

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 Background of the study**

In learning English, students have to understand four language skills such as speaking, listening, reading, and writing. From those, one of the skills which are difficult to do is reading. Reading is the activity to gain many kinds of information. Through reading, students get much knowledge and it helps them to increase their language skills and vocabulary. Students are required to learn and practice to improve it.

In senior high school, students recognize several types of reading text and they have to master them in order to be a good reader. One of them is narrative text. Keraf (2007) reported that the reader could feel the story if there is an affair of narrative text which is describable. From that, reading narrative text is the place for the students to get more information about the text they read. To be a good reader in reading narrative text, a student needs a lot of practice to improve this skill.

In reading narrative text, completing the task is not that easy to do. They sometimes find it difficult to answer the question. Arianto (2017) stated that students find difficulties in understanding the text because they have lack of vocabularies in reading a text. Students take a lot of time to get the meaning of the words in getting detail information. What made the reading complex is they are not allowed to discuss the topic with colleagues in the class. In fact, many students have difficulty getting topics, problems, and solutions. They do not have an opportunity to share their own thoughts to another. To understand the topic, students need a place where they can share their thoughts to others. In the class, students just work with the task given like they know everything, however it does not suit with the score they got.

One method which could overcome the problem is student team achievement division (STAD). Slavin (2005) has developed this method and his method is able to bring positive effects in multiple levels and subjects. Alijanian (2012) stated that a simple technique which may be applied in the classroom among other cooperative learning techniques is student team achievement division (STAD). Nowadays, there are some studies related to this technique observed by the researcher.

Cooperative learning method has some benefits which are useful for students. Harmer (2008) stated that there are six advantages of cooperative learning such as enhancing communication skill, motivating the students, working cooperatively, learning independently, helping the students to complete the task, and improving students' achievement. Generally, this research is verified that student team achievement division technique (STAD) represents a positive effect for students to communicate with each other. Mandals (2009) added that group discussion will trigger the students to help one another to master academic material. In group discussion, every student is responsible to aid other colleagues and build an atmosphere of accomplishment. It means students have to stay active in group discussion.

In group discussion, to make cooperative learning work effectively, it needs fundamental elements of cooperative learning as an instrument. Johnson and Johnson (2000) stated that there are five fundamental elements which are required in group discussion. They are contributed the ideas, having responsibility, giving response, staying active, and helping each other. Johnson and Johnson (2009) stated that students need to aid each other in order to accomplish groups' goals. It shows that students should care for each other in completing the task.

The previous research about cooperative learning theory has been done by Yusrina Qismullah Yusuf (2019). The title is "*Cooperative learning strategies to enhance reading skills among second language learners*". This research focuses on the effectiveness of using student team achievement method (STAD) to develop

students' reading skill. This research explores the effect of cooperative learning methods in ninth grade students of Kuala Lumpur which uses pre-test and post-test of the narrative essays as the instruments. The results show that students had good scores after applying this technique and it represents positive effects in improving reading skills in the class.

Based on the previous research, it focuses on the students' score and it uses quantitative as a research design. However, on the other side, research on the response of student team achievement division (STAD) technique is rare particularly in the research site. In order to fill the gap in the study, this study aims to find the response and the attitude of the students' reading narrative text toward student team achievement division (STAD) technique. Moreover, by using group discussion, students could be more active in reading class because they interact with each other in the group.

## **1.2 Statement of the Problem**

1. What are the advantages of cooperative learning for students' reading narrative text?
2. What fundamental elements that are required for students' reading narrative text in group discussion?

## **1.3 Scope and Limitation**

The researcher limits the study in order to achieve the goal of the research. This study concerns on the response of the students in group discussion and the act of the students in group discussion.

## **1.4 Research Objective**

1. To identify the advantages of cooperative learning for students' reading narrative text
2. To identify the fundamental elements of students' reading narrative text in group discussion

## **1.5 Research Methodology**

Research methodology involved research design, data, data collection and data analysis.

### **a. Research Design**

One of the ways to know the response and the act of students' reading narrative text is through a qualitative method. This study describes the advantages and the fundamental element of cooperative learning.

### **b. Data**

The data will be collected from one course in Ciledug, Kota Tangerang. Two classes of First Course consist of 25 students who are chosen as the participants.

### **c. Data Collection**

Data collection use primary sources observation and interview.

1. The researcher observes reading class to get the information about students' response in group discussion
2. The researcher interviews the teacher and the students to get the information about the use of group discussion in teaching reading narrative text.

#### **d. Data Analysis**

After collecting the data, the researcher analyzes the data. There are some steps in analyzing the data:

1. Analyzing the students' response toward the advantages of group discussion that was constructed by Harmer (2009) in reading class.
2. Analyzing the students' response toward the fundamental elements that was constructed by Johnson and Johnson (2000) in group discussion.

#### **1.6 Organization of Writing**

This research consists of four chapters. Chapter one is the introduction which gives the information about the background of the study, the statement of the problems, the research objective, the scope and limitation, and the research methodology. Chapter two is the explanation of the theoretical framework which consists of theories that support the data. Chapter three is the discussion of analyzing the data using the theories on chapter two. Chapter four is the conclusion of the research.