CHAPTER I

INTRODUCTION

A. Background of Study

In Indonesia, English has been accepted to become the first foreign language and it is taught from the elementary school up to an university level. The English curriculum for junior secondary school requires the need to provide students with reading skill up to working knowledge and also to answer the question fast and accurate.

According to Tarigan (2008:1), "There are four language skills: listening, speaking, reading, and writing taught in the teaching learning process". The reading skill became important to learn. Because of reading, the people can get the information or message from the text what have their read.

Reading comprehension is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.

Reading is part of language skills in learning English. When students read the text, sometimes they did not understand about the meaning of the text. Everyone should have reading skill, especially for the students. If it is not mastered by the students, the effect is the obstacle of the process of information. To solve this problem, it needs to provide the method of learning which solve this students' problem. Cooperative learning is one of the

appropriate methods. Based on the writer's experience to deal with it, then the writer will try to use STAD (Student Teams Achievement Division).

According to Slavin (1995) in Isjoni (2012:15), "In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher". According to Slavin, STAD (Student Teams Achievement Division) is cooperative learning method which is simple, and a good model for the beginner teacher.

Based on the writer experience at SMPN 1 Palabuhanratu – Sukabumi, the students' lack of understanding English and the students feel difficult to understand about the material of text in reading subject. It happened because the teacher lack of method in teaching English, so the students feel bored. Therefore, the writer will identify is interested to try STAD (Student Teams Achievement Division) of teaching learning process.

Thus, in this research the writer will try to solve the problem above by using STAD (Student Teams Achievement Division) method as teaching reading comprehension strategy. In the learning process, the students will discuss the materials with their groups. It is can improve the students' in reading comprehension.

From the explanation above, the writer is interested in doing a research in the school. The paper is entitled:

"The Effectiveness of STAD (Student Teams Achievement Division) to Improve Students' Reading Comprehension Ability: An Experimental

Study in Junior High School Students 2nd Grade of SMPN 1 Palabuhanratu".

B. Research Problem

Based on the background above, the main problem that will be investigated by the writer is the effectiveness of STAD (Student Teams Achievement Division) to improve students'' reading comprehension ability. The writer will try to answer the following questions of research:

1. What is the reading comprehension ability using STAD?
2. What is the reading comprehension ability using skimming and scanning technique?
3. How significant is the use of STAD to improve students' reading comprehension?

C. The Purposes of Problem and Significances

a. Based on the research problems, the aims of this research are :

   1. To know what is the reading comprehension ability using STAD.
   2. To know what is the reading comprehension ability using skimming and scanning technique.
   3. To find out how significant is the use of STAD to improve students' reading comprehension.

b. Significances of Study

Theoretically, this research will be made as a reference that the effectiveness of STAD (Student Teams Achievement Division) can be motivation for the students to improving their reading ability.

Practically, this research will make the students interested and they have motivation to study because there are cooperative learning and the students have to make a group, for the result is individual test. Besides, this research also will improve the quality of students in learning process of cooperative learning and to know quality of education institution.

D. Rationale

Reading is one of skills in learning process. Reading is also a media to get information. Teaching reading is very important thing in language learning. The ability to comprehend what they read depends on the appropriate methods in teaching process.

According to Tampubolon (2008:5); "reading is one of four English skills, and includes component of written communication. Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning (reading comprehension) and construction meaning".

Reading comprehension also could be supposed to be the ability to understand and to find out the information, main ideas to understand and to find out the information, main ideas and the written purpose reading comprehension usually comes from the ability relate the writer's to personal

experience, along with the educate language attached to choose experiences and facilitated in utilizing word recognition clues. Comprehension complex activity the printed page itself has no meaning, it is only the written paper in the meaning from the mind of the reader.

The writer uses STAD method. STAD (Student Teams Achievement Division) belongs to cooperative learning method which is simple and a good model for the beginner teacher. In learning process, cooperative learning of STAD type (Student Teams Achievement Division) follows the five steps (Slavin,1995):

1). Material presentation

2). Group activity

3). Individual test

4). Individual improvement scoring

5). Group reward.

The procedure of STAD (Student Teams Achievement Division), as follow:

- *Material presentation*, the teacher starts to explain about indicator and motivate students about the material.
- *Group activity*, the teacher gives a task for the students they help each other and give solution if all the members of group can understand the material and one task collect to the teacher as a group result. In this step the teacher as facilitator and motivator in activity of group.

- *Individual test*, to know how the students can get a material with good, the teacher gives a task for individual about material in the past. The teacher gives the individual test in held on the last second and three meeting for ten minutes to show what have been learned individually for the process of a team work. Individual score will be saving.
- *Individual improvement* scoring based on first score and evaluation the test result. In learning process the teacher gives individual test in the last meeting. This Individual improvement scoring, as follows:

Table 1.1 Individual Improvements Scoring by Slavin (1995)

Test Score	In Individual Improvement Score
More 10 point above first score	5
10 until 1 point above first score	10
First score until 10 up point	20
More 10 up point the first score	30
Perfect score (not based on first score)	30

- *Group* reward, given based on students average score become a good group, the best group and super group.

In this research, two classes will be taken in the second grade in junior high school as sample to be investigated. The first class is an experimental group that is given treatments "using STAD (Student Teams Achievement Division) method". The second class called as a control group that is not given treatments "using skimming and scanning technique". To be clearer, the process of this experiment is described as follows:

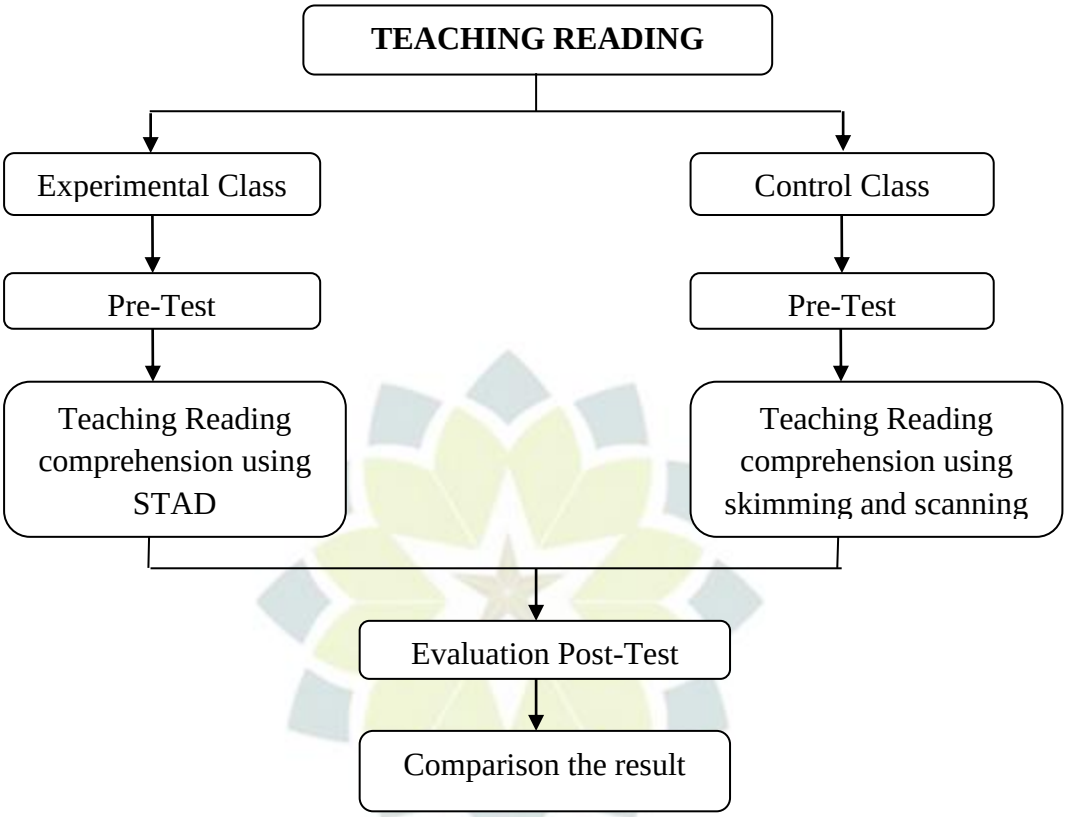

Table 1.2 The Process of Experiment

E. Hypothesis

A hypothesis is a preliminary or tentative explanation by the writer of what the writer consider the outcome of an investigation will be. It is an informed educated guess. The hypothesis is what while truth is determined by the writer, but must still be proven, tested, or tested for validity (Arikunto, 2010:64).

The hypothesis for this writer is that there is significant improvement using STAD in students reading comprehension. It means that the students reading comprehension improve using STAD method.

The hypothesis in this research is:

1. H_a accepted if $t_{count} > t_{table:}$ it means that there is a significant improvement in students' reading comprehension ability using STAD.
2. H_0 accepted if $t_{count} < t_{table:}$ it means that there is no significant improvement in students' reading comprehension ability using STAD.

The hypothesis that was proposed will test the validity with statistic by collected data.

F. Methodology of Research

To get a good process and useful result, there are many steps that should be passed. There are determining source data, dividing the group of research, preparation, technique of collecting data, and analyzing the result of investigation.

1. Determining source of data

a. Location of research

This research will be conducted at Junior High School, at the eighth grade at SMPN1 Palabuhanratu - Sukabumi. The writer chooses this school, because the writer wants to implementation of STAD (Student Teams Achievement Division) method in learning process.

b. Population and Sample

According to Sugiyono (2012:80), "population is the generalization of area that consists: object or subject that has quality and special characteristic that prescript by writer to learned and then takes a

conclusion". According to Sugiyono (2012:81), "sample is partly of population". In this research, the population is the second grade students of SMPN 1 Palabuhanratu, Sukabumi, there are eight classes of the second grade and there are 285 students each class in VIII A until VIII H as population. The sample is class VIII B and VIII C of second grade, Class B as experimental class and class C as control class.

According to Arikunto's statement (2006:134);

"Apabila subjeknya kurang dari 100, lebih baik di ambil semua sehingga penelitiannya merupakan penelitian populasi, tetapi jumlah subjeknya besar, dapat diambil antara 10% - 15% atau 20% - 25% atau lebih, tergantung kemampuan peneliti dilihat dari waktu, tenaga, dana dan lain-lain".

It means that, if the subject of study is less than 100 it will better if we take all subject as sample, but if the subject is more than 100, it will be better to take only 10% - 15% or 20% - 25% or more based on the researcher ability concerning time, available, financial, etc. So, the writer took from 285 students as population is 28% and sample is only 80 students are taken random.

2. Technique of Collecting Data

The techniques used by the writer in this research for collecting the data are through:

2.1 Primary Data:

a. Test

In this method, the data needed has been required in guidelines, and it is collected by two tests. The first is pre-test and the second one is post-test. After experimental and control class have pre-test the writer knows about students' English language learning ability. And then, the writer gives the treatments by using STAD (Student Teams Achievement Division). Next, the writer gives the post-test to experiment and control class and collect the data from the post-test. As the result, the writer can compare the result score from experimental and control class.

Table 1.3 Activities of Experimental Class and Control Class

NO	MEETING	Activities of Experimental Class	Activities of Control Class
1	1	Pre-Test	Pre-Test
2	2	Treatment 1	Skimming and Scanning Technique
3	3	Treatment 2	Skimming and Scanning Technique
4	4	Treatment 3	Skimming and Scanning Technique
5	5	Post-Test	Post-Test

- **Pre-test**

The implementation of pre-test is conducted in class as standardized test have the requirement of validity and reliability tests. It is objective test that includes of twenty points multiple-choice questions by forty minutes duration, which are related to the subject material. The pre-test is used to measure the intelligences of students on their

comprehension acquisition before they are given the treatments of research.

- **Post-Test**

This technique is used to know the last result of the students after they are given treatments by using STAD (Student Teams Achievement Division) of the experiment. The test is almost the same with pre-test, it is an objective test that includes of twenty points multiple-choice questions, which are divided into two kind materials. First, it is multiple choices to answer the text. Second, it is common multiple choice based on the subject material. The examination is conducted in forty minutes duration.

b. Treatments

Treatment is a process of implemented method it will be conducted for three meetings. In experimental class of class B will give treatments that are the implementation of STAD (Student Teams Achievement Division) in learning process.

According to Slavin (1995) there are five steps of the implementation of STAD (Student Teams Achievement Division):

1) Material presentation
2) Group activity
3) Individual test
4) Individual improvement scoring
5) Group reward

2.2 Secondary Data:

- **Observation**

General observation by writer about SMPN 1 Palabuhanratu, Sukabumi.

G. Data Analysis

The data analysis applied statistical technique for quantitative data. The realization of effectiveness of STAD (Student Teams Achievement Division) to improve students' reading comprehension ability will be analyzed by formula as follows:

a. Determining the distribution table of frequency using the following procedure:

1. Making the distribution table of frequency, with procedures:

   a) Determining range (R)

      R = the higher score – the lower score + 1 (Sudjana, 2005:47)

   b) Determining class interval (K)

      K = 1 - 3.3 log n (Sudjana, 2005:47)

   c) Determining the length of interval (P)

      P = R / K (Sudjana, 2005:47)

2. Determining central tendency with procedures as follows:

   a) Looking for mean

$$X = \frac{\sum f_i \, x_i}{\sum f_i}$$

(Sudjana, 2005:47)

b) Looking for median

$$Me = b + P\left(\frac{\frac{1}{2}.N - F}{f}\right)$$ (Sudjana, 2005:79)

c) Looking for modus

$$Mo = b + p\left(\frac{bi}{bi+b2}\right)$$ (Sudjana, 2005:77)

3. Looking for the standard deviation

$$S^I = \frac{N\sum f_x - (\sum fx)^2}{n\,(n-1)}$$ (Sudjana, 2005:99)

4. Arranging the distribution observation and expectation frequency by using the tables as follows.

Table 1.4

Arranging the distribution observation and expectation frequency

Class limit	Z_{Count}	Z_{Table}	L_i	O_i	E_i	X^2 = count
1	2	3	4	5	6	7

5. Determining chi square count (X_n^2)

$$X_n^2 = \sum \frac{(Oi-Ei)^2}{Ei}$$ (Sudjana, 2005:273)

6. Determining the degree of freedom with formula

$$df = K - 3$$ (Sudjana, 2005:293)

7. Determining chi square table (Xi^2) on certain significant degree.

8. Interpreting data normality by comparing Chi square count(X_h^2) and Chi Square table (X_i^2) with formula:

- If $(X_n^2) \leq (X_i^2)$, the data is normal
- If $(X_n^2) \geq (X_i^2)$, the data is not normal

b. Determining homogeneity of two variances by conducting the steps as follows:

1. Determining score F by using Formula:

$$F = \frac{S_1^2}{S_2^2}$$ (Sudjana, 2005:249)

2. Determining the degree of freedom by using formula:

$$Df_1 = n_1 - 1$$

$$Df_2 = n_2 - 1$$

3. Determining homogeneity of the data with criterion:

It called homogenous if $F_{table} > F_{count}$

It called not homogenous if $F_{table} < F_{count}$

c. Testing hypothesis by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg\sqrt{\frac{1}{n1} - \frac{1}{n2}}}$$

X_1 = mean of post-test of the experiment group

X_2 = mean of post-test of the control group

n = the total number of cases

dsg = cumulative standard deviation on f the experiment group

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the post-test standard deviation of the experiment group

V_2 = the post-test standard deviation of the control group