

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, statement of the problem, objective of the research significance of the research, scope of the research, and operational definition.

1.1 Background of The Research

Reading is an important contribution to the success of learning language. Grabe and Stoller (2009:9) said that the reading is ability to draw the meaning from printed page and interpret this information appropriately. It means that the purpose of reading skill necessary for using reading as a means of securing information and to develop in each student's abilities.

Reading is a process that readers understanding the containing of text. The students not only read the text but also know the content of the text. In relation to this, however, reading comprehending text is not an easy activity. According to Grabe and Stoller (2002:17). "Reading comprehension is the ability to understand information in a text and interpret it appropriately". Reading is indispensable and also something crucial for the students because the success of their study depends on the great part of their ability to read.

In addition, Harmer (1991: 190) stated that reading is not passive skill. Reading is an active occupation. It involves many skills as guessing, predicting, checking, and asking oneself question. To do it successfully, we have to understand the words mean, see the pictures the words are painting, understand the arguments and work out if we agree with them. Therefore, it can be said that reading include many aspects of skills and it is a complex process in getting meaning or in understanding the message.

There are some ways to learn reading easier. One of the simplest to reading is a technique in cooperative learning to be used in teaching grouping students in learning. This kind method is commonly called Cooperative Learning. The Cooperative learning methods has several techniques which can be chosen and the technique is the *Students Team Achivement Divisions (STAD)* technique. The STAD technique is a technique where teacher present

the material to the students first, then after the teachers feel that the students already understood the material, they will share the material with their friends in a group. The researcher will use to teach student reading especially in analytical exposition text. The STAD is a set of technique to guide the students in finding out the important information and can improve their comprehension of analytical exposition text by using grouping. According to Slavin (1995: 98), argues that:

STAD is one of cooperative learning which have five phases those are teach, study team, individual quiz, scoring, and recognition. In STAD, each group consists of four to five students with different characteristic, intelligent, and gender. So, teaching learning process in the STAD is focus on the learner's students. It means that is one of the cooperative learning that ask the learn to work in group. The learner should work in a group and solve the problem together with their group.

The researcher believe that this technique is the effective one to be applied for students in understanding the of reading, because the STAD technique emphasis on learning in group to solve problems of learning and does not only encourage students in learning but also engage them support and to increase a good interaction among students in classroom. Futher, it is one of the simplest techniques in coopeartive learning to be used in teaching and learning activity.

1.2 Statement of The Problem

The statement of this problem “Is there any significant difference between the students reading comprehension before and after being taught by using Students Team Achievement Devision (STAD) technique of SMA N 3 Pati in academic year 2018/2019.?”

1.3 Objective of The Research

Based on the problem, the purpose of the research is to find out if there is a significant difference between the students reading comprehension before and after being taught by using Students Team Achievement Devision (STAD) technique of SMA N 3 Pati in academic year 2018/2019.

1.4 Significance of The Research

The result of this research is the researcher found many advantages by using STAD for students and the teacher.

1. For students

By applying this technique, it will help the students to make their teaching and learning process easily until understand of the text.

2. For teachers

This research can give inspiration, information or knowledge and solution the problems related learning process to the teacher.

1.5 Scope of The Research

In this research, the researcher wants to make a limitation discussion. The material focus on reading comprehension of analytical exposition text based on the syllabus. The writer conducts the research in the eleventh grade students of SMA N 3 Pati in academic years 2019 taught by using Students Team Achievement Division (STAD).

1.6 Operational Definition

Based on the title of this study, the writer would like to define some terms based on the research. It also can avoid misunderstanding for the reader.

They are as follow:

1. Reading comprehension

Reading comprehension is to understanding the content of analytical exposition for the students.

2. Analytical Exposition Text

An analytical exposition is one of argumentative essays. It is an essay which analysis an issue or situation. This kind of text elaborates the writer's idea about the phenomenon surrounding.

3. Students Team Achievement Division (STAD)

Students Team Achievement Division (STAD) is a set of technique to guide the students in finding out the important information and can improve their comprehension of the analytical exposition text by using grouping.

4. The eleventh-grade students of SMA N 3 PATI

The eleventh-grade students of SMA N 3 Pati are students who study in SMA N 3 Pati in 2018/2019 academic year.

