

II. LITERATURE REVIEW

This chapter describes the concepts which are related to the research, such as concept of reading comprehension, concept of teaching reading comprehension, concept of narrative text, concept of STAD technique, teaching reading through STAD technique. This chapter also describes the advantages and disadvantages of STAD technique, theoretical assumption and hypothesis.

2.1 Concept of Reading Comprehension

Reading is the process of constructing meaning from written texts. Readers are not only required to understand the overall text, but also to understand implicational meaning in the text. Reading activity is not simply defined as an activity in which readers read word per word in the text. It is a complex skill requiring the coordination of a number of interrelated sources of information (Anderson et al., 1985). Grabe and Stoller (2002: 9) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. It is in line with Williams's idea (1989: 11) stating that reading as a process of looking at and understanding what has been written. The definition means that readers should comprehend the text when they are reading.

Grabe and Stoller (2002: 17) define reading comprehension as the ability of understanding and interpreting information in a text correctly. Similar to this,

according to Texas Reading Initiative (2002), the purpose of reading is comprehension or to get meaning from written text. Thus, a major goal of reading instruction is to help students develop the knowledge, skills, and experiences that they must have to be competent and enthusiastic readers.

Furthermore, in relation to the purpose of reading comprehension, Hedge (1985: 32) proposes some skills that fluent readers may process in comprehending a text such as (1) predicting syntactic and semantic clues and predicting from their existing knowledge, (2) reading in phrases and skipping over words which are not needed for general understanding, (3) learning to read 'between lines' and working on the meaning of the text at different levels, understanding information, making inferences and critically evaluating ideas, (4) guessing the meaning of new words can be formed from others, (5) distinguish fact from opinion and statement from example, and (6) following meaning through a paragraph by recognizing signals like 'however' and 'on the other hand' and by understanding how words and phrases like 'it', 'this', 'the latter', and 'these matters' refer back to something earlier in the text.

Meanwhile, comprehension can be said as a crucial aspect of reading. In fact, it has been emphasized that true reading is reading with understanding, that is, comprehension. As Simanjuntak (1988: 4) states that the first point to be made about reading process is comprehension and the meaning is the basic element for comprehension. She also adds that comprehending a text is an interactive process between the readers' background knowledge and the text itself. Similarly, Dallman (1982: 23) states that reading is more than knowing what each alphabet

stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place.

It is also supported by Bondaza et al. (1998) who argue that reading comprehension refers to the act of thinking or processing in which the reader construct meaning before, during, after reading by incorporating the text information with the prior knowledge. Reading comprehension is the ultimate goal of learning to read and it is the foundations for education.

Based on the definitions above, it can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with fully understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

2.2 Concept of Teaching Reading Comprehension

Basically, reading has been claimed as one of skills that can determine the students' success in learning English. In this case, they do not only understand the structure of the texts but also comprehend the meaning of the text. Some students learn how to read and comprehend what they read fairly well. But, there are many students who have difficulty in learning how to read and comprehend what they have read.

Many researchers have been conducted in relation to the strategy and technique in teaching reading comprehension. Alyousef (2005: 143) says that teaching reading, contemporary reading tasks, unlike the traditional materials, involve three-phase

procedures: pre-, while-, and post- reading stages helps in acting the relevant schema. For example, teachers can ask students question that arouse their interest while previewing the text. The aim of while- reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post- reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut – up sentences, and comprehension question.

According to Mikulecky (1989: 2) in Hararit (2007: 11) there are two processing strategies to comprehend the text. First, a concept-driven or top-down mode, in which readers focus primarily on what is already known in trying to comprehend a text. Second, Data-driven or bottom-up mode in which the readers will combine these two strategies to understand a text. They will use their background knowledge to understand writers' idea.

Another technique proposed by Wedman et al. (1996: 112) in Hararit (2007: 12) is a group work. It is a technique which learners construct meaning through events that occur among groups of people rather than between a person and a thing. Therefore learning occurs when groups of people have opportunities for verbal exchanges that lead to decision making reflection and interdependent and autonomous learning. In other words, to have better comprehension of a text, readers are expected to discuss what they read with other people in a group. This happens because among the readers share information using their background knowledge. On the other hand, their understanding is hopefully established after they share their perspectives based on the text they have read.

According to the explanation above, it can be inferred that the use of reading strategy is really essential in reading comprehension. The teacher must use the most appropriate teaching reading strategy in order to increase students' reading comprehension. It means that the appropriate reading strategy may assist the comprehension of reading. The reading strategy should not only develop the students' thinking and creativity but also develops the students' social ability.

2.3 Concept of Narrative Text

There are many kinds of text that should be learned by the students of junior high school. According to the syllabus of 2006 English curriculum, narrative text is one of two texts which taught in the second semester to the second year students of SMP. The other text is recount.

Narrative deals with problematic event which leads to a crisis or turning point of one kind (climax), which in turn finds a resolution. For example: tales, fable, legend, historical story, horror story, and myth. The social function of this text is to amuse or entertain the readers and to deal with actual experience in different ways.

According to Djuharie (2007), narrative text generally has generic structure which consists of:

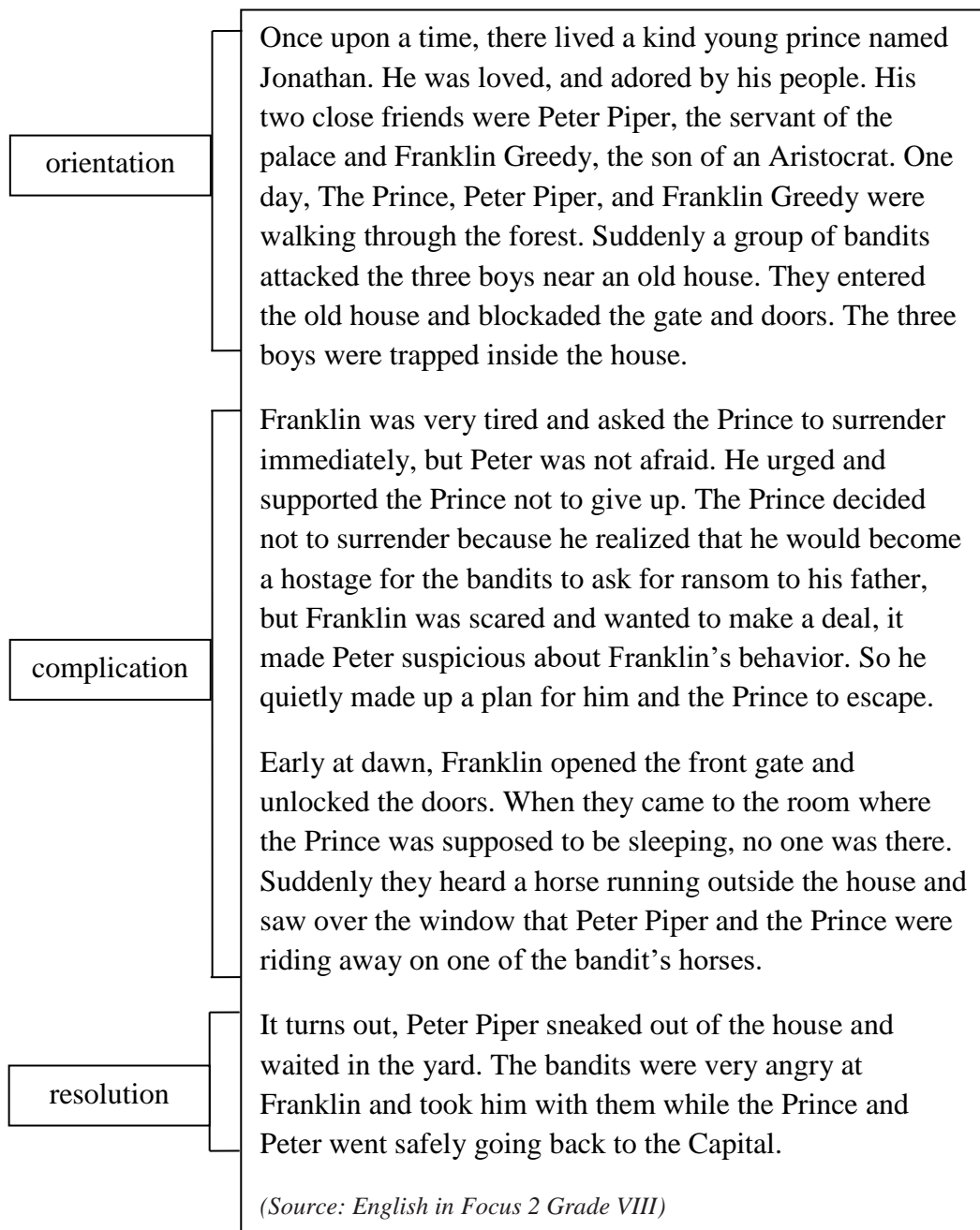
Orientation : sets of the scene, where, when or introduce who is the participants.

Complication : what problem did character have?

Resolution : how was the problem solved?

Coda : attitude messages to the readers, it is optional.

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Narrative text also has language feature below:

- Focus on specific or individual participant.
- The use of behavioral process/ verbal process/ saying verbs, for example: said, told, thought, understood.

- The use of past tense, for example: ate, went, ran.
- The use of temporal conjunction and temporal sequence, for example: after, before, soon, then, after that.
- Direct and indirect speech.

According to Vitz (1990), narrative can develop a person's moral. It develops moral effects in education and the society at large. For example, student's narrative thinking came from and interrelated situations that show the validity of their moral thinking. It happens because narratives tell about the actions, intentions, outcomes, and personal experiences of people. Narrative can also explain as the reasons behind human behavior. That is why our moral choices are developed by our internal self-experiences. Narrative should be used to model the principles and general actions of moralities.

Based on the explanation of narrative above, we can conclude that the characteristic of narrative is a story of human experience. It has a conflict, problem solving, and systematic.

2.4 Concept of STAD Technique

STAD is one of cooperative learning techniques in which students work in groups of four or five. The groups consist of students from different academic levels, gender, and background ethnics. The different academic levels mean that there must be students with high, average, and low ability in a group. They are responsible for discussing and working in group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Slavin (1995: 75) argues that group contingency is essential if a small group structures are to enhance achievement. By group contingencies, Slavin means that the behavior of one or more group members brings rewards to a group.

According to Slavin (2000: 143), STAD has five major components: (1) class presentation, (2) teams, (3) quizzes, (4) individual improvement scoring, and (5) team recognition. In STAD, the teacher present a lesson and then students work within their teams to make sure that all team members have mastered the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another.

According to Kessler and Kagan (1992: 8) and Johnson and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other word, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependence in competitive

situations, it means when one student achieves, others loss. Examples of negative interdependence are grading on the curve, posting only a few (the “best”) papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have directly eye-to-eye contact and face-to-face academic conversation. In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other’s success orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one’s knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quiz regularly, but the students work in group must be accountable for achieving its goals and must be accountable for contributing each member’s work to achieve the common goal. According to Johnson et al (1998: 14), a teacher should assess each student’s performance and return the result to the students as soon as possible in order to ascertain who needs more assistance, support, and encouragement in completing the assignment.

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills in order to gain knowledge of the subject matter. Further, Johnson and Johnson (1984) claim that the students must be given how they analyze their learning group in order to maintain effective working relationships among the group's master. They also added that social skills for effective cooperative work do not only appear when cooperative lessons are employed but also must be taught, such as in leadership, decision-making, trust building, communication and conflict-management, and students should be motivated to use the perquisite skills successfully.

The fifth element is group processing. Johnson et al. (1999) state that group processing is important to make cooperation work by structuring group processing. It only occurs when students are able to achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to improve the effectiveness of the group's member in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

From the descriptions above, it can be stated that STAD technique gives students the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member. Thus, STAD is worth a try as one of techniques in teaching reading comprehension.

2.5 Teaching Reading through STAD Technique

STAD has been described as the simplest group of cooperative learning technique referred to as Student Team Learning Method. In the STAD, students are assigned to four or five members that team reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds and different genders. Each week the teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation. Team members then collaborate on worksheets designed to expand and reinforce the material taught by the teacher. Team members may (a) work on the worksheets in pairs, (b) take turns quizzing each other, (c) discuss problem as a group, or (d) use whatever strategies they which to learn the assigned material.

Following this team practice, students take individual quizzes on the assigned material. Teammates are not permitted to help one another on these quizzes. The quizzes are graded by the teacher and individual scores are then calculated into team scores by the teacher. The amount each student contributes to the team score is related to a comparison between the student's prior average and base score. If the student's quiz score is higher than the base score, then that student will contribute positively to the team score. This scoring methods reward students for improvement (Slavin, 1986). The use of improvement points has been shown to increase student's academic performance even without teams (Slavin, 1986), and it is an important component of student team learning (Slavin 1986; 1995).

The procedure of STAD implementation consists of several steps. The first step is dividing the students into groups from different academic levels, sexes, and

background ethnics. According to Lie (2007: 41-42), the composition of each group is one student with high achievement level, two students with average achievement level, one student with low achievement level. The achievement level bases on the students' pre-test scores.

The second step is explaining STAD rules to the students. Every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher. The third step is explaining individual scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.

The fourth step is delivering the lesson. The teacher explains the lesson and asks number of questions to the students. The fifth step is arranging group discussion. The students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.

The sixth step is giving individual quiz. The aim of individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score. The last step is giving rewards for group achievement.

Table 1. Eight Steps of STAD Technique

| Step | The Teacher's Act |
|--|---|
| Step I Organize the students into small of study group. | The teacher explains how to make a study group to the students, then he organizes the students into group consist of 4-5 students and it should be heterogeneous by the sex and capability. |
| Step II Explain STAD rules to the students. | The teacher tells that every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. |
| Step III Explain individual scoring. | The teacher explains that the students will collect points for their group based on the level in which their quiz score exceed their starting score. |
| Step IV Deliver the lesson. | The teacher explains the lesson and asks number of questions to the students. |
| Step V Arranging group discussion. | The teacher gives the assignment and advises the work groups while do the task. |
| Step VI Evaluation | The teacher evaluates the students' findings about the lesson or asks the students to present their works in front of the class and discuss it together. Then teacher gives an individual quiz (posttest) conducted in the end of the material. |
| Step VII Count the students' improvement score. | The teacher counts students' improvement score between individual quiz (posttest) and their starting point (pre-test). |
| Step VIII Give the reward. | The teacher gives the rewards to the best students in order to appreciate their work, in individual or groups. |

2.6 Advantages and Disadvantages of STAD Technique

There are some advantages of STAD technique in learning. One of them is that students can share the idea that they work together to learn and responsible for their own teammates' learning to achieve a goal. In addition, in this student-centered learning, the students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions.

In line with the statement above, Slavin (1995) concludes several benefits of STAD for students: (1) creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills), (2) increasing self-esteem and improve ethnic relation, and (3) leading to higher achievement, especially for low achiever.

Supported the advantages that have mentioned above, Lundgren (1994) also states that the following are the advantages of using STAD for the students: (1) it can increase the students' motivation, (2) it can increase the students' score, and (3) it can increase the students' retention or save the data for long time.

Related to the statement above, STAD is not only has positive effects towards students, it also has some advantages for teacher. Hamm and Adams (1992:8) identify three benefits of using STAD for teachers: (1) teachers become more cooperative in their own professional interactions and more willing to collaborate with their peers, (2) teacher's time is spent more effectively; teachers can adopt a

fresh, new attitude toward their job, and (3) teachers have a greater time to validate their own, values and ideas.

However, as one of Cooperative Learning method, STAD also has some disadvantages as stated by Hicyilmaz (2005) that many students do not like working in cooperative groups. They do not like exposing their ignorance to other students. Moreover, they have been trained to be competitive and work individually, so they lack cooperative skills. In addition, aggressive students may try to take over, bright students may tend to act superior, and loner may find it hard to share answers.

For the teacher, the biggest problem may be the crowded classrooms. Because of the numbers of the students, some teachers worry that the noise may be higher than acceptable during Cooperative Learning Activities.

2.7 Theoretical Assumption

From the literature review above, the researcher comes to the assumption that there is a difference of students' reading comprehension achievement before and after being taught through STAD technique. In line with this, it also assumes that STAD is an effective technique in increasing students' reading comprehension achievement because it can be applied to deal with heterogeneous student ability. In STAD, students are given the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member who have heterogeneous academic ability, gender and others. So that in one group there will be academic traffic and different genders. Whereas, the disadvantages that may be

appeared in the class can be solved by the teacher's control. Therefore, it may seem that STAD technique can increase the students reading comprehension.

2.8 Hypothesis

Based on the problem and the literature review above, the hypothesis is formulated as follows:

- H_1 : There is a difference of students' reading comprehension achievement before and after being taught through STAD technique.
- H_0 : There is no difference of students' reading comprehension achievement before and after being taught through STAD technique.