

## **Chapter I**

### **Introduction**

This chapter consist of basic consideration that is the description of problpems of theme on location of research that discussed and related to the research that carried out, problem statement is a clear question form, objective of research is the objectives that achieved as a whole that can answer the title of the research, and significance of research that includes theoretically and practically.

#### **Basic Consideration**

Reading is one of language skills in English that has correlation with other skills such as speaking, writing, and listening. Reading is very important, to improve our knowledge. Reading becomes essential for everyone in order to increase knowledge because it will bring some advantages. Through reading, the students will gain a lot of information from various sources that can add their knowledge about reading. We can read many kinds of written materials from newspaper, magazine, and academic books. Through reading we can get a lot of information and knowledge. The reading purpose is to enable students to read and understand the text materials correctly.

Heilman, Blair, & Rupley (1981: 2) stated that the reading can be defined as a thinking process and it can be a communicative skill. They also define the reading is an interacting process with the language in the printed page. From Heilman, Blair, & Rupley Statement can be concluded that reading is one of the activities that involve thinking process and relates to written language. And also reading skill is the ability

of students to understand the different types of reading texts such as short functional text.

In English of junior high school, teaching English especially reading at junior level much emphasis on better understanding of the text short functional text and simple essay. Many students said that reading is difficult and a lot of text that should be studied by them. Regarding previous explanation, some cases happen. Firstly, Reading in English is difficult to understand by the students. Students in SMP Negeri 2 Telaga Biru that indicate their reading achievement is less. The students still difficult to answer the questions based on reading text.

One of the texts that studied in the eighth grade is a narrative text. Based on the previous observation, the students at the eight grade are difficult to understand some of text especially in longer text. Some of them think reading narrative text is hard to understand, because in reading process when the teacher give a word to students about to find out the main idea or the purpose of text the students looks hard to find out the main idea and the purpose of the text itself. It happened because they are less in vocabulary, can not read fluently, less motivate. Therefore, those cases make their achievement or score in reading, especially in narrative text are less.

Narrative text is one of assortment of text that should be learned by the students when they are being study English. In the aspect of reading students need to understand the types of text in between narrative text that aims to entertain the reader or listener.

Generally the narrative text tells the past that the reader can take the moral message conveyed through stories. The forms of these stories will appear each national final

exam. Because reading text is the most important part that is always tested at the National Examination and Testing of the school. Therefore, it is important the students understand the narrative text.

And also narrative text consists of three generic structures such as orientation, complication, and resolution. In the study of narrative texts students should be able to identify the different meanings of narrative texts. In reality, the student is still experienced difficulty to identify the parts of a narrative text, for example, in determining the component or the generic structure of narrative text. In addition, based on observation in school, test results in the aspect of understanding the narrative text of 23 students, are only about 11 students who completed. It can also be caused by the teaching technique that less precise.

The other problem is coming up from students itself. They are feel bored when the teacher give them the material. It is because the teacher only gives the material of reading without explaining the purpose of the material itself. Therefore, some students do not interest and make them difficult to learn about English subject, especially reading. It makes them more difficult to learn English subject than their hard to create the reading text. To solve those cases, the teacher must be patient to handle those students. Teacher should know the characteristic and students' behavior, because each of students has different characteristics. The teacher should apply the technique of teaching according to the students' capability in English material. The purpose is to make the learning process easily.

To cope the problems, the researchers try to apply one technique to improve the students in reading. The technique is called “STAD (*Student team Achievement Divicion*)”. The researcher chooses the STAD technique to solve the students’ problem in narrative reading achievement, because based on observation of library in State University of Gorontalo at the most the title of studies that using other technique such as Jigsaw, Group Investigation etc, compared with the use STAD technique, and then STAD is effective technique for improve the students’ skill in reading narrative text because with this technique students can be have democracy and students have the opportunity for active then they have solving the problem in the group work especially read the text. Slavin, 2009 (cited in Laelasari, p. 20. 2013) stated that STAD is part of a student learning approach program along with other cooperative methods such as Teams, Games, and Tournaments and STAD is one of cooperative learning methods in which students are assigned to four member learning teams that are mixed in performance scores in the scoring system. Based on the explanation above the researcher can conclude that STAD is teaching learning process that work cooperative learning form that become one technique to increase achievement through group collaboration.

Slavin 2009 (as cited in laelasari, p. 17. 2013) stated that STAD is one kind of cooperative learning where the students will work in group. In learning process the students will be divided into small group, consist of 4 of 5 students in each group. The teacher given a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students will get quiz

based on material. Students' achievement in quiz scores are compared to their own past averages, and the students point are awarded on the basis of their performance. Finally, by using the STAD technique, the teacher can control all of students in the class.

Researcher chooses this technique to make students easy at the time when they are in reading process. Based on the previous explanation, the researcher take a topic of research entitled "Improving Students' Achievement in Reading Narrative Text through STAD (*Students Team Achievement Division*) Technique in Junior High School".

### **Problem Statement**

Based on background above, the problem statement of this research is can STAD technique improve significantly students' achievement in reading narrative text?

### **Objective of Research**

Based on problem statement above the objective of this research is to find out whether STAD technique can improve students' achievement in reading narrative text or not.

### **The Scope of Study**

This research is limited into Reading narrative text and STAD (*Students Team Achievement Division*) technique. Reading narrative text is dealing with the student's comprehension on reading narrative text that is emphasized to their understanding and competence for several indicators: Main idea, synonyms and antonyms, implicit meaning, explicit meaning, and inference. Whereas the STAD technique is dealing to

the application of this technique through the syntax of STAD, namely: (1) In learning process the students will be divided into small group, consist of 4 of 5 students in each group, and each group consist of different level (high achiever, middle achiever, low achiever), gender (boys and girls), and ethnicity, (2) The teacher given a lesson, and then students work within their teams to make sure that all team members have mastered the lesson, (3) All students will get quiz based on material, (4) Students' achievement in quiz scores are compared to their own past averages, and the students point are awarded on the basis of their performance. Finally, by using the STAD technique, the teacher can control all of students in the class. (Slavin, 2009 cited in Laelasari, p. 17. 2013)

### **Significances of Research**

This significances of this research are:

1. Theoretically
  - a. The result of research can be used as the reference for those who want to conduct a research in English teaching to build student's reading achievement.
  - b. Research used for teacher in teaching English.
2. Practically
  - a. Students' reading achievement is more develop than before using this technique.
  - b. The use of STAD technique in teaching can make the teacher more enjoyable in doing teaching in the classroom especially reading narrative text.