

CHAPTER I

INTRODUCTION

A. Background of the Study

At school, teachers play a role in many ways. Either as a teacher or as a parent. In the classroom the teacher can teach anything the students, the teacher can give good advice to the students, the teacher can direct students to do something, the teacher plays a full role in the state of the students in the class and also the teacher can use various teaching methods in teaching students. In determining the learning method used in the classroom, the teacher is the decision maker. Therefore the teacher must be able to sort and choose the appropriate method for the material to be delivered to the students.

With so many methods or learning models that can be applied, teachers must understand very well what learning methods or models will be carried out. Such as how the procedures, the rules, the sequence, to the teaching aids or teaching materials that are relevant to the methods and learning models used. One of them is the cooperative learning model.

In cooperative learning there are several models that can be used as a means to teach students. Although there are several variations of the model in cooperative learning, the basic principle

will not change, namely forming groups. The models in cooperative learning will be discussed in the theoretical framework section. In the research that will be carried out, the researcher will use one of the existing models in cooperative learning will be applied to students at school.

In learning English, students need to know existing English skills such as reading, writing, speaking, and listening. Reading has a role as a taker of information from the text read. Reading skills make us know more information and vocabulary. Therefore reading skills are very important for students to have. In this discussion the researcher will discuss about reading and prioritized in students' reading comprehension. In reading comprehension to be discussed, the material to be studied is descriptive text.

Researcher conducted research at first grade of SMPN 3 Curug because from the results of observations made by researchers found several problems such as, the learning atmosphere was not conducive, the lack of activity in learning, learning was carried out with the teacher as the center of teaching and learning activities. From these problems, teachers need other methods, techniques, and strategies when teaching in class to increase students' enthusiasm and improve their reading comprehension. Besides making it easier for

students to understand lessons, using different methods can increase effectiveness and make students more active in class.

To improve students' reading comprehension, researcher will use the Students Team Achievement Division (STAD) model as a teaching method. Students Team Achievement Division (STAD) model will make students more interactive and communicative and learning activities will not be entirely teacher-centered. In this model students will work together in groups and will help each other. The teacher's task is to give instructions and supervise students and help students when there are situations that students cannot handle alone.

Researcher believe that using the (STAD) model will get good results in improving students' reading comprehension especially descriptive text material and helping students solve their reading problems. Based on the reasons mentioned before, researcher wants to conduct an experimental research in reading comprehension with the title “The Use Of Student Team Achievement Division (Stad) Model In Improving Reading Comprehension In Descriptive Text (A Quasi-Experimental at First Grade of SMPN 3 Curug, Tangerang Regency)”.

B. Identification of Problems

From the research background above, the identification of the problem in the research is students have difficulty in reading comprehension, and students need a more interactive learning method so the students can learn the subject easier and enjoyed.

C. Limitation of the Research

The limitations of this study are that researcher use Students Team Achievement Division (STAD) model as a learning method in improving reading comprehension by teaching descriptive text material to students.

D. Formulation of Problems

Before conducting the research, the researcher formulated the following questions:

1. How is Students Team Achievement Division (STAD) model applied in improving reading comprehension in descriptive text at the first grade of SMPN 3 Curug?
2. How is the improvement of using Students Team Achievement Division (STAD) model in reading comprehension in descriptive text?

E. Objectives of Study

The researcher determines the research objective based on research questions as follows:

1. To know Students Team Achievement Division (STAD) model applied in improving reading comprehension in descriptive text at first grade of SMPN 3 Curug
2. To know the improvement of using Students Team Achievement Division (STAD) model in reading comprehension in descriptive text.

F. Significances of Study

The researcher hopes that the research gives the useful information for others in need about learning models. The significance of the research can be seen as follows:

a. Theoretically

This research helps to know the meaning of Students Team Achievement Division (STAD) model and as a reference method for teachers in improving students' reading comprehension. For students to increase motivation in reading comprehension. As additional knowledge for the reader.

b. Practically

The results of this study are expected to contribute teachers can try Students Team Achievement Division (STAD) model as a learning method, for students to improve reading comprehension especially descriptive text material.

G. Previous Research

There are several studies that have investigated topics similar to the study, they are:

1. By Mela Dewi Putri Berlyana and Yunastiti Purwaningsih, 2019.

This research title is Experimentation of STAD and Jigsaw Learning Models on Learning Achievements in Terms of Learning Motivation¹. This research used quantitative research with experimental design. The population of this study was all X grade students of IPS of SMA Negeri 3 Boyolali in the Academic Year of 2017/2018 with a total of 108 students, the study sample was determined by a cluster sampling technique of 2 classes with a total sample of 72 students. The result of this study showed, 1) differences in the effect of economic learning achievement between students who learn using STAD and Jigsaw cooperative

¹ Mela Dewi Putri Berlyana and Yunastiti Purwaningsih, 'Experimentation of STAD and Jigsaw Learning Models on Learning Achievements in Terms of Learning Motivation', *International Journal of Educational Research Review*, Vol. IV, (2019), 517–524.

learning models (2) differences in the effect of learning motivation of students using STAD and Jigsaw cooperative models on economic learning achievement (3) whether there is an influence of the interaction between the learning model and the learning motivation of students on economic learning achievement.

2. By Iwan Yulianto, Warsono, Nasution, and Dwi Bagus Rendy, 2020. This research title is The Effect of Learning Model STAD (Student Team Achievement Division) Assisted by Media Quizizz on Motivation and Learning Outcomes in Class XI Indonesian History Subjects at SMA Trimurti Surabaya². This research used an experimental study using pretest-posttest control group design. The treatment in the experimental class was the application of the STAD (Student Team Achievement Division) learning model assisted by the Quizizz media and the direct learning model (MPL) applied to the control class also assisted by the Quizizz media. The result of this study is STAD learning model assisted by Quizizz media has a significant effect on the learning motivation of students. This influence is shown by

² Iwan Yulianto and others, 'The Effect of Learning Model STAD (Student Team Achievement Division) Assisted by Media Quizizz on Motivation and Learning Outcomes in Class XI Indonesian History Subjects at SMA Trimurti Surabaya', *International Journal for Educational and Vocational Studies*, Vol. II, No. 11, (2020), 923–27.

changes in the learning motivation of students. Good motivation will create a good learning atmosphere in the classroom. STAD learning model with quizzes assisted by Quizizz media and group awards, is able to make students more enthusiastic about learning without any distinction, so that students are motivated to achieve. STAD learning model assisted by Quizizz media has a significant effect on student learning outcomes in the Indonesian History subject.

3. By Nina Yuliani, 2019. This research title is *The Role of Student Teams Achievement Divisions (STAD) in Improving Student's Learning Outcomes*³. The study followed a classroom action research through four stages namely planning, implementing, observing, and reflecting action. This research subjected to SMA Negeri 7 Malang in Indonesia in economics subject. This research was conducted in two cycles consisting of two meetings for each. The results of the study showed the implementation of the Students Team Achievement Division (STAD) learning technique on economic subjects showed that it could improve students' learning outcomes from the cognitive domain. The increasing of

³ Nina Yuliani, 'The Role of Student Teams Achievement Divisions (STAD) in Improving Student's Learning Outcomes', *Classroom Action Research Journal*, Vol. III, No. 1, (2019), 8–15.

cognitive learning outcomes is indicated by an enhancement in the average value and the percentage of mastery learning in classical. Furthermore, the application of this technique can also increase the role, enthusiasm, and cooperation between students in heterogeneous groups.

4. By Abbas Ali Zarei, 2012. This research title is *The Effects of STAD and CIRC on L2 Reading Comprehension and Vocabulary Learning*. 132 female Language learners of EFL participated in the study at National Iran English Language (NIEL) institute in Takestan⁴. The four experimental groups were taught in cooperative learning for one semester with methods of the ‘Student teamsachievement Divisions’ (STAD) and ‘Cooperative Integrated Reading and Composition’ (CIRC), the control groups were taught in a non-cooperative method. Data collected through reading comprehension and vocabulary post-tests were analyzed using four one- way ANOVA procedures. The results indicated that the cooperative learning model CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners.

⁴ Abbas Ali Zarei, ‘The Effects of STAD and CIRC on L2 Reading Comprehension and Vocabulary Learning’, *Frontiers of Language and Teaching*, Vol. III, (2012), 161–73.

5. By Abolhassan Nazari , Omid Tabatabaei, and Mohammad Ali Heidari Shahreza, 2022. This research title is Using the STAD Model of Instruction to Enhance Learners' General Achievement and Creativity⁵. The method of this research is used The current study was a quasi-experimental with pretest-posttest. The result of this study is Implementation of STAD model of CL supported Iranian secondary school EFL learners to raise their overall achievement at their final exam. It also built positive interactions and created a learning community that values diversity. CL provides experiences for students in such a way that they benefited both good learning skills and social skills. Furthermore, greater creativity was reported as well.

⁵ Abolhassan Nazari, Omid Tabatabaei, and Mohammad Shahreza, 'Using the STAD Model of Instruction to Enhance Learners' General Achievement and Creativity', *Journal Language and Translation*, Vol. XII, No. 1, (2021), 125–39.