**Chapter I**

**Introduction**

**1.1 Research Background**

The English language has become part of education in Indonesia that must be taught in schools. English is very important to be learnt because in this era globalization the development of technology and science are using English. By mastering English properly, we can easily obtain the various kind of global information and understand the present global conditions. According to Lauder (1999: p. 64, cited in Simatupang) in Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country’s language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught.

Nida and Harris (in Tarigan, 1990: p. 1) also stated that language skills are divided into four components such as speaking skill, listening skill, writing skill, and reading skill. Reading is one of the four skills that should be well mastered by the student. By reading, the readers will have the extensive knowledge, expand their vocabulary, and also it can increase their self confidence in communication with other people because they have a lot of information from the texts they have read.

Realizing that reading is very important, so that the teacher must has a good method in teaching English. Cooperative learning is a theory that has been proved by the researchers to improve the achievement. Kagan (2009) said that, there are many advantages to this approach, it relies on simple structures, takes no special materials, no special preparation, and no change in lesson content, cooperative becomes integrated into every lesson. Cooperative learning is an ideal solution to the problem of providing an opportunity to interact cooperatively, and do not distinguish ethnic background.

There are many methods in cooperative learning such as, Student Team Achievements Division (STAD), Team-Games-Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and etc. In this case the writer prefers to use Student Team Achievements Division (STAD). STAD is the oldest method of cooperative learning and the most widely used for teaching, this method also suitable for all language learning competence, one of them is reading. In the implementation of STAD, the students are divided into several groups that contain four to five students which collaborate from different sex, level of ability, and ethnic background. The students work in their own group to make sure that every member understand the material, after that, they do the quiz without help from group members.

**1.2 Identification of the Problem**

The lack of students’ interest in reading is the one of the problem why the researcher choose this topic. Indonesia is one of the countries which is weak in the habit of reading. Whereas by reading, someone will know and understand about something they have not known before. There are many kinds of problem in teaching reading. It can be learning process, the method or the way how the teacher conveys the material. The method which is implemented could be the cause of the weak of students desire to learn English. Therefore, the teacher must have a good and interesting method to motivate the students learn English well. Cooperative learning in Student Team achievement Division (STAD) is the most extensively researched of all cooperative learning. It has been used in mathematics, science social studies, English, industrial arts, and many other subjects and at level from second grade to collage.

In Indonesia most of educators use a competition technique. The competition will create an atmosphere of rivalry in the classroom. In this technique the students will be predicates from the best to the bad. For those students who get a good predicate, maybe there will not be any negative impact to their psychological but different with the students who get the bad predicate, they will feel inferior, so that causes them lazy to learn, because they are often lose in the competition. Competition technique is also embeds an attitude in the minds of the students that they have to do anything to defeat their friends only to get a good predicate. Different with the technique in STAD method, the students will work in group to help each other learn the material, argue the opinion, discuss about the material in order to sharpen the material. If the students want their group succeed, they will encourage members of their team to be better, and will help them to do it. This method will be motivates student to be more diligent in study.

**1.3 Research Problems**

In this research, the authors will discuss the answer of the question below:

1. How are the teaching procedures and assessment in using STAD?

2. How is the result of teaching and learning reading in using STAD?

3. How is the students’ improvement in learning reading using STAD?

**1.4 Limitation of the Problem**

This research limits on the use of STAD method in teaching reading skill and to finding out the result and improvement from learning reading using STAD method.

**1.5 Objectives of the Study**

This research aims to find out:

1. To find out how to teaching reading using STAD and ability of the researcher.

2. To find out the result of teaching reading by using STAD.

3. To find out the students’ improvement in learning reading using STAD.

* 1. **Significance of the Study**
1. For the researcher

The result of this research is accentuate to the use of STAD in improving student’ reading skill and expected to prove the existing theory that is STAD in improving student’ reading skill.

1. For the teacher

Hopefully the result of this research can motivates the teachers to make a change the way of teaching in the classroom particularly for teaching reading.

1. For Junior High School

The result of this research is expected can be the input for the school in teaching reading using STAD.

**Chapter II**

**Theoretical Foundation**

This chapter discusses the theories that are concerned with the implementation of this study.

* 1. **Four Language Skills**

Language skill is ability in mastering the language. The four language skills are basically an entity that cannot be separated. It means that one component have a close connection and mutual support with other component. Therefore, the four language skills are often called “*catur tunggal”.*

Nida and Harris (in Tarigan, 1990: p. 1), stated that language skills are divided into four components, as follows:

1. *Keterampilan menyimak* (Listening skill)
2. *Keterampilan berbicara* (Speaking skill)
3. *Keterampilan membaca* (Reading skill)
4. *Keterampilan menulis* (Writing skill)

Brown (2001: p. 232) stated that there are four skills in English, as follows:

1. Listening skill

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear.

1. Speaking skill

Speaking is the productive skill in the oral mode. It is like the other skill, is more complicated than it seems at first, and involves more than just pronouncing words. Interactive speaking situations include face-to-face conversations and telephone calls, in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.

1. Reading skill

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

1. Writing skill

Writing is the productive skill in the written mode. It is more complicated than it seems at first, and often seems to be the hardest of the skill, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

* 1. **The Nature of Reading**

In Indonesian, language skills are taught starting from the lowest educational level, it is kindergarten, because reading is one of the essential language skills that should be well mastered. According to Patel (2008) reading is one of the important skills that can promote linguistic skill, while this skill is ignored children do not know how to use language accurately. Patel (2008) also states that reading habits not only help the students to get knowledge and wisdom from the cultural of heritage, but are also very helpful in passing for leisure period.

As Grabe and Stoller (2002: p. 9) perception, reading is the ability to draw meaning from the printed page and interpret this information appropriately. It is in line with Finochiaro and Bonomo (In Tarigan 1979: p. 8): *Membaca adalah memetik serta memahami arti atau makna yang terkandung di dalam bahan tertulis* (Reading is bringing meaning to and getting meaning from printed or written material).

Another definition of reading is stated by Anderson (In Tarigan 1979: p. 7): *Dari segi linguistik, membaca adalah suatu proses penyandian kembali dan pembacaan sandi* (Reading is recording and decoding process). In contrast with Alderson (2000: p. 28 cited in Berardo, 2006) said that reading is an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed.

**2.2.1 The Nature of Reading Comprehension**

 Reading comprehension is a part of reading aspects which is important to be mastered by students. There are many definitions pointed out by the experts such as:

Harmer (2001) stated that reading for detailed comprehension must be seen by students as something different from reading skill and they are also expected to concentrate on the minute of what they are reading. Meanwhile, Weaver (1994: p. 44, cited in Ahmad, Seken, Putu, Artini) delivered that reading comprehension is a process that involves the orchestration of the reader’s prior knowledge about the world and about the language. It involves such as predicting, questioning, summarizing, determining meaning of vocabulary in context, monitoring one’s own comprehension and reflecting. The process also involves such is governed by a specific context, and it is independent on social interaction. It is the integration of all there processes that account for comprehension.

Furthermore, Snow at al (2002 cited in Ahmad, Seken, Putu, Artini) defined reading comprehension as process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They classify that comprehension entails three elements: a. The readers who is doing comprehension (considering) with capacities, abilities, knowledge and experiences that a person brings to the act of reading; b. The text that is to be comprehended (including printer text or electronic text); c. The activity in which comprehension is a part of considering the purposes, process and consquences associated with the act of reading. Similar to this, Dole, Duffy, Roechler, and Pearson (1991 cited in Gonzalez) claimed that prior knowledge plays an important role in reading comprehension and comes in three different forms: (a) students’ knowledge about the given topic on a text, (b) general knowledge about the social relationships, and (c) organization of a text.

Moreover, Tarigan (2013: p. 12) conveyed that *“Keterampilan yang bersifat pemahaman yang dapat dianggap berada pada urutan yang lebih tinggi. Aspek ini mencakup:”* (Comprehension skill considered to be in higher order. These aspects include:)

1. *Memahami pengertian sederhana yaitu leksikal, grammatical, dan retorikal.* (To understand the simple meaning of the lexical, grammatical, and rhetorical)
2. *Memahami signifikansi atau makna yaitu makna dan tujuan pengarang, relevansi/keadaan kebudayaan, dan reaksi pembaca.* (To understand the significance or meaning of the author's intent and purpose, relevance/cultural conditions, and the reaction of the reader).
3. *Evaluasi dan penilaian yaitu isi dan bentuk.* (Evaluation and assessment of the content and form).
4. *Kecepatan membaca yang fleksibel, yang mudah disesuaikan dengan keadaan.* (Flexible of reading rapidity, easily adapted to the circumtances).

In relation to experts’ ideas above, Grabe and Stoller (2002: p. 29) clarified 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.

These definitions above prove that reading comprehension is not an ordinary skill, but it needs many others ability. Reading comprehension needs more effort by student who is still basic of learning English. The teacher also must have a good method, as well as possible the method should increase students’ motivation.

**2.3 Cooperative Learning**

According to Slavin (1995), cooperative learning is one of teaching methods in which students work in groups of four or five and they are expected to help one another to discuss, argue, and share information or knowledge to help academic achievement. Students have their own responsibility to make their team member understand the material well.

The basis of cooperative learning is heterogeneity group, as Lie (2007) argued that heterogeneity group is a characteristic of cooperative learning, it can be formed by observing diversity of gender, religion background, economy social, ethnic, and academic level. In this way, students will learn to appreciate the differences although at first they would not like this rule, but soon they will get used.

Cooperative learning is not just an ordinary student team learning models, but it has three essential concepts as Slavin (1995) established, they are team rewards, individual accountability, and equal opportunity for success. Five principles of student team learning have been developed and widely examined. Three of them are cooperative learning method that can be adapted to most of the subjects from grade level, such as Student-Team-Achievement Division (STAD), Team-Games-Tournament (TGT), and Jigsaw II. Two others are comprehensive curricula designed for use in particular grade levels, such as Cooperative Integrated Reading and Composition (CIRC) for reading and writing instruction in grades 2-8, and Team Accelerated Instruction (TAI) for mathematics in grades 3-6. The fifth methods involve team rewards, individual responsibility, and the same chance of success, but in different ways.

**2.4 Student Team-Achievement Division (STAD)**

The researcher decided to use Student Team Achievement Division (STAD) in teaching reading. As Slavin (1986a) stated, STAD is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to cooperative approach.

**2.4.1 Definition of STAD**

Student Team Achievement Division (STAD) is the oldest method of cooperative learning which is apply student team learning techniques. As Slavin (1995) stated, in STAD students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. The teacher delivers the material and students work in team to ensure that all team members have mastered the material, after that the student are instructed to do the material quizzes individually without help by the others.

The main idea behind STAD is to motivate students to encourage and help each other master skills presented by the teacher, Slavin (1995: p. 6). If students want their team get the reward, they must help their teammates to understand the material. They must support their teammates to do their best, and put forward the norms that learning is important, valuable and fun.

STAD has five major components that must be implemented in the classroom, as indicated by Slavin (1995: p. 71) there are class presentation, teams, quizzes, individual improvement scores, and team recognition. The researcher explains these components in the following below:

**1. Class Presentations**

The teacher introduces the material of STAD with a direct instruction or lessons discussion. Class presentations in STAD is different with usual teaching, the presentations must clearly focused on the STAD unit. In this case, the students must pay attention carefully during the class presentation, because it can help them do the quiz well. Their own quiz scores will affect their team scores.

**2. Teams**

Teams are the major components of STAD, the teams must consist of four or five students working in heterogeneous teams, it depends of academic performance, sex, and race or ethnicity. After the teacher presents the material, the team is given worksheets or the material and then students discussing problem together, comparing answers, and correcting any misconceptions.

**3. Quizzes**

After approximately one to two periods of teacher presentation, and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help each other during the quizzes. This is meant to ensure that each student is responsible for knowing the material.

**4. Individual Improvement Scores**

The main idea of this component is to motivate student to work harder and performs better than in the past, because it is affect to the increases in scores. In this scoring system the student is given a base score which is taken from the average result of similar quizzes performance in the past. The point which is earned by the student is based on how much their quiz scores exceed their base scores.

**Table 2.1**

**Criteria of Improvement Points**

|  |  |
| --- | --- |
| **Quiz Score** | **Improvement Points** |
| More than 10 points below base score | 5 |
| 10 – 1 points below base score | 10 |
| Base score to 10 points above base score | 20 |
| More than 10 points above base score | 30 |
| Perfect paper | 30 |

(Slavin, 1995)

**5. Team Recognition**

Students’ team scores may also help their grade up to 20 percent. The team who get the scores average exceed a certain criterion may earn certificate or other rewards. The student is given three levels of rewards based on the average team scores such as Good Team, Great Team, and Super Team.

**Table 2.2**

**Criteria of Reward**

|  |  |
| --- | --- |
| **Criterion (Team Average)** | **Reward** |
| 15 | Good Team |
| 20 | Great Team |
| 25 | Super Team |

(Slavin, 1995)

**2.4.2 STAD in the Classroom**

 In the implementation of STAD, firstly the teacher must explain the rules of STAD. In order to have clearly explanation about STAD’ rules, teacher could include audio visual presentations. So that students must pay careful attention. After that, teacher divides the students into several teams. The teams must consist of differences in race, sexes, ethnicity and academic levels. Lie (2007) argued that, in the terms of academic ability, each team consist of one student with high academic level, two students with average academic level, and one student with low academic level. As Slavin (1995) stated, to determine team member, the teacher can makes a rank order from highest to lowest in past performance. The teacher may use test scores to do this. The table below is the procedure to determine team member.

**Table 2.1**

**The Procedure of Determine Team Member**

|  |  |  |
| --- | --- | --- |
| Criteria | Rank | Team Name |
| High-Achievement Students | 1 | A |
| 2 | B |
| 3 | C |
| 4 | D |
| 5 | E |
| 6 | F |
| Average-Achievement Students | 7 | F |
| 8 | E |
| 9 | D |
| 10 | C |
| 11 | B |
| 12 | A |
| 13 | A |
| 14 | B |
| 15 | C |
| 16 | D |
| 17 | E |
| 18 | F |
| Low-Achievement Students | 19 | F |
| 20 | E |
| 21 | D |
| 22 | C |
| 23 | B |
| 24 | A |

Slavin (1995)

Secondly is presenting the material. In this case a teacher double as a researcher, she decided to choose descriptive text as a material. First, teacher showed video and give some example of short and simple descriptive text. Teacher explains the social function, structure of text, linguistic elements, etc. After all of the explanation are clear, with teacher direction, students are allowed to ask some questions about descriptive text, or teacher can give some questions by calling students randomly in order to make every students prepare themselves to answer.

Thirdly, students work in their own team. Teacher gives them team worksheet and answer sheet. In this section, students have a responsibility to make sure their teammates understand the material. Teacher keeps watching and guiding students, so that each team member participated to do the task. Students can explain their answer one another and discussing it, they can also sharing their own argument until the problem is solved. If they have a question, they should ask their all teammates before asking the teacher. Teacher also emphasizes the students to do not stop studying until they are sure their teammates will make 100 on the quiz.

Fourthly is quiz. While do the quiz, students work individually without other’ help. This is an occasion for them to show what they have learned with team. If it is possible, student move their desk and sit apart from one another, in order to do the quiz well as individually. After that, students discuss the quizzes answer with teacher guidance. As soon as possible after quizzes section ends, student figure individual improvement scores and calculate their team scores. Teacher gives a reward to high scoring teams.

Fifthly is closing. By the teacher guidance, students reflect on what they have learned and also conclude learning material. After that, teacher closes learning activity with salam.

**2.4.3 Student Team Achievement Division in Teaching Reading to Junior**

**High School Students**

 In this case the teacher researcher will implement STAD method to the Junior High School students. Junior high school students could be categorized as a adolescents. According to Harmer (2001: p. 38,39 as cited in Ningrum) There are characteristics of adolescents’ learner, such as: 1). They seem to be less lively and humorous than adults, 2). Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher, 3). They would be much happier if such problem did not exist, 4). They may be disruptive in class, 5). They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Regarding to the characteristic of adolescents learner, teacher researcher decided to choose STAD method especially in teaching reading comprehension. According to Slavin (1995) every cooperative learning method shares the idea of team learning. In this method the student work in group, elaborate their opinion with their peer, teach and being teach with peer. Students more quickly absorb materials from their peers than from adults.

In order to make an effective cooperative class, the researcher must pay attention to the three key concepts which is shared by Robert Slavin. According to Slavin (1995), there are three key concepts in STAD. Those concepts are team rewards, individual accountability and equal opportunities for success.

Firstly, the concept is team reward, the team will get a certificate or other awards, if they managed to exceed certain predetermined criteria. Teams do not compete to earn scarce rewards.

Secondly is individual accountability, individual accountability means that the team's success depends on the individual learning of all team members. Accountability focused on the activities of the team members in helping each other to learn and make sure that everyone in the team is ready for quiz or other forms of assessment of the student without the helping each other.

Thirdly, equal opportunities for success means that all students contribute to the team by improving their own past performance. This ensures that student with high, medium and low achievements are challenged to do their best and that the contribution of all team members are valued.

**2.5 Related Studies**

 To support and as the basis of this research, the following will discuss a number of studies using the STAD method.

 First, the study was conducted by Dr. Francis A. Adesoji and Dr. Tunde L. Ibraheem in Winter 2009, the study entitled *Effects of Student Teams-Achievement Divisions Strategy And Mathematics Knowledge on Learning Outcomes in Chemical Kinetics.* This study was implemented to senior secondary school in Epe division of Lagos State, Nigeria. The objective of this study is to investigated the effects of Student Achievement Division and mathematics ability to find out the outcomes in learning chemical kinetics.

Second, the study was conducted by Tria Novika Ningrum from IKIP PGRI Semarang which is entitled *The Effectivenes of Student Team Achievement Division (STAD) Technique in Teaching Reading Comprehension of The Eight Hrade Students of SMP Negeri 03 Wanasari in The Academic Year 2010/2011.* This study was implemented to find out whether there is significant difference between students who treated by STAD and those who treated without STAD.

 The third, the study of Student Team Achievement Division were conducted by Muhammad Iqbal Majoka1, Malik Hukam Dad, and Tariq Mahmood from University of Education, Lahore (Pakistan). This study entitled As An Active Learning Strategy: Empirical Evidence From Mathematics Classroom wrote in 2010. This study was conducted to have empirical evidence about the effectiveness of STAD in Mathemathics classroom at secondary level.

 The fourth, another study of Student Team Achievement Division was conducted by Novita Maulidah from Universitas Negeri Semarang which is entitled *Efektivitas Model Pembelajaran Kooperatif Tipe STAD (Student Team Achievement Divisions) Berbantu Modul Terhadap Hasil Belajar Kewirausahaan Pada Siswa Kelas X Pemasaran SMK Negeri 1 Batang.* This study was implemented in 2012. The objective of study is to find out whether there is an increase or not by teaching using STAD aided learning modules.

 The last, the study was conducted by Dr. Tzu-Pu Wang, Assistant Professor from Hsing Wu College. The study entitled *Applying Slavin’s Cooperative Learning Techniques to a College EFL Conversation Class* wrote in June 2009. The objective of this study is to make an interesting curriculum in English Classes.