

I. INTRODUCTION

This chapter describes the background of the problem which includes the reason for conducting the research, the problems in teaching reading comprehension and the suitable teaching method which is needed to increase the students' reading comprehension achievement. This chapter also describes the identification of the problems, formulation of the problem, objective of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of the Problem

Reading is crucial since reading skill in English is needed by the students to enable them to read the textbook or other references written in English. Reading becomes an important skill because the students' success and failure in school depends on the ability to read. Paulston (1976: 157) states that reading is the most important skill of all for most students of English throughout the world. It means that they are not only expected to understand the structure but also to comprehend the meaning of the text.

According to National Reading Panel (2001), reading is a set of skills that allows readers to rapidly decode text while maintaining high comprehension. Without comprehension, reading is just an activity to decode printed materials with no

understanding. With this view in mind, reading should provide readers with meaningful messages that come from the texts.

Meanwhile, the goal of School-based Curriculum (KTSP) is that the students are expected to increase their knowledge which is mostly written in textbook. It means that comprehension of the textbook is the most important things.

Based on the researcher's pre-observation at the second year students of SMP Negeri 1 Kibang, most of students had low reading comprehension. She found out that the students were unmotivated to participate in reading activities. In addition, the teaching learning process of reading class was still dominated by the teacher, while the students tend to be passive.

Those problems confirmed the previous research done by Widiono (2007). He found four factors that caused students' difficulties in comprehending the text: (1) students' lack of vocabulary and grammar, (2) students' interest in the reading text, (3) teachers was unable in guiding and managing their class, and (4) inappropriate reading strategy.

In order to minimize the problems above, this research was focused on how to create situation where the students can engage in the reading process. According to Wood (1987), one of learning strategies which enables students to display more positive attitudes and helps them to increase motivation to learn is cooperative learning. One of the cooperative learning techniques supposed to be useful in teaching reading is STAD.

Newman and Thompson (1987) state that STAD is the most successful cooperative learning technique to increase students' academic achievement.

According to Slavin (1994), STAD is a cooperative learning method for mixed-ability groupings involving team recognition and group responsibility for individual learning. 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 within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

It is believed that STAD technique can motivate students in reading activities because it can be an interesting activity in which the students work within their teams. It is assumed that if the students have been already motivated in reading activity, they may like reading and may enjoy the activity. Therefore, if they enjoy reading activity, it may be easy for them to comprehend the text.

Based on the statements above, the researcher concerned to find out whether there is a difference of students' reading comprehension achievement before and after being taught through STAD technique and to investigate the students' activities in teaching learning process using STAD technique. Therefore this research entitled is "Increasing Students' Reading Comprehension Achievement through Student Team Achievement Divisions (STAD) Technique at the Second Year of SMPN 1 Kibang Lampung Timur".

1.2 Identification of the Problems

Based on the background above, the following problems can be identified:

1. The students are still poor in finding out the main ideas, supporting ideas and details in reading text.

2. The students tend to be passive.
3. The students' lack of reading motivation because they lack of vocabulary.
4. The teacher still applied the same old teaching strategy for teaching reading.
5. The students lack of using strategies to read the text.

1.3 Formulation of the Problem

Based on the problem that has been discussed above, the problem that can be launched is as follows:

1. Is there any difference of students' reading comprehension achievement before and after being taught through STAD technique?
2. How is the students' activity in teaching learning process using STAD technique?

1.4 Objective of the Research

In relation to the problem formulated above, the objectives of the research are:

1. To find out whether there is a difference of students' reading comprehension achievement before and after being taught through STAD technique.
2. To investigate the students' activity in teaching learning process using STAD technique

1.5 Uses of the Research

The uses of the research are:

1. Theoretically, it can be used to confirm the previous theories concerns the implementation of STAD technique for teaching reading.
2. Practically, it may be a consideration for English teachers that STAD technique can be used as an alternative technique in teaching reading.

1.6 Scope of the Research

This research was focused on how is the effect of STAD technique in increasing students' reading comprehension achievement at the second year of SMPN 1 Kibang Lampung Timur. The researcher chose narrative text to be taught. It deals with the social function, its generic structure and feature of text are used in the narrative text. The increase could be seen in the score of pre test and post test.

1.7 Definitions of Terms

There are some definitions of terms used by the researcher as follows:

Reading Comprehension

Reading comprehension is a process of understanding text. It is not only about read the word but also how a reader constructs or derives the text meaning. So, in this process, there is interaction required between what the reader knows as his knowledge and experience.

STAD

It is one of cooperative learning technique in which students are given the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member. It can be applied to deal with a heterogeneous student ability and gender.

Narrative Text

Narrative is a kind of text which tells a sequence of events and used to amuse or entertain the readers with actual or imaginary experiences in different ways.