THE USE OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS TO IMPROVE STUDENTS’ READING COMPREHENSION

(A Classroom Action Research to the Second Grade Students of SMPN 3 Karanganyar in the Academic year 2010/2011)

Submitted to the Teacher Training and Education Faculty of Sebelas Maret University as a Fulfillment of the Requirements for Achieving an Undergraduate Degree of Education in English

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ABSTRACT


This study is to find out whether or not and to what extent the use of STAD improves the students’ reading comprehension and to find out the improvement of students’ motivation when STAD is implemented in teaching reading to the second grade students of SMP Negeri 3 Karanganyar in the academic year of 2010/2011.

For the purpose, the writer conducted a classroom action research from April 30th to May 26th, 2011 in the second grade of SMP Negeri 3 Karanganyar. There were two cycles of the action research and each cycle consisted of a series of steps, namely identifying the problems, planning the action, implementing the action, observing the action, reflecting the result of observation, and revising the plan.

The data of the research were collected by using some techniques including observation, interview, questionnaire, documents analysis, and tests. Then, the qualitative data were analyzed through the procedures assembling the data, coding the data, comparing the data, building Interpretations and reporting the outcomes, while the quantitative data were analyzed using statistics descriptive technique to calculate the mean score of pretest and individual quizzes.

The result of the implementation shows that after the researcher conducted the actions, the students’ reading comprehension improved as shown in the result of both the observation on the students activities during the actions and their pretest and individual quizzes mean scores. From the reading comprehension test, the mean score of the pre-test was 45.5, and the mean score of the individual quiz 1 was 61.6 and the mean score of the individual quiz 2 was 73.0. STAD can improve the students’ reading comprehension. The improvement can be identified from students’ reading comprehension achievement in term of main idea, detail information, vocabulary, inference, and reference. From the result of the observation STAD can improve students’ motivation. The students were more active during teaching-learning process; the students gave more attention to the lesson and the teacher’s explanation; the students asked the teacher questions more actively. Based on the result above, it could be concluded that STAD technique really improved the students’ achievement in reading comprehension and their motivation. The improvement was quite significant which was reflected from the improvement of the students’ reading comprehension and students’ motivation.

Therefore, STAD can be applied in teaching learning process. Hopefully, by applying STAD, the students can achieve the optimum reading comprehension. The researcher hopes that what the researcher has done will give the English teachers inspiration to conduct STAD in their classroom.
MOTTO

"Nothing is impossible in this world"

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DEDICATION

This thesis is proudly dedicated to:

♥ Her beloved dad and mom
♥ Her beloved sisters
♥ Her beloved brother

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The writer does realize that this thesis is far from being perfect. However, she hopes that this thesis can provide contribution to the improvement of teaching English, especially for Junior High School students.

Surakarta, 2011

Himayatus Sholihah
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CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is an important part of the four necessary language skills for acquiring knowledge and gathering information besides listening, speaking, and writing. Carrell (1996: 1) states that reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language. Carrell adds that reading is the main reason why students learn the language. Considered as the most important skill, reading gives big effect to the success of the learners to master three other skills.

Grellet (1998: 7) defines that reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself questions. The similar definition is stated by Carrell (1996: 1) that reading is not a passive, but rather an active, and in fact an interactive. It means that the readers must have ability to predict what will come in the reading process in order to help them in understanding the text.

English teaching in Junior High School uses the Standard Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP). Based on the curriculum, teaching reading to Junior High School students is directed to helping them to understand meanings in short functional written texts and simple essay texts. There are several kinds of short of functional written texts: banner, poster and pamphlet. Simple essay texts that are taught in the Junior High School students are in the form of descriptive, narrative, recount, procedures, and report text. From the reading text, students are expected to understand the texts by identifying the main idea, detail information, vocabulary, inference and reference.

Based on interview with the students of the second grade of SMP Negeri 3 Karanganyar, it was the reason that the students had problems in reading. One of the students said:

"Sebenarnya belajar Bahasa Inggris menyenangkan tapi bagi saya untuk menguasai reading adalah hal yang sangat sulit apalagi memahami isi dari sebuah bacaan, menemukan ide pokok dan juga menyimpulkan isi
The researcher also interviewed the English teacher of the second grade of SMP Negeri 3 Karanganyar and found that the students had low reading comprehension. The English teacher said:

“Menurut saya, kemampuan Bahasa Inggris siswa kelas 8 terutama reading masih kurang dan perlu di tingkatkan, masalahnya mereka kurang dalam penguasaan kosa kata, akibatnya siswa mengalami kesulitan memahami isi dari bacaan, menemukan main idea, menyimpulkan isi dari bacaan, ada juga siswa yang belum bisa mengidentifikasi rujukan kata dan siswa kurang aktif dan responsive terhadap pelajaran yang saya berikan, sehingga motivasi untuk mengikuti pelajaran Bahasa Inggris juga masih rendah.

Based on preliminary test the average score on reading comprehension was low. The mean of the reading comprehension score in preliminary test was 45.5. However, KKM (Kriteria Ketuntasan Minimal) or the criteria of English passing score is 68. From the fact above the researcher found that the students’ reading comprehension is still low.

From the result of pre-observation, the researcher found some indicators dealing with the low of the students’ comprehension on reading. The indicators of language skills are: the students got the difficulties to answer as questions on finding main idea, detail information, vocabulary, inferences and references.

Another problem faced by the students in reading comprehension was the problem of students’ motivation. Most of the students did not give their full attention to the lesson and teacher’s explanation, most of the students were not active in teaching learning process and the students did not try to ask the teacher about their difficulties in reading.

From indicators of the problem, there are several possible causes. Most of teaching learning processes are teacher-centered which only allow the students to keep information in short-term memory. The teaching technique used by the teacher is not motivating the students.

The students of Junior High School are young adults or teens whose ages range between twelve and eighteen or so. According to Faunce and Clute (1963:
11). Junior High School is the educational program for young adolescents, which includes those from ages 11 or 12 to 15 or 16. Teaching teens is not a simple and easy work. Brown (2001: 92) states that the terrible teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. However, in teaching English to Junior High School, the teacher must understand the principles of effective teaching reading in order to guide them in choosing the best reading technique which is appropriate with students’ needs and students’ characteristics.

Based on the evidence above, the writer would conduct a classroom action research in order to improve the students’ reading comprehension. Therefore, it is necessary to apply an effective teaching technique. The suitable and effective English teaching-learning techniques can motivate the students to learn and certainly will determine the success of the learning.

The use of technique in teaching learning process is very important in which the success of teaching learning can be achieved. Teaching technique is a teacher activity in teaching learning process to facilitate the students in learning in order to achieve the expected educational goals. Paul (2003: 85) informs that when the teachers are teaching reading use appropriate methods, learning to read can be wonderful adventure for the students. One of the ways that can be used to improve reading comprehension is through developing an effective learning strategy on the teaching learning process. Cooperative Learning is one of the teaching method that can be applied in teaching reading. According to Kessler (1992: 1) Cooperative Learning provides increased interactions between students. It offers ways to organize group work to enhance learning and increase academic achievement.

According to McGroarty in Kessler (1992: 2) there are the benefits of using cooperative learning for the students in the classroom. Cooperative Learning offers: 1) Increased frequency and variety of second language practice through different types of interactions; 2) Possibility for development or use of the first language in ways that support cognitive development and increased second language skills; 3) Opportunities to integrate language with content-based
instruction; 4) Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning; 5) Freedom for teachers to master new professional skills, particularly those emphasizing communication; and 6) Opportunities for students to act as resources for each other, thus assuming a more active role in their learning.

Meanwhile, Richards (2001: 193) states that Cooperative Learning has some advantages. The advantages are: 1) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities; 2) to provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings; 3) to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks; 4) to provide opportunities for learners to develop successful learning and communication strategies; 5) to enhance learners’ motivation and reduce learners’ hesitation and to create a positive affective classroom climate.

The Cooperative Learning method provides several techniques in teaching learning process. Student Teams-Achievement Divisions (STAD) is one of the technique of Cooperative Learning that might overcome the problem. Slavin (1997: 287) defines that Student Teams-Achievement Divisions (STAD) is a technique of cooperative learning consisting of a regular cycle of teaching, cooperative study in mixed-ability teams, and quizzes, with recognition or other rewards provided to teams whose members most exceed their own past records. While Student Teams-Achievement Divisions (STAD) according to Ornstein (2000: 325) is Team membership consists of four students, based on the heterogeneous abilities. The teacher presents the lesson to the whole group in one or two sessions, and then the class divides into teams for mastery. Students who have mastered the material help slower teammates. Drill and practice is stressed in groups, although students can engage in discussion and questioning. Class quizzes are frequent, and student scores are averaged into a team score to ensure cooperation and assistance within groups. Quizzes are scored in terms of progress so that slow-performing groups have the opportunity to gain recognition and
improve. Team rewards are given based on the performance of their team as a “good”, “great”, or “super” team. Besides that, this technique can be very effective in increasing students’ achievement and students’ motivation, then the teaching learning process is getting better.

Relating to the condition explained above and considering the benefits of Cooperative Learning, the researcher tried to apply Student Teams-Achievement Divisions (STAD) in the second grade students of SMPN 3 Karanganyar. This technique is aimed at solving the problems that were identified during preliminary observation in the schools.

B. Problem Statements

Based on the background explanation above, the problem that can be identified from the background of the study above are:

1. Does and to what extent the use of Student Teams-Achievement Divisions (STAD) improve the students’ reading comprehension to the second grade students of SMP Negeri 3 Karanganyar?
2. What is the students’ motivation when Student Teams-Achievement Divisions (STAD) is implemented in the second grade of SMP Negeri 3 Karanganyar?

C. The Objectives of the Study

The success or failure of teaching learning process depends on the teaching technique which is used. Considering to the title of the study and the problems stated previously, there are two objectives of study:

a. General objective of the study

Generally, the study is aimed to improve the students’ reading comprehension to the second grade students of SMP Negeri 3 Karanganyar.

b. Specific objective of the study

The specific objective of the study is to gain information about:

1. To find out whether or not the use of Student Teams-Achievement divisions (STAD) can improve the students’ reading comprehension.
2. To find out the students’ motivation when Student Teams-Achievement divisions (STAD) is implemented in the second grade of SMP Negeri 3 Karanganyar.

D. The Benefits of the Study

The researcher hopes that the research can give some benefits in the English teaching learning process, especially in the teaching learning reading. The following are some benefits of this study:

1. The teacher
   It is expected that the research can give useful input to the teacher in improving its quality of teaching learning process to Junior High School students. By understanding of the result of this study, the teacher can be careful in selecting teaching technique in their class.

2. The school
   It is expected the school can compares the advantages of Student Teams-Achievement Divisions (STAD) technique to other techniques. The study also gives useful input to the teachers in improving its quality of teaching learning process to Junior High School students.

3. The students
   It is hoped that this result of the study can help the students in learning English, therefore there will be a significant improvement in reading comprehension. Besides, by applying Student Teams-Achievement Divisions (STAD) as technique in teaching English, they can enjoy the English learning processes and feel interested in learning English reading comprehension.

4. The other researchers
   This study is just one effort in improving the students’ reading comprehension. It is hoped that this research will be useful to conduct the other researchs on the similar problems. The result of the research is able to use reference to furthermore research in developing teaching English reading comprehension to the Junior High School students.
CHAPTER II
LITERATURE REVIEW

A. Review on Reading Comprehension

1. The Nature of Reading

The definition of reading is important to understand before starting to discuss reading comprehension itself. Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read.

Grellet (1998: 7) defines reading as a constant process of guessing, and what one brings to the text is often more important than one finds in it. Further, Grellet defines that reading is an active skill that constantly involves guessing, predicting, checking, and asking oneself questions.

Another definition of reading is given by Nunan (1998: 33) that reading is viewed as a process of decoding written symbols, working from a smaller unit (individual letters) to larger ones (words, clauses, and sentences). The similar definition is stated by Aebersold and Field (1997: 15) that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

Based on the theories above, it can be defined that reading is an active process of constructing a set of meanings by the reader toward the text by involving the ability to find what the writer’s purpose. Reading is actually a sort of conversation between a writer and a reader. Author’s message will be means of communication if only the reader can reach and interpret what the author actually says or means.

2. Models of the Reading Process

According to Aebersold and Field (1997: 17) in looking for ways to describe the interaction between reader and text, linguists have also created models that describe what happens when people read. Barnet in Aebersold and Field, 1979.
Field (1997: 18) states that there are three main models of how reading occurs. They are bottom-up theory, top-down theory, and interactive school of theorists.

a. Bottom-up theory argues that the reader constructs the text from the smallest units (letters to words, phrases to sentences, etc) and that the process of constructing the text from those small units becomes so automatic that readers are not aware of how it operates.

b. Top-down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations and check back when new information appears.

c. The interactive school of theories argues that both top-down and bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down depending on type of text as well as on the readers’ background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

3. **Kinds of Reading Techniques**

To get maximum benefit from reading, the readers should understand the techniques in reading. Grellet (1998: 4) states the main ways of reading techniques are as follows:

a. **Skimming**

   It means quickly running one’s eyes over a text to get the gist of it. Simanjuntak (1997: 23) states that skimming is the ability of glancing rapidly through a text to determine its gist. For examples, to get the main idea or to say briefly what a text is about.

b. **Scanning**

   It means quickly going through a text to find a particular piece of information. Simanjuntak (1997: 23) states that skimming is the ability of glancing rapidly through a text to search for a specific of information, or to get an initial impression of whether the text is suitable for a given purpose.
The purpose of scanning is to extract certain specific information without reading the whole text (Brown, 1994: 293).

c. Extensive Reading

It means reading longer text, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.

d. Intensive Reading

It means reading shorter texts, to extract specific information. Nuttal (1996: 38) states that Intensive reading involves approaching the text under the guidance of the teacher or a task which forces the students to focus on the text. The aims is to arrive at an understanding, not only of what the text means, but of how the meaning is produced. This is more an accuracy activity involving reading for detail.

4. The Nature of Reading Comprehension

White (1997: 22) defines that the comprehension involves more than simply decoding. It involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meanings. Related to reading comprehension, Tonjes, et.al (1999: 99) define the term comprehension as facts, meanings or knowledge gained from reading. They add that comprehension is the end of comprehending. Comprehending it self is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally, evaluating the significance of the massage.

Grellet (1998: 3) presents that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible.

According to Farris, et.al (2004: 321) reading comprehension is the process of understanding the message that the author is trying to convey.
Another definition comes from Adams in Howell (1993: 182) He defines that reading comprehension is an interactive process, through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies, to understand text.

From all definitions above, it can be concluded that reading comprehension is someone’s ability in understanding the message from the written text. The readers who are good in comprehending can organize between their background knowledge and the message in the text and deciding on the processes needed to meet their purpose of reading. The comprehending process which is focused on how (the way) it works guides the readers to comprehend a reading text systematically. During this process, the reader combines his language skills, background knowledge and strategies to determine the meaning. Besides that, the reader emphasizes the importance of prior knowledge and reading skills in order to find information in the text.

5. Factor Affecting Comprehension Skill

Dawson and Bamman (1967: 220-223) state five factors which affect the comprehension skill. They are:

a. Intelligence

The number of ideas that the students understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning students cannot be expected to show the same reactions nor gained the same appreciation as the fast learners when they read together for pleasure or to gain information. The rate at which the learners associate what they read with their knowledge or experience will be influenced by this thing which is called intelligence.

b. Experience

Learner differ in the depth and breadth of their experience. Much of the teaching of comprehension skills is concerned with providing experiences for the learners through whom they may respond to books. Learner with limited experiences may have difficulty in comprehending many of the ideas
and activities with which other learner are familiar before they come to school.

c. Mechanics of Reading

Comprehension will be easier for the learners who have mastered the skills of word attack and word meaning, have learned to handle books properly, and have learned to read from left to right on a line to print. On the other hand, if the learner must pause frequently to figure out word, pronounce them stumble ahead to the next words; if he has not developed the visual skill of following the of print without hesitation and frequent regression, then his chances are poor for comprehension of the sentences or the paragraph. The smooth flow of the words into phrases in sentences, and sentences into paragraph is essential in comprehension.

d. Interest and Interest span

It cannot be denied that a person will respond quickly to what he reads if he is interested in the topic or last familiar with it. One of the most fascinating tasks in teaching is aiding the learner to develop new and broad interest. Interest span is related to personality factors. For the children, their interest span is almost directly related to the purposes they have for reading at early stages of reading, so the teacher must establish those purposes carefully through discussion of children’s experience, visual aids and relating to immediate needs.

e. Skill of Comprehending

Another factor, which influences the depth and amount of comprehension, is the skills which the learner has developed for that purpose. Like all reading skills, the ability to comprehend what the learner reads develops gradually from the simple to the complex skill.
6. Skills in Reading Comprehension

Spears (2000: xxvi) states that there are eight important reading comprehension skills that help learners to read more systematically. They are:

a. Comprehending main ideas.
b. Determining the author’s purpose,
c. Distinguishing between main ideas and supporting details.
d. Making accurate inferences.
e. Distinguishing between facts and opinion.
f. Analyzing structure.
g. Learning how to annotate.
h. Writing paraphrases and summaries.

Meanwhile, According to John Munby in Grellet (1998: 12), proposes some skills in reading as follows:

a. Recognizing the script of a language
b. Deducing the meaning and use of unfamiliar lexical items
c. Understanding explicitly stated information
d. Understanding information when not explicitly stated
e. Understanding conceptual meaning
f. Understanding the communicative value (function) of sentences and utterances
g. Understanding relation within the sentence
h. Understanding relation between the parts of a text through lexical cohesion devices
i. Understanding cohesion between parts of the text through grammatical cohesion devices
j. Interpreting the text by going outside it
k. Recognizing indicators in discourse
l. Identifying the main point or important information in a piece of discourse
m. Distinguishing the main idea from supporting details
n. Extracting salient points to summarize (the text; an idea; etc.)
o. Selective extraction of relevant points from a text
p. Basic reference skills
q. Skimming
r. Scanning to locate specifically required information
s. Transcoding information to diagrammatic display

Kennedy (1981: 204) also states that the term of general comprehension skills refer to the ability to understand and interpret the meaning of words, sentences and paragraphs and it must be taught systematically from the beginning of formal reading instruction.

To comprehend a text or written language, the students need to have such those skills. By having those skills, the students are likely to be able to extract the message of the text.

The main concern of the research is about how to find the main idea as the author’s main point (to mention the main idea of a paragraph), detail as a single piece of information or fact about something (to get a detail information from the passage) , vocabulary as the knowledge of words and words meaning (synonym and antonyms of words), inference as the derivation of some idea that is not directly stated (drawing a conclusion from given fact) and reference (getting reference of the words) in the text.

7. Strategies for Improving Comprehension Skill

The teacher plays important role in designing an effective and interactive reading activities. However, the teacher must understand the principles of effective teaching reading in order to guide them in choosing the best reading strategies which are appropriate with the students’ need.

According to Williams (1996: 51) there are three main phases to be followed in reading activity namely: pre-reading, while-reading, and post-reading.

a. Pre-reading

The aim of pre-reading is to arouse learners’ interest topic by drawing on the learners’ knowledge of the world and on their opinions. It can also generate relevant vocabulary. It is carried out before learners see the text.
b. While-reading
   
   The aim of while-reading is to help learners understand the structure and content of the text and the writer’s. It may involve language work, and it should try to give the learners a relevant reason for reading.

c. Post reading
   
   This activity is intended to help learners consolidate and reflect upon what has been read.

   De Boer and Dallmann (1964: 143) state that some activities can improve reading comprehension, that is through incidental means and practice exercise, and here are some brief explanations:

   a. Improvement through incidental means
      
      Incidental means is used to refer to all types of reading situations other than those involving practice exercises. Discussion and dramatization can be involved in incidental means.

   b. Improvement through practice exercise
      
      Giving direct practice in the form of exercise to help student develop skills in reading comprehension what student read will profit greatly.

      Meanwhile, De Boer and Dallmann (1964: 36) state that the class projects and group discussion can help to expand a student’s mastery of printed page. Danserau in Kessler (1992: 5) supports those statements by stating that explaining ideas to team – mate enhances understanding.

8. Questioning Techniques in Comprehension Skills

   There are seven major types of questions techniques in comprehension skill, namely main idea, detail, vocabulary, sequence, and inference. Burn, et al. (1984: 203) define them as follows:

   a. Main Idea
      
      Ask the students to identify the central theme of the selection.

   b. Detail
      
      Ask for bits of information conveyed by the material.
c. **Vocabulary**
   Ask for meanings of words used in the selection.

d. **Sequence**
   Require knowledge of events in their order of occurrence.

e. **Inference**
   Ask for information that is implied but not directly stated in the material.

f. **Evaluation**
   Ask for judgments about the material.

g. **Creative Response**
   Ask the children to go beyond the material and create new ideas based on the ideas they have read.

Nuttal (1996: 187-189) also classify questions according to the comprehension skill, they are:

a. **Questions of literal comprehension**
   These are questions whose answers are directly and explicitly expressed in the text. They can often be answered on the words of the text.

b. **Questions involving reorganization or reinterpretation**
   These are questions which require the students either to reinterpret literal information or to obtain it from various parts of the text and put it together in a new way. Such questions make the students consider the text as a whole rather than sentence by sentence.

c. **Questions of inference**
   These questions oblige the students to consider what is implied but not explicitly stated. The students also have to understand the text well enough to work out its implications.

d. **Questions of evaluation**
   These questions ask for a considered judgment about the text in terms of what the writer is trying to do and how far she has achieved it. Such question ask the students to analyze their response to the text and discover objective reasons to justify it, as well as measuring it against the presumed intention of the writer.
e. Questions of personal response
   In this types of questions the reader is not asked to asses the techniques by means of which the writer influences him but simply to record his reaction to the text.

f. Questions concerned with how writers say what they mean
   This kind of questions is intended to give students strategies for handling texts in general, rather than simply helping them to understand one particular text. It is aimed at making students aware of words-attack and text-attack skills, for example making them conscious of what they do when they interpret text.

   Based on the theories above, the researcher concludes that reading comprehension is constructing a set of meaning. The process of constructing meaning is by understanding words (synonyms and antonyms of words), main idea (to mention the main idea of paragraph), detail information (to get a detail information from the passage), inference (drawing a conclusion from given fact), and reference (getting reference of the words) in the text. In all cases, the questions can be answered by reading and understanding the reading that consist of multiple-choice questions.

B. Review on Cooperative Learning

1. The Nature of Cooperative Learning

   Cooperative Learning is one of teaching method which is commonly used in the process of teaching and learning. Cooperative Learning offers that students’ interaction and it is student-centered. In cooperative learning students must exchange their knowledge and opinion. Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.

   According to Slavin (1991: 287) Cooperative learning refers to instructional methods in which students work together in a small group to help each other to learn. A similar definition is also proposed by Richards and Rodgers (2001: 192) who states that cooperative learning as an approach to teaching that
makes maximum use of cooperative activities involving small groups of learners in the classroom. They are a team whose players must work together in order to achieve goals successfully.

Slavin (1991: 355) states that research on cooperative learning has established that these strategy can be very effective in increasing student achievement in many subjects and grade levels when students groups are rewarded on the basis of the average learning of the groups’ member.

Another definition comes from Olsen and Kagan in Kessler (1992: 8) state about cooperative learning as below:

“Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and it motivated to increase the learning of others.”

It means that cooperative learning is one of effective teaching method in which small teams, each with students of different levels of ability, use a variety of learning activities to improve students achievement in many subjects and grade levels. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn, thus creating an atmosphere of achievement. Student work through the assignment until all group members successfully understand and complete it. Cooperative learning also can motivate to increase each other’s learning and to maximize students’ involvement, participations, and cooperative activities.

2. Theory of Language and Learning of Cooperative Learning

1) Theory of Language

As Richards and Rodgers (2001:194) state that cooperative learning is used to support both structural and functional models as well as interactional models of language, since cooperative learning activities may be used to focus on language form as well as to practice particular language functions. As they mention, the central premise of cooperative learning is that learners
develop communicative competence in a language by conversing in socially or pedagogically structured situations.

2) Theory of Learning

The word cooperative in cooperative learning emphasizes another important dimension of cooperative learning. It seeks to develop classroom that foster cooperation rather than competition in learning.

3. The Characteristics of Cooperative Learning

From the definition above, it can be concluded that cooperative learning has its own characteristic. According to Orlich, et al. (1998: 275) characteristics of cooperative learning include:

a. Uses small groups of three or four students
b. Focuses on tasks to be accomplished
c. Requires group cooperation and interaction
d. Mandates individual responsibility to learn
e. Supports division of labor

While Arends (2004: 356) state that cooperative learning have some characteristics. They are:

a. Students work in teams to master learning goals.
b. Teams are made up of high, average, and low-achieving students.
c. Whenever possible, teams include a racial, cultural and gender mix.
d. Reward systems are oriented to the group as well as the individual.

According to the characteristic given above, it can be concluded that the common criteria of cooperative learning must be met to make cooperative learning work effectively as follows:

1. Team rewards

Teams may earn rewards if they achieve above a certain designated criterion. Teams do not compete against each other-all or none of the teams may gain the team reward.
2. Individual accountability

The team’s success depend on the individual learning of all team members.

3. Equal opportunities for success

Students contribute to their teams by improving on their past performance. Each individual in the team can contribute equally to their team’s success or failure, regardless of their ability.

4. The Roles of Teacher and Learner in Cooperative Learning

The roles of teacher in cooperative learning are quite different from the roles of teacher in traditional methods. The elements of the teacher’s roles as follows:

a. The Teacher as Inquirer

In order to plan for the learners, the CL teacher needs to know the learners. Rivers in Kessler (1992: 164) states that the teacher must ask the following questions: What is the age of the learner? What is the language proficiency level? What are previous learning experiences, interests, abilities, and needs? Other considerations often overlooked are the culturally absorbed ways of learning and displaying knowledge. Moreover, Clarke et al in Kessler (1992: 164) believe that teacher-directed and dominated classroom structures need to be replaced by an approach that organizes the classroom into a language-rich environment so that the learners can interact with and learn from one another as well as from the teacher and the world around them.

b. The Teacher as Creator

According to Johnson et al in Kessler (1992: 165), the teacher has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning, and structuring tasks, establishing the physical arrangement of the classroom, assigning the students to groups, roles, selecting materials, and time.
c. The Teacher as Observer

Kessler (1992: 166) states that cooperative small-group learning provides the teacher with the opportunity to observe, reflect, and intervene in supportive ways. Observing groups at work gives the teacher the basis to reflect on his/her own teaching and learning practices.

d. The Teacher as Facilitator

In this case, Cohen in Kessler (1992: 168) gives statement about it. He explains that the facilitator is to give feedback, to redirect the group with questions, to encourage the group to solve its own problems, to extend activity, to encourage students’ thinking, to manage conflict, to observe the students, and supplying resources.

e. The Teacher as Change Agent

It means that changes that affect the way of the teacher and students will affect the social climate for learning ultimately (Kessler, 1992: 171).

According to Richards (2001: 199), in Cooperative Learning, the primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning, which is viewed as a compilation of lifelong learning skills. Thus, learning is something that requires students’ direct and active involvement and participation.

5. The Advantages and Disadvantages of Cooperative Learning

Slavin (1990: 52) states that cooperative learning strategy gives more benefits for students, they are:

a. Promoting students’ learning and academic achievement.
b. Increasing students’ memory during learning learning process
c. Enhance students’ satisfaction with their learning experience
d. Helping students develop oral communication skill and social skill
e. Promoting students self-respect
f. Helping positive race relation
While Orlich, et al. (1998: 276) listed the benefits of cooperative learning as follows:

a. Improves comprehension of basic academic content
b. Reinforces social skills
c. Allows students decision making
d. Creates active learning environment
e. Boots students’ self-esteem
f. Celebrates diverse learning styles
g. Promotes students’ responsibility
h. Focuses on success for everyone

Richards (2001: 193) lists the advantages of cooperative learning as below:

a) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities
b) to provide teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings
c) to enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks
d) to provide opportunities for learners to develop successful learning and communication strategies
e) to enhance learners’ motivation and reduce learners’ hesitation and to create a positive affective classroom climate.

According to Harmer (2004: 116) cooperative has some advantages, but beside that it has disadvantages. The disadvantages are:

a) It favors the group rather than the individual. Everyone is forced to do the same thing at the same time and the same pace
b) Individual students do not have much of a chance to say anything and on their own.
c) Many students are disinclined to participate in front of the whole class since to do bring with it the risk of public failure.
d) It may not encourage students to take responsibility for their own learning. Whole class teaching favors the transmission of knowledge from teacher to the students rather than having students discover things or research thing for them.
e) It is not the best way to organize communicative language teaching or especially task based sequences communication between
individuals is more difficult in-group of twenty or thirty than it is in groups of four or five in the smaller groups. It is easier to share material, speak quietly and less formally, and make good contact all of these contribute to successfully task resolution. Nevertheless, applying grouping (cooperative) methods in teaching really depends on the material will be given and the situation or condition of the class. So, a teacher must be able to select either direct or cooperative method in her/his teaching.

6. Kinds of Cooperative Learning

Ornstein and Lesley (2000: 325-327) differential cooperative learning into two kinds, namely formal and informal cooperative learning. These are:

1. Formal Cooperative Learning

This strategies focus more on teacher-led instruction and a certain amount number of students competition, usually between cooperative groups rather than between individual students.

The examples of formal cooperative learning strategies are:

a. Student Teams-Achievement divisions (STAD).

b. Teams-Gaams-Tournament (TGT).

c. Jigsaw

2. Informal Cooperative Learning

It occurs when teachers ask questions and then have students discuss among themselves or with the teacher a response, when teachers read stories or lecture and then periodically ask questions, and when teachers ask questions in order to encourage students to summarize or synthesize ideas.

The examples of informal cooperative learning strategies are:

a. Numbered Heads Together

b. Think-pair-Share

c. Think-Pairs-square

C. Review on Student Teams-Achievement Divisions (STAD)

1. The Nature of STAD

According to Arends (1997: 119) Student Teams-Achievement Divisions (STAD) is one of the simplest and most straightforward of the cooperative learning approaches. Slavin (1995: 71) also states that Student Teams-
Achievement Divisions (STAD) is one of the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to cooperative approach.

Ornstein (2000: 325-327) states that Student Teams-Achievement Divisions (STAD): Team membership consists of four students, based on the heterogeneous abilities. The teacher presents the lesson to the whole group in one or two sessions, and then the class divides into teams for mastery. Students who have mastered the material help slower teammates. Drill and practice is stressed in groups, although students can engage in discussion and questioning. Class quizzes are frequent, and student scores are averaged into a team score to ensure cooperation and assistance within groups. Quizzes are scored in terms of progress so that slow-performing groups have the opportunity to gain recognition and improve. Team rewards are given based on the performance of their team as a “good”, “great”, or “super” team. Teams are changed every five or six weeks to give students an opportunity to work with other students and give members of low-scoring teams a new chance.

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.

2. Components of STAD

According to Slavin (1995: 71-73) Student Teams-Achievement Divisions (STAD) consists of five major components, as follows:

1. Class Presentation

The teacher is presented the material to the whole group using verbal presentation or text. Material in Student Teams-Achievement Divisions (STAD) is initially introduced in a class presentation. Class presentations in Student Teams-Achievement Divisions (STAD) differ from usual teaching only in that they must be clearly focused on the Student Teams-Achievement
Divisions (STAD) unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

2. Teams Study

Students are assigned to four or five member learning teams. The team members should represent a cross section of the class in terms of academic performance, gender, and ethnicity. Team members work together to study worksheets or other study devices to master the academic material, which consists of problems and information to be mastered. Then help each other learn the material on team discussions.

The major function of the team is to make sure that all the team members are learning, and more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other materials. Most often, the study involves students discussing problems together, comparing answers, and correcting any misconceptions if teammates make mistakes.

3. Quizzes

After the team practices, the students assess individual quizzes that include many questions, then the students may not help one another during the quizzes.

4. Individual Improvement Scores

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if she or he works harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students than earn points for their teams based on the degree to which their quiz scores exceed their base scores.

5. Team Recognition

Certificates or rewards are given to groups whose average scores on the test are higher than their base scores. According to Ornstein and Lasley (2000:
325) Team reward are given based on the performance of their team as a “good”, “great,” or “super” team.

3. The Preparation of Student Teams-Achievement Division (STAD)

The preparation of applying Student Teams-Achievement Divisions (STAD) Slavin (1995: 73-75) mentions the steps prepared by the teacher before the implementation of Student Teams-Achievement Divisions (STAD) as follows:

a. Material

Material can be made by the teacher by adapting from textbooks or other published sources. It covers lesson plan, a work sheet, answer sheet, and a quiz for each unit of lesson plan.

b. Assigning Students to Team

Students are assigned to four or five member teams. Four person teams in a class represent different background, such as sex, performance (high performer, average performer, and low performer). The teacher does not let students choose their own teams, because they will tend to choose others like themselves. The achievement level bases on the students’ pre-test scores. The table below is the procedure in selecting the group.

Table 2.1

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rank</th>
<th>Team Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Performing Students</td>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>5</td>
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<td>6</td>
<td>F</td>
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<td></td>
<td>7</td>
<td>G</td>
</tr>
</tbody>
</table>

commit to user
### Average-Performing Students

<table>
<thead>
<tr>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
<th>14</th>
<th>15</th>
<th>16</th>
<th>17</th>
<th>18</th>
<th>19</th>
<th>20</th>
<th>21</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>F</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
<td>A</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
<td>F</td>
</tr>
</tbody>
</table>

### Low-Performing Students

<table>
<thead>
<tr>
<th>22</th>
<th>23</th>
<th>24</th>
<th>25</th>
<th>26</th>
<th>27</th>
<th>28</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>F</td>
<td>E</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
</tbody>
</table>

c. Determining Initial Base Scores

It can be done by using the students’ average scores on past quizzes, or by using the students’ final grades from the previous year test.
d. Team Building

Before starting any cooperative program, it is a good idea to start off with one or more team-building exercises just to give a team members a chance to create a team logo, banner and song.

4. Schedule of Activities

According to Slavin (1995: 75) states that Student Teams-Achievement Divisions (STAD) consists of a regular cycle of instructional activities, as follows:

1. Teach
   The teaching learning process in Student Teams-Achievement Divisions (STAD) begins with a class presentation. The presentation should cover the opening, development and guided practice components of the total lesson.

2. Team Study
   During team study, the students work on worksheets in their teams to master the material presented by the teacher. Only two copies of the worksheets and answer sheets are given to each team, this forces teammate to work together. Before beginning team work, students discuss the following team rules:
   a. Students have a responsibility to make sure that their teammates have learned the materials.
   b. No one finishes studying until all teammates have mastered the subject.
   c. Ask all teammates for help before asking the teacher
   d. Teammate may talk to each other softly.

3. Test
   Students take individual quizzes or other assessments (such as essays or performances). The teacher give students adequate time to compleate it. Do not let the students work together on the quiz; at this point they must show what they have learned as individuals.
4. Figuring Individual and Team Scores

As soon as possible after each quiz, the teacher should compute individual improvement scores and team scores. Team scores are computed on the basis of team members’ improvement scores, certificates, a class newsletter, or a bulletin board recognizes high-scoring teams. If possible announce team scores in the first period after the quiz, to increase their motivation to do their best. There are three components which influence the scores:

a. Improvement Points

Students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score. Table 2.2 below is criteria of improvement point.

<table>
<thead>
<tr>
<th>Quiz Score</th>
<th>Improvement Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 points below base score</td>
<td>5 point</td>
</tr>
<tr>
<td>10 points up to 1 points below base score</td>
<td>10 points</td>
</tr>
<tr>
<td>10 points above base score</td>
<td>20 points</td>
</tr>
<tr>
<td>More than 10 points above base score</td>
<td>30 points</td>
</tr>
<tr>
<td>Answer sheet is perfect</td>
<td>30 points</td>
</tr>
</tbody>
</table>

The purpose of base scores and improvement points is to make it possible for all students to get maximum points to their teams, whatever their level of past performance; students understand that it is fair to compare each student with his or her own level of performance.

b. Recognizing Team Accomplishments

Three levels of awards are given. These are based on average team scores. Slavin (1995: 80) also suggested the criterion of recognizing team accomplishment:
### Table 2.3
Criteria of Reward

<table>
<thead>
<tr>
<th>No</th>
<th>Criterion (Team Average)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>15</td>
<td>GOOD TEAM</td>
</tr>
<tr>
<td>2.</td>
<td>20</td>
<td>GREAT TEAM</td>
</tr>
<tr>
<td>3.</td>
<td>25</td>
<td>SUPER TEAM</td>
</tr>
</tbody>
</table>

### D. Rationale

Reading comprehension is a level of understanding of writing. In doing so, the students involve so many reading skills... Reading without comprehension of the written text is useless because the reader cannot get the information from the text. As mentioned previously, the result of reading activity is to comprehend what has been read.

Based on the preliminary observation of the students of 8 I, it showed that the students low reading comprehension. The low of reading comprehension was shown through the following indicators, those are: the students got the difficulties to answer as questions on finding main idea, detail information, vocabulary, inferences and references.

Another problem faced by the students in reading comprehension was the problem of the students’ motivation. Most of the students did not give their full attention to the lesson and teacher’s explanation, most of the students were not active during the teaching learning process and the students did not try to ask the teacher about their difficulties in reading.

From indicators of the problem, there are several possible causes. Most of teaching learning processes are teacher-centered which only allow the students to keep information in short-term memory and the teaching technique used by the teacher is not motivating the students.

The purpose from teaching reading is to improve the students reading comprehension, and in this research, the researcher use cooperative learning to solve the problem. Cooperative learning helps all students to succeed because cooperative learning emphasizes cooperation each students rather than
competition in teaching and learning process. Cooperative learning implies full of participation of the teacher and students and also the interaction between students. It implies students help students, students help the teacher. It also implies to share what one has discovered with others. As students are given responsibility, they develop responsible attitudes.

Student Teams-Achievement Divisions (STAD) is one of techniques cooperative learning and it is appropriate ways to improve reading comprehension. Based on the previous underlying theory, the writer assumes that Student Teams-Achievement Divisions (STAD) can be used as an effective technique in teaching reading in order to improve students’ reading comprehension. Student Teams-Achievement Divisions (STAD) technique is group learning model which emphasizes on group members’ collaboration in mastering the materials. It is a small group consisting of four students with different background, sex, academic competence, and racial or ethnic groups.

There are several reasons why Student Teams-Achievement Divisions (STAD) can improve students’ reading comprehension:

1. Student Teams-Achievement Divisions (STAD) is one of the major approach that is accepted as an effective technique of cooperative learning developed by Slavin. This technique can be very effective in increasing students’ achievement and students’ motivation in many subjects and grade levels when students group are rewarded on the basis of the average learning of the groups’ member.

2. Student Teams-Achievement Divisions (STAD) also refers to a technique of instruction whereby student work together in groups to reach common goals. Thus, the group has responsibility in tutoring their members, and sharing knowledge each other. By using Student Teams-Achievement Divisions (STAD), students benefit from sharing ideas rather than working alone. Students have to help one another to learn in order to reach the goal. So the students not only learn from the teacher but also learn from their friend.

3. Student Teams-Achievement Divisions (STAD) emphasizes on mastering the materials through student-centered in which students are active and teacher is
as a facilitator who guides students. Student-centered means that the students mostly dominate the class by producing a productive talk to their teammates’ opinions. The group members should be active in doing the activity, such as: helping each other, communicative interactions between students or sharing knowledge and opinion.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting
This classroom action research was carried out at SMP Negeri 3 Karanganyar. It is located on Jl. Lawu Harjosari, Popongan, Karanganyar, Central Java 57715. The phone number is (0271) 495297. It is very easy to get SMP Negeri 3 Karanganyar by any means of transportation since it is located on the main road.

The research was conducted from April until Mei 2011 at the second grade students of SMP Negeri 3 Karanganyar in academic year 2010/2011.

B. Research Subject
These follows were the subjects that were involved in this research:
1. Participants:
The participant of the study was the second grade students of SMP Negeri 3 Karanganyar. It is only one class, 8 I class. There are 28 students: 14 boys and 14 girls. The second grade students had a good spirit to learn English but they still low in reading comprehension.

2. Position of the researcher:
The researcher could be described as the English teacher.

3. Collaborator:
The researcher had the English teacher of this school as the collaborator who examined carefully the research process.

C. Research Method
In conducting the study, the researcher used action research method. Classroom action research is conducted by the teachers to improve the quality in the teaching learning process. The focus of this research is in the students or in the teaching and learning process that happen in the class. The object is real problem that faced by the teacher in class.
Nunan (1992: 229) states that action research is a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding. It is often collaborative.

Kemmis and McTaggart in Nunan (1992:17) state that there are three characteristics of action research: first, the action research is carried out by practitioners rather than outside practitioners, second, the action research is collaborative, and third, the action research is aimed at changing things.

From the definitions above, it can be summarized that action research is an action in a research which can be done by the teacher or researcher with his/her colleague and which involves a group of students to improve educational quality or to enhance the understanding of the students about the lesson. The action research is aimed at solving problems in the teaching learning process.

The researcher collaborated with the English teacher in implementing the action research. The researcher taught reading in the implementation of the action research. She discussed with the teacher about the topic, the homework, exercise and the test items. The teacher watched and observed the teaching learning process. The practical action the researcher used was the technique using Student Teams-Achievement Divisions as the teaching aids. The reflection upon the effect of the actions was known while and after the technique was presented.

D. The Model of Action Research

The model of action research used in this research is the model developed by Kemmis and Mc Taggart in Burns (1999:32). According to them, classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections. Visually, the steps in action research by Kemmis and Mc Taggart (Hopkins, 1993:48) can be illustrated as follows:
The four steps of the model of action research can be expanded into six steps, namely 1) identifying the problems; 2) planning the action; 3) implementing the action; 4) observing or monitoring the action; 5) reflecting the result of the observation; and 6) revising the plan for the following steps. Then, those six steps form one cycle.

E. The Procedure of the Research

Based on the model of research, the procedures is composed of cycles, in which each of cycle consists of four steps, those are planning, implementing, observing, and reflecting the action. This steps completed by revising of the action. The procedures of action research in this research are as follows:

1. Identifying Problem

Before planning the action, the researcher identified the problem that was faced by the students and the teacher. In identifying problems, the researcher uses observation, interview, questionnaire and test.

a. Observation

The observation was done to identify the students’ attitude toward English lesson and class situation during teaching-learning process.
b. Interview

The interview was held in order to identify the students’ opinion and the teacher’s opinion about the English class and to know the problems faced by the students and the teacher during teaching-learning process.

c. Questionnaire

Questionnaire will be given by the researcher before and after treatment to the students to get information from them about their activities, opinions, expectations, and attitudes and perceptions. The researcher asked the students to fill the questionnaire by reading the questionnaire and put √ to one of the responses.

d. Using test

The pre-test was given to know the students’ competence in comprehending the texts.

2. Planning the Action

Before implementing the action, the researcher needed to make general plan. Develop a plan of critically informed action to improve what is already happening. The researcher also prepared equipments needed in doing the action in order to enhance the students’ reading comprehension.

The researcher prepares everything needed in the research as follows:

1. Preparing materials for the teaching, making lesson plan, and designing the steps in doing the action
2. Determining initial base scores
3. Assigning the students to team
4. Preparing students’ worksheets
5. Preparing draft for the interview
6. Preparing sheets of classroom observation (to know the situation of teaching-learning process when teaching technique is applied)
7. Dividing teaching into three phases

3. Implementing the Action

The researcher implemented the teaching and learning of reading comprehension by using Student Teams-Achievement Divisions (STAD) to
help the students understand the material. The implementations generally are presented as follows:

a. Pre-reading activities

The teacher facilitated the students to build up their background knowledge. In this phase, the teacher showed some related picture for focusing students’ attention. Then, gave the brainstorming related to the texts will be given.

b. Whilst-reading activities

In this stage, the teacher gave tasks for the students. The tasks can be exercises, practices, and various activities that should be done by students.

c. Post-reading activities

The teacher asked the questions to the students to reflect on their reading and to relate it to their own experiences. It allows the teacher to see how well the students have understood what they had read. It also done to measure the students’ improvement after they were taught using Student Teams-Achievement Divisions (STAD).

4. Observing or Monitoring the Action

The teacher, as the researcher, observes all activities in the teaching and learning process while the technique of teaching reading comprehension using Student Teams-Achievement Divisions (STAD) is carried out. The researcher also monitored and wrote the responses of the pupils in the class. In this step, the researcher was helped by the teacher. The teacher noted events happening in the teaching learning process. The teacher also creates a conductive atmosphere to increase the students’ motivation in learning reading, for example by giving suggestion, helping their difficulties while learning, and giving feedback for their efforts.

5. Reflecting and the Result of the Observation

Reflection is to find the problems in the activities so that the teacher can determine the next design better than before. The researcher made an evaluation based on her observation and her collaborator’s note to identify the weaknesses during the action. Next, this evaluation will be a basic consideration to conduct the next cycle of teaching.
6. Revising the Plan

Based on the weaknesses found from the activity that has been carried out, the researcher revised the plan for the next cycle. The classroom action research will take one or more cycles until the goal of the research can be reached. It is done to get better results of the method she applied.

F. The Technique of Collecting the Data

In this classroom action research, the researcher used observation, interview, questionnaires, documents and test to collect the data accurately.

1. Observation

In this research, the observation was done to describe the students’ activities while the technique of using Student Teams-Achievement Divisions (STAD) is being applied in the English class. It is very important in this case, not only to know whether they are enthusiastic or not, but also to find a significant improvement on their reading comprehension.

2. Interview

The researcher used interview to get information from the students to know their understanding about the lesson and what problems the students might face in learning English reading. The researcher also held an interview with the English teacher. The researcher wants to know about the problems faced by the teacher in teaching reading comprehension.

3. Questionnaires

Two questionnaires were given to students. The first questionnaire was used at the start of the project, before introducing the technique and the second questionnaire was used at the end of the project.

4. Documents

The documents were in the form of lesson plans and students’ worksheets and it was used to gain the information about the students’ progress in reading comprehension.
5. Test

In this research, the tests involved pre-test (before the technique is applied) and individual quizzes (after the technique is applied). Pretest was given to identify the students’ reading comprehension before the technique applied while individual quizzes were given to measure the improvement of students’ reading comprehension after applying Student Teams-Achievement Divisions (STAD).

The result can indicate whether the use of Student Teams Achievement Divisions (STAD) to improve the students’ reading comprehension is effective or not.

G. Technique of Analyzing Data

In this research, the data collected are qualitative and quantitative data. The qualitative data is analyzed using Constant Comparative Method, while the quantitative data is analyzed using statistic descriptive technique.

1. Qualitative Data

In analyzing the qualitative data the researcher uses qualitative technique as suggested by Burns (1999: 156) he says that there are various techniques developed from qualitative research approaches which can be used for data analysis, such as identifying patterns, categories or themes that are repeated across the data and making connections between these categories.

In addition McKernan (1996) in Burns (1999: 156) states that there are five stages in analyzing the data:

a. Assembling the Data

The first step is assemble the data, the researcher collected field notes, interview, questionnaires and so on. Assembled the data in order to compare and contrast the data to see what fits together.

b. Coding the Data

In this stage, once there has been some overall examination of the data, categories or codes can be developed to identify patterns more specifically.
Coding is a process of attempting to reduce the large amount of data that were collected to more manageable categories and concepts, themes or type.

c. Comparing the Data

At this stage, comparison can be made to see whether themes or pattern are repeated or developed across different data gathering techniques.

d. Building Interpretations

In this step, the researcher move beyond describing, categorizing, coding and comparing to make sense of the meaning of the data.

e. Reporting the Outcomes

The final stage, the researcher involves presenting an account of the research for others.

2. Quantitative Data

The quantitative data are gotten from the tests’ score, pre-test and individual quizzes. The results of pre-test and individual quizzes is analyzed to compare the mean score in order know the difference before and after the cycle. The mean of the pre-test and individual quiz scores are used to analyze the teaching and learning process. Then, the researcher compares those scores. The improvement could be seen from the score in individual quizzes which were higher than the score in the pre-test. The mean of the pre-test and individual quizzes can be calculated with the formulas as follows:

\[ \bar{x} = \frac{\sum x}{N} \quad \bar{y} = \frac{\sum y}{N} \]

Where:

\( \bar{x} \): means of pre-test score
\( \bar{y} \): means of individual quiz score
\( N \): the number of sample
\( \Sigma x = \) the sum of pre test score
\( \Sigma y = \) the sum of individual quiz score
CHAPTER IV
THE RESULT OF THE STUDY

A. Introduction

This research was conducted in class 8 I of SMP Negeri 3 Karanganyar on April 30, 2011 until May 26, 2011. During the actions, the researcher was helped by the English teacher as the collaborator. In this study, the researcher chooses class 8 i to be the subject of the research which has 28 students and since it has problems as stated in chapter I.

Before the researcher conducted this research, she had identified the problems faced by the students and the teacher in teaching and learning process, identified the causes of the problems and gave solution of the problem.

1. Identifying Problem

To know the students’ and the teacher’s problem the researcher collected the data in four ways; those are observation, interview, questionnaire and tests. By doing this, the researcher could decide what kind of solution would be appropriate to overcome the problem.

a. Observation

Based on the pre-observation result, the researcher found some problems. The students’ problems can be seen as below:

<table>
<thead>
<tr>
<th>Table 4.1</th>
<th>The Result of Pre-Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Condition</strong></td>
<td><strong>Indicators</strong></td>
</tr>
<tr>
<td><strong>A. Students’ Reading Comprehension</strong>&lt;br&gt;1. The students had difficulty in identifying the main idea</td>
<td>1. The students could not answer the main idea questions</td>
</tr>
<tr>
<td>2. The students had difficulty in finding detail</td>
<td>2. The students could not answer detail questions</td>
</tr>
<tr>
<td>3. The students had difficulty in identifying vocabulary</td>
<td>3. The students could not answer vocabulary questions</td>
</tr>
<tr>
<td>4. The students had difficulty in finding inference</td>
<td>4. The students could not answer inference questions</td>
</tr>
<tr>
<td>5. The students had difficulty in finding reference of certain word</td>
<td>5. The students could not answer reference questions</td>
</tr>
<tr>
<td><strong>B. Students’ Motivation</strong>&lt;br&gt;1. Most of the students didn’t give their</td>
<td>1. The students made noises in the</td>
</tr>
</tbody>
</table>
b. Interview

The researcher conducted the interview twice. First, the researcher interviewed the students and second, the researcher interviewed the English teacher.

Based on the interview with the students, the researcher concluded that the students still had difficulties in finding main idea, especially in finding vocabulary. The teacher’s teaching technique made the students were bored and finally is affects on the students’ motivation in learning English, especially reading.

Based on the interview with the English teacher, the researcher concluded that the teacher still had difficulties in teaching English. Sometimes, she had difficulties in catching the students’ attention when they had been bored, and she said that most of the students were not active in the teaching learning process. The students also difficulties in finding main idea, detail, vocabulary, reference and inference.

c. Questionnaire

Questionnaire is used to prove the general assumptions about the teaching learning process in SMP Negeri 3 Karanganyar, especially in English lesson.

Based on the analyzing of the questionnaire result, the researcher concluded that the students had many problems in learning English. Based on the result of the questionnaire, the researcher listed some problems. These could be seen from the result of the questionnaire in the preliminary research. 89% of the students answered that they have difficulties in vocabulary, 82% of the students answered that they have difficulties in finding main idea, 96% of the students answered that they have difficulties in finding inference, 71% of the students answered that they have difficulties in finding detail, 94% of the students answered that they have difficulties in finding inference, 94% of the students
answered that they did not try to ask the teacher about difficulties in reading. 82% of the students answered that they wanted to work in group discussion.

d. Pre-test

Based on the result of the pre-test, researcher concluded that the students’ reading comprehension was still low. Some students have difficulties in finding the main idea, finding the detail of the text, understanding vocabulary, finding inferences and references.

In order to know the students’ ability in answering the kinds of questions, the researcher analyzed students’ answers in the pre-test. They could be seen in table 4.2 as follows:

<table>
<thead>
<tr>
<th>No.</th>
<th>Skill of Reading</th>
<th>Total Score</th>
<th>Sum of the Students</th>
<th>The Mean of the Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Main Idea</td>
<td>31</td>
<td>28</td>
<td>1.10</td>
</tr>
<tr>
<td>2.</td>
<td>Detail</td>
<td>55</td>
<td>28</td>
<td>1.96</td>
</tr>
<tr>
<td>3.</td>
<td>Vocabulary</td>
<td>73</td>
<td>28</td>
<td>2.60</td>
</tr>
<tr>
<td>4.</td>
<td>Inference</td>
<td>57</td>
<td>28</td>
<td>1.32</td>
</tr>
<tr>
<td>5.</td>
<td>Reference</td>
<td>57</td>
<td>28</td>
<td>2.03</td>
</tr>
</tbody>
</table>

The mean of the reading comprehension score in preliminary test was 45.5. It was indicated that the students had low in reading comprehension since they got unsatisfying results for reading comprehension pre-test. However, *KKM or the criteria of English passing score* is 68.

2. Causes of Reading Comprehension Problems

Based on the researcher’s observation the causes of reading comprehension problems were the teacher and the students.

From the teacher’s point of view, as was identified, the causes were the teaching-learning processes are teacher-centered which only allow the students to keep information in short-term memory, and the teaching technique used by the English teacher is not motivating the students.
Considering the problem found in the classroom, the writer decided to apply Student teams-Achievement Divisions (STAD) technique in teaching reading comprehension through classroom action research in order to improve students’ reading comprehension.

B. Implementation of the Research

The implementation of teaching reading comprehension using Student teams-Achievement Divisions (STAD) technique classroom action research was divided into cycle one and cycle two. Each cycle consisted of four steps. The steps were: 1) planning the action; 2) implementing the action; 3) observing the action; and 4) reflecting of the observation result. Each cycle is described as follow:

1. Cycle 1

The researcher did many steps in conducting a classroom action research. They are planning the action, implementing the action, observing the action and reflecting of the observation result.

a. Planning the Action

Based on the problems identified above, the researcher found some facts that the students’ reading comprehension and the students’ motivation were low, the researcher planned to improve reading comprehension using Student Teams-Achievement Divisions (STAD) as the technique.

In this research, the researcher arranged the students into team, the researcher arranged the position of the students based on heterogeneous abilities. The position of the students was arranged from the highest achievements to the lowest achievements (it is done before teaching and learning process in the class) based on the previous scores. The achievement was taken from the result of the students’ pre-test. The researcher assigned the students into seven teams, each team consisted of four students. The team members were taken from mix levels (high, average, and low level).
To get a better activity in teaching reading comprehension, the teacher with the collaborator designed the lesson plans as teacher’s guidance in teaching. A lesson plan is a proposal for action in teaching activities. The lesson plan consisted of Standard competence, Basic Competence, Indicators, Learning goal, Learning method/technique, Instructional material, and Learning activities. The teacher and the collaborator also designed each cycle in three meetings for the teaching and learning process and one meeting for conducting individual quizzes.

Next, the main phases in teaching reading comprehension. There are three activities done in main phase. They were pre-reading activities, whilst-reading activities, and post-reading activities. In pre-reading activity the teacher facilitated the students to build up their background knowledge. In this stage, the teacher showed some related picture for focusing students attention. Then gave the brainstorming related to the texts that will be given. The questions are: “What do you think the story is about?” , “What do you think is the main character?” , and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of the reading text, encourage the students to continue reading for purpose and help them comprehend the text. Prediction about something in written text is a good way to improve inference skill. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. The next activities were whilst-reading; in this activity the teacher gives a time to read silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these will indicate the main idea. The teacher asked the student to underline the verb, participant, and character in the text. The aim of this activity is to guess meaning from context, to identify detail information and reference. The teacher gave reading task in order to find main idea, detail, vocabulary, inferences and references. Then, the teacher guided the class in discussing the text in team. This activity offered the students more
opportunities to discuss what they have read. In their teams, they shared their knowledge and ideas to solve the problems. Then, the next was post-reading activity, the teacher and the students concluded the lesson. Asking questions allows the students to reflect on their reading and to relate it to their own experiences. It also allows the teacher to see how well the students have understood what they had read and whether they have grasped the main ideas. The questions are: “Tell me the story in your own words”, the aim of this activity is to improve the students’ vocabulary, main idea, and inference.” What was your favorite character? Why?” this activity is to their comprehension in detail and reference.

The main phase in teaching reading comprehension can be seen in the table 4.3.

Table 4.3

The Phases of Teaching Reading Comprehension

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading:</td>
<td>• Explaining Student Teams Achievement Divisions (STAD) rules to the students.</td>
</tr>
<tr>
<td></td>
<td>• Assigning location of the teams in the classroom.</td>
</tr>
<tr>
<td></td>
<td>• Class presentation</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher asks some questions which are related to materials in the text.</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher conveys to the students that they will read a text about narrative then shows some related picture for focusing students’ attention and then gave the brainstorming related to the text that will be given. The questions are: “What do you think the story is about? “What do you think is the main character?” , and “What do you think will happen?. The aim of this activity is to lead students to predict or guess the “content” of the reading text, encourage the students to continue reading for purpose and help them comprehend the text. Prediction about something in written text is a good way to improve inference skill. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. ✓ Teacher distributes the text of reading material to each team.</td>
</tr>
<tr>
<td>Whilst-Reading</td>
<td>• Teacher gives a time to read silently in order to give a title, to select the most appropriate title from the text</td>
</tr>
</tbody>
</table>
given and to identify the topic sentence these will indicate the main idea.
- While reading the teacher asked the students underlined the verb, participant, and character. The aim of this activity is to guess meaning from the context, to identify detail information and reference.
- Teacher distributes tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference).
- Teacher asks the students to discuss with their team for mastering and finishing the task that have been received.
- Teacher asks each team to present the result of their teamwork.
- Teacher gives appreciation to the team at the end of the presentation.

<table>
<thead>
<tr>
<th>Post-Reading</th>
</tr>
</thead>
</table>

- Giving further explanation to the students regarding the answers to these tasks.
- Asking questions to the students it allows the teacher to see how well the students have understood what they had read. The questions are: “Tell me the story in your own words”, the aim of this activity is to improve the students’ vocabulary, main idea, and inference. ”What was your favorite character? Why?” this activity is to their comprehension in detail and reference.
- Teacher gives the students a chance for questioning.

### b. Implementing the Action

The researcher carried out the activities based on the designed plan for implementing Student Teams-Achievement Divisions (STAD) technique in teaching reading comprehension in cycle 1.

1) The First Meeting

The first meeting was conducted on Saturday, May 7th 2011. Here, the researcher was helped by the english teacher as the observer. The lesson started at 07.00 a.m and ended at 08.20 a.m. The teacher greeted the students to initiate the lesson and checked the students’ attendance. Because this activity could motivate them in joining the teaching learning process.

The teacher then asked questions on about whether they like to read, the students said that they like reading very much. The teacher told
the students the objective of the meeting that was implementing Student Teams-Achievement Divisions (STAD) technique for improving their reading comprehension.

a) Pre-Reading

The teacher explained what is called by STAD and its procedures by using simple explanation. Some important simple points of rules the teacher explained are: The students worked together in a small group to help each other to learn, team membership consists of four students based on heterogeneous abilities, every group has to discuss the material, and make sure all members of the group understand the lesson, no one finished studying until all teammates have mastered the subject, the students should ask all teammates for help before asking the teacher, the students collect points for their group based on the level in which their quiz score exceed their base score, the group gets the highest scores would as the best group and there would be a gift for the best team. The students looked interested and paid more attention to the teacher explanation, but they were still difficult to understand the procedures.

The teacher then, assigning the students into seven groups and had been arranged before based on the list of students ranked by performance. Each group consisted of four students based on heterogenous abilities. The members were selected based on the score of pre-test. Being instructed by the teacher, they were busy to find their own partners for their groups. At the beginning, some students were looked not really satisfied with the teammates arranged by the teacher and the situation of the class was a little crowded. After all the students sit with their teams, the teacher then, gave a chance to the teams to create their own team name.

The teacher started the teaching and learning activities use procedures in Student Teams-Achievement Divisions (STAD).
teacher asked the students to pay attention during the class presentation. Since, doing so would help them to do the quizzes well, and their quiz scores determine their team scores. The teacher gave some questions related to the topic. Those questions would help them brainstorm their ideas.” What kind of story book do you like to read?”, “Please mention several kinds of story?” So, the teacher conveyed to the students that they would read a text about narrative. Then the teacher just explained a glance about narrative text. The teacher showed them a picture of Babu and the Lion. Then, the teacher gave them some questions related to the text “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. Then the teacher distributed the text of reading material to each team.

b) Whilst-Reading

The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the teacher asked the students underlined verbs, participants and characters in the text. Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference.

The students work in group and started to discuss the task that is given by the teacher. In the mean time, the teacher monitored and encouraged the students the learning process. In this learning process, most of the students were actively include in the discussion. Unfortunately there was a student complaining that the one of her
teammates did not work well. The teacher told him that he would get nothing if he did not work with his team. As a whole, the students’ participation and cooperation in doing the task was good enough.

After a while, the teacher asked the students about their work. All groups had done their task. Then the teacher asked them to prepare their discussion report. The groups wrote down their discussion result on a piece of paper.

Time was up and the teacher asked each group to present their task. No one of the member of the groups began the presentation. Then, the teacher decided to appoint the representative of each group to present their task and asked the class to pay attention to the presentation. But there were some students who talked to each other and did not pay attention.

c) Post-Reading

The teacher gave further explanation to the students regarding the answers to these tasks. In the end of meeting, the teacher asked questions to the students “Tell me the story in your own words “ “What was their favorite character? Why?” Then, the teacher gave chance to asked if there are any difficulties they faced during the lesson, but they did not try to ask. The time was over and the teacher closed the meeting by saying good bye.

2) The Second Meeting

The Second meeting was conducted at 10.40 a.m and ended at 11.15 a.m on Monday May 9th. The teacher started the lesson by greeting the students and checking the students attendance. The teacher continued by reviewing the lesson in the last meeting. The teacher asked to the students some questions dealing with material given in the previous meeting. The aim of this activity is to see how well the students have understood what they had read.
a) Pre-Reading

The teacher then, explained about Student Teams-Achievement Divisions (STAD) technique to make students remember about it. The teacher than, instructed them to sit with their own team, but the class became rather crowded. In the class presentation, the teacher stated the topic; the topic was “King Lir”. The teacher showed them a picture of King. Then, the teacher gave them some questions related to the text “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. Then the teacher distributed the text of reading material to each team.

b) Whilst-Reading

After all of groups received texts, The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the teacher asked the students underlined verbs, participants and characters in the text. It aimed to get the students’ attention to the lesson.

Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference.

The next activity was team study, the teacher asked the students to share their opinion with their team. While the students were doing their discussion, the teacher walked around the class, moved from one group to other group to control and help them who got some difficulties in doing the task. During the Team Study, some of students do not work well with their group, they just keep silent and...
they had not been really discussed yet. Having finished the team study, the teacher asked them to share their discussion result. The teacher gave five minutes to all groups to prepare their presentation. Time was up and the teacher asked each group to present their task. As usual, no one of the member of the groups began the presentation. Then, the teacher decided to appoint the representative of each group to present their task.

c) Post-Reading

In the end of meeting, the teacher gave further explanation to the students regarding the answers to these tasks. In the end of meeting, the teacher asked questions to the students “Tell me the story in your own words “ “What was their favorite character?” “Why?” Then, the teacher gave chance to asked if there are any difficulties they faced during the lesson, but they just keep silent. Because the time was up, the teacher closed the lesson.

3) The Third Meeting

The third meeting was conducted at 10.50 until 12.00 on Thursday of May 12th, 2011. After greeting the students, the teacher checked students’ attendance. All the students had sit properly with their own team without command from the researcher. Then their understanding about Student Teams-Achievement Divisions (STAD) improved better than before. The teacher started the meeting by reviewing the lesson of the last meeting. The aim of this activity is to see how well the students have understood what they had read.

a) Pre-Reading

After that, the teacher continued the lesson by presenting the lesson to the whole class. The teacher gave the clues about the topic that will be given by asking “Do you know the story of “The Legend of Sangkuriang”? “Where does the story occur”? The teacher stated the topic; the topic was “Sangkuriang”. The teacher showed them a picture of Sangkuriang.
The teacher showed them a picture of Sangkuriang. Then, the teacher gave them some questions related to the text “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. Then the teacher distributed the text of reading material to each team. The teacher distributed two texts to each group.

b) Whilst-Reading

The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the teacher asked the students underlined verbs, participants and characters in the text. It aimed to get the students’ attention to the lesson. Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference.

The next activity was team study, the students in each group started to discuss the task. The teacher asked the students to share their opinion with their team. The students in the group worked actively, they showed their interest and enthusiastically in learning activities. The teacher monitored the activity. She gave a suggestion whenever it needed. In this stage, the students seriously took part in the discussion. The cooperation among the members of the group was quite good.

Time was up and the teacher asked each group to present their task. Some groups wanted to be the first to report their discussion result. Therefore, she asked the group to report their discussion result
one by one started from group 1 to group 7. In the end of the presentation the teacher gave appreciation to the team.

c) Post-Reading

The teacher gave further explanation to the students regarding the answers to these tasks. In the end of meeting, the teacher asked questions to the students “Tell me the story in your own words “ “What was their favorite character?” “Why?” Then, the teacher gave chance to asked if there are any difficulties they faced during the lesson, the students were braver to ask questions to the teacher. Because the time was over, the teacher ended the reading class, and did not forget to remind all students to attend the next meeting for individual quiz 1, the real individual quiz. Then the students may not help one another during the quizzes, they should do the task by themselves. Finally, the teacher closed the meeting and left the classroom.

4) Individual Quiz 1

It was conducted at 07.00 until 08.20 on Saturday May 14th, 2011. The test was the same test applied in pre-test. This test was conducted to know the students’ achievement in comprehending text before and after treatment.

c. Observing the Action

The teacher and the collaborator observed the process of the teaching-learning in the reading class, and the learning progress that the students achieved. In cycle 1 there are some improvements of students’ motivation and some improvement of the students’ achievement.

1) The Improvement of Students’ Motivation

First, when the teacher delivering presentation and explained what is called by Student Teams-Achievement Divisions (STAD) and its procedure, the students looked interested and paid more attention to the teacher explanation.
Second, when the researcher applied Student Teams-Achievement Divisions (STAD) in reading comprehension all the students felt motivated in joining reading class by their teammates. The students were active because they could share their opinion with their friends in their team. This condition made the students comprehend the text more easily.

2) The Improvement of Students’ Achievement

The result of the individual quiz 1 showed good improvement of students’ mean score. The mean score of pre-test was 45.5. Then in the first individual quiz the mean score become 61.6. Their score in pre-test and first individual quiz improved significantly.

<table>
<thead>
<tr>
<th>Individual Quiz 1</th>
<th>Pre-test</th>
<th>Individual Quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the Score</td>
<td>1275</td>
<td>1725</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>45.5</td>
<td>61.6</td>
</tr>
</tbody>
</table>

In order to know the students’ ability in answering the kinds of questions, the researcher analyzed students’ answers in the individual quiz 1. They could be seen in table 4.5 as follows:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Pre-test</th>
<th>Individual quiz 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>MI</td>
<td>DI</td>
<td>VOC</td>
</tr>
<tr>
<td>Total score</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>1.10</td>
<td>1.96</td>
</tr>
</tbody>
</table>
d. Reflecting the Observation Result

Based on the observation results which were gathered in field notes, the teacher found some strengths and weaknesses in the first cycle. They were as follows:

1. Strengths
   a) There was an improvement of students’ motivation in learning. It can be seen from students’ attitudes during the lesson. The paid more attention to the lesson and the teacher’s explanation, the students were braver to ask questions to the teacher and some of the students were active in learning process.
   b) There was an improvement of students’ achievement. It was shown from the result of the first individual quiz. The mean score for individual quiz 1 was 61.6. It was higher than the mean of the base score before the action that 45.5.

2. Weaknesses
   a) Some of the students were passive in learning process. The weakness of this technique related to the students with low academic competence. They will do the task passively because they feel they have unequal academic competence with other group members.
   b) There was some objective which had not been achieved yet. The students’ skill of get the main idea was still low. Then, the teacher gave some more examples and exercises to be practiced.

Based on the weaknesses happening in cycle 1, there is possible cause: the students from other group and the teacher did not provide oral feedback to the presenter.

In order to solve the problems that appeared in cycle 1 and to overcome those weaknesses. The solutions to the problems are the following: To make the students actively, the teacher asked from other group to provide feedback (questions and suggestions) and in identifying
the main idea of the texts, the teacher gave some more examples and exercises to be practiced.

2. Cycle 2

a. Revising the Action Plan

The action plan for cycle 2 was made based on the weakness found in cycle 1. To solve these problems, the researcher should revise the previous action and prepare a new plan. The new plan should be able to solve the problems above. To overcome the weakness of cycle 1, the researcher revised the plan as follows: (1) To make the students actively, the teacher asked from other group to provide feedback (questions and suggestions). (2) In identifying the main idea of the texts, the teacher gave some more examples and exercises to be practiced.

The researcher with the collaborator designed the lesson plans as teacher’s guidance in teaching. A lesson plan is a proposal for action in teaching activities. The lesson plan consisted of Standard competence, Basic Competence, Indicators, Learning goal, Learning method/technique, Instructional material, and Learning activities. The researcher and the collaborator also designed each cycle in three meetings for the teaching and learning process and one meeting for conducting individual quiz.

Next, the main phases in teaching reading comprehension. There are three activities done in main phase. They were pre-reading activities, whilst-reading activities, and post-reading activities. In pre-reading activity the teacher facilitated the students to build up their background knowledge. In this stage, the teacher shows some related picture for focusing students’ attention. Then, gave the brainstorming related to the texts that will be given. The questions are: “What do you think the story is about?”, “What do you think is the main character?”, and “What do you think will happen?. The aim of this activity is to lead students to predict or guess the “content” of the reading text, encourage the students to continue reading for purpose and help them comprehend the text. Prediction about something in written text is a good way to improve inference skill. This
activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. The next activities were whilst-reading; in this activity the teacher gives a time to read silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these will indicate the main idea. While reading, the teacher asked the student underlined the verb, participant, and conjunction in the text. The aim of this activity is to guess meaning from context, to identify detail information and reference. The teacher gave reading task in order to find main idea, detail, vocabulary, inferences and references. Then, the teacher guided the class in discussing the text in team. This activity offered the students more opportunities to discuss what they have read. In their teams, they shared their knowledge and ideas to solve the problems. The Teacher asks each team to present the result of their teamwork. In the end of the presentation of each group the teacher asks from other group to provide feedback. The next was post-reading activity, the teacher and the students concluded the lesson. Asking questions allows the students to reflect on their reading and to relate it to their own experiences. It also allows the teacher to see how well the students have understood what they had read and whether they have grasped the main ideas. The questions are: “Tell me the story in your own words”, the aim of this activity is to improve the students’ vocabulary, main idea, and inference. ” What was your favorite character?” Why?” this activity is to their comprehension in detail and reference.

Table 4.6

<table>
<thead>
<tr>
<th>Session</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Reading</td>
<td>• Class presentation</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher asks some questions which are related to materials in the text and</td>
</tr>
<tr>
<td></td>
<td>shows some related picture for focusing students’ attention.</td>
</tr>
<tr>
<td></td>
<td>✓ Teacher conveys to the students that they will read a text about narrative,</td>
</tr>
<tr>
<td></td>
<td>and then gave the</td>
</tr>
</tbody>
</table>


### Whilst-Reading

- Teacher gives a time to read silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these will indicate the main idea.
- While reading the teacher asked the students underlined the verb, participant, and character. The aim of this activity is to guess meaning from the context, to identify detail information and reference.
- Teacher distributes tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference).
- Teacher asks the students to discuss with their team for mastering and finishing the task that have been received.
- Teacher asks each team to present the result of their teamwork.
- Teacher asks from other group to provide feedback

### Post-Reading

- Giving further explanation to the students regarding the answers to these tasks.
- Asking questions to the students it allows the teacher to see how well the students have understood what they had read. The questions are: “Tell me the story in your own words”, the aim of this activity is to improve the students’ vocabulary, main idea, and inference. "What was your favorite character?” “Why?” this activity is to their comprehension in detail and reference.
- Teacher gives the students a chance for questioning
b. Implementing the Action

The second cycle also consisted of three meetings and individual quiz 2. In the second cycle, the researcher made some revisions. Even so, the planning of the action plan in cycle 2 was not totally different from that in cycle 1.

1) First Meeting

The first meeting in cycle two was conducted on Monday, May 16th 2011 at 10.40 a.m until 11.15 a.m. At the beginning of the class, the teacher started the lesson by greeting the students, checking the students’ attendance.

The students were noisy. The teacher warned the students to sit and kept silent. Then, the teacher announced to the team whose average scores on the individual quiz 1 was higher than their base scores. Team reward are given based on the performance of their team as a “good team”, “great team”, and “super team”. It aimed to improve the students’ motivation in the teaching and learning activities.

The teacher also told the students that she would use the technique that had been introduced in the previous meeting. Before starting the lesson, the teacher checked whether the students had sit with teams or not. Then, the teacher reviewed the last meeting’s material. The teacher asked the students about, narrative.

a. Pre-Reading

Next is class presentation, the teacher began to direct the students’ attention to the topic that day. The teacher showed them a picture of “Smart Monkey and Dull Crocodile”. Then the teacher asked the questions “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. The teacher gave students copies of text, each group got two texts. The text commit to user
that would be discussed was “The Story of Smart Monkey and Dull Crocodile”.

b. Whilst -Reading

The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the teacher asked the students underlined verbs, participants and characters in the text. It aimed to get the students’ attention to the lesson.

Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference.

The next activity was team study, the students in each group started to discuss the task. The students showed their interest and enthusiastically in learning activities. They involved actively in the discussion during the reading class. The teacher monitored the activity. She gave a suggestion whenever it needed. After team study the teacher asked the students’ to present their result. Time was up then the teacher would call the students by mentioning group’s name and number. The students who was called should raise their hands and presented the discussion result in front of class. The other group was allowed to provide feedback (comment, questions and suggestions) to the presenter. The students seemed enthusiastic following the teaching learning process and the students were active in reading presentation.

c. Post-Reading

The teacher gave further explanation to the students regarding the answers to these tasks. “What was their favorite character?” “Why?”.

Because the bell rang, the teacher closed her lesson. Then, the teacher said thank you.

2) The Second Meeting

Second meeting of second cycle was conducted on Thursday May 19th 2011. The lesson started at 10.50 WIB until 12.00 WIB.
After greeting the students, the researcher checked their attendance. The researcher reviewed the last lesson. The teacher told the students that they would do the same activity like previous meeting.

a. Pre-Reading

Then, the teacher presented the material the whole class. The teacher showed them a picture of “The Boy Never Listened”. Then the teacher asked the next questions “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?” The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. Then, the teacher distributed the text entitled “The Boy Never Listened”.

b. Whilst-Reading

The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the researcher asked the students underlined verbs, participants and characters in the text. It aimed to get the students’ attention to the lesson.

Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference.

Next, the teacher asked the student to have discussion with their team. During team study, the teacher walked around the class, the teacher noticed that the interaction was better. After some minutes, the teacher pointed one group to present the students’ result of group work activities. The students who was called should presented the discussion result in front of class. The other group was allowed to provide feedback (comment, questions and suggestions) to the presenter. The students seemed
enthusiastic following the teaching learning process and the students were active in reading presentation. After all group used their chances to present their result, the next the teacher invited students to review again what had been discussed.

c. Post-Reading

The teacher gave further explanation to the students regarding the answers to these tasks. “What was their favorite character?” “Why?”.

Because the time was limited, the teacher closed the class by saying thanks to the students’ attending and participating, the teacher did not forget to motivate the students in learning English.

3) The Third Meeting

In the third meeting of second cycle was conducted on Saturday May 21st 2011. The lesson started at 07.00 WIB until 08.20 WIB, the instructional process was the same as the process in the second meeting.

The teacher came to the class, greeted the students, and checked students’ attendance.

a. Pre-Reading

The teacher began the lesson by presenting the material to the whole class. The teacher asked questions which are related to the material in the text and showed some related pictures to attract the students’ attention. The text that would be discussed was “The Golden Eggs”. Then, the teacher gave them some questions related to the text “What do you think the story is about?”, “What do you think is the main character?” and “What do you think will happen?”. The aim of this activity is to lead students to predict or guess the “content” of reading text, encourage the students to continue reading for purpose. This activity also could motivate the students in joining the teaching learning process and to create a positive attitude in their mind towards the text to be read. Then the teacher distributed the text of reading material to each team.
b. Whilst-Reading

The teacher asked the students to read the text silently in order to give a title, to select the most appropriate title from the text given and to identify the topic sentence these would indicate the main idea. While reading, the teacher asked the students underlined verbs, participants and characters in the text. It aimed to get the students’ attention to the lesson.

Then, the teacher distributed tasks to teams associated with the contents of reading comprehension (main idea, detail, vocabulary, inference and reference).

Without asked by the teacher, the students with great enthusiasm delivering their ideas. Some students were actively involved in giving comments on their friend’s work. They were willing to express their disagreement if they had a different opinion from their friends’, especially in mentioning the main ideas, detail information, words’ meaning, inference and reference related with information in the text.

After some minutes, the students who was called should presented the discussion result in front of class. The other group was allowed to provide feedback (comment, questions and suggestions) to the presenter. The students seemed enthusiastic following the teaching learning process and the students were active in reading presentation.

c. Post-Reading

Before closing the lesson, the teacher evaluated the students’ reading comprehension. It was done by giving the tasks based on the text given before. The teacher announced that the next meeting will be used as second individual quiz.

4) The Individual Quiz 2

The individual quiz 2 was conducted on Thursday, May 26th 2011. In this meeting, the individual quiz 2 was conducted. It was conducted to identify the improvement after the action of cycle 1 was revised.
c. Observing the Action

Based on the result of observing the implementation Student Teams-Achievement Divisions (STAD) technique in teaching learning process in the second cycle, the teacher and the collaborator observed the process of the teaching-learning in the reading class, and the learning progress that the students achieved.

1) The Improvement of Students’ Motivation

First, the improvement of the students’ motivation during teaching and learning activities. The students showed their interest and followed the teaching learning process more enthusiastic in learning activities. They paid attention to the lesson and the teacher’s explanation. The students had been accustomed to learn in Student Teams-Achievement Divisions (STAD) technique. When the teacher gave instruction, the students understood it and could do it well with lack of crowded situation.

Second, the students interacted not only with the teacher but also with their friends. They discussed the topic of the lesson actively in their group and helped each other to answer those questions. In this cycle, the researcher saw that there was a good cooperation in each group. They actively joined in the discussion activities. The students exchanged ideas with their friends based on the text given by the researcher well. The students seemed more active. Students’ cooperation also seemed greater. They were more responsible to their group.

Third, the students were not shy anymore to ask about the lesson if they did not understand it. They were braver to ask to the teacher and to answer the questions.

2) The Improvement of Students’ Achievement

The researcher could find that there was a big improvement in their reading comprehension.

In the second cycle, the writer found the improvement of students’ achievement. It proved by the mean score of their individual quiz 2 was higher than before. The mean score of the first individual quiz was 61.6
then in the second individual quiz the mean score become 73.0 Their score in the first and the second individual quiz improved significantly. It can be seen from the score of first individual quiz and second individual quiz below:

Table 4.7
The Improvement of Students’ Achievement in Cycle 1

<table>
<thead>
<tr>
<th></th>
<th>Individual Quiz 1</th>
<th>Individual Quiz 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum of the Score</td>
<td>1725</td>
<td>2045</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>61.6</td>
<td>73.0</td>
</tr>
</tbody>
</table>

In order to know the students’ ability in answering the kinds of questions, the researcher analyzed students’ answers in the individual quiz 2. They could be seen in Table 4.8 as follows:

The Score of Each Skill of Reading

<table>
<thead>
<tr>
<th>Skill</th>
<th>Individual Quiz 1</th>
<th>Individual Quiz 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MI</td>
<td>DI</td>
</tr>
<tr>
<td>Total score</td>
<td>48</td>
<td>89</td>
</tr>
<tr>
<td>Sum of the Students</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
<td>1.71</td>
<td>3.17</td>
</tr>
</tbody>
</table>

d. Reflecting the Observation Result

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some differences between the result of the action in cycle 2 and cycle 1. It included the class situation and the students’ reading comprehension. The results of cycle 2 were reflected as follows:
1. The Strengths

a) There was improvement of students’ motivation in learning. There were behavior changing of some students, those changing were from passive students in cycle 1 became more active student. They paid more attention to the lesson and the teacher’s explanation; they did not ask the questions only for the teacher but also to their friend that could help them.

b) There was improvement of students’ achievement. It was shown from the result of the second individual quiz, the mean score for individual quiz 2 was 73.0 it was higher than the mean score in the first individual quiz that 61.1.

Based on the result of individual quiz 2, the researcher concluded that there were some improvements of students’ reading comprehension and students’ motivation in learning activity. It was proved by the result of individual quiz 2, in which it showed that the students could answer the finding main idea, finding detail information, finding words’ meaning, finding inferences and references questions correctly. It can be seen from the mean scores of all students. In the pre-test the mean score was 45.5, in the first post-test the mean score was 61.6, and in the second post-test the mean score was 73.0. It proved that there was an improvement after the actions.

C. Result Findings

To know the improvement of the research, the researcher first compared the condition of students’ competency in reading comprehension before and after the research, and second compared the students’ motivation before and after the research.

Table 4.9 Condition of the Reading Class Before and After the Research.

<table>
<thead>
<tr>
<th>Students’ Competency in Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the Research</td>
</tr>
<tr>
<td>Mean of Pre-test : 45.5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>b.</td>
</tr>
<tr>
<td>c.</td>
</tr>
<tr>
<td>d.</td>
</tr>
<tr>
<td>e.</td>
</tr>
</tbody>
</table>

**The Students’ Motivation**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Most of the students didn’t give attention to the lesson and the teacher’s explanation</td>
<td>a. The students gave attention to the lesson and the teacher’s explanation.</td>
</tr>
<tr>
<td>b.</td>
<td>Most of the students were not active in the teaching learning process</td>
<td>b. Some of the students were active in reading group and in reading presentation. There was communicative interaction between the teacher and the students, the students and the students. (They shared their knowledge and opinion).</td>
</tr>
</tbody>
</table>
After implementing the action in the first and second cycle, some points can be taken, namely: (1) the improvement of students’ reading comprehension; (2) the improvement of students’ motivation in the teaching and learning process.

There were some indicators which showed that there was an improvement in their reading comprehension and students’ motivation. They were:

1. **The Improvement of Students’ Reading Comprehension.**

   The findings of the study showed that the use of Student Teams-Achievement Divisions (STAD) in teaching reading was able to improve students’ reading comprehension. The improvement of the students’ reading comprehension could be identified from the improvement of reading achievement, the students able to find main idea, detail information, vocabulary, inference and reference.

   The improvement of the students’ achievement can be proved by checking out the scores of the tests done by the students pre test, individual quiz 1, and individual quiz 2.

   **Table 4.10**

<table>
<thead>
<tr>
<th>The Improvement of Students’ Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Sum of the Score</td>
</tr>
<tr>
<td>Sum of the Students</td>
</tr>
<tr>
<td>Students’ Mean Score</td>
</tr>
</tbody>
</table>

   Based on the table above, it could be concluded that the students’ reading comprehension was improved, the average score increased from 45.5 in pre-test to 61.6 in individual quiz 1, and 73.0 in individual quiz 2.
2. The Improvement of the Students’ Motivation

The researcher concluded that teaching reading comprehension using Cooperative Learning method, which specifically using Student Teams-Achievement Divisions (STAD) technique, made the students more motivated in teaching learning process. It had encouraged students to be responsible in their teammates’ learning. When teacher gave a question to one of students in group, other members should also think that question. There was a discussion. For those who were weak would be helped and informed by the high achievement members. The high achievement members themselves got benefit too. When they explained to low achievements students in comprehending text, it would enable high achievement members to get deeper understanding. In other words, every one in group even in classroom learnt. They learnt from the others by asking, listening, answering, and sharing. by using Student Teams-Achievement Divisions (STAD) in teaching and learning reading comprehension made most of the students enthusiastic, so the students were not bored and the class became more alive. In addition, some students who far the first time were passive enjoyed the activity and finally, became active students. The students did not talk to each other or chat about outside of the topic. The noise was only the students’ voice in answering question and discussing question. The activity had been attracted students’ attention. Basically, students liked to work together. The member of each group were cooperated each other to have correct answer in comprehending a text. Moreover, the seat arrangement made the group easy to interact with other group. They could pay attention what other groups did or talked about. It also made teacher easy to monitor the students so they were under control.

D. Discussion of the Findings

The last step in the action research process was discussing the results of the research. Having analyzed the research result, the writer found some research findings to answer the research questions. The results of this research were
satisfying in term of: 1) STAD technique can improve students’ reading comprehension; 2) STAD technique can improve students’ motivation.

1. STAD Technique Can Improve Students’ Reading Comprehension

As one of Cooperative Learning (CL)’s part, Student Teams-Achievement Divisions (STAD) have some goal in language teaching. Dealing with academic achievement, it could be seen that the implementation of Student Teams-Achievement Divisions (STAD) in teaching reading could improve the students’ achievement. This statement is supported by Kessler (1992: 1) Cooperative Learning provides increased interactions between students. It offers ways to organize group work to enhance learning and increase academic achievement. The improvement could be shown from the students’ achievement score. The mean of the base score was 45.5 and it increased in the individual quiz 1 became 61.6 and it also increased in individual quiz 2 became 73.0.

2. STAD Technique Can Improve Students’ Motivation

As one of Cooperative Learning (CL)’s part, Student Teams-Achievement Divisions (STAD) have some goal in language teaching. Like what had been said by Richards (2001: 193) that CL has some goal. Some of them are: 1) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities; 2) to provide opportunities for learners to develop successful learning, 3) to enhance learner motivation and reduce learner stress and create a positive affective classroom climate.

As what have been stated by Richard above, one of the goals of Cooperative Learning is to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate. This statement supported by Olsen and Kagan in Kessler (1992: 8) who point out that “Cooperative Learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and it motivated to increase the learning of others.” Because students
are working towards a common goal, it can be expected that they will be more motivated to reward academic success within the group.

Student Teams-Achievement Divisions (STAD) learning model implemented in learning English provided activities which useful to students in improving their motivation in learning. Through the activity in Student Teams-Achievement Divisions (STAD) group, there were some improvements of students’ motivation in learning, it can be seen from students’ interest to the lesson become higher. They paid more attention to the lesson and teacher’s explanation. During the teaching learning activities, the students are more active involved in each activity, the students become brave to ask the teacher when they have difficulties. They liked and enjoyed to sit, study, and discuss the material belong their friend and they interacted with their friends in group work.

Based on the explanation above, it can be shown that the action hypothesis is accepted. Teaching students through Student Teams-Achievement Divisions (STAD) technique can improve the students’ reading comprehension and improve the students’ motivation in learning English. The observation results showed that there were differences of students’ behaviors in learning English either before or after the researcher applied the action. The results are collected by distributing questionnaire, interviewing the students and the teacher and recording field notes.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

After the researcher did the action research by using Student Teams-Achievement Divisions (STAD) technique to improve students’ reading comprehension in SMP Negeri 3 Karanganyar, it can be drawn conclusion as follows:

1. Student Teams-Achievement Divisions (STAD) technique improved students’ reading comprehension. The improvement can be identified from students’ reading comprehension achievement in term of main idea, detail, vocabulary, inference and reference. The improvement could be shown from the students’ achievement score. The mean of the pre-test was 45.5 and it increased in the individual quiz 1 became 61.6 and it also increased became 73.0 in individual quiz 2.

2. Student Teams-Achievement Divisions (STAD) technique improved students’ motivation in learning English. Student Teams-Achievement Divisions (STAD) technique created interesting and enjoyable atmosphere in the classroom because the students learn the material through cooperation, working together with their teammates. Students gave more attention and show their interest to the teacher’s explanation. The students were more active in doing the learning activities. They are more frequently asked questions when there are any difficulties.

B. Implication

Based on the conclusion of the study that there is a significant improvement toward reading comprehension and students’ motivation after using STAD in teaching learning process, it implies that using Student Teams-Achievement Divisions (STAD) technique in reading class is strongly suggested. The use of STAD is one of effective teaching technique to improve students’ reading comprehension. The technique has to create a good atmosphere to the teaching and learning process so that the students can be motivated in the teaching
and learning process. The result of the research showed that STAD improves students’ reading comprehension, especially for the second grade students of SMP N 3 Karanganyar.

C. Suggestion

Based on the previous experiences that the researcher got during the action research, the research could give suggestions for the betterment of students’ comprehension as follows:

1. For English teachers
   a. The English teacher should make the situation of teaching and learning process interesting and enjoyable, so that the students learn at ease and comfortably in their class. Select and present material according to the students’ level and need. Therefore, need assessment is needed before deciding to what sort of material will be given.
   b. In using Student Teams-Achievement Division (STAD) to teach the students, the teacher must follow the suggested steps in Student Teams-Achievement Divisions (STAD) technique. It can give the optimal result.

2. For the students
   For the sake of the successful learning reading comprehension, students are suggested to:
   a. Since the technique needs the students to work together, they should be able to help each other and keep togetherness among the team members. Beside in the classroom, they should apply the activities in the other place and in other times. They can practice it in their daily life.
   b. Do not be shy to ask or consult a teacher or other related expert when having difficulty.

3. Other researcher
   a. This study discusses the implementation of Student Teams-Achievement Divisions (STAD) technique to teach English especially reading comprehension. It was conducted on the junior high school students. The
writer hopes that this technique can be applied by other researcher in different level of students

b. Considering that this study still has any lack and it is just one of efforts in increasing the students’ reading comprehension, so the writer hopes that the finding of this study will be used as starting point of the future research on similar problems.