**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

This chapter describes definition of reading, teaching reading, the principles behind the teaching of reading, narrative text, the characteristic students of junior high school, STAD (Student Team Achievement Division), the components of STAD, the process of STAD technique in the classroom, and previous study.

1. **Definition of Reading**

Many experts have given their definition about what reading really means. According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky (2011: 5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader’s prior knowledge.

Meanwhile, according to Snow (2002:11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading. Olson and Dillner (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material. It can be said that reading comprehension ability is taught to be a set of generalized knowledge acquisition skill which permits people to acquire and exhibit information gained as a consequence of reading printed language.

Based on the definition above, the writer concludes that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader. Reading also process to knowing the information from the text and to understanding the meaning of the text.

In comprehending a topic, a reader should have knowledge about understanding the topic. The reader interacts with the text relates to the questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader to catch the meaning, getting information, or messages effectively from the reading texts.

1. Skimming

According to Brown (2002: 308) stated that “Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas”. Before the students are familiar with skimming skill, the teacher has to explain how to skim and give some exercises afterwards. There are two important things to do in developing skimming skill: the time must be strictly controlled and the student must be prevented from reading the whole text. The purpose of skimming is to know whether the text meets the reader’s needs. When the reader does skimming, the readers may go on reading, but when they do not it, they leave the text.

1. Scanning

Brown (2001:308) defined that “scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or date, to find a definition of key concept, or to list certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

1. **Teaching Reading**

Teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader. STAD technique is appropriate strategy for reading especially in narrative text.

According to Cahyono (2010:128) teaching is the process of transferring knowledge from the teacher to the students or from someone to another whether in a formal or informal situation. Harmer (2007:23) said that teaching is not an easy job, but it is a necessary one, and can be very rewarding when we see our students’ progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable.

Regarding to the explanation of teaching above, the writer concludes that teaching is activities and manages the environment in a good condition to make and giving the opportunity for the students in learning process to get the purpose.

The main task in teaching reading is to teach understanding. To assess the problem of what to teach when teaching understanding, we must try to determine what is likely to prevent a child from comprehending a given text.

In the classroom, the teacher’s job to promote these tress learning process by the use of appropriate teaching act. Thus, the teacher presents and explains new material in order to make it clear, comprehensible and available for learning, gives practice to consolidate knowledge, and test. In order to check what has been mastered and what still needs to be learned or revered. And also, the teachers’ responsibilities in helping learners achieve these goals will be to motivate reading by selecting or creating appropriate text, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create a supportive environment for practicing reading . Each learner will have different strengths to build on and different weaknesses to overcome. Therefore there can be no signal, set, rigid methodology for reading. The teacher will need to focus on different goals at different times and to use a range of materials and tasks. (Hedge,2000: 205)

1. **The Principles Behind the Teaching of Reading**

According to Harmer in his book entitled “How to Teach English” (1998: 70), there are some principles to teach reading:

1. Reading is not passive skill.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the picture the words are painting, understand argument, and work out if we agree with them. If we do not do these things and if the students do not do these things, then we only just scratch the surface of the text and we quickly forget it.

1. Students need to be engaged with what they are reading.

As with everything else in lessons, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fired up by the topic of the task, they get much more from what is in front of them.

1. Students should be encouraged to respond to the content of a reading text, not just to the language.

Of course, it is important to the study reading text for the way use language, the number of paragraph they contain and how many times they use relative clause. But the meaning, the message of the text, is just as important and we must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic-thus provoking personal engagement with it and the language.

1. Prediction is a major factor in reading

When we read text in our own language, we frequently have a good idea of the content before we actually read. Book covers give us a hint of what’s in the book, photographs and headlines hint at what articles are about and reports look like reports before we read a single word. The moment we get this hint-the book cover, the headline, the word processed page-our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

1. Match the task to the topic

We would give students Hamlet’s famous soliloquy “to be or not be” and ask them to say ho many times the infinitive is used. We could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be a reason for both tasks, but, on the face of it, they look a bit silly. We will probably be more interested in what Hamlet means and what the menu foods actually are. Once decision has been taken about reading text the students are going to read, we need to choose good reading tasks-the right kind of questions, engaged and useful puzzles etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most commonplace passage can be made really exciting with imaginative and challenge tasks.

1. Good teachers exploit reading text to the full.

Any reading text is full of sentence, word, ideas, descriptions etc. It doesn’t make sense just to get the students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequence, using the topic for discussion and further tasks, using the language for *study* and later *Activation.*

1. **Narrative Text**

According to Otong Setiawan Djuharie (2007:) Narrative text is kind of text contents a story or fairytale aims to amuse the reader. The main characteristic of narrative text is available problem and take steps to respond to the problem generally is solution and finishing. The content of narrative text is fantasy or true story that gets spices engineer.

Generally narrative text has a structure, those are:

1. Orientation

Orientation it means to introduce the participants or the characters of the story with the time and place. Orientation actually exists in every text type though it has different term. In this story, the first paragraph is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella her self as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

1. Complication

Complication is such the crisis of the story. If there is not the crisis, the story is not a narrative text. In a long story, the complication appears in several situations. It means that some time there is more then one complication. In this Cinderella story, we can see clearly that there are Major Complication and Minor Complication. The second paragraph is the major complication of this Cinderella story. Cinderella got bad treatment from her stepmother. It is the bad crisis which drives into several minor complications which Cinderella has to overcome.

1. Resolution

Resolution is the final series of the events which happen in the story. The resolution can be good or bad. The point is that it has been accomplished by the characters. Like complication, there are Major Resolution and Minor Resolution. In the last paragraph, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

Narrative text often uses a particular linguistic element those are:

1. Certain noun as personal pronoun, animal, thing in the story.
2. Individual participant, narrative focuses on particular or specific actors.
3. Past tense, using verb past tense.
4. Using time connective and conjunction to sort the events.
5. Action verbs, verb that show an activity.

An example of narrative text:

CINDERELLA

Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters.

The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two step sister received an invitation to the ball that the king’s son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left. Why are crying, Cinderella?” a voice asked. She looked up and saw her fairy godmother standing beside her, “because I want so much to go to the ball” said Cinderella. “Well” said the godmother,”you’ve been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball”.
Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella’s raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. “Now, Cinderella”, she said; “You must leave before midnight”. Then away she drove in her beautifull coach.

Cinderella was having a wonderfully good time. She danced again and again with the king’s son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was behind.

A few days later, the king’ son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king’s page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.
Finally, she was driven to the palace. The king’s son was overjoyed to see her again. They were married and live happily ever after. ([file:///I:/generic-structure-of-narrative-text.html](file:///I%3A/generic-structure-of-narrative-text.html))

1. **The Characteristic Students of Junior High School**

Junior High School students or teenager are categorized into adolescent learners. In this period, teenagers like to spend their time for hanging around, making friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents’ learner according to Harmer (1998: 10) are:

1. They seem to be less lively and humorous than adults.
2. Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher.
3. They would be much happier if such problem did not exist.
4. They may be disruptive in class.
5. They have great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescent are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher’s job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher’s guidance.

1. **STAD (Student Team Achievement Division)**

STAD (Student Team Achievement Division) is a one o the oldest and most extensively researched form of cooperative learning. Robert Slavin and his colleagues in John Hopkins University developed STAD teaching. Slavin states: STAD system is one of the simplest and most flexible of the cooperative learning technique, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four of five members in group, with each mirroring the others to make up the class in term of ability, background, and gender. (2005:143)

Cooperative learning using STAD type consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz.

According to Slavin (2005:11) each team receives one of three recognition awards, depending on the average number of points earned by them. From the description above, we know that STAD is a good technique for the teachers who are new to the cooperative approach. And it uses in individual quizzes at the end of class.

1. **The Components of STAD**

Slavin (2005: 143) states that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual score, and team recognitions.

1. Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes.

The quizzes score determine their team score.

(<http://karyailmiah.um.ac.id/index.php/disertasi/article/view/1049>)

1. Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves student’s discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistake. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four of five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of terms is to make sure that all in term members are learning and more specifically to prepare its members to do well on quizzes.

1. Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thu, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

1. Individual Improvement Score

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a ‘base’ score, derived from the student’s average past performance on similar quizzes. Students team points for their team based on score. And the group improvement score are got for their teams from the individual score of each member. The students team points based on the degree to which their

quizzes score (percentage correct) exceed their base score. Three levels of award are given for the groups who got improvement score from improvement score average for each group.

1. Team Recognition

Team may team certificates or other reward if their average score exceed a certain criterion. Student’s team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

1. **The process of STAD technique in the classroom**

The process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of the STAD technique.

1. Preparation

Before using STAD technique we need some preparation in order to make the learning process run successfully. The preparation is as follow:

1. Material

STAD can be used with curriculum material specifically design for student’s team learning or it can be used with material adopted from text book or other published source or with teacher-made material. However, it is easy to make your own material as simple making worksheet, answer sheet and a quiz for each unit you plan to teach. Each unit should occupy three to five instructions. In this research the researcher uses some texts which are available in the source book as the material.

1. Assigning students to teams

As we know, STAD represents a cross-section of the class. A good team in the class is a four or five person that half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessary high compared with national norms. The researcher may take likes, dislike and deadly Combination of students into account in assigning students to team, but in deciding teams do not let the students choose their own because they will tend to choose others like themselves.

1. Team building

Before starting any cooperative learning program, the researcher started off with one or mare team building exercises just to give members a chance to do something funny and to get to know one another.

1. Schedule of activity

STAD consists of a regular cycle of instructional activities, as follows:

1. Teaching

It means that the teacher presents the lesson. The presentation should cover: opening, development, guide practice and team study and test. The steps of teaching are:

1. Opening

The teacher tells to the students what lesson they are about to learn and why it is important and the teacher also may have students work in their team to increase student’s interest in learning English.

1. Development

The teacher actively demonstrates concept skills, using visual aids, and the students focus on meaning not memorization. And to develop the student’s comprehension, the teacher frequently assess by asking many questions.

1. Guide practice

The teacher asks to the students to answer the questions or prepare answer to the questions. Then call on the students at random. This make the students prepare themselves to answer. The teacher does not give long class assignment at this point. Have students work one or two questions or prepare one or two answers, then give them feedback.

1. Team study

During team study, team members’ tasks are expected to master the material teacher that present in the classroom and to help their teammates master the material.

Students have worksheet and answer sheet in their teams to practice the skill being taught and to assess themselves and their teammates.

1. Test

Give one copy of the quiz for each student. During the quiz, the teacher does not allow the students to work together on quiz, at this point students must show what they have learned as individuals. (Slavin,2005:147-157)

1. **Previous Studies**

There are some previous studies written by the student of STAIN TA, entitled “The effectiveness of Using Student Teams Achievement Divisions (STAD) Method to Improve Reading Comprehension Achievement of Second Year Students At Aswaja Tunggangri Tulunggung” by Adibatut Diniyah (2011). The design of the study was quasi-experimental with a non randomized control group pre-test post-test. The study was conducted at second year student of MTs Aswaja Tunggangri Tulungagung, and the samples were class C as the experimental group and B as the control group, with 35 students in each group. In collecting the data, two sets of writing test were used as instruments; one of them was used in the pre-test and the other in the post-test. Both tests, pre-test and post-test, were also used to identify the effect of the treatment on the students’ reading comprehension achievement and the data analysis was using T test. It is suggested that the English teachers utilize this method in this teaching reading to improve students’ reading comprehension achievement.

There other several previous studies written by Dedi Sigit, entitle “Improving Reading Comprehension by Student Team Achievement Division (STAD) Technique for Second Year Student of MTs Ma’arif NU Blitar”. Dedi sigit’s study used a Classroom Action Research (CAR) spiral by Kemmis and Taggart which consists o four steps. First step is planning (socializing the research program to head master and English teacher, providing a suitable strategy, design a lesson plan, preparing the criteria of the success). Second step is implementing (teaching reading by modified strategy). Third step is observing (quantitative data includes reading score and qualitative data includes the students’ interest and motivation in learning English). And fourth step is reflecting the action. There are 2 cycle in finding. Cycle 1 consisted with 2 meeting. In cycle 1, student score had not fulfilled minimum value because most of them confused with the STAD technique that was delivered by their teacher and were not confident to deliver their opinions. Moreover, they were afraid to make a mistake. The researcher did cycle II that and consisted with 2 cycle. In the cycle II, students score had fulfilled minimum value. So, the research did not continue to the next cycle.

Based on the some previous studies above on the use of cooperative learning, especially STAD technique in teaching reading comprehension, Adibatut’s research uses quasi-experimental with a non randomized control group pre-test post-test and Dedi’s research uses a Classroom Action Research (CAR) spiral by Kemmis and Taggart which consists of four steps. In this research the researcher conduct the STAD technique in teaching reading comprehension especially narrative text by using pre-experimental research design with quantitative approach, and describe the Effectiveness of using (Student Team Achievement Division) STAD Technique on the Reading Comprehension’s Achievement of the Second year Student at MTs Sunan Ampel Ringinrejo Kediri in the Academic Year 2011/2012 by comparing between the students’ score after they are taught using STAD technique and after taught without using STAD technique. In this research the researcher using post-test instrument.

In this research different with previous study above although this research uses same level class but this research conduct in different school and different research method. The researcher doesn’t continue the previous research above because the researcher wants to apply the STAD technique at MTs Sunan Ampel Ringinrejo Kediri and to know how effective is teaching use STAD technique toward reading comprehension’s achievement of the second year student at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012.