

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the most important learning skills because it can educate and improve understanding and knowledge. Reading is the process of understanding a reading text to determine its meaning. To learn to read, the student must comprehend what is read. Reading becomes a common problem for students, especially English language learners in school. Reading is, without a doubt, an essential activity for developing a language. Also, the student must know how to read to send and accept information because reading and understanding cannot be separated. Moreover, every reader must comprehend the material to obtain information from the text.

Problems with reading indicators and students' motivation are also observable in the teaching-learning process. The researcher found some indicators dealing with low students' reading ability. The indicators are that the students had difficulty in stating the main idea, identifying vocabulary, determining the purpose of the text, identifying the detailed information, and finding the reference. The other problem faced by students is motivation. The students are less motivated and passive. Those problems make the students argue that learning to read is boring, so they tend to be passive in the teaching-learning process.

Dealing with on the tenth-grade social science 4 learning process, the researcher observed that some students did not understand the reading, that the proportion of students was passive, and that they had trouble grasping the new language. Students discuss their difficulties. They also claimed that teacher education was boring and that they had no interest in joining. The researcher were also told by the English teacher, who said he used standard methods and made his students work in LKS. This error is due to the teacher's failure to maximize reading skills, and to demotivates it to students. Below are the data got from the teacher.

Table 1.1 The Data of Pre study reading on the tenth grade social science 4

No	Range	Qualification	Students
1.	86 – 100	Excellent	0
2.	71 – 85	Good	9
3.	56 – 70	Fair	3
4.	41 – 55	Poor	6
5.	0 – 40	Very poor	18

Source: English Teacher at the Tenth-Grade social science 4 of SMA Negeri 5 Metro

Based on the data of pre study of the tenth-grade social science 4 students of SMA Negeri 5 Metro in the academic year 2021/2022, can be explained that 18 students got a very poor reading, 6 students got poor, 3 students got Fair, and 9 students got a good score. It means that from the result of an interview with an English teacher that there are problems in the reading process, such as: (1) some students have a low ability to comprehend English text, (2) most of the students were passive during the learning process, (3) some students noisy in the learning process, (4) most of the students not join in the learning process, (5) most students do not ask questions when they do not understand the learning material.

Moreover, the research shows that students have trouble in reading English, especially recount text. A cooperative learning strategy is an excellent chance to address this issue. When it comes to teaching a language, cooperative learning is an excellent way to teach. Through peer discussion, students learn how to find and understand complex topics through cooperative learning. Utilizing cooperative technique students can asked each other questions and discuss the comprehension with the group, enhancing their comprehension.

One of these techniques is Student Team-Achievement Division (STAD) technique. This technique can make students active and increase their and each other's abilities in the learning process. Students can solve problems with friends and decrease boredom in learning activities. So, the students not only learn with the teacher but also learn together with their friends. (Lestari, 2020)

So therefore, the researcher was interested in a project entitled IMPROVING STUDENTS' READING COMPREHENSION IN RECOUNT TEXT BY USING THE STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT THE TENTH-GRADE SOCIAL SCIENCE 4 OF SMA NEGERI 5 METRO.

B. Identification of Problem

With regard to the background of the above problems, the following problems can be identified :

1. Some students have low ability to comprehend English text.
2. Most of the students are passive during the learning process.

C. Limitation of Problem

The study will focus on "Improving Students' Reading Comprehension in Recount Text by Using Students Team Achievement Division (STAD) technique at the tenth-grade social science 4 of SMA Negeri 5 Metro.

D. Problem Formulation

After the researcher identifies the problem, the problem formulation of this research are as the following :

1. Can Students Team Achievement Division (STAD) technique improve reading Comprehension at the tenth-grade social science 4 of SMA Negeri 5 Metro ?
2. Can Student Team Achievement Division (STAD) technique make students active during in the learning process in class X IPS 4 SMA Negeri 5 Metro ?

E. Research Objectives

The researcher determine the objective of this research as the following :

1. To find out Whether Student Team Achievement Division (STAD) can improve students' reading text at the tenth-grade social science 4 of SMA Negeri 5 Metro or not.
2. To find out Whether Student Team Achievement Division (STAD) technique can improve students' activeness during in the learning process in class X IPS 4 SMA Negeri 5 Metro or not.

F. Research Benefit

1. For English Teacher

The result of this research are expected to help English teacher in teaching process by using an interesting technique STAD to improve students ability in reading learning.

2. For Students

The result of this research can be used student team achievement division (STAD) technique to the students' reading learning. It means that the use of students' team achievement division (STAD) technique give motivation to students' to increase their reading learning because the researcher give material interesting for example make group, picture, explanation and translation so it can be understood to reading learning.

3. For Other Researcher

The result of this research can be used by other researchers who has interest to make research in the same topic and purpose but in different skill.

G. Research Scope

The research scopes of the reseacher are :

1. The subject of the research is the students at the tenth-grade social science 4 of SMA Negeri 5 METRO
2. Object of the researcher is the reading learning ability by using students' team achievement division (STAD) technique .
3. The place of the research is conducted at the tenth-grade social science 4 of SMA Negeri 5 METRO