

CHAPTER I INTRODUCTION

A. Background of the Study

Reading is a part of language skills. It closely linked to other skills such as speaking, writing and listening. These language skills cannot be separated each other. The important of reading is beside the knowledge of letters and punctuation, reader need skill to comprehend a text. This is intended to encourage students to enjoy reading and have a comprehension skill of reading.

Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations.

Reading comprehension is an important skill in learning English especially in countries where English as a Foreign or Second Language (EFL/ESL). Browton in Nursucyanti (2007) states the reading is very important to the students because reading helps to solidify students' lack of vocabulary, structure, and complements of other language skills.

Proficient reading comprehension depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Sometimes reading is seen as a simple activity, but actually it is a complex activity. We do not just speak of symbols that from of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think.

Reading comprehension is also an interactive process in at least two ways, first, the various processes involved in reading are carried out

virtually simultaneously. While recognizing words very rapidly and keeping them active in our working memories, it also involves analyzing the structure of sentences to assemble the most logical clause – level meaning, building a main idea model of text comprehension, monitoring comprehension and so on. Lastly, reading is fundamentally a linguistic process. (Grabe, 2009).

Looking at the importance of reading as elaborated earlier, based on the writer's experience. There are still many students who have problems in reading text. They still have a problem in answering the question related to the text, finding the main idea, finding the specific information in the text. Some of the students get difficulties in comprehending the text also. They get difficulty in understanding the difficult words unfamiliar to them.

Besides, sometimes they are afraid of making a mistake and feel shy to read English text due to their bad pronunciation. When students have no good will in reading, then they can do nothing by reading. As a result, their capability in English is categorized low. Therefore, students could not appear their brainstorming before reading the text, so that they could not understand about what they read.

From the explanation and problems above, teaching reading for the students especially in Senior School needs an appropriate method so that the students can be more active and creative in reading class. Teaching English needs creative effort from the English teacher in order to provide the students with fun and enjoyable learning so that the students will be more interested to learn.

The important point when students read about something is the purpose about what they read. Students should have a purpose for what they read and what they want to do after reading a text. If the students 'do not have purpose before reading something, they will not get the point of the sentence nor get the information in the text.

Therefore, dealing with students' problem, Students' Teams Achievement Division (STAD) method would be one of the good solutions

because it make students enjoy in learning teaching and they will get active in reading process by sharing and discussion. Previous research also conducted by Nursucyanti (2007) shows that (STAD) method has good contribution in developing the students' reading comprehension, While Zaenul Wafa found that the students' writing who taught by STAD method has significant effect to improve students' writing ability. In other words, this method could make students more active, create, fun, have high self-confidence, and high motivation when do the task. In which they have to work hard to become the best team. The writer expects the students to be more active with their friends. It will influence the conduciveness of class and the achievement of students. A conducive class means the condition where students in the class motivated, interested, and active in teaching learning process.

In STAD method students' are assigned to four or five member learning teams that are mixed in performance level, gender and ethnicity. The teacher presents a lesson, and then students' work with their teams to make sure that all team members have mastered the lesson. Finally, all the students' take individual quizzes, which they may not help one another. Students quiz scores are compared to their own past averages and point are awarded on the basis of degree to which students meet or exceed their own earlier performance. (Slavin, 2009). Based on the explanation above, the writer is interested to conduct the research paper entitled Students' Perception of Students' Teams Achievement Division (STAD) on Students' Reading Comprehension.

B. Identification of the Problem

Reading is a part of language skills. It closely linked to other skills such as speaking, writing and listening. These language skills cannot be separated each other. The important of reading is beside the knowledge of letters and punctuation.

Based on the background as mentioned above, initially the researcher assumes some problems especially dealing with the students' interest in learning that affects learning atmosphere and their achievement in reading as the result of the use of conventional teaching model in reading class. In this research, the researcher assumes some identifications to those problems as follows:

1. Looking at the importance of reading as elaborated earlier, based on the writer experienced. There are still many students who have problems in reading text. They still have problem in answering the question related to the text, finding the main idea and the finding the specific information in the text. Some of the students get difficulties in comprehend the text also. They get difficulty in understanding the difficult word unfamiliar for them.
2. Sometimes students' are afraid of a making a mistake and feel shy to read to English text due to their bad pronunciation. When students have no good wiling in reading, then, they can do nothing by reading. As a result, their capability in English is categorized low. Therefore, students could not understand about what they read.
3. Teaching English towards Reading Comprehension needs creative effort from the English teacher in order to provide the students with fun and enjoyable learning so that the students will be more interested to learn.
4. The important point when students' read about something is the purpose about what they read. Students should have purpose for what they read and what they want to do after reading a text. If the students' do not have purpose before reading something, they will not get the point of the sentence not get the information text.

C. Research Questions

What are the students' perception of STAD toward students' Reading Comprehension?

D. Objectives of the Study

From the problem's identification above, finally the researcher comes to the objectives of the study as follows:

To find out the students' perception of STAD towards the students' Reading Comprehension.

E. Significance of the Study

In general this study is expected to bear excellent investigation outcomes, and give useful description of how STAD learning model works on reading class, so it can be good information and reference for anyone in exploring various kinds of learning model; therefore, this will also encourage them to conduct more studies about STAD and other learning models. In particular this research is expected to be useful for:

1) Teacher

For giving suggestion and helping the teacher to give an alternative way in teaching, to findings affecting broad topics/fields, to enhance students understanding and interesting of the Reading Comprehension by using the Student Teams Achievement Divisions (STAD) technique.

2) Students

This study was also hoped can help students build an understanding, enjoyment and enhance their motivation in learning Reading Comprehension cooperatively. Even, this technique is also hoped can build a good interaction among students to support each others in academic field.

F. Limitation of the Study

This study is limited to the study case of the students' perception on cooperative learning Students Team Achievement Divission (STAD) learning model on the advantages, difficulties, and impact on reading comprehension skills.