CHAPTER 1

Introduction

1.1 Background of the Study

Reading is very important in our lives. To this point Oak (2009) claims that reading is really like taking a flight to high altitudes in pursuit of information and knowledge. It is a journey in search of enlightenment. Through reading, people can learn something new from reading process. They can get some progresses from the information that comes from books, magazines, or newspapers.

Most books are written in English and consequently the students must be able to understand and comprehend the English texts. They need good reading skill for acquiring knowledge and learning new information. In the reading class of English as a Foreign Language, students learn to develop their reading skill but in reality, many Junior High School students in Indonesia have low ability in comprehending texts. It is reported from Kompas newspaper (2003) that around 37,6 % of 15 year old Indonesian students are reading texts without understanding the meaning carried by the texts. The students think that reading is very difficult because they must concentrate to read every sentence and understand the meaning of the sentences at the same time. According to Anderson, Durston, and Poole (1969:4), reading is equally complex, because it requires close co-ordination of the body and the brain. In other words, in the reading process, you must use your part of your body, eyes, and also your brain to

concentrate together in the same time. This condition could be the reason that makes the students got difficulties in reading comprehension lesson.

Foreign languages actually are taught in various ways. The teachers mostly still use Grammar Translation Method (GTM). Setiyadi (2006: 40) claims that GTM is still widely used in Indonesia, particularly, at schools in rural places. In GTM, the teacher instructs the students to read the passage silently after that they are asked to translate the passage. The students are introduced to the grammar through the reading passage. The teacher dominates in the class so it makes the students feel bored and they are not interested to comprehend the passage. Gorski (2011) said that GTM is not interactive and engaging for students, therefore the students become more likely to lose interest in their subject and less motivated to learn. When the teacher starts to discuss the answer of the comprehension questions from the text which is discussed, not all the students can get a turn to answer questions. Just some students do the comprehension questions and the rest are not motivated to do the comprehension questions.

Based on those reasons, the writer wants to give a solution through using group work in teaching reading. The teacher can divide the students into small groups to make the students more active to use the target language and the students could discuss the text with their peers. Group work can be realized with using cooperative learning method. In cooperative learning, the students learn in groups. Slavin (1991) as quoted by Dotson (2001) said that hundreds of studies proved that cooperative learning as an instructional method has succeeded to increasing the students' achievement. Positive effects were found in all major subjects, all grade levels, in urban, rural, and suburban schools, and for high, average,

and low achievers. It means that cooperative learning can be applied in language learning.

The writer decides to choose Student Teams Achievement Divisions (STAD), one of the techniques from cooperative learning, for her study. The reason is because STAD can raise the motivation of the students to complete their tasks. The students study the material together in groups for the individual quiz that follows. It is in the interest of the whole team that each student does well for the individual quiz. Slavin as quoted by Bejarano (1987:487) said that by offering each individual an equal opportunity to contribute to the group grade, the STAD technique raises the motivation of all students.

1.2 Statement of the Problem

Based on the background of the study above, this writer formulates the research question: "Do the students of Junior High School who are taught using Student Teams Achievement Divisions (STAD) have a better reading achievement than those taught using Grammar Translation Method (GTM)?"

1.3 Objectives of the Study

The objective of this study is to find out whether the students of Junior High School who are taught using Student Teams Achievement

Divisions (STAD) have a better reading achievement than those taught using Grammar Translation Method (GTM).

1.4 Hypotheses

Ha: There is a significant difference between the reading comprehension achievement of junior high school students taught using STAD and those taught using GTM.

Ho: There is no significant difference between the reading comprehension achievement of junior high school students taught using STAD and those taught using GTM. The writer uses two hypotheses in this study.

1.5 Significance of the Study

The findings of the study are expected to give some useful information about the effects of using Student Teams Achievement Divisions (STAD) technique on the students' reading ability.

1.6 Scope and Limitation of the Thesis

This study is about comparison of STAD and GTM in reading class, so both techniques are discussed in this study. Others technique is not discussed. This study focuses on finding out which techniques affects higher the students' reading. The writer wants to limit the reading subject using KTSP curriculum (Kurikulum Tingkat Satuan Pendidikan) for Junior

High School students since this is the curriculum that is used in all of the national schools. The reading passages are taken from the main textbooks that are used in school and from the teacher's resources. The focus is on Junior High School Students grade one.

1.7 Definition of the Key Terms

       To avoid misunderstanding, the writer gives the definition of the key terms as follows:

1.   Reading

According to Heilman, Blair, and Rupley (1981:3) reading is a process of interacting between the author and the reader, about the author's thinking, using language that has been changed into print.

2.   Reading Comprehension

According to Shepherd (1973:79) reading comprehension is the ability of a student to comprehend the content of the passage, so he or she could get the information from the passage.

3.   Student Teams Achievement Divisions (STAD)

According to Slavin as quoted by Armstrong and Palmer (1998:1) STAD is the simplest technique of cooperative learning. In using this technique the teacher instructs the students to divide themselves into some heterogeneous groups. It means that the members of each group consist of high, average, and low achieving students from different ethnics and gender. It shows that all the groups are in the same level.

4.   Grammar Translation Method (GTM)

According to Larsen-Freeman (2000:11) GTM is not a new method. This method was used for the purpose of helping the students read and

appreciate foreign language literature. Students are taught to translate from one language to another language.

1.8 Theoretical Framework

This study is suggested to make the students are able to read and comprehend the English passage with new method. This study was based on the theory of reading, the theory of cooperative learning, the theory of Student Teams Achievement Divisions (STAD) and the theory of Grammar Translation Method (GTM).

Cooperative Learning

Cooperative Learning is a method that is known as group learning. According to Olsen and Kagan (1992:1) cooperative learning is like a discussion that is carefully organized so it makes each member of the group interact, motivate, and cooperate to finish a task successfully. Slavin as quoted by Jacob, Lee, and Ball (1996:26) said that in cooperative learning students learn to work together and are responsible for their team. Students will be motivated to make their groups successful.

STAD (Student Teams Achievement Division) Technique

STAD is one of the techniques of cooperative learning. In STAD, students are divided into some heterogeneous groups. Each group consists of four or five students. They stay and work to learn the material together. Then, they must do by themselves the quiz, here they work individually.

GTM (Grammar Translation Method)

While the reading section happens, the students translate the passage from English to their native language. Students also answer the reading comprehension questions by themselves individually. In this method, the students need to learn about the grammar rules and vocabulary of the target language which is directed to understand the reading passage.

1.9 Organization of the Study

This study consists of five chapters. Chapter I deals with the Introduction consisting of Background of the study, Statement of the Problem, Objective of the study, Significance of the Study, Scope and Limitation, The Definition of Key Terms, Theoretical Framework, Hypothesis, and Organization of the Study. Chapter II deals with Review of Related Literature. Chapter III deals with Methodology. Chapter IV presents the analysis of the data to get the finding of this study. Chapter V presents the conclusion, suggestions for the English teacher, and recommendations for the further research.