pupil response and can help keep students on task.

These strategies were proven by some previous research. Cahyani (2018) states

that the result of the article after using Think Pair Strategy there are improvements in students' score in speaking performance after learning by Think Pair Share. For analyzing the data the researcher use t- test. The t- score is higher than t- table. The t- score is 3.50 and t- table is 1.68.

Utami and Yuneva (2018) find that the result of the article are TPS strategy have significant effect on students' reading comprehension compared to conventional strategy commonly used by teacher in teaching reading, students with high reading motivation taught by TPS strategy has a better reading comprehension compared to what is taught with conventional strategy, students with low reading motivation taught by TPS strategy were better than students taught with conventional strategy.

Sumektro (2018) explains that TPS approach increases in the second cycle until 66,00. This research concludes that applying think pair approach that helps the students develop the students' collaborative skills.

Hudri and Irwandi (2018) state that the study improve in reading score, the students also seemed enthusiastic in thinking, pairing and sharing their ideas. This technique is able to encourage and motivate them in thinking, exploring and sharing their opinion and ideas. It also good to enhance the cooperation with other people. This technique also increase the students' confidence to share their ideas in front of many people.

Mahrani (2019) finds that Student Teams Achievement Division (STAD) method gives better result than Cooperative Integrated Reading and Composition (CIRC) method at the eight grade students of SMP Negeri 4 Padang Sidempuan. The result of reading ability on narrative text taught by using STAD method is categorized " good ". While the students' reading ability on narrative text taught by using CIRC method is categorized " enough ".

Ugwu (2019) states that the study investigate the effect of two cooperative learning strategies ( the student teams achievement divisions and think pair share methods ) on students' interest in reading comprehension. The result showed significant effect of treatment on students' interest in reading comprehension,  $F(1, 51) = 3.743, p < .05$ .

Oktaviana and Fitriati (2017) describe that the research which conduct in Senior High School 1 Kudus with eighty students as the sample, 40 students for STAD CL and 40 students as DI students. The result of this study showed that STAD CL as teaching strategy for teaching reading to those who had high and low learning motivation compared to DI was more effective than DI because most students stated that STAD CL contributed to increase the reading performance in the classroom.

Based on the previous research that both strategies (Student Teams Achievement Divison and Think Pair Share Strategy) were effective in improving students' reading comprehension achievement and also the motivation of the students. Student Teams Achievement Division was better than Think Pair Share strategy in reading comprehension.

The potential research that the researcher conducted both strategies were effective in solving the problem in reading comprehension achievement. By using both strategies students will have critical in thinking and active in learning about reading comprehension especially in narrative text. These strategies gave effect to the achievement in reading comprehension.

Both of strategies have the differences. Student Team Achievement Division has differences such as students work together in a team with different levels of ability to accomplish a shared learning goal, teacher do the presentation about the material to the students, students do the quiz after the presentation without other people helping, they should do it alone and teacher giving reward and score for the team work. Beside that, Think Pair Share strategy in learning process teacher as a facilitator to guide the strategy,

the students given sufficient time to think and gather their thought, students create their idea, communicate the idea with another students as a partner and the paired students share their thoughts with other paired students.

Not only the differences, both strategies have similarities in process of learning. The strategies have a purpose to make learning where the students as the centered of learning. Teacher as the facilitator of both strategies with the students. By using these startegies the students will more active and creative in process of teaching and learning. The students also share information to their friend each other. These strategies are able to improve students' social emotion and can work together with their friend.

Based on the previous research teaching strategies so far the researcher could give significant effect in reading comprehension based on motivation in MAS A1-Washliyah 30 Binjai still have low motivation. The students still difficult to study reading comprehension.

There are many factors to increase students' reading comprehension. One of the factor is motivation. Kirby and McDonald (2009: 6) state that motivation in learning can increases when the students have relevancy with the material and feel curious and feel there is need to know the content. Students connect and apply the material to their life and experiences. In learning process the teenagers respond well when they can exert some independence.

Hudri and Irwandi (2018) state that the result of the study improve in reading score, the students also seemed enthusiastic in thinking, pairing and sharing their ideas. This technique is able to encourage and motivate them in thinking, exploring and sharing their opinion and ideas. It also good to enhance the cooperation with other people. This technique also increase the students' confidence to share their ideas in front of many people.

Utami and Yuneva (2018) find that the finding of the article that students with high reading motivation taught by Think Pair Share (TPS) strategy has a better reading comprehension compared to what is taught with conventional strategy.

Sri, Arifuddin, and Yusra (2018) state that in a study which conducted in SMAN 2 Aikmel in academic year 2017/2018 with the sample is the students of grade X students. The finding from the study that there was significant effect of Task- Based Learning (TBL) on students' motivation and reading achievement; there was significant effect of Student Team Achievement Divison (STAD) on students' motivation and reading achievement; and there was no any significant difference in the effect of Task- Based Learning (TBL) and Student Team Achievement Divison (STAD) on students' motivation and reading achievement.

Oktaviana and Fitriati (2017) describe in research which conduct in Senior High School 1 Kudus with eighty students as the sample, 40 students for STAD CL and 40 students as DI students. The result of this study showed that STAD CL as teaching strategy for teaching reading to those who had high and low learning motivation compared to DI was more effective than DI because most students stated that STAD CL contributed to increase the reading performance in the classroom.

Based on gap between expectation and reality of above. The researcher interest to do research about the effect of teaching strategies (Student Team Achievement Division Strategy and Think Pair Share Strategy) and students' motivation on the students' achievement in reading comprehension.

## 1.2 Problems of the Study

The problems of the study were formulated as this follows :

1. What the extent of students' reading comprehension achievement taught by using Students Team Achievement Division strategy higher than taught by using Think Pair Share strategy?
2. How far is the effect of the students' reading comprehension achievement with high motivation higher than that of low motivation taught by using Student Teams Achievement Division Strategy and Think Pair Share Strategy ?
3. How is the interaction between teaching strategies and motivation ( high and low ) in reading comprehension achievement ?

## 1.3 Objectives of Study

The objectives of study were formulated as this follows:

1. To explain the extent of students' reading comprehension achievement taught by using Student Teams Achievement Division strategy higher than taught by using Think Pair Share Strategy.
2. To explain the effect of students' reading comprehension achievement with high motivation higher than that low motivation taught by using Student Team Achievement Division Strategy and Think Pair Share Strategy.
3. To elaborate the interaction between teaching strategies and motivation on the students' reading comprehension achievement.

## 1.4 Scope of Study

This research was limited to the used of Student Team Achievement Division strategy and Think Pair Share strategy in reading comprehension based on students' motivation. It means that this research gave clear description on the effect of two strategies and motivation on students' achievement in reading comprehension. As they

were clearly different in the process of interpreting the idea through written information. The type of text used in this research was narrative text in the type of narrative text was legend. The students were Grade X students in first semester. Students' achievement is acquired by the student based on levels of comprehension such as, literal comprehension, inferential comprehension, critical comprehension, creative comprehension.

### **1.5 Significances of Study**

In this research, the researcher classified the significances of study in two functions. They were theoretically and practically. The significances explanation such as this following below:

Theoretically, this research was aim to enrich knowledge for researcher and who was interested in English teaching especially for teaching strategies which were Student Team Achievement Division strategy and Think Pair Share strategy in Senior High School. Also this research could give input for teacher and lecturer in educational institution.

Practically, the study was useful for English teachers in particular. English teachers could use appropriate strategy in English language teaching, especially in narrative text. Students also got benefit from the use of strategy used by teachers so that the learning process could be done effectively.