**CHAPTER I**

**INTRODUCTION**

This chapter deals with background, problem statement, objective, significance, and scope of the research.

1. **Background**

Reading comprehension is the process of acquiring information from the text. Students can improve their own knowledge, experience, and know what they do not know before through reading. Therefore, students need ability in understanding the meaning of the text that they read. The students are not only expected to read the whole of the text but also to comprehend the meaning of the text and understand what happen with the text. Similarly, Grabe and Stoller (2002:9) stated that “reading is ability of drawing meaning and interpreting information in the printed page appropriately”.

According to Hayuningtyas (2013), the important of reading comprehension is how to recognize the important point of the text besides understanding the surface meaning of the text. However, the students seem difficult in comprehending the text given. This supported by Hamra (2010) who argued that most of Indonesian students are difficult to comprehend English textbooks. The difficulties appear from different aspects such as ineffective reading habit and the lack of reading interest. In addition, Hayuningtyas, (2013:2) found that the causes of the students difficulties in comprehending the text: the students’ lack of vocabulary and grammar, the students’ interest in the reading text, the teachers’ inability to guide and manage their class, and the students’ inappropriate reading strategy. In other word, the problem will make them hard to understand the content of the reading text.

Based on preliminary study conducted by the researcher on 27 April 2015 at MTsN Model Makassar, the researcher found that (1) the students got problem to determine the main idea in the text and (2) the students are not able to understand the content of the text. Moreover, the results of students’ reading score in academic year of 2014-2015 are still low. It is proved by their scores during reading activity in classroom, scores in mid test and also scores in final test. They are got less than 70 on 68 % students who fail the test and more than 75 only 32% students who passed the test which given from the teacher with the basic standard of the passing grade is 75 for English competency.

Based on the phenomenon above, the researcher tries to create situation in which the students can be active in reading process. In other word, the researcher tries to use one of the cooperative learning techniques to solve the problems mentioned above that are expected to be useful in teaching reading comprehension by using Student Team Achievement Division (STAD). As stated by Al-Munawwarah (2013), he found that STAD method can help the students to solve their problems in comprehending the text, increase the students’ motivation to practice actively in learning process and create enjoyable learning atmosphere. It indicates that STAD method is one of good solution because it can motivate the students and help the student to master the skill that is presented by the teacher. In other word, this method could make the students more active; have high self confidence, and high motivation when do the task.

Slavin (2006:256) define “STAD is a cooperative learning method for mixed-ability grouping involving team recognition and group responsibility for individual learning. Students are assigned to four or five member learning teams that they are mixed in performance level, gender, and ethnicity”. In other word, STAD allows students to work together and share their answer between they who have high level, average and low level in groups. They can get information what they found in reading text after the teacher’s present the materials, but may not help each other with quizzes, so every student must know the material (individual accountability). Students may work in pair and compare answer, help each other if they found difficult task. After that, they try to discuss with their group to solve the problems when they find problems from the material. Therefore, they are more enjoyable and equally motivation in learning reading comprehension.

Moreover, STAD is a simple method of cooperative learning which consists of five major components, namely class presentation, teams, quizzes, individual improvement score, and team recognition. Slavin (2006) stated that in implementing STAD in the class, the teacher presents a lesson and than students work with their team to make sure all the members have mastered the lesson. Finally, all students take individual quizzes on the material, which they may not help one another. Furthermore, students discuss and work together in their group to get a good mark for their item. By using this method, the students become learner center on teaching and learning process.

Based on the explanation above, the researcher is interested to conduct a research entitled, **“The Use of Student Teams Achievement Division in Teaching Reading Comprehension”.**

1. **Research Question**

In this research, the researcher investigates the use of Student Teams Achievement Divisions as a mean to improve the students’ achievement in reading comprehension. Therefore, the researcher formulates the following research questions as follows:

1. Does the use of Student Teams Achievement Division have significant effect in improving students’ achievement in reading comprehension?
2. Are the students’ motivated in learning reading comprehension by using Students Teams Achievement Division (STAD)?
3. **Objective of the Research**

The following points are considered as the objective of the research.

1. To find out whether the use of Student Teams Achievement Division has significant effect in improving students’ achievement in reading comprehension or not.
2. To find out whether the students’ are motivated in learning reading comprehension using Students Teams Achievement Division (STAD) or not.
3. **Significance of the Research**

The results of this research are expected to be useful both theoretical and practical contribution to the teaching English, especially in teaching reading comprehension by using STAD.

Theoretically, this research gives some information about developing knowledge in language learning in general, especially in learning reading comprehension by using STAD. Practically, this research is expected to provide a useful way or alternative to the reader in general, and particularly to the English teachers in improving English reading comprehension and also expected to motivate the students at junior high school in improving their reading comprehension.

1. **Scope of the Research**

This research focuses on to the use of STAD method to improve the students’ reading comprehension achievement of the second year students in MTs Model Makassar. And the scope of this research is limited in three aspects, they are: (1) by discipline, (2) by content, and (3) by activity.

*By discipline*, this research is under applied linguistics as a major of developing theory.

*By content,* this research covers the use of STAD has significant effect in improving students’ achievement in reading comprehension. The material of the reading text that tested in this research is narrative text. The materials are taking from some English textbook for Junior High School, Students’ Worksheet, and Internet sources.

*By activity,* the researcher employs STAD as a method in teaching reading comprehension in experimental group. There are four steps cycle namely: teach, team study, quizzes, and recognition. The researcher presents the material to students, divides the students into some groups, distributes reading text for each group, asks the students to work cooperatively; solve the problem such as indentifying main idea, finding information, and identifying the characteristic of the text and gives individual quizzes. For the control group, the researcher teaches reading comprehension without using STAD as a method in teaching. It means that the researcher only gives the reading text which is same as the experimental group and then the researcher asks the students to answer the question.