

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is very important to be taught in Indonesia as it has been used widely all over the world. Mastering English has become one of qualifications in applying for a job. This situation indicates the need for English in Indonesian society, so English learning is as pretty much needed as English teaching. As one of the English skills, reading is mainly taught to the English learners because it also involves other skills, such as writing, speaking and listening. By learning reading, learners will also learn to write the discussion or idea of the reading passage and at the same time, learners will also speak and listen to their teacher and friends during the discussion of the reading passage. Moreover, the writer will do the research in reading class because based on constructivism; teaching “Reading is really useful in helping students to master English language” (Santrock; 10). For many years, three basic definitions of reading have driven literacy programs in the United States (Foertsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it. Michigan (2007) states that reading is the process of constructing meaning through the dynamic interaction among the reader’s existing knowledge, the information suggested

by the text and the context of the reading situation while according to Santrock (1999:292), reading plays an important role in students' language and cognitive development because it covers not only the needs for vocabulary, grammar, and listening, speaking, writing skills but also the information processes of world understanding. Reading supports us with wide ranges of vocabulary and various uses of grammar patterns. Through reading, students can classify and identify the phonemic sounds and pronounce them correctly.

However, sometimes, teachers find many difficulties in applying certain techniques in reading. STAD, stands for Students Team-Achievement Division, is one of teaching techniques in Cooperative Learning that can help students in learning English, especially improving their reading achievement (Slavin, 1986). Many English learners have a difficulty in reading. Mackay and Mountford (1976) stated that reading is not that easy as it is a single skill, but a process comprising a complex set of interrelated skills involving recognition of basic as well as technical vocabulary as needed by the text, the ability to see the structures of the sentences, paragraphs and longer passages that constitute the main points of the passage, the intelligence to follow the train of thoughts in the passage so as to make relevant deductions, inferences or critical evaluations. See the fact that reading ability is weak, that is why the writer uses STAD because this technique can make the students responsible not only for learning what is taught but also for creating an atmosphere of achievement. This technique is known as the best technique in Cooperative learning. STAD technique is a successful teaching strategy in which small teams (consist of students with different levels of abilities)

use a variety of learning activities to improve their understanding of a subject. Students work through the assignment until all group members successfully understand and complete it. The main characteristic of this technique is that there are certain points which are rewarded to the teams, the greater result of the team's scores, the greater points will be rewarded (David and Roger Johnson, 2001). According to Robert Cooper (1996), STAD technique can promote more cross-race relationships than might otherwise be the case. This technique has been used nowadays since schools become more diverse. So improving inter group relations among diverse groups of students becomes a high priority among educators.

The other technique which is usually used in teaching reading is Translation. The writer uses this technique as the comparison as it is also a technique to teach reading. Diane Larsen (1983) stated that translation technique is a teaching technique which has been used for many years in teaching reading. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. This technique has some weaknesses, the teachers have tendency to stress only on the vocabulary and grammar. They spend much time in discussing the vocabulary instead of the comprehension of the reading passage. Usually, when the teachers give time to the students to read the passage, the students generally pay attention to the difficult words. They will stop reading when they find a difficult word and try to find the meaning. After finding the meaning, they will continue to read again and stop whenever they find another difficult word and so on. Thus, their mind is concentrated on the difficult word not on the idea of the passage as a whole. They will waste time to find the meaning of

some vocabulary, while they will lose the main point of the passage (Ira Kosasih, 1991). That is why the writer chooses STAD instead of other techniques as she believes that this technique can help students in achieving the success of learning.

1.2 Statement of the Problem

Based on the background of the study, the writer formulates the research question as follows: "Do students who are taught using STAD technique have a higher reading achievement than those taught using translation technique?"

1.3 Objectives of the Study

Derived directly from the above formulated questions, the general objectives of this study is to find out the most appropriate teaching technique that can help students in improving their reading achievement so that this research may become the teachers' consideration in teaching reading to the students of Saint Stanislaus Senior High School. Thus, their specific objective is to investigate whether STAD technique could help in developing students' reading achievement better than Translation technique.

1.4 Significance of the Study

Closely related to the statement above, this study is expected to supply some empirical evidence showing that the use of STAD technique helps to develop students' reading achievement. From theoretical point of view, the results of this study provide a clear description about the use of STAD technique in teaching reading. So the theoretical contribution is to give some contributions to the

success of teaching English as the first foreign language in Indonesia, so that the objectives of teaching can be achieved and the practical contribution is if STAD technique is good, the teachers can use it, if Translation Technique is better so the teachers can use it.

1.5 Limitation of the Study

This study is conducted to Senior High School students in the academic year of 2007-2008. The Year X Senior High School students are the appropriate level because the schedule of the students in year XI and XII classes are quite difficult to be met; furthermore, students of XII class are busy preparing for the National Test. This study is limited to the comparison of STAD and Translation techniques in reading class. Other techniques are not discussed.

1.6 Definition of Key Terms

To avoid misunderstanding in learning this study, the writer presents the definition of the key terms as follows:

1. Cooperative Learning

Cooperative learning is a group of learning that is organized so that each student in the group can exchange information and increase his / her own learning.

2. STAD (Student Team Achievement Division) Technique

STAD is one of three strategies under the umbrella of Student Learning Teams developed at Johns Hopkins University based on years of research on

cooperative learning in which students are working in a group with varying gender, race and intelligence (Slavin, 1986).

3. Translation Technique

According to Diane Larsen (1983), translation technique is a technique that has been used by language teachers for many years with the purpose of helping students read and appreciate foreign language literature.

4. The Definition of Reading

Reading is the process of retrieving and comprehending some forms of stored information or ideas. (Wikipedia 2007)

1.7 Theoretical Framework

Cooperative Learning (Slavin, 1990)

Cooperative Learning is not a matter of grouping students to work together but the students work together to learn and responsible for their teammates' learning as well as their own; therefore, student has the responsibility to the success of his / her group.

STAD (Student Team Achievement Division) Technique (Robert Slavin, 1986)

STAD has been described as the simplest of a group of cooperative learning technique. In the STAD technique students are assigned to four or five members in each team reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds and different genders. Then, each student in that team should do the task by him/herself. Each student should

do the task by his/her best so that his/her group can get the best score. After the group succeeds, then they explain the material to other students. The use of STAD technique is to help students to work through the assignment until all group members successfully understand and complete it (David and Roger Johnson, 2001).

1.8 Assumption

1. The groups of students (the try out students and the samples) are of the same age and statistically they are at the same academic achievement. They are equal in their reading achievement; it can be proven from the students' latest summative scores.
2. The condition of the rooms, air and situation of the classrooms used for the research are the same.
3. The reading materials have been well selected to suit both groups. They are appropriate, reliable and valid.
4. The instrument is valid and reliable.

1.9 Hypothesis

In order to prove whether the argument can be accepted, the writer uses an alternative hypothesis:

Ha: There is a significant difference between the reading achievements of Saint Stanislaus Senior High Students in year X taught using STAD technique and the

reading achievements of Saint Stanislaus Senior High Students in year X taught using Translation technique

Ho: There is no significant difference between the reading achievements of Saint Stanislaus Senior High Students in year X taught using STAD technique and the reading achievements of Saint Stanislaus Senior High Students in year X taught using Translation technique

1.10 Organization of the Research

This study particularly consists of five chapters. The first chapter attempts to describe the introduction that provides clear descriptions about the background of the study, statement of the problem, objectives of the study, significance of the study, limitation of the study, definition of key terms, theoretical framework, assumption, hypothesis, and the organization of the study. The Second chapter discusses the review of related literature, which covers supported theories of this study and the previous study. The third chapter describes the research methodology used in this study. The fourth chapter presents the analysis of the data to get the finding of this study. The last chapter serves to present the conclusion and suggestions for the success of English and further study.