“ENHANCING STUDENTS’ MOTIVATION ON LEARNING ENGLISH THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD “
(An Action Research at the Eighth Grade of SMP N 8 Surakarta in the
Academic Year 2011/2012)

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SURAKARTA
2012
PRONOUNCEMENT

I would like to certify that the thesis entitled "ENHANCING STUDENTS' MOTIVATION ON LEARNING ENGLISH THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD" (An Action Research at the Eighth Grade of SMP N 8 Surakarta in the Academic Year 2011/2012) is really my own work. It is not plagiarism or made by the others. Everything related to others' works are written in quotation, the sources of which are listed on the bibliography. If then this pronouncement proves wrong, I am ready to receive any academic punishment.

Surakarta, November 2012

Cycas Lucky Handono Yudo
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Thesis
Submitted to the Teacher Training and Education Faculty of Sebelas Maret University to Fulfill One of the Requirements for Getting the Undergraduate Degree of Education in English

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2012
APPROVAL OF THE CONSULTANTS

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ABSTRACT


The objectives of the research are: (1) to identify whether and to what extent STAD method can improve students’ learning English motivation; (2) To describe strength and weakness of implementing STAD in this research.

The method used in this research was a classroom action research. The research was conducted in two cycles at the VIII-B grade of SMP N 8 Surakarta from April to June in the academic year of 2011/2012. There are two kinds of data: qualitative and quantitative data. The qualitative data were collected using observation, questionnaire and interview. Then, the quantitative data were collected using tests (pre-test and post-test). Qualitative data were analyzed using the five stages suggested by Burns (1999: 157-159) as follows: assembling the data, coding the data, comparing the data, building interpretation, and reporting the outcomes. The quantitative data were analyzed using descriptive statistics.

The research findings show that the use of STAD can improve students’ motivation in learning English. The improvements of students’ motivation were that: (1) the students got engaged in certain activities; (2) they knew their goal of their effort; (3) they were more active with games and quiz given to them; (4) they were more focused to the lesson; (5) they listened to the teacher direction in the lesson. Besides, the improvement of students’ motivation can be seen from the improvement of mean score of questionnaire that asked about their motivation (60.72) before action, in cycle 1 62.03, and cycle 2 63.03. The researcher also found the other improvement in reading comprehension. The improvements were that (1) the students were able to identify the generic structure of the text, (2) the students were able to identify language feature of the text recount and (3) the students were able to determine the reference word in the text recount, and (4) the students were able to identify specific information. The improvement of students’ reading comprehension can also be seen from the improvement of mean score of pre-test (59.75), test in cycle 1 69.25, and post test of cycle 2 74.38. There are some weakness and strength in implemented this research. The strength was that (1) STAD used prize and reward to increase students’ motivation in learning; (2) STAD could be implemented by the teacher in all English skills; (3) STAD makes the students more active in the lesson; (4) STAD could be supported with various teaching media; (5) STAD had simple steps in teaching procedures. The weakness of the implementation of this method was that (1) STAD needed more cost to prepare the prizes and rewards; (2) STAD needed more attention from the teacher to supervise the students’ group; (3) STAD needed more preparation before the method is implemented; (4) STAD was implemented more effectively in small classes than in big classes.
Based on the result of the research, it can be concluded that STAD method can improve students’ motivation. Therefore, it is recommended that teachers can use STAD method as a good alternative method to improve the students’ motivation in learning English.

Keywords: Motivation, STAD, Classroom Action Research
MOTTO

Anda harus jadi ulat terlebih dahulu jika ingin menjadi kupu-kupu
(Anonim)
DEDICATION

This thesis is dedicated to:

- My mother Dra. Siwi Saryati, my father in my loving memories Alm. Drs. Pujiono, my brother Cycas Rifky Yolanda Kurniawan and my sister Cycas Raihan Fadila Pujiyati
- My love Rizka Dian Permatasari
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11. Everyone who has helped the writer to conduct the research and write this thesis.

I am aware that this thesis still has many mistakes and inaccuracies. Therefore, I accept every suggestion, criticism, and comment from those who concern to this thesis. I hope that this thesis will be able to give contribution and be useful for readers especially for those who are interested in the similar study.

Surakarta, November 2012

Cycas Lucky Handono Yudo
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LIST OF ABBREVIATIONS

1. A.M : Ante Meridiem
2. CL : Cycas Lucky
3. EFL : English as a Foreign Language
4. GI : Groups Investigation
5. KKM : Kredit Ketuntasan Minimal
6. PPL : Program Pengalaman Lapangan
7. QS : Questionnaire Scores
8. RS : Reading Scores
9. STAD : Student Teams-Achievement Divisions
10. UKS : Unit Kesehatan Sekolah
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CHAPTER I
INTRODUCTION

A. Background of Study

As the impact of globalization, people have to be able to communicate and use English in their daily life. So, it is important for everyone to learn English as their second language, whether they learn it from formal or non-formal institution. In formal institution, government has determined English as a compulsory object in Junior and Senior High school, and also a local content in Elementary School. Even though, the results of the study were not satisfactory enough. It can be caused by some factors. The factor came from the teacher, the student or the method given. (Cecilia and Eke, 2011) in their research found that the ideal teaching learning process would be created by two factors ideal teachers and motivated students. Cecilia also stated that motivated students had some indicators. The indicators can be detected by the level of involvement of the student exhibits in the learning situation. Thus, the motivated students are (1) Industrious, interested in learning and attain her goals, (2) More co-operative and more disciplined in general, (3) Exhibits curiosity over things his environment.

When the researcher followed the training program of his major called Program Pengalaman Lapangan (PPL) at SMP Negeri 8 Surakarta, the researcher found that in average, students were not good enough in English. The researcher did a simple observation in every English class and he realized that students’ English score is low. Some of the students tended to difficult understanding English question. When the teacher asked questions while lesson happen or after, some of the students could not answer appropriately and the other tended to keep quiet to avoid the teacher question. It meant that while they were learning, they did not know what actually they learnt. They did not comprehend and understand the lesson given by the teacher. The most basic problem among the students was that they did not enjoy with the lesson. It could be seen from some indicators. (1) Students tend to be passive during the teaching and learning process, it could be
looked when the teacher requested who wanted to answer the question they did not say anything, the teacher had to choose them to answer (2) Students do not focus to the lesson (3) They did not listen to the teacher’s explanation, it could be observed when the teacher explained the material, most of the students did the other lesson, chatted with their friend, and played hand phone. (4) The students had low motivation in learning English, one or two students choose to absent and sleep in the Unit Kesehatan Sekolah (UKS). (5) The students’ attention to the lesson did not last long, in the beginning of the lesson they paid attention to the teacher but after at least 15 minutes they started their own activity which the researcher had been told before. (6) Students did not have effort to do the difficult task, when the students was asked to do some assignments they could not finish it and they choose to submit their work before the time was over. Those indicators made the room situation uncomfortable, passive, and strain. The final examination scores also showed that the students could not comprehend the material, the class room means of final exam was 66.38. Besides, the researcher also held pre-test to know students reading comprehension and questionnaire to know student’s motivation in learning English, then the researcher got 59.75 for mean of pre test and 60.72 for mean of questionnaire. The result of pre-test is described with the table 1.1 as follows

<table>
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<th>Table 1.1 Pre-test Result</th>
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<td>Aspect</td>
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From the problems above, the researcher analyzed some possible causes. The first was from the teacher. (1) The teacher tend to speak too much in the classroom, so that classroom activity was dominated by teachers and the students were not thoroughly involved in teaching learning process (teacher-based-teaching). (2) The teacher was unable to attract students’ interest. (3) There was no interaction between teacher and students or between students and student. (4) Teachers used monotonous teaching techniques. (5) The teacher had to be more active than the students. The next causes came from the students. (1) The students were not interested to the lesson. (2) Students were confused about what they should do. (3) Students were not involved on the teaching learning processes. Some causes came from material and the method given. (1) The materials given to the students were not varied and monotonous (text book). (2) The teacher only used the material from the text book. The technique used is the conventional one. Thus, the teaching learning process became monotonous and boring.

For the reason above, it is important for the teacher to pay attention on their teaching technique. The same reason was stated by Harmer (2001: 52) who says the sources of motivation come from. (1) The society of the students, (2) the students itself, (3) the teachers and (4) the method given. The method given will make some effect, whether it has been appropriate or not for their students. The appropriate technique or method will give good effect to the students and inappropriate one will give bad effect to the student in their learning.

Due to these problems, the researcher thinks that the students need to motivate enough on their lesson. One of the learning activities that can be used is
Cooperative Learning. Cooperative learning itself is term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments (Cruickshank, 1999: 205).

Kessler (1992: 8) proposes cooperative learning as follows:

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

Australia Association on Research in Education (2012) states that Cooperative Learning is an intrinsic state of tension within group members which motivates movement toward the accomplishment of desired common goal. This is based on the assumption that because outcomes are dependent on each student’s behavior, students will be motivated to help the group to be rewarded. In other words, the groups’ incentive induces student to encourage goal-directed behaviors among group mates. 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.

According to Slavin (1995: 11), there are several types of cooperative learning, such as Teams-Games-Tournaments (TGT), Student Teams-Achievement Divisions (STAD), Team-Assisted Individualization (TAI), Cooperative Integrated Reading and Composition (CIRC), Jigsaw, Group Investigation, and Learning Together. In this study, the type of Cooperative learning used is STAD method. The researcher thinks that this method more appropriate to be used in teaching learning process because (1) STAD makes students actively involved in the classroom activities. (2) Using STAD means that they work together in group and share the information about the subject matter. (3) The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self esteem, liking of class and student attendance. (4) STAD motivates students to encourage and help each other. (5) It can accelerate student achievement. (6) By team work, passive students are expected to be more active in small group activities. The team members can complement each other’s strengths and weaknesses in learning
English. (7) And the most important of using this method is that the students will be more comfortable having work with their friend; they have not to feel worry to ask anything thing to their friends because it feels like a learning by games or learning in informal situation.

Based on the explanation above, the researcher is interested to conduct an action research entitled ‘ENHANCING STUDENTS’ LOW MOTIVATION ON LEARNING ENGLISH THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD (An Action Research at the Eighth Grade of SMP N 8 Surakarta in the Academic Year 2011/2012)

B. Problem Statement

Based on the background of the research, the problems are formulated as follows:
1. Can teaching English using STAD improve the students’ motivation in learning English? If yes, to what extent is the improvement?
2. What are the strength and weakness of implementing STAD in this research?

C. Objective of Study

The objectives of the research are intended:
1. To identify whether and to what extent STAD method can improve students’ motivation in learning English.
2. To describe strength and weakness of implementing STAD in this research.

D. Benefits of the Study

The result is expected to be beneficial for several sides.
1. For the teachers, it is expected that they can get knowledge about how to use an appropriate technique in teaching English for improving students’ interest and motivation of English and it is also hoped that from the research, teacher could provide or create more activities for students.
2. For the students, the research is expected to give advantages for students in having high motivation and more enjoying English subject.
3. For the school, the research is expected to give the school knowledge about some English Language Teaching method which can be used to teach low motivation student.

4. For English Education department, the research is expected to give chance for English Education Department showing their dedication to the research school.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Motivation

1. Definition of Motivation

Motivation has an important role in learning. Someone’s success in a task is due to the fact that she or he is motivated or not. However, not all learners, in learning, have the same quality of motivation. Thus, it is important for the teachers to know and understand about motivation and its principles.

Some experts define motivation in some way. Brophy (1998: 3) states that motivation is students’ subjective experiences, especially their willingness to engage in lessons and learning activities and their reason for doing so. This statement is supported by Weiner (in Elliot et al, 2000: 332) defines motivation as an internal state that arouses us to action, pushes us in particular direction, and keeps us engaged in certain activities. Then, Brown (in Harmer, 2001: 51) states that a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge and ego enhancement.

From some definitions above, it can be concluded that motivation is internal states that arouses people willingness to action, do exploration, engage in certain activities, especially in learning languages.

2. Types of motivation

There are some types of motivation explained by the experts. Elliot et al (2000:233) distinguish two types of motivation. The first was intrinsic motivation. It is the desire of students themselves to learn, without the need for external motivation. When motivation generates interest and enjoyment, and a reason of performing the activities lies within the activity itself. Then the motivation is to intrinsic. This indicates that the motivation comes from the learners’ needs, wants, and desires for their own purpose. This motivation exists when the learner learns
because of an inner desire to accomplish a task successfully, whether it has some external value or not.

The second was extrinsic motivation. It is motivation which come from rewards and inducements external to students such as scores, prizes, and other rewards. Students’ reason for doing an activity is to gain something outside the activity itself, such as getting the best score, obtaining financial rewards. The motivation is likely to be extrinsic. Thus, it is clear that the extrinsic motivation exists when the learners are motivated by an outcome that is external. Extrinsically motivated students carried out task in anticipation of reward from outside and beyond themselves.

Ur (2007: 276) has different kinds of motivation. They are integrative and instrumental motivation. In learning a language, Ur explains that integrative motivation is the desire to identify with and integrate into target language culture. Then, instrumental motivation is the wish to learn the language for purposes of study or career promotion.

3. Factors affecting students’ learning motivation

Elliot et al (2000: 345) mention several factors that affect students’ motivation. They are as follows:

a. Anxiety
   It can be defined as an unpleasant sensation that usually experienced as feelings of apprehension and general irritability accompanied with fatigue and uneasiness. Anxiety can affect students’ performance and achievement.

b. Curiosity and interest
   According to Lowenstein (in Elliot et al, 2000: 348) curiosity is a cognitively based emotion that occurs when students recognize a conflict between what they believe and what turns out. Interest is similar and related to curiosity. It is an enduring characteristic expressed by a relationship between a person and a particular object or activity.

c. Locus of control
If learner believes that his success based on his skill not luck, it named internal Locus, while if learner believes that his success based on their luck not skill, it named external Locus.

d. Learners’ helplessness
   It is the reaction of some individual to become frustrated and simply stop trying or give up after repeated failure.

e. Self-efficiency
   It is an individual belief’s in their capabilities of using exert control over their lives’ aspect.

f. Students’ environment
   It consists of multicultural background of students, media for study, and the situation around the students.

4. The Functions of Motivation in Learning English

   Motivation is one of the keys to successful language learning. Motivation affects learner’s learning process. Maintaining a high level of motivation during a period of language learning is one of the best ways to make the hole of teaching learning process more successful. If learning enables us to acquire new knowledge and skills, motivation provides the impetus for showing what we have learned.

   Elliot et al (2000: 332) sum up that motivation is an important psychological construct that affects learning and performance in four ways: (1) Motivation increases an individual’s energy and activity level. It influences the extent, to which an individual is likely to engage in a certain activity intensively or half-heartedly, (2) Motivation directs an individual toward certain goals. Motivation affects choices people made and the result they find rewarding, (3) Motivation promotes initiation of certain activities and persistence in those activities. It increases the possibility that people will begin something on their own, persist on the face of difficulty, and resume a task after a temporary interruption, (4) Motivation affects the learning strategies and cognitive processes an individual employs. It increases the possibility that people will pay attention to
something, study and practice it and try to learn it in a meaningful fashion. It also
increases the possibility that they will seek help when they meet difficulty.

5. Teacher’s function in enhancing students’ motivation

Considering the importance of learning motivation, the teacher should be
aware of it in facilitating learning. In teaching learning process, a teacher should
be able to arouse the students’ desire to learn a given subject matter.

Girard (in Ur, 2007: 276) emphasizes that it is important to motivate
learners by teacher. In more recent “learner centered” approaches to language
teaching, however, the teacher’s function is seen mainly as a provider of materials
and conditions for learning, while the learner takes responsibility for his or her
own motivation and performance.

Biggs and David (1995: 97) add five things the teacher can do to
maximize students’ motivation. Those are: (1) Positive association of pleasure.
The students tend to like activities set in pleasant surroundings, in contexts raising
positive association. In this case teacher creates a comfortable and interest
teaching learning activity to increase students’ motivation, (2) Social
reinforcement and the example of admired figures (modeling). Social motivation
in its various forms is a major basis for intrinsic motivation, (3) The ownership.
Freedom to make own choice of an activity, freedom to proceed at own step, (4)
Indications of competence, anything to suggest that the students have a good
activity, such as rewards, but only if contingent on exemplary performance, since
rewards as a contract can actually depress motivation of an already liked before
activities, (5) The right mixing of familiar and unfamiliar. This is the cognitive
bottom line of intrinsic motivation, but is the hardest to set up in practice.
Expository, lock step teaching styles make it more difficult to obtain; more open
group or individually oriented styles make it easier.

6. The Characteristics of motivated students

In learning process, a student will succeed if he or she has good
motivation. Brophy (1998:3) states that in the classroom context, the concept of
students’ motivation used to explain the degree which students invest attention
and effort in various pursuits, which may or may not be the ones desired by the
teacher. He also adds students’ motivation refers to students’ subjective experiences, especially their willingness to engage in lessons and learning activities and their reason for doing so. In other words, students’ motivation is the students’ intention of acquiring the knowledge or skills that are the activities are intended to develop.

Ur (2007: 275) says that motivated learner is someone who is willing or even eager to invest effort in learning activities and to progress. Moreover this learner motivation makes teaching and learning immeasurably easier and more pleasant as well as productive. Naiman (in Ur, 2007: 275) also adds that the most successful learners are not necessarily those whose language comes very easily, they are those who display certain typical characteristics, most of them clearly associated with motivation. There are: 1) Positive Task Orientation. The students who are motivated in learning are willing to tackle tasks and challenges and have confidence in his or her success, 2) Ego-Involvement. The student finds it important to succeed in learning in maintaining and promote his or her own positive self image, 3) Need for achievement. The student has a need to achieve, to overcome difficulties and succeed in what he or she sets out to do, 4) High aspiration. The student is very aware of the goals of learning or of specific learning activity and directs his or her efforts toward achieving them, 5) Perseverance. The student consistently invests a high level of effort in learning and is not discouraged by setbacks or apparent lack of progress, 6) Tolerance of ambiguity. The student is not disturbed of frustrated by situation involving a temporary lack of understanding or confusion; he or she can live with these patiently, in confidence that the understanding will come latter.

From some definitions above, it can be concluded that motivation is an important psychological construct that affects learning and performance, interest states that arousing student willing to tackle tasks and challenge, to engage in certain activities, to know the goal of the effort and to have confidence on their success.
B. Cooperative Learning

1. Definition of Cooperative Learning

   Motivation is the one component of teaching learning process that have to enhance by the teacher. The teacher can enhance this component by using appropriate teaching method. Cooperative learning is one method which can improve the students’ motivation in learning. In this method, Group work or team work has been used in teaching and learning activity since a long time. This style of work involves students actively working together to accomplish the task.

   Slavin (1995: 2) states that Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another to learn academic content. In cooperative classroom, students are expected to help each other, to discuss and argue with team mates, to assess each other’s current knowledge and fill gaps in each other understanding. In Elliot et al (2000: 359), he says that cooperative learning has been defined as a set of instructional method in which the students are encouraged or required to work together on academic tasks.

   While Cruickshank (1999: 205) states Cooperative Learning is a term used to describe instructional procedures whereby learners work together in small groups and are rewarded for their collective accomplishments.

   Another definition is proposed by Olsen and Kagan (in Kessler, 1992: 8). They state cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchanged of information between learners in groups and in which each learner is held accountable for their own learning and is motivated to increase the learning of others.

2. Review of Student Teams Achievement Divisions (STAD)

   Cooperative learning has some methods adaptable to most subjects and grade levels STAD, TGT, TAI, CIRC, and Jigsaw. STAD is a form of team learning which consists of four or five students who represent a cross section of the class in term of academic performance, sex, and race or ethnicity. Slavin (1995: 143) also states that from all methods of Cooperative Learning, STAD is the simplest methods and is good model to begin with teachers who are new to
cooperative approach. STAD has some advantages in teaching and learning activity for enhancing students’ motivation in learning English.

a. STAD makes students actively involved in the classroom activities.
b. Using STAD means that they work together in group and share the information about the subject matter. The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self esteem, liking of class and student attendance.
c. STAD motivates students to encourage and help each other.
d. It can accelerate student achievement.
e. By team work, passive students are expected to be more active in small group activities. The team members can complement each other’s strengths and weaknesses in learning English.
f. And the most important of using this method is that the students will be more comfortable having work with their friend; they do not have to feel worry to ask anything thing to their friends because it feels like a learning by games or learning in informal situation.

3. Components of STAD

Slavin (1995: 143) exposes the five components of implementation STAD in the classroom: class presentations, teams, quizzes, individual improvement scores, and team recognition.

a. Class presentation. The subject material is introduced into the class either by lecture-discussion or including audiovisual presentation.
b. Teams. The teams are composed of four or five heterogeneous students. Each team will study about the material given in group discussion and solve the problem by comparing answer and correcting any misconception. Team is the most important feature of STAD. The team provides the peer support, mutual concern and respect that are important for the outcomes as intergroup relations, self-esteem, and acceptance of mainstreamed students.
c. Quizzes. After one or two presentation, students will have individual quizzes as their responsibility of mastering the materials. The students are not permitted to help one another.

d. Individual improvement scores. The aim of this is to give each student a performance goal that can be attained if they work hard and perform better than the past.

e. Team recognition. Team with the highest score (their average scores exceed a certain criterion) will get rewards and announce as the best team

4. Preparation of STAD

   Slavin (1995: 147-151) mentions four steps prepared by the teachers before the implementation of STAD as follows

   a. Materials
      To make worksheets, answer sheet, and quiz for each teaching unit.

   b. Assigning students to teams
      Building teams represent different background, such as performance, religion, and sex.

   c. Determining initial Base scores
      Base scores represent students average scores on past quizzes. If you are starting STAD after you have given three or more quizzes, use students average quiz scores as base scores

   d. Team building
      Before starting any cooperative learning 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, song and rap.

5. Figuring Individual Team Scores

   As soon as possible after quiz, figure individual improvement scores and team scores and award certificates or other rewards to-high scoring teams. If possible announce team scores in the first period after the quiz, to increase their motivation to do their best (Slavin, 1995: 159)

   There are three components which influences the scores:
a. Improvement Point

Students earn points for their team based on the degree to which their quiz scores (percentage correct) exceeds their base scores

<table>
<thead>
<tr>
<th>Quiz scores</th>
<th>Improvement points</th>
</tr>
</thead>
<tbody>
<tr>
<td>More than 10 points below base score</td>
<td>5</td>
</tr>
<tr>
<td>10 points below to 1 points below base score</td>
<td>10</td>
</tr>
<tr>
<td>Base score to 10 points above base score</td>
<td>20</td>
</tr>
<tr>
<td>More than 10 points above base score</td>
<td>30</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’s fair to compare each student with his or her own level of performance.

b. Team scores

To figure a team’s score, record each team member’s improvement points on the team summary sheet and divide team members’ total present, rounding of any factions.

c. Recognizing Team Accomplishments

Three levels of awards are given. These are based on average team scores as follows:

<table>
<thead>
<tr>
<th>Criterion (team average)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average team point between 10-15</td>
<td>Good team</td>
</tr>
<tr>
<td>Average team point between 16-20</td>
<td>Super team</td>
</tr>
<tr>
<td>Average team point between 21-25</td>
<td>Excellent team</td>
</tr>
</tbody>
</table>

C. Reading

1. The nature of reading

There are many language skills which are taught in Junior High School. Reading is one kind of skills being taught. Many definitions about reading itself have been written by some experts. We start from definition comes from Stauffer in Petty (1980: 208) defines reading as a mental process requiring accurate word
recognition, ability to call to mind particular meanings, and ability to shift or reassociate meaning until the constructs or concepts presented are clearly grasped, critically evaluated, accepted and applied, or rejected. Petty herself (1980: 216) defines reading as a process of deriving meaning from written language. It is not a process of deriving the exact meaning that an author intended since the meaning any reader obtains depends on language ability and the experiences that he or she brings to the reading act. Understanding written language (text) means extracting the required information from it to get the meaning. The process of extracting itself not depends on the word recognition only. Petty (1980: 216) also states that reading is not just a mechanical process of word-calling or decoding, simply saying words or recognizing them in silent reading does not constitute reading. Rather, reading requires the use of all of the individual’s capabilities in deriving meaning from print.

Hundelson in Murcia (2001: 154) states as follows: “In reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader’s acting on interpreting the text, and the interpretation is influenced by the reader past experiences, language background, and cultural framework, as well as the reader’s purpose for reading”. Moreover, Silberstein (1994: 7) says that reading is a complex information processing skill in which the reader interacts with the text in order to (re)create meaningful discourse. She also says that in contemporary approaches to reading, meaning is not seen as being fully present in a text waiting to be decoded. Rather, meaning is created through the interaction of reader and the text.

According to DeBoer and Dallman (1966: 17) reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. It means that when a reader reads a text, he or she is attempting to discover ideas of the text. He or she uses his or her thinking actively in order to fulfill the reading purposes. That is why reading also considers as an active process. Supporting to the idea, Silberstein (1994: 6) also says that reading
is an active process. The students worked intensively, interacting with the text in order to create meaningful discourse.

From the definitions, it can be said that reading is an active mental process of understanding written language through the interaction process of the reader and the text to construct or to interpreting meaning.

2. The concepts of comprehension

Comprehension is the key to reading. People enjoy reading because they can understand what text is telling them, relate it to their own lives, and thus remember it in their minds. That is the comprehension project.

According to Kennedy (1981: 6) says that comprehension is the ability of one to find, interpret, and use ideas. He also says that the components in the reading process are classified under five broad headings: 1) foundation, 2) background, 3) word recognition, 4) comprehension, and 5) utilization. It can be said that comprehension is the ability to understand something through finding interpreting and using ideas.

Therefore, the special target in reading is to comprehend the content of what they read. It can be concluded that comprehension is the process of deriving meaning to gain understanding.

3. The nature of reading comprehension

Reading is not enough way to get information so that understanding is needed. According to Williams (1984: 2) reading aloud without understanding does not count as reading. Understanding is not an ‘all or nothing’ process, and from that it follows that reading is not an ‘all or nothing’ process either. Reading can often be a struggle after understanding, especially where language learners are concerned.

In this case, reading and understanding relate to each other. Reading itself contains the activity to understand the text and information in the written text. In order to understand or to get meaning from text, therefore reading cannot be separated from comprehension. Burns et al (1984: 148) states that the objective of all readers is, or should be, comprehend of what they read. There are some experts who define reading comprehension, as follows:
Kennedy (1981: 192) states that reading comprehension is a thought process through which reader becomes aware of an idea, understands it in terms of their experiential background and interpret it in relation to their own needs and purposes. Kennedy adds that reading comprehension is not a skill or ability that can be developed once and for all at any level of instruction. It is a cumulative process that begins in early childhood and continues as long as an individual reads for information.

Kennedy (1981: 192) states that reading comprehension is a thinking process by which pupil selects facts, information or ideas from printed materials, determines the meanings the author intended to transmit, decides how they relate to previous knowledge he has acquired and judges their appropriateness and worth for meeting his own needs and objectives.

Smith and Robbinson (1980: 54) state that reading with comprehension is the understanding, evaluating and utilizing of information and idea through an interaction between the reader and the author.

DeBoer and Dallman (1966: 159) states that reading with comprehension is meant constructing meaning from what is being perceived in writing.

From those definitions, it can be concluded that reading comprehension is a thinking process of understanding, evaluating, utilizing, determining and judging of information and idea to construct meaning from what is being perceived in writing and the author intended to transmit.

4. Micro and Macro Skills On Reading

According to Brown (2004: 186), states that each type or genre of written text has its own set of governing rules and conventions. A reader must be able to anticipate those conventions in order to process meaning efficiently. With an extraordinary number of genres present in any literate culture, the reader’s ability to process text must be very sophisticated. Reading has micro skills and macro skills that students will have to comprehend a text. The example of microskills and macroskill as follows;
Microskills

b. Retain chunks of language of different lengths in short term memory.
c. Process writing at an efficient rate of speed to suit the purpose.
d. Recognise a core of words, and interpret word order patterns and their significance.
e. Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.
f. Recognise that a particular meaning may be expressed in different grammatical forms.
g. Recognise cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
h. Recognise grammatical word classes (nouns, verb etc.) systems (e.g. tense, agreement, pluralisation), patterns, rules, and elliptical forms.

Macroskills

a. Recognise the rhetorical forms of written discourse and their significance for interpretation.
b. Recognise the communicative functions of written texts, according to form and purpose.
c. Infer context that is not explicit by using background knowledge.
d. From described events, ideas, etc. Infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalisation, and exemplification.
e. Distinguish between literal and implied meanings.
f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
g. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.
5. Models of reading

In looking for ways to describe the interaction between reader and text, scientist have also created models that describe what happens when people read. Barnett in Aebersold and Field (1997: 17) provides a thorough summary of three main models of how reading occurs:

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

b. Top-down theory argues that readers bring a great deal of knowledge, expectation, assumption, and questions to the text and given a basic understanding of the vocabulary and check back when new information appears.

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

6. Reading techniques

Many of readers have different their own ways and technique in reading. Some linguists have proposed many ways of reading, Grellet (1998:4)

Summarized of Follows:

a. Skimming : quickly running one’s eyes across a whole text (an essay, article or chapter) the get the gist of it skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message and possibly some of developing or supporting ideas.

b. Scanning: quickly going through a text to find a particular piece of information. The purpose of scanning is to extract certain specific information without reading the whole text.

c. Extensive reading: reading longer text, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding.
d. Intensive reading: reading short text to extract specific information. This is more an accuracy activity involving reading for detail.

From some definitions above can be concluded that reading is an active mental process of understanding, evaluating and determining information and idea using reading strategies constructing and interpreting meaning from what being perceived in writing and the author intended to transmit.

D. Related Researches

Some researches has shown that well structured cooperative learning techniques, especially STAD in the classroom improves academic achievement, race relations, gender relations, self esteem, liking of class and student attendance.

The first is research from Thailand held by S. Wichadee (2005) “The Effects of Cooperative Learning on English Reading Skills and Attitudes of the First-Year Students at Bangkok University” show that, STAD method can be an effective way to deal with the problems faced by Thai teachers in EFL classes. For the undergraduate level, the time allocated to study English is limited to only 3 periods per week. In the eyes of the instructors, fourteen weeks are not enough to improve their language competence. Also, students themselves have different level of language proficiency before class work begins. Some students’ background of English knowledge is very poor, so they cannot catch up with others in class. They begin to develop negative attitudes towards studying English. Implementing STAD method make the results of the study reveal that cooperative learning has increased students’ English reading skill. Therefore, a replication of the study could be conducted with other groups at the graduate or undergraduate levels in other skills such as writing, speaking, or listening. It creates a comfortable non-stressful environment for learning and practicing English. It helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another.

The second is research held by Dion G Norman (2005) in “Using STAD in an EFL Elementary School Classroom in South Korea: Effects on Student Achievement, Motivation, and Attitudes Toward Cooperative Learning”. This study was conducted over a two-month period – from October to December of
2005 – with grade five and six students at Yangeun Elementary School in Busan, South Korea. The students primarily come from middle class backgrounds, with the school having better performance scores than the typical school in the city. Each class consists of approximately thirty-five students, mixed according to gender, level and previous exposure to learning English (outside of the English school English classroom). Ideally, the experimental and control classes would have been chosen randomly, but because it wasn’t possible to get permission to set up the study in this way, it was necessary to have the two groups chosen by grade, with all classes in one grade being exposed to STAD and all classes in the other grade being taught in the usual manner. Students in both grades were organized in groups of four to five students, but only the grade six students were equally divided according to gender and level, and exposed to the key components of cooperative learning and STAD. The fifth grade students were mixed according to gender but not level (arranged in order of student numbers). The results of the study suggest that STAD had significantly positive effects on student achievement and students’ attitudes towards learning English. The effect of STAD was greater for achievement than for attitudes toward learning English.

The third research is held by Abdul Rashid Mohamed, Subadrah Nair, Termit Kaur, and Louis Alexander Fletcher (2008) in “Using Cooperative Learning Approach to Enhance Writing Skills of Pre-University Students”. One of the problems in teaching writing is to be able to maintain a fair balance between content (what we need to write about/task fulfillment) and form (the appropriate and accurate use of language/language proficiency) when teachers attempt to define what they want and what they need to assess. Ur (1996), opines that this “fair balance” is to some extent determined by the teacher’s own particular teaching situation and beliefs. Over the years many approaches, methods and techniques have been introduced in the learning and teaching of writing of a second language. Some have been successful to a certain extent in in certain situations with certain students. The researchers were interested to know whether the STAD method can help students maintain the balance between task fulfillment and language proficiency. If so, then the STAD (Student Teams-Achievement
Divisions) method, for the teaching of writing skills should also have an effect not only on the overall performance (writing) but also the self-concept of the students towards writing skills. In this quasi-experimental research the researchers show that STAD method has helped the subjects of the experimental group to score higher on task fulfillment, significant scores for Language Competency, significant scores for overall achievement, significant scores for Self-Concept compared to the Control Group taught with the conventional approach.

The next research is held by Dr. Tzu Pu Wang (2009) in “Applying Slavin’s Cooperative Learning Techniques to a College EFL Conversation Class”. In this research, cooperative learning is applied; oral skills and conversational skills come into play. In this study, the teacher as researcher introduced Slavin’s teaching techniques of cooperative learning to focus on conversational skills. First the researcher applied the Slavin’s principles of cooperative learning to second language learning in college, and indicated its roots in motivational, cognitive, and social independence theories. The researcher used STAD procedure (Slavin, 1995) adopted Jigsaw II (Slavin, 1995) and Think-Pair Share (Lynan, 1992) techniques to teach conversation. Next, the teacher played the CD of the unit presenting keywords, grammar notes, useful patterns and important ideas. The students should listen carefully for sequence, for gist, and for details to learn and practice imitating words and conversation, then creating dialogues from Sound waves Book in model authentic situation. Three main exercises were done attentively and repeatedly to have Slavin’s cooperative learning techniques applied in small groups to build the student’s linguistic and conversational competence. It was found that the students had experienced learning motivation to listen and to speak, interpersonal relation, and collaborative work to go toward a common goal. However, the teacher needed to monitor and intervene in the groups.

The last research comes from Mahmood Hashemian, Alireza Jalilifar, Parisa Shariatipour (2010) in “The Effect of Cooperative Learning Techniques on College Students’ Reading Comprehension Achievement” In this experimental research This study investigated the impact of Cooperative Learning
techniques—Student Team-Achievement Divisions (STAD) and Group Investigation (GI)—on L2 learners' reading. Applying the Nelson Test, 90 pre-intermediate female college students were randomly selected and assigned to 3 groups. The experimental groups (A & B) received instruction according to the STAD and GI techniques. The control group (C) was instructed via the Conventional Instruction (CI) technique. Then, the participants took quizzes on the same materials. Results showed the STAD technique is more effective in improving reading, while the GI and CI techniques didn't enhance it significantly. The claim is that team rewards may have a strong impact on L2 learners' performance toward reading comprehension.

7. Rationale

Teaching English is how the teacher makes the students being able to communicate with the others using English. (Cecilia and Eke, 2011) in their research found that the ideal teaching learning process would be created by two factors ideal teachers and motivated students. Cecilia also stated that motivated students had some indicators. The indicators can be detected by the level of involvement of the student exhibits in the learning situation. Thus, the motivated students are (1) Industrious, interested in learning and attain her goals, (2) More co-operative and more disciplined in general, (3) Exhibits curiosity over things his environment. This is supported by Ur (2007: 274) that various studies have found that motivation is very strongly related to achievement in language learning. Motivation is essential for teaching and learning process. It is a crucial factor that determines students' willingness to engage in lesson and learning activities and their reason for doing so.

Based on the pre-research stated on the background of the study, it was found that students’ motivation in learning English is low. This was shown by many problem indicators. (1) Students tend to be passive during the teaching and learning process. (2) Students did not focus to the lesson. (3) They did not listen to the teacher’s explanation. (4) The students had low motivation in learning
English. (5) The students’ attention to the lesson did not last long. (6) Students did not have effort to do the difficult task.

To solve the problem happen in the classroom. The researcher uses Cooperative learning, especially STAD method. The researcher chooses this method because STAD has some advantages in helping the students learning the language:

a. STAD makes students actively involved in the classroom activities. Some steps in STAD make the students focused and paying attention to different teaching technique. It makes them not bored like in the previous lesson when the students were only given by the teacher one technique in the class.

b. Using STAD means that they work together in group and share the information about the subject matter. The students with less motivation in English learning their self will be motivated by using this method. STAD facilitates in gaining self esteem, liking of class and student attendance.

c. STAD motivates students to encourage and help each other.

d. It can accelerate student achievement. The students is more interested with the prizes and rewards given to thems in STAD

e. By team work, passive students are expected to be more active in small group activities. The team members can complement each other’s strengths and weaknesses in learning English.

f. And the most important of using this method is that the students will be more comfortable having work with their friend; they have not to feel worry to ask anything thing to their friends because it feels like a learning by games or learning in informal situation.

From some advantages above, the researcher believes that STAD Method will enhance the eighth grade of SMP Negeri 8 Surakarta motivation on learning English.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of the Research
1. Place of the Research
   The research was held in SMP N 8 Surakarta. This school is located in
HOS Cokroaminoto 51 Street, Pucang Sawit, Surakarta. The location is strategic
and easy to reach because it is near to the highway.
2. Time of the Research
   The research was implemented for 3 months from April 2012 to June
2012 by exploiting the use of STAD method as the teaching technique. The
research consisted of pre-test, implementation, and post-test.
3. Subject of the Research
   The subject of the research was the eighth grade students of SMP 8
Surakarta. There were seven classes of the eighth grade in this school, and class
8B which consists of 32 students was chosen to be the subject research.
   The reason to choose class 8B was based on the pre observation result
showed that almost all students in this class have low motivation in learning
toward English lesson. It can be seen from their unsatisfying scores on the first
semester final examination and pre-test.

B. Research Method
   Research is a scientific method for gaining knowledge through
investigation or experimentation to find out empirical facts that may verify the
hypothesis proposed before (Nunan, 1992: 3). Related to the study, the researcher
employed a classroom action research in this research. According to Elliot in
Hopkins (1996:45) action research is the study of a social situation with a view to
improving the quality of action with it. Burns (1994) in Burns (1999: 30) defines
action research is the application of fact finding to practical problem solving in a
social situation with a view to improving the quality of action within it, involving
the collaboration and cooperation of researchers, practitioners, and laymen. According to Wallace (1998: 4), action research is done by systematically collecting data on the everyday practice and analyzing it in order to come to some decisions about what the future practice should be. Mills (2000: 6) also gives other definitions of action research by saying:

“Action research is any systematic inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teaching and how well their students learn.”

From the definition above, it can be summarized that action research is the systematic study to overcome problems or things related to educational problem that conducted by teachers or researchers.

C. Procedures of Action Research

Kemmis and Taggart (in Hopkins, 1996: 48) develop model of action research in the classroom named: identifying the problem and planning; implementing the action; observing or monitoring the action; reflecting the result, and revising the plan.

Furthermore, the procedure of each step is explained as follows:

1. Identifying Problems and Planning

   The problem means the factors causing students’ low motivation in learning English. It is identified by using observation techniques. It is done to observe students’ behavior during the English teaching and learning process. This stage was done when the researcher had Program pengalaman Lapangan.

   After getting the problem causing, the next step is planning, as follows:
   a. Making lesson plan plus designing the steps in doing the action
   b. Preparing materials and score tabulation.
   c. Listing the name of the students and scoring to put them into groups
   d. Preparing teaching aids
   e. Preparing a test (individual quizzes)

2. Implementing The Action
The implementation of using STAD in the action was arranged into some steps:

a. Pre-teaching  
b. Presentation  
c. Team study  
d. Individual Quizzes  
e. Team recognition  

3. Observing or Monitoring The Action

The researcher as the teacher of English class observed the students activity during the process of teaching and learning. The result of the observation was written in the field notes as the data.

4. Reflecting the result

At the end of the action implemented, the researcher reflected critically on what had happened. There were some questions used to guide reflection in this research, as follows:

a. Is there any improvement?  
b. If there is any improvement, how effective is it?  
c. If there is no improvement, what are the barriers to improve?  
d. What further cycle should be taken?

The researcher evaluated the process and the result of the implementation of STAD in enhancing students’ motivation in learning English. Then, the result was discussed with the colleague and lecturer.

5. Revising the plan

The result of the reflections was used to revise the plan to the next cycle. Based on the weaknesses of the research, the writer revised the plan into the new one.

**D. Techniques of Collecting the Data**

1. Qualitative Data

The data of this research were collected by using some techniques of qualitative data collection including: interview, observation, questionnaire, and document analysis. Photograph was taken also during the implementation of the
research to provide more accurate data. The data consist of the information gained in pre-research, the process and the result of Action Research implementation. The whole application of the data collection used in this study was summarized as follows:

**Table 3.1. Procces and Result of Action Research Implementation**

<table>
<thead>
<tr>
<th>Steps of the study</th>
<th>Participants</th>
<th>Techniques</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-research</td>
<td>researcher</td>
<td>Observation, Questionnaires, Test</td>
<td>Observation report, Questionnaire result, Test result</td>
</tr>
<tr>
<td>Implementation</td>
<td>Researcher, Students</td>
<td>Observation, Photograph, Questionnaires</td>
<td>Field notes, Photographs of teaching-learning process, Questionnaires sheet</td>
</tr>
<tr>
<td>Result discussion</td>
<td>Researcher, Students</td>
<td>Interview, Questionnaire, Transcript of interview result, Questionnaires sheet</td>
<td></td>
</tr>
</tbody>
</table>

a. **Observation**

Burns (1999: 80) says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated. By doing observation, researcher can get document and reflect systematically upon classroom interaction, and events, as they actually occur rather than as we think they occur. Observation, then, can be referred to using procedures that ensure that information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

In this research, an observation was done in the pre-research and in the implementation of the action. In pre-research, observation was conducted to get information about classroom environment, class condition, the teaching techniques of the teacher, and the learning techniques of the students. The classrooms environment and classroom condition was written on the observation report. In the implementation of the research, observation was conducted to get information about classroom environment, classroom condition and critical
incident occurred as the data of the research. The data was noted on the field notes. The researcher took field notes every meeting and two notes in two additional meeting

b. Questionnaire

The questionnaire given to the students is used to know students’ learning motivation before and after the action. It is also to know students’ opinion and feeling towards the implementation of methods given.

In this research, questionnaire was given in the beginning of the cycle to know the score of students’ motivation and in every end of cycle to know improvement of students’ motivation. The researcher used questionnaire sheet to get the data from the students.

c. Interview

According to Burns (1999: 17), interviews and discussions are face to-face personal interactions, which generate data about the research issue and allow specific to be discussed from other people perspective.

In this research, the researcher interviewed students after research held to know their improvement of motivation using interview scenario. The researcher interviewed some students with different background to get more accurate data.

d. Photograph Taking

Photograph taking is a technique for data collection, which combines a range of language classroom tasks and activities effectively where visual aids are an invaluable support in learning. (Burns, 1999: 101) During the implementation of the action, the researcher took photographs which cover students’ behavior and students’ learning activities to provide the more accurate data.

2. Quantitative Data

The quantitative data were collected by the researcher using questionnaires and reading test. The questionnaire and the reading test were taken before action (pre test) and after the action (post test). The result of each test (questionnaire and reading test) showed whether or not improvement happened in this class.
E. Techniques of Analyzing the Data

During the process of Action Research, the researcher collected the following group of data: transcript of interview result, pre-research observation report, field notes, photographs of teaching learning process, and research documents which consists of: the score of English lesson, and the questionnaires result.

1. The Qualitative Data

The researcher analyzed the data through reading the transcript of the interview result, pre-research observation report, and field notes. While reading the data, the researcher used some procedures to analyze it. The researcher used descriptive analysis by Burns (1999: 157) as follows:

a. Assembling the data

The first step is to assemble the data that the researcher has collected over the period of the research: field notes, journal entries, questionnaires and so on. At this stage, broad pattern begin to show up which can be compared and contrasted to see what fits together. By scanning the data in this way, the researcher begins the process of more detailed analysis by bringing up possible pattern which the researcher can adapt or add to as the researcher proceed.

b. Coding the data

Coding is a process of attempting to reduce the large amount of the data that may be collected to more manageable categories of concepts, themes or responses or behaviors may be assigned to a code relatively easily. Data analysis becomes much messier and coding becomes less clear cut when the researcher is dealing with diary entries, classroom recordings or open-ended survey questions.

c. Comparing the data

At this stage, the researcher is also being able to map frequencies of occurrences, behaviors or responses. Table may be created using simple descriptive techniques to note frequency counts or percentages. The main aim at this stage is to describe and display the data rather than to interpret or explain them.
d. Building interpretations

This is the point where the researcher moves beyond describing, categorizing and comparing to make some sense of the meaning of the data. This stage demands a certain amount of creative thinking as it is concerned with articulating underlying concept and developing theories about why particular patterns of behaviors, interactions or attitudes have emerged.

e. Reporting the outcomes

The final stage involves presenting an account of the research for others. A major consideration is to ensure that the report sets out the major processes of the research, and that the findings and outcomes are well supported with examples from the data.

2. The Quantitative Data

The researcher used descriptive analysis to analyze the quantitative data. The data collecting in this research included: the score of Reading Test and the students’ questionnaires score. For the students’ Reading score and the list of students’ questionnaires score, the researcher compared the scores before the implementation and after the implementation.

The mean of pre test and post test calculated with the formula,

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

In which:

\( \bar{X} \) = mean of pretest / pre-questionnaires scores
\( \bar{Y} \) = mean of posttest / post-questionnaires scores
\( \sum x \) = sum score of pre test / pre-questionnaires scores
\( \sum y \) = sum score of post-test / post-questionnaires scores
\( N \) = number of Students

(Sumanto, 1995: 210)

Based on the mean scores of the questionnaires, it could be shown whether there was improvement of students’ motivation before and after the
research or not. Moreover, the reading test score could show whether there was improvement as the implication of the enhancement of students’ motivation in learning English before and after the research.
CHAPTER IV
RESULT OF THE RESEARCH

The aims of the study of this research are to find out whether or not teaching English using STAD can improve students’ motivation in learning English, to describe to what extent STAD improves the students’ motivation in learning English and to describe strength and weakness of implementing STAD in this research. This chapter also describes about the implication of motivation toward students’ reading comprehension. It is divided into four parts; the first part is situation before research, the second part is process of the research, the third part is research findings and the fourth part is discussion.

A. Situation Before Research

The researcher did the pre research together in the PPL (program pengalaman lapangan). In the pre research; the researcher did Pre observation and Pre test simultaneously. At that time, the researcher was given some classes to be taught. They were VllA, VllB, XlD, XlE, XlF and XlG. Before starting teaching, the researcher observed the teacher method in all the classes. From all the observations, the researcher concluded that almost all of the classes got the same treatment from the teacher. They got lecturing in every meeting. One day, the researcher was given a chance to observe a class. The researcher got VllIB to observe. Then, on October, 10th 2011, the researcher observed the teacher and the class room situation. After this observation, the researcher realized that the most students did not enjoy the lesson. It can be seen from some indicators in table 4.2.

Table 4.1. Pre observation Result

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students tended to be passive during the teaching and learning process</td>
<td>1. No one said anything when the students were given a chance to ask question.</td>
</tr>
<tr>
<td>2. Students did not focus on the lesson</td>
<td>2. They paid attention to the teacher but they did not understand the teacher explanation</td>
</tr>
<tr>
<td>3. They did not listen to the teacher’s explanation,</td>
<td>3. When the teacher explained the material, most of the students did assignments of different subject, whispered, and played</td>
</tr>
</tbody>
</table>
5. Students attention to the lesson did not last long.
6. Students did not give enough effort to do the difficult task.

- Students chose to be absent and slept in the U.K.
- In the beginning of the lesson, they paid attention to the teacher but after at least 15 minutes they started their own activities.
- When the students were asked to do some assignments, they could not finish them and they choose to submit their work before the time was over.

From the problem indicators above, the researcher analyzed some possible causes. The first was from the teacher. (1) The teacher tended to speak too much in the classroom, so that classroom activity was dominated by teacher and the students were not thoroughly involved in the teaching learning process (teacher-based-teaching). (2) The teacher was unable to attract students’ interest. (3) There was no interaction between teacher and students or between students and students. (4) Teachers used monotonous teaching techniques. (5) The teacher was more active than the students. And the next causes came from the students. (1) The students had low motivation. (2) The students were not interested to the lesson. (3) Students were confused about what they should do. (4) Students did not involve on the teaching learning processes. Some causes come from material and the method given. (1) The materials given to the students were not varied and monotonous (text book). (2) The teacher only used the material from the text book. The technique being used was the conventional one. Thus, the teaching learning process became monotonous and boring. In April, 20th, 2012, the researcher held pre-test to know students comprehension about recount text and questionnaire to know their motivation in learning English. The result of the pretest is shown in table 4.3

<table>
<thead>
<tr>
<th>Motivation indicators</th>
<th>Questionnaire result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. They had willingness to tackle tasks and challenge</td>
<td>500 point from 640 (78.13%)</td>
</tr>
<tr>
<td>2. They were engage in certain activities</td>
<td>493 from 640 (77.03%)</td>
</tr>
<tr>
<td>3. They knew their goal of their effort</td>
<td>433 from 640 (67.66%)</td>
</tr>
<tr>
<td>4. They had confidence of their success</td>
<td>517 from 640 (80.78%)</td>
</tr>
<tr>
<td>5. Highest score is 74</td>
<td></td>
</tr>
<tr>
<td>6. Lowest score is 48</td>
<td></td>
</tr>
<tr>
<td>7. Mode is 58</td>
<td></td>
</tr>
<tr>
<td>Reading skill</td>
<td>Pretest result</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. The students had difficulties to identify the generic structure of the text recount</td>
<td>1. pre-test errors analysis showed all students made 39.36% errors</td>
</tr>
<tr>
<td>2. The students had difficulties to identify language feature of the text recount</td>
<td>2. pretest analysis showed all students made 83.33% errors</td>
</tr>
<tr>
<td>3. The students had difficulties to identify the main idea</td>
<td>3. pre test analysis showed all students made 19.53% errors</td>
</tr>
<tr>
<td>4. The students the students had difficulties to identify the chronological order of the text</td>
<td>4. pre test analysis showed that all students made 42.18 % errors</td>
</tr>
<tr>
<td>5. The students had difficulties to determine the reference word in the text recount</td>
<td>5. pre test analysis showed that all students made 49.38% errors</td>
</tr>
<tr>
<td>6. The students had difficulties to identify specific information</td>
<td>6. pre-test analysis showed that all students made 23.44% errors</td>
</tr>
<tr>
<td></td>
<td>7. Highest score is 76</td>
</tr>
<tr>
<td></td>
<td>8. Lowest score is 44</td>
</tr>
<tr>
<td></td>
<td>9. Mode is 56</td>
</tr>
</tbody>
</table>

Considering some indicators that happened in the pre-observation and pre-test finding, the researcher would apply STAD (Student teams-Achievement divisions) method to enhance their motivation in learning English. The researcher chose reading as the language skill and recount text genre as the material that given to the students. The material was adapted from the teacher’s syllabus.

**B. Process of the Research**

This research was held at grade eight of SMP N 8 Surakarta. After the researcher consulted with the English teacher about the condition of the subject and did pre-research about the students and teaching- learning situation, the researcher held the research from April 2012 up to June 2012. The class chosen was 8th B, consisting of 32 students. The research itself consisted of two cycles, and each cycle consisted of three meetings and one additional meeting. Meeting one and two were 80 minutes but meeting three only 40 minutes, because the other 40 minutes left were used for the post test in each cycle. The researcher did not have enough chance to have one more meeting, because the students would get final examination at June 4th, 2012. The whole process of this research can be seen in table 4.1.
### Table 4.3: The Whole process of research implementation

<table>
<thead>
<tr>
<th>Research Steps</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-research</strong></td>
<td>Identifying the condition of the research subject</td>
</tr>
<tr>
<td><strong>Pre-Observation</strong></td>
<td>Identifying the condition of students and classroom situation</td>
</tr>
<tr>
<td><strong>Pre-test</strong></td>
<td>Identifying students’ comprehension in recount text genre and their motivation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation (Cycle 1)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Preparing the materials, lesson plan, and teaching aids</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>1. Implementing STAD to give students comprehension about recount text characteristics and reading technique</td>
</tr>
<tr>
<td></td>
<td>2. Implementing STAD to give students comprehension about how to determine chronological order of a text and main idea using skimming and scanning technique</td>
</tr>
<tr>
<td></td>
<td>3. Implementing STAD to give students comprehension about how to determine specific information and reference using scanning and skimming technique and doing post test 1</td>
</tr>
<tr>
<td></td>
<td>4. Showing the score of post test to the students and giving recognition from their improvement point.</td>
</tr>
</tbody>
</table>

| **Observing** | The researcher observed students behavior and classroom condition at cycle 1, meeting 1 until meeting 4. |
| **Reflecting** | The meeting end with post test 1, there are some reflection coming from the observation result |
| **Revising plan** | The reflection from the observation result was analyzed to make the new plan. The new plan would be implemented in cycle 2. |

<table>
<thead>
<tr>
<th>Implementation (cycle 2)</th>
<th>Implementing STAD(edited) as the method to improve motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>The researcher planned the suitable lesson plan, teaching aids based on the reflection result.</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>1. Implementing STAD to give students comprehension about skimming and scanning techniques.</td>
</tr>
<tr>
<td></td>
<td>2. Implementing STAD to give students comprehension about language features and chronological events.</td>
</tr>
<tr>
<td></td>
<td>3. Implementing STAD to give students comprehension about language features generic structures of text recount and doing post test 2</td>
</tr>
<tr>
<td></td>
<td>4. Showing the score of post test to the students and giving recognition from their improvement point.</td>
</tr>
<tr>
<td>(the action in cycle 2 had different activity in team learning phase, it included games and quizzes, the time also longer than time learning in cycle 1)</td>
<td></td>
</tr>
</tbody>
</table>

| **Observing** | The researcher observed students behavior and classroom condition at cycle 2, meeting 1 until meeting 4. |
| **Reflecting** | The meeting was ended with post test 2, there were some reflection coming from the observation result |
| **Final reflection** | Final reflection was done as the last step of research implementation; there were some advantages and disadvantages of method given as the product of reflection. |
1. Cycle 1

a. Planning the action

The first step in planning was developing the lesson plan and designing the steps in doing the action. STAD has some steps in its procedures. The first was presentation. In this step, the subject material was introduced into the class either by lecture-discussion or including audiovisual presentation. The second was team learning and the teams consist of four or five heterogeneous students. Each team would study about the material given in group discussion and solve the problem by comparing answer and correcting any misconception. The third was evaluation or quizzes. After one or two presentation, students would have individual quizzes as their responsibility of mastering the materials. The students were not permitted to help one another. The fourth was individual improvement scores and team recognition. The aim was to give each student a performance goal that could be attained if they work hard and perform better than the past. Team with the highest score (their average scores exceed a certain criterion) would get rewards and was chosen as the best team. From those procedures, the researcher made the lesson plan consisting of three meetings. Meeting one and two had 80 minutes for time allotment, but meeting three only had 40 minutes because the forty minutes left was used for post test 1.

The second step was listing the students’ names and put them into groups. VIII B has 32 students consisting of 14 men and 18 women. The researcher divided them into 8 groups by considering their sex and competence. The third step was preparing the material and score tabulation. The researcher prepared many kinds of recount texts. They were taken from internet and relevant books. The texts for their exercises were different texts in every meeting. Besides, the researcher also made the tabulation for their exams score. The fourth step was preparing teaching aids. The researcher prepared PowerPoint presentation, hand out for the students and evaluation sheet for every meeting. The researcher also prepared what kind of reward for the group getting excellent teams predicate. The final step was preparing a test (evaluation) for meeting three.
b. Implementing the Action

The researcher carried out the implementation of the action. In this cycle, the researcher presented the material of recount text. The researcher used Microsoft power point to explain to the students about the text. The researcher guided the students to comprehend recount with the STAD method. Each meeting was divided into 4 terms, namely: pre activities, presentation, team learning, individual task. The cycle began with meeting 1 and was ended with team recognition phase (meeting 4)

1) The First meeting

On April 30th 2012, the researcher had the first chance to teach VIIIIB. Some students felt sleepy when the researcher entered the room, but after the researcher opened the lesson and began to ask about their condition after PPL. They were interested.

Presentation. The first step was the presentation stage. The researcher began this lesson by showing a short biography video about Justin Biebers. Some students were interested with this video, even some girls watched the video hysterically. The class became noisy because many students chatted about that solo singer. Then, the researcher paused the video and gave them suggestion that the most important was the story spoken by the narrator and not the appearance of the singer. The students became quiet and they listened to the explanation about Justin. After the video finished, the researcher opened the first slide and asked the students “What kind of video is it?” All students kept silent and the researcher motivated them to be brave. They answered indistinctly “history pak.sejarah pak,penyanyi pak” and the correct answer biography came in the last chance. The researcher related biography to recount text and also explained about the time when the story happened. In this stage, the researcher also explained about the main purpose of recount text and gave a brief explanation about the language feature. The students seemed still confused but they would learn about it in the team learning phase, so the researcher continued to the next material about how to comprehend a text. Some students answered my question “dibaca semua pak,
*dicari hal-hal penting dan melihat arti kata di kamus*”. The researcher gave an appraisal to the students.

**Team learning.** The researcher put the students in groups. Some students mumbled about their groups and some of them did not feel that they match with their groups, and they wanted to be in the same group of their close class mates. The researcher continued the lesson and asked them to do their group assignment. In this step, there were some students who did not cooperate. The researcher came to them one by one and asked them to help and to share their knowledge in their group. Many questions came from the students about meanings word of sentences. The researcher discussed the questions with the class.

**Individual task.** This step was individual assignment. All students did the assignment. Some students cheated and the researcher gave them warning. The researcher told them to be proud with their own work. Then, the researcher and the students discussed their answers together. They got score between 3 until 7. While the researcher closed the lesson, the researcher asked them to ask whether there were some difficulties in this meeting. Because no one raised their hand, the researcher closed the lesson.

2) **The Second Meeting**

On May 2nd, 2012, The researcher started the second meeting at 9.30 because of the national flag ceremony. The class was very noisy and they seemed to be chatting about something with their friends. The researcher opened the lesson and asked them to get to their own groups.

**Presentation.** The researcher began this lesson by showing some pictures about my holiday in Prambanan and Tawangmangu. Then, The researcher asked them “*what about your last holiday?*”. The students were asked to tell about their vacation in Indonesian. One student told about his story. He went to Bali when he had vacation in semester 1. After he finished his story, the researcher asked the students to open their book (Smartstep) on page 81 and read the story about *my first flight*. The researcher explained about how someone told his past experience. The researcher also reviewed about generic structure in the recount text while they were reading the story. Next, the researcher explained about the
chronological order and the characteristics of recount text. The researcher explained about main idea and how to determine it using skimming. The students seemed to be confused with the explanation. The researcher repeated the explanation about the chronological order and main idea by relating it to the text *my first flight*. Sometimes, the researcher used Indonesian to make them understand about some technical terms.

**Team learning.** In the team learning, the researcher asked them to do assignment in the handout. Some students were enjoying doing the test. Some students got problem with the assignments in determining main idea and they also could not write the answers in sentences. The researcher tried to guide them in writing the answers. The students had some question relating with Machu Pichu. “*pak Machu Pichu itu objek wisata apa?*”. The researcher explained about it. Some groups managed their strategy to do the task. For example, the members in group 4 shared their answer, so all the members had their responsibility. Every group consisted different persons. There was no group which consisted of truly smart students. The time was over; the researcher discussed the worksheet 1 about main idea. The researcher asked the students randomly to answer the question. From 3 questions, the researcher took 3 samples for number 1; 2 samples for number 2 and 3 samples for number 3. Some of them still did not understand the technique. Next, the question in worksheet 2 was answered by the researcher and there were not any problem in this part.

**Individual task.** This step was individual assignment. All students did the assignment by their self. Some students cheated and the researcher gave them a warning. The teacher also supervised them. When the time was over, they regretted why they could not answer some questions and requested to do the assignment as a home work but the researcher gave them the explanation about the function of individual task in this lesson. Then, the researcher discussed the answers together. They could answer all questions although they had said that they could not answer the questions. The researcher reviewed the lesson in this meeting and asked them whether there were some questions. Because they did not
raise their hands, the researcher closed the lesson and announced the test in the next meeting.

3) The Third meeting

On May 7th, 2012, at 7.00, the researcher waited at the SMP 8 Surakarta’s lobby in order to start teaching on time. The students took a rest because there was a flag ceremony. The researcher started the third meeting at 9.30. The researcher asked the leader to lead the prayer. Then, the researcher explained the material given to the students and reminded them that they would get a test in the forty minutes left. They shouted “pak belum belajar pak”, “pak mbok ga usah dikasih test”. The researcher explained about the test and the improvement score to get the prizes and some students got interested in it although some other students still did not want to get the test. Like the day before, the students made their own groups.

Presentation. The researcher began this lesson by showing some pictures about railway stations which were full of commuters. The researcher explained the situation which seldom happened in Indonesia. The researcher told them that English or American people prefer to take a walk than using a car or motorcycle to their work. The researcher reviewed about the language features in the recount. Then, the researcher explained about the specific information in someone’s story. The researcher explained text scanning as the way to find it. In this occasion, the researcher asked them to raise their hand if they had some questions. Because there were no questions, the researcher continued to the next stage.

Team learning. In team learning, the researcher asked them to open their Smartsteps book on page 68 and showed some difficult word in the screen. The researcher requested them to read and do the assignment in group. The text was Commuters in London. The researcher walked around the classroom to check the students’ participation. In this time, the researcher observed some incidents. Some groups tended to handle by the smart student. It happened in group 4 and 6. The researcher came to group 4 and asked them to cooperate better and warned them to keep quiet. They said to me “lha ada hana yang ngerjain pak, nanti kalau ikut malah salah pekerjaannya”. The researcher ordered them to join Hana so they
knew how to do it. The researcher came to group 6 and warned Tevka and Wahyu because they did not help Gita and Alfiana to do the assignment. The researcher ordered them to wash their face. After the researcher satisfied to check them and the time was enough then the researcher stopped the activity and discussed the questions and the answers one by one.

In this day, there was no individual task. The time left would be used to evaluate the students. The researcher asked them to close their book and put the book inside the bag. After they were ready, the researcher distributed the answer sheet and worksheet. The test would be held at 40 minutes. All students seemed doing the assignments seriously and there were no their protest which appeared in beginning of the lesson. At the back side of the class, the teacher also supervised them, so the class situation very quiet. The time showed 08.10, the researcher reminded them that the time were only 10 minutes left. The students shouted "yaaah...masih banyak pak.", “mbok dikumpulin nanti pak...”, but the rules had to be obeyed. The researcher asked them to finish it and submit it. The time was over and their works were submitted.

4) The fourth meeting

On May 14th, 2012, the researcher added one meeting to announce the score and improvement point. The meeting held after school on VIIIIB. It would be held in 30 minutes. The researcher opened the additional meeting and connected the notebook to the screen. In this step, all students already had “Kartu Pink” or recognition team card. They had to fill the card with their improvement point which was showed in the screen. Some students asked the researcher” pak untuk apa to improvement point itu.? ” the researcher explained the use of improvement point that would be use to measure their improvement and to determine the excellent group. After the time was enough and the students finished their calculation, there were found two teams which got the excellent teams. They were groups 6 and 8. Some students asked about the reward. The researcher explained the rewards and the additional rewards in the end of meeting. They seemed happy with the announcement. They were happy with the prizes. The researcher suggested trying harder in the next meeting. After all students knew their scores,
the researcher distributed questionnaire. The researcher closed the lesson and motivated the students to study hard in the next meeting. The students went home and the meeting was over.

c. Observing The Action

The researcher observed the students’ behavior and students’ skill in cycle 1. There were some findings in every meeting. STAD actually increased students’ motivation in learning English. It made them more active on the teaching learning process. The first step, presentation made them more focused to the lesson. Team learning made them involve on teaching and learning process. Individual task helped them comprehending the material. Probably, in this step, they would find more difficulties which they had never seen in team learning. Here are the observation results in each meeting.

1) The first meeting

The first meeting was the first time the researcher applied the method. The students still did not understand because they were not given any method in English lesson before. The students also did not attract to the lesson.

"Kesempatan pertama CL untuk mengajar kelas VIII B, suasana kelas tampak tidak bersemangat dikarenakan dari jam 7.00 sampai jam 8.30 tidak ada kegiatan untuk murid dikarenakan guru-guru rapat dinas. Beberapa siswa tampak mengantuk ketika CL datang ke kelas." (Research diary, 30/4/2012)

The lesson was begun with biography’s video of Justin biebers. The students seemed interested in the video although some of them only watched the singer and did not understand what the narrator said.

Beberapa siswa merasa tertarik dengan video tersebut bahkan beberapa dari siswa putri ada yang histeris melihat video ......... Kemudian CL menghentikan sebentar video tersebut dan memberi saran bahwa yang paling penting adalah cerita yang di bicarakan oleh narrator bukan appearance dari video bintang tersebut seketika mereka mulai diam mencerna cerita tersebut (research diary, 30/4/2012)
The students also did not understand about the text being learned. Probably, the students had not had this kind of text so they did not understand on some technical terms about recount text.

_Pada tahap presentasi ini, CL juga menjelaskan secara singkat tentang tujuan utama teks recount dan sekilas tentang language featurenya, para siswa terlihat masih bingung._ (research diary, 30/4/2012)

In the first meeting students still adapted from the lecturing method to the STAD method from the researcher. They did not understand about the reading strategy, reading goal. But positively, the students improved their motivation in learning. It could be proved from the indicator” Students tend to be passive during the teaching and learning process”

_Beperapa siswa menjawab dibaca semua pak, mencari hal-hal penting pak dan bertanya di kamus pak. Akhirnya CL mengerucutkan jawaban..... (Research diary,30/4 2012)_

The students were more active than before by answering the teacher’s question although the answer was not correct. The students needed more explanation about the recount text.

2) The Second Meeting

The students got the same treatment and method. In the presentation step, students improved on their motivation of learning. It was proved with some incidents in the class.

_Adasatu siswa menjawab dan menceritakan tentang liburannya. Seorang anak bernama Tevka mengaku pernah ke Bali pada liburan semester 1 kemarin._ (Research Diary,2/5/2012)

The students got their focus on the lesson. They listened to the teacher explanation, they were active during teaching learning process but some students still did not understand about skimming technique. It needed more practices and exercises.

_CL menjelaskan apakah main idea itu dan bagaimana cara menentukan main idea tersebut menggunakan teknik skimming. Sejak tadi para siswa_
kelihatan bingung mungkin CL terlalu sering menggunakan istilah teknis dan bahasa inggris. (Research Diary, 2/5/2012)

Too many technical terms made them confused. The researcher tried to use English and switch to Indonesian because they seldom listened to the technical terms in their previous lesson. In the next step, they had motivation in learning English. They did the task with the groups and organized the group better.

suasana kelas menjadi sunyi beberapa siswa mulai terlihat asik dalam mengerjakan dan bekerja sama dengan timnya masing-masing. (Research Diary, 2/5/2012)

In individual assignment, some students wanted to finish the task but the time was not enough. They felt sad and asked me submitting their assignment late. The researcher rejected their offered then discussed the task together with the students.

Waktu mengerjakan pun berakhir tampaknya mereka merasa sangat menyesal tidak bisa menyelesaikan soal-soalnya dan meminta untuk dibawa pulang tapi CL tetap mencocokan jawaban dan mendiskusikan jawaban mereka bersama-sama. (Research Diary, 2/5/2012)

The negative finding in this meeting was the students seemed still confused in using skimming as the reading strategy. They needed long time to practice and did many exercises. Some improvements proved the method works in this class.

3) The third meeting

In the third meeting, the students were not ready with the test. They rejected the test, but the researcher still held it because there was not enough time to hold it in the other occasions.

Para siswa tampaknya kurang siap dengan berkata “pak belum belajar”, “pak, mbok ga usah dikasih test.” (Research Diary, 7/5/2012)

The improvement of motivation emerged on some occasion; they have willingness to engage in certain activities and they were more active in certain activity.
Para siswa kelihatan telah membentuk kelompok seperti kemarin. (Research Diary, 7/5/2012)

This was an improvement because it indicated that they would involve in certain activity by making a group before the teacher asked it. The negative effect of the groups building was sometimes the smartest student would do the task by his/her self.

Di kelompok 4 dan 6 masih terlihat siswa yang pintar menghandle secara pemuh dan yang kurang bisa cuma melihat dan kadang bercanda. (Research Diary, 7/5/2012)

The test implementation also had something to observe. The students did not have spirit to do the test. Probably, they were not ready and they did not study well the night before.

Akhirnya waktu menunjukkan pukul 08.10 CL memberi peringatan bahwasanya waktu kurang 10 menit. Siswa banyak yang berteriak ‘yaah...masih banyak pak’, “mbok dikumpulkan nanti pak ..”

The observation result was that the students needing more practices in team learning phase. They needed something active and made them fresh than just doing the writing task. The students needed to learn more to comprehend the text and they must have spirit to do the test.

4) The fourth meeting

In this additional meeting, the researcher found some improvement of student’s motivation.

Mereka tampak bersemangat dan minta agar segera test lagi. Tapi CL memberi saran agar mereka lebih maksimal di pertemuan-pertemuan berikutnya. (Research diary, 14/5/2012)

The students were not afraid with the lesson; they wanted to get the prizes from the researcher. Probably, they increased their motivation because they wanted the prize or they were interested with the method given to them. They also increased on their curiosity about their lesson.
Beberapa siswa bertanya “pak untuk apa to improvement point itu?” CL menjelaskan untuk mengukur tingkat perkembangan mereka dan juga indicator perolehan hadiah.(Research Diary, 14/5/2012)

The students had willingness to get involved in the teaching and learning process, so they were curious with the score. In the previous lesson, there was no transparency from the teacher, it affected to their motivation during teaching and learning process. There were some findings in cycle 1. It is about students reading skills, students questionnaires’ score and result of observation.

<table>
<thead>
<tr>
<th>Table 4.4 Findings in Cycle 1</th>
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<tbody>
<tr>
<td>Aspect</td>
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<tr>
<td>Students motivation</td>
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<td>(questionnaire)</td>
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Students Motivation (observation)

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Indicators</th>
<th>Before action</th>
<th>After cycle 1</th>
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</thead>
<tbody>
<tr>
<td>1. Students tended to be</td>
<td>1. Students was more active than</td>
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<td>passive during the teaching</td>
<td>before cycle</td>
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<tr>
<td>and learning process</td>
<td>1. they ask to their friend and</td>
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<td></td>
<td>the teacher about the assignment;</td>
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<td></td>
<td>answer the written assignment</td>
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<td>2. Students did not focus</td>
<td>2. Students focus on the lesson</td>
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<td>to the lesson</td>
<td>especially in team learning</td>
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<td></td>
<td>phase and evaluation phase</td>
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<tr>
<td>3. They did not listen to</td>
<td>3. The students</td>
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<tr>
<td>the teacher’s explanation</td>
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<tr>
<td>4. The students had low</td>
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<td>motivation in learning</td>
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<td>English</td>
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<td>5. Students attention to</td>
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<td>the lesson did not last</td>
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<td>long</td>
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<td>6. Students did not have</td>
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<td>effort to do the difficult</td>
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<td>task</td>
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</tbody>
</table>
The students were interested with the teacher explanation used audio visual media.

- The students improved on their motivation.
- Because they involved on the activity the students always paying attention to the lesson.
- The students improve on their spirit to do difficult task.

<table>
<thead>
<tr>
<th>Student reading skills</th>
<th>1. The students’ mean of pre test was 59.75</th>
<th>1. The students’ mean of post test was 69.25; it is almost reach the KKM 70</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. The highest score was 76</td>
<td>2. The highest score was 88</td>
</tr>
<tr>
<td></td>
<td>3. The lowest score was 44</td>
<td>3. The lowest score was 48</td>
</tr>
</tbody>
</table>

**d. Reflecting the result**

There were some reflections which came from observations and some findings in cycle 1. The researcher found some positive and negative result as the result of this cycle. The positive result had been explained in table 4.4 and the negative result would be discussed as source of reflection. The researcher divided the result into two categories. The first one was students’ motivation and the second was reading skill.

- **Students’ motivation**
  1. Some students needed adaptation with the method
  2. Some students were still afraid to answer the question directly
  3. The students were little bit bored with doing writing assignment
  4. Some students were still afraid of asking the teacher or their friend
b. Reading skill
   1) Some students seemed confused with orientation and re-orientation
   2) The students seemed confused with past tense use of “was, were” in the text
   3) some students had not understood how to skim a paragraph,
   4) Some students had not understood the scanning technique
   5) Some students made an error in determine some referent from we, it, and they

   Because there were some negative result and the mean of post test was 69.25, the researcher needed to conduct cycle 2.

c. Revised plan

   From the reflection result, the researcher got some points which would be considered in developing cycle 2.
   a. Reviewing between orientation and re-orientation
   b. Reviewing about use of linking verb was, were in a sentence
   c. Reviewing the material about skimming and scanning
   d. Giving them longer time in team learning, because they need practice (skimming and scanning) in it.
   e. The students must have their own hand out to avoid one person dominating the discussion
   f. The presentation phase must be involved by the students a lot in mastering the materials
   g. The team learning phase must be fulfilled with activity and the time must be longer than before
   h. The individual task phase need less time in the class or it must be replaced by home work
   i. The teacher has to give the students games as their media in the next cycle.

   Cycle 2 still consisted of 3 meetings and 1 additional meeting. Meeting one and two had 80 minutes, meeting 3 had 35 minutes lesson and 45 minutes as post test 2 and meeting 4 only had 30 minutes.
2. **Cycle 2**
   
a. **Planning the action (cycle 2)**

   The researcher made some planning. The first step was making the lesson plan suitable with some considerations from reflection in cycle 1. The material of lesson plan consisted of skimming and scanning technique, past tense usage and explanation about orientation and re-orientation in recount text. The procedures of lesson plan were different on the team allotment of team learning (35 minutes) and individual task as homework. In the team learning phase, the researcher gave them quiz. The group which answered the quiz correctly got additional point for their improvement point. The second step was preparing material and score tabulation. The researcher prepared many texts. They were taken from internet and relevant books. The texts for their exercises were different with texts every meeting. The third step was preparing teaching aids. The researcher prepared PowerPoint presentation, Hand out for the students and home work for every meeting. The researcher also prepared the reward for the group getting excellent teams predicate twice. It consisted of angry birds’ book, pencil, ruler and eraser. The final step was preparing a test (individual quizzes) for meeting three. The teacher told the researcher that the excellent teams would be given bonus score for their final score, so the researcher had to prepare the tabulation to calculate the post test 2 score as soon as possible.

b. **Implementing the action**

   The researcher carried out the implementation in cycle 2 after reflecting on some result. In this cycle, the researcher presented the same material as cycle 1, recount text. The researcher used Microsoft power point and guided them using STAD method. Each meeting was divided into 4 phases, namely: pre activities, presentation, team learning, individual task. The cycle began with meeting 1 and was over with team recognition phase (meeting 4). It was different on the time allotment and team learning forms.

1) **The First meeting**

   On May 16th, 2012, This meeting was the first meeting in cycle 2. The material was arranged to make the students more active. When The researcher
entered the class room some students asked “pak hadiahnya mana, ?, kita belajar apa nanti pak?” The researcher just smiled looking at them. The researcher saw that the students had made the group automatically without an order.

**Presentation.** The first step was presentation stage. The researcher began this lesson by reviewing the reading techniques skimming and scanning, giving the students example and short exercises. In this step, the researcher asked the students some questions relating with scanning. A student answered the question correctly. Then, the researcher moved to the questions relating with skimming technique. The students had not understood this technique, so the researcher reviewed this method again and gave them some exercises. While they did the task, the researcher gave them some tricks related to skimming technique.

**Team learning.** In this step, there were some changes. Every team was given some chances to join the quiz held by the teacher. The first section was finding the right answer from *going fishing for the first time’s* questions. Every student was given 10 minutes to read and write down their answer on the white board. The questions were only six slots, so they had to write as soon as possible. In this quiz, group four and five did not answer the questions. They did not get point. The next quiz was *who is the fast*. The representation of the groups which would answer the questions had to raise his/her hand. The groups would get one point if the representation could answer a question correctly. There were only four questions, so they had to think and find the answer faster than the other. In this occasion, group three, four, five and eight got the point. The next and the last quizzes were *main idea finding*. The researcher gave them three slots for eight teams. The two first teams failed because they got wrong in their answer.

**Individual task.** The researcher changed the Individual task phase to homework phase. The homework contained with the text *my personal experience* and fifteen questions about it. The task would be submitted on the teacher desk tomorrow. Then, the researcher reviewed the meeting and reminded them about their task. The bell rang and the lesson was over.
2) The Second Meeting

On May 21st, 2012, the researcher came to the class after the students getting instruction from their teacher, they seemed bored. The researcher prayed to open the lesson because they had not prayed before. After that, the researcher distributed the individual task from the last meeting. The researcher only gave them correction and did not give score. They asked me “lo pak nilainya mana...?” The researcher explained to them about the task, why the researcher did not give them score only the correct ones. The students understood it and accepted it. The researcher started the lesson with explanation about the aim of the lesson and the topic being learned that day. The topic was about simple past tense usage in recount text and the chronological order of the text.

Presentation. The researcher started this meeting with the explanation of chronological order. The researcher reminded them about the text entitled “my first time experience” on meeting 3 of cycle 1. Then, the researcher gave them an example about tour in Bali, about how to arrange the story of the place and event, in order to make a good story. Next, the researcher reviewed about simple past tense used in that text. The researcher asked the students “bila menceritakan masa lampau tenses apa yang digunakan?” The students answered “simple past tense pak” . The researcher gave them short explanation and an example in the slide.

Team learning. Team learning phase was still the same as meeting 1. The students got to their group to do the quiz given. The quiz consisted of two quizzes. The first quiz was to arrange the good event from text “circus show” six faster groups had to stick the paper event on the white board. Two groups which did not stick it in the white board would fail. The researcher distributed the paper events and the researcher asked the representation of the group to accept the envelope with the paper inside it. After all representation accepted the envelopes, the researcher asked them to bring it to their own group. The researcher said “open the envelopes”. Then, they opened it and discussed the quiz. After they finished it, six groups went forward and stuck in the whiteboard. Group two and eight did not have chance to stick the paper, so they failed. The second quiz was the groups had to write down all verbs two which found in the text. Group 1,2,4,7
failed because they were slower than the others group. After this quiz, this step finished.

**Individual task.** The individual task phase was changed by the researcher with the homework. It would be submitted at the following day on the teacher desk at 7:00 A.M. The bell rang and the lesson was over

3) **The Third meeting**

On May 24th, 2012, the researcher entered the class room at second and third lesson because the previous day was used for the school anniversary party. The students got additional English lesson at Thursday. Luckily, one teacher could not attend the classroom. The researcher opened the lesson by greeting and distributing the last individual task.

**Presentation.** In this step, the researcher reviewed about text entitled “Maya Ghazali” and gave them an example relating with generic structure and language features on the recount text. The students paid attention to me and they said “oooooooo” once.

**Team learning.** The researcher started the team learning phase by giving them some questions related to generic structure, specific information, language features on the recount text. They answered them and sometimes asked to their friends “jawabane opo”. From the question, the researcher knew that they did not have difficulties. The researcher stepped into quiz phase. In the first quiz, “ungkapkan pendapatmu” group 2 and 7 answered two questions from the”going to the movie” text. It related with skimming techniques. The researcher reviewed and gave them tricks about it. Then, the next quiz was “cepat tepat”. In this stage the students had to answered the question as soon as possible. Group 2,3,4,7 answered the question on the screen fast and correct. Group 1 and 5 was wrong, so their chance was given to group 6 and 8. Although, there were no bonus or additional point the student enjoyed the quiz very much.

In this day, there was no individual task. The time left would be used to evaluate them. The researcher asked them to close their book and got the book to the bag. After the condition under control, The researcher distributed the answer
sheet and worksheet. The test would be held at 40 minutes. In this occasion, the students did the test without any noise. The class seemed quiet enough.

4) The fourth meeting

On Friday, June 1st, 2012, the researcher added one meeting to announce the score and improvement point. The researcher brought the reward and some food for the students. Although it was 10 o’clock, the room was very hot

The researcher opened the meeting by greeting. Then, the researcher explained about criteria of the excellent teams. The researcher also explained about the reward. Because the money and the time were limited, the researcher apologized to the students. The researcher could not give them certificates. The researcher just gave them an ordinary reward, but the students understood and said “ndak papa mas, yang penting mas ngajar terus aja…nggak mau diganti bu itu..” The researcher asked to them why they want it. The students answered together “boseeen masss”. The researcher connected the notebook to the screen and explained some additional point in cycle 2. After most of them understood it, the researcher asked them to write their point on “kartu pink”. From the calculation together with the students, we got group 2 and 8 as the excellent teams. The member of the group got an angry birds’ book, ruler and ballpoint. They looked very happy. The researcher distributed snack and said goodbye to them. The researcher apologized if there were some mistake while the researcher taught them. The researcher also requested suggestion about the method and his teaching. Some students said “pak bu guru digantiin aja mas..”. Some students also asked “kq sudah selesai mengajarnya,semester depan kesini lagi ga mas..?”. The researcher explained to them about the research and their improvement and the researcher asked them to keep their spirit. In the end of the lesson, the researcher distributed questionnaire and after they submitted it. The lesson was over.

c. Observing The Action

In this cycle, the researcher observed the action almost the same with cycle 1. The researcher observed the students behavior and students skill. There were some findings in cycle 2. It solved the problem from cycle one although
some problem did not solved at that time. The observation process is described as follows.

1) The first meeting

The first meeting was held after the students had their first recognition teams. The students were interested with the prize and they wanted to know about what they would learn at that time.

_Pada waktu masuk kelas beberapa siswa bertanya’pak hadiahnya mana, kita belajar apa nanti pak..? (Research Diary, 16/5/2012)_

Their question indicated that they had motivation to know their goal and to engage in classroom activities. They also had willingness to engage. This point was described when they automatically got to their group.

_Para siswa kelihatannya telah membentuk kelompok secara otomatis tanpa disuruh terlebih dahulu. (Research Diary, 16/5/2012)_

The students had been understood about scanning technique. They could answer the teacher's question without any problems.

_Pada tahap ini CL bertanya pada murid-murid mengenai soal yang berkaitan dengan scanning seorang siswa dengan lancar menjawab sepertinya mereka sudah bisa bila diberi pertanyaan tentang reference atau spesifik information. (Research Diary, 16/5/2012)_

They seemed still confused with skimming technique. The teacher observed the class room situation happened when the teacher explained it.

_Kemudian beralih ke pertanyaan mengenai skimming keliatannya beberapa murid masih belum jelas mengenai teknik ini (Research Diary, 16/5/2012)_

In team learning phase, the activity was different from the activity in cycle 1. The quiz given to the students increased their motivation. They joined the group and helped the others. There were competitions in the class.

_Pada tahap ini 6 kelompok berhasil maju kelompok 4 dan 5 terlalu lama sehingga mereka tidak mendapat poin. (Research Diary, 16/5/2012)_

In this meeting, the negative finding was they did not understand skimming technique. Meanwhile, There were many improvement found in the first meeting. The students had willingness to engage in classroom activity. They
were confident with their success and they were more active in asking the material.

2) The Second Meeting

In the second meeting, the students felt bored with the previous lesson, but after The researcher opened the lesson the students had little spirit to face the lesson. In the pre-teaching step the students wanted to know their score because The researcher only gave them correction.

CL hanya memberi pembenaran saja dan tidak memberi nilai sehingga anak-anak bertanya “lo pak nilainya mana...?CL pun menjelaskan hasil koreksinya tersebut secara sekilas setelah anak-anak mengerti dan menerima.(Research Diary, 21/5/2102)

The protest from the students indicated the students wanted to know their scores from their effort. This was indication of motivation improvement. In the presentation stage, the students answered the teacher question without a doubt. They had courage to say the answer because they understood it.

CL kemudian mereview kembali tentang tenses yang digunakan dengan bertanya pada siswa”bila menceritakan masa lampau tenses apa yang digunakan?“ para siswa menjawab dengan mantap “simple past tense pak”(Research Diary, 21/5/2102)

In the team learning stage, the students automatically engaged in the classroom activity. The quiz was followed by all students. They focused on the teacher directions because the quiz needed thinking fast and good teamwork.

CL membagikan nama acara yang akan ditempelkan yang diungkus dengan amplop ,kemudian secara bersamaan satu perwakilan kelompok diminta maju ke depan untuk menerima amplop, setelah masing-masing menerima mereka segera kembali dan memunggu aba-aba dari CL. (Research Diary, 21/5/2102)

In this meeting, positive improvement appeared such as they had courage to say the answer, they were more focused and they wanted to know their achievement.

3) The third meeting

In the third meeting, the protest from the students did not appear. In the presentation stage, the students still paid attention to the teacher explanation, although their response did not indicate that they understand.
Siswa memperhatikan dengan sesekali ada yang berkata “oooooooono”.
(Research diary, 24/5/2012)

In the team learning phase, it was the same as the event above. The students still paid attention to the teacher explanation.

CL memberi beberapa pertanyaan berkaitan dengan generic structure, specific information, language features dalam teks recount pada kelompok-kelompok. Mereka menjawab dengan sesekali bertanya pada teman “eh, eh cah….. jawabane opo?” (Research diary, 24/5/2012)

The students were more active in the quiz although the quiz did not give them point. They were interested with the lesson and the quiz given to them

Selanjutan masuk pada babak cepat tepat, kelompok 2, 3, 4, 7 menjawab pertanyaan-pertanyaan di screen dengan cepat dan tepat sedangkan kelompok 1 dan 5 salah sehingga dilempar ke kelompok 6 dan 8. Walau tidak ada bonus siswa-siswa sangat senang mengikuti kuis yang diberikan. (Research diary, 24/5/2012)

In this meeting, there were some positive results being found. They were more focused in the lesson, they were interested with the quiz, and they surely wanted to tackle tasks and challenges.

4) The fourth meeting

In this additional meeting, the researcher found some improvement of student’s motivation. The students did not want the teacher being replaced with the other. It arose because the students found something different with their lesson.

Adik-adik mengerti, beberapa berkata “ndak papa mas, yang penting mas ngajar terus aja….nggak mau diganti bu itu…”. CL pun bertanya” kq tidak mau kenapa dek ?”. Para siswa kompak menjawab “Boseeeen mass”. (research diary, 1/6/2012)

The students were involved on the calculation of their improvement point. They had willingness to do it.

CL meminta siswa menulis improvement point mereka sendiri di “kartu pink”. Setelah melalui perhitungan didapat kelompok 2 dan 8 sebagai peraih hadiah (research diary, 1/6/2012)

The students were very happy with the reward. They did not get it in their daily lesson.
Masing-masing anak dalam kelompok tersebut mendapat 1 buku tulis, 1 bolpoint dan 1 penggaris yang bermuasa angry bird dibungkus rapi dan semuanya sama. Para siswa tampak begitu senang (research diary, 1/6/2012)

In this additional meeting, their improvement on motivation appeared in some occasion. They were more active, they had willingness to involve in certain activity, they had high motivation to learn, and they listened to the explanation from the teacher.

There were some findings in the end of cycle 2. They are summarized as follows.

<table>
<thead>
<tr>
<th>Table 4.5 Findings in Cycle 2</th>
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<tbody>
<tr>
<td>Aspect</td>
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<tr>
<td>Questionnaire result</td>
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</table>

| 1. Students was more active with games and quiz given to them      |
| 2. Students have to focus if they want to win the competition      |
| 3. They get motivation in the lesson because STAD also offering prize and bonus after quiz being held |
| 4. The students must give their full attention to the lesson and the games |
| 5. after the quiz the excellent teams got prizes, So they got their effort from external motivation from the teacher |

**d. Reflecting the Result**

After observing the whole meeting, the researcher did reflection in cycle 2. There were some reflections coming from the observation result. Some positive findings were explained on table 4.5, and the negative ones would be discussed as the weaknesses of the research. The result was divided into two categories. The first one was students’ motivation, the second was reading skill.

a. Students’ motivation

1) Some students still did not confidence with their capability

2) The students tended to give up with the difficult question

3) Some students tended to give the opportunity to answer difficult question to smarter students in their group
b. Reading skill
   1) Some students had not understood about skimming, it still needs more practice
   2) Some students still made some mistakes in finding main idea
   3) Some students still confused about verb in past tense form.
   4) In applying scanning, some students made some errors in finding specific information

The negative result above was found in cycle 2. The researcher thought to make final reflection to know the whole improvement and some problems happened during this research.

e. Final reflection

The final reflection was done because the researcher needed to know the improvement and the problem during the research. The improvements were taken from observation result in research journals, pre-test and post test result, questionnaires result and the interview result. Descriptive statistics was used to compare the data before research and after the research. The researcher used it to determine the mean and error analysis to determine the students ‘error. The data is shown in table 4.6.

**Table 4.6 the Findings of the Research**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Pre-research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>1. They didn’t have willingness to tackle tasks and challenges</td>
<td>78.13%</td>
<td>78.75%</td>
<td>76.25%</td>
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<tr>
<td>(questionnaires)</td>
<td>2. They were not engage in certain activities</td>
<td>77.03%</td>
<td>78.44%</td>
<td>79.38%</td>
</tr>
<tr>
<td></td>
<td>3. They did not know their goal of their effort</td>
<td>67.66%</td>
<td>73.75%</td>
<td>81.25%</td>
</tr>
<tr>
<td></td>
<td>4. They did not have confidence of their success</td>
<td>80.8%</td>
<td>79.22%</td>
<td>78.28%</td>
</tr>
<tr>
<td>Motivation (Observation)</td>
<td>1. Students tend to be passive during the teaching and learning process</td>
<td>2. Students did not focus to the lesson</td>
<td>3. They did not listen to the teacher’s explanation</td>
<td>4. The students had low motivation in learning English</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>1. Students was more active than before cycle 1, they asked to their friend and to the teacher about the assignment; answer the written assignment Students focused on the lesson, especially in team learning phase and evaluation phase The students interested with the teacher explanation used audio visual media The students improved on their motivation because the team learning phase and the reward Because they involved on the activity the students always paying attention to the lesson The students improved on their spirit to do difficult task, because they were motivated by the prizes.</td>
<td>1. Students was more active with games and quiz given to them 2. Students had to focus if they wanted to win the competition 3. They have to listen to the teacher direction in the games, so they can do the games. They get motivation in the lesson because STAD also offering prize and bonus after quiz held 5. The students must give their full attention to the lesson and the games. 6. after the quiz, the excellent teams got prizes, So they got their effort from external motivation from the teacher and so do the other teams although did not get excellent teams</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading skills (test)</td>
<td>1. The students had difficulties to identify the generic structure of the text recount</td>
<td>1. 39.36% errors</td>
<td>1. 34.96% errors</td>
<td>1. 9.38% errors</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>2. The students had difficulties to identify language feature of the text recount</td>
<td>2. 83.33% errors</td>
<td>2. 28.13% errors</td>
<td>2. 29.17% errors</td>
<td></td>
</tr>
<tr>
<td>3. The students had difficulties to identify the main idea</td>
<td>3. 19.53% errors</td>
<td>3. 46.88% errors</td>
<td>3. 50.78% errors</td>
<td></td>
</tr>
<tr>
<td>4. The students the students had difficulties to identify the chronologic al order of the text</td>
<td>4. 42.18% errors</td>
<td>4. 67.97% errors</td>
<td>4. 52.34% errors</td>
<td></td>
</tr>
<tr>
<td>5. The students had difficulties to determine the reference word in the text recount</td>
<td>5. 49.38% errors</td>
<td>5. 31.77% errors</td>
<td>5. 19.27% errors</td>
<td></td>
</tr>
<tr>
<td>6. The students had difficulties to identify specific information</td>
<td>6. 23.44% errors</td>
<td>6. 8.93% errors</td>
<td>6. 15.18% errors</td>
<td></td>
</tr>
</tbody>
</table>
### Reading Test

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Highest Score</th>
<th>Lowest Score</th>
<th>Modus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.75</td>
<td>69.25</td>
<td>74.38</td>
<td></td>
</tr>
<tr>
<td>Questionnaire</td>
<td>60.72</td>
<td>62.03</td>
<td>63.03</td>
<td></td>
</tr>
</tbody>
</table>

#### Weaknesses

<table>
<thead>
<tr>
<th>Method</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. The time in team learning was too short</td>
<td>1. Some students tend to give the opportunity to answer difficult question to smarter students in their group</td>
</tr>
<tr>
<td></td>
<td>2. Some of the students did not want to group with the other</td>
<td>2. Some students were not confidence with their capability</td>
</tr>
<tr>
<td></td>
<td>3. Some students were still afraid to answer the question directly</td>
<td>3. The class becomes crowded with games held by the teacher</td>
</tr>
<tr>
<td></td>
<td>4. Some students were chatting with their friend when the teacher explained the material in presentation phase</td>
<td>4. The students could not comprehend the material about skimming, they need more individual task.</td>
</tr>
<tr>
<td></td>
<td>5. Some students were still afraid asked to the teacher or their friend; they was afraid to answer directly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. The students were little bit bored with doing the assignment</td>
<td></td>
</tr>
</tbody>
</table>

#### Reading Material

|        |                                                                 |                                                                 |
|        | 1. Some students were still confused with orientation and re-orientation | 1. Some students had not understood about skimming, they still needs more practice |
|        | 2. The students confused with past tense use of was, were in the text | 2. Some students still made some mistake in finding main idea          |
|        | 3. Some students have not understood how to skim a paragraph need more practice | 3. Some students were still confused about verb in past tense form. |
|        | 4. Some students had not understood the scanning technique, so they did not find the place visited by the writer | 4. In applying scanning, the students made some errors in finding specific information |
|        | 5. Some students still made an error in determine some referent from we, it, and they |                                                                 |
|        | 6. Some student still dominated the discussion and did not share with their friend by read and did the hand out their self |                                                                 |
C. Research Findings

The researcher found some findings answering the research questions and some other findings. The data were taken from the pre-research, observation result, pre-test result research journals, post test results, questionnaire sheets, and interview results with the students.

1. Improvement of Students’ motivation

Some findings were used to answer research question. The first questions is whether teaching English using STAD can improve students’ motivation in learning English and the second questions is to find out to what extent STAD method improved their motivation. The research findings showed that STAD could improve the motivation of the students. The improvement could be seen on table 4.7

Table 4.7 the findings of students’ motivations

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Pre-research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation (questionnaire)</td>
<td>1. They didn’t have willingness to tackle tasks and challenges</td>
<td>78.13%</td>
<td>78.75%</td>
<td>76.25%</td>
</tr>
<tr>
<td></td>
<td>2. They were not engage in certain activities</td>
<td>77.03%</td>
<td>78.44%</td>
<td>79.38%</td>
</tr>
<tr>
<td></td>
<td>3. They did not know their goal of their effort</td>
<td>67.66%</td>
<td>73.75%</td>
<td>81.25%</td>
</tr>
<tr>
<td></td>
<td>4. They did not have confidence of their success</td>
<td>80.8%</td>
<td>79.22%</td>
<td>78.28%</td>
</tr>
</tbody>
</table>

Motivation (Observation) | 1. Students tend to be passive during the teaching and learning process | 1. Students tend to be passive during the teaching and learning process | 1. Students was more active than before cycle 1, they asked to their friend and to the teacher about the assignment; answer the written assignment | 1. Students was more active with games and quiz given to them |
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Students did not focus to the lesson</td>
<td>3.</td>
<td>They did not listen to the teacher’s explanation</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>Students did not focus to the lesson</td>
<td>3.</td>
<td>They did not listen to the teacher’s explanation</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>Students focused on the lesson, especially in team learning phase and evaluation phase</td>
<td>3.</td>
<td>The students interested with the teacher explanation used audio visual media</td>
<td>4.</td>
</tr>
<tr>
<td>2.</td>
<td>Students had to focus if they wanted to win the competition</td>
<td>3.</td>
<td>They have to listen to the teacher direction in the games, so they can do the games.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Students’ Attention did not last long</td>
<td>5.</td>
<td>Students had no long time in paying attention to the lesson</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>Students did not have effort to do the difficult task</td>
<td>6.</td>
<td>Students did not have effort to do the difficult task</td>
<td>5.</td>
</tr>
</tbody>
</table>
The data above were taken from questionnaire in the pre-research and in the end of every cycle. The other data were also gotten from observation in every meeting and interview result. The first indicator of observation result in pre research was Students tend to be passive during the teaching and learning process. In the first meeting in cycle, this indicator improved. The improvements could be looked at some incidents.

Bebberapa siswa menjawab dibaca semua pak, mencari hal-hal penting pak dan bertanya di kamus pak. Akhirnya CL mengerucutkan jawaban..... (Research diary, 30/4/2012)

The students answered the questions from the teacher. It proved the students had willingness in teaching and learning process. The same indicator was appeared at the second meeting of cycle 2. This point was described when they automatically got to their group.

Para siswa kelihatan telah membentuk kelompok secara otomatis tanpa disuruh terlebih dahulu. (Research Diary, 16/5/2012)

The other data came from additional meeting in cycle 2 when the students were asked to calculate their own score. The students calculated their improvement points. They had willingness to do it.

CL meminta siswa menulis improvement point mereka sendiri di “kartu pink”. Setelah melalui perhitungan didapat kelompok 2 dan 8 sebagai peraih hadiah (research diary, 1/6/2012)

They were not passive at the lesson. They wanted to involve deeply on the teaching procedures with calculating their own score.

From the students’ interview at the end of the research with HS and AF, there are some improvements relating with the indicator above.

CL : Wahh emang,dekk Hamna pas team learning ato ngegroup gitu ngerasa sibuk sendiri apa dibantu temen-temen nih?
HS : Beberapa sih mbantu, Pak tapi beberapa masih sering bercanda,kadang jadi sebel deh..(Interview Transcript , HS, 1/7/2012)
HS is a smart student. She always had good marks. She did the work by herself and she was only helped by some friends. HS’ showed that her friends were active in the teaching learning process although it was not optimal. The same indicator appeared from the other students AF.

CL : Oke deh sip,kemudian, pada waktu kelompokan tuh kamu aktif ngga dikelompokmu?
AF : Aktiv mas aku yang nulisin kelompokku...yang lain biar mikir. (Interview transcript, AF, 1/7/2012)

Although AF was “slow learner students”, he was still active in teaching learning process. He wrote the answer of discussion from their friend. HS and AF proved that this method made the students were more active.

The second indicator was that the students did not focus to the lesson. This indicator improved after the action implemented. This is shown from some incident below.

Ada satu siswa menjawab dan menceritakan tentang liburannya. Seorang anak bernama Tevka mengaku pernah ke Bali pada liburan semester I kemarin. (Research Diary, 2/5/2012)

The students got their focus on the lesson, listened to the teacher’s explanation, and they were active during teaching learning process. Students’ focus appeared not only from the situation when they listened and active during teaching and learning process, but also from their class room situation which became quiet when the students did the task.

suasana kelas menjadi sunyi beberapa siswa mulai terlihat asik dalam mengerjakan dan bekerja sama dengan teamnya masing-masing. (Research Diary, 2/5/2012)

In the second cycle, the students had competition and quizzes. It needs more focus to get the best scores. It was implemented on team learning stage. The students automatically engage in the classroom activity. The quiz was followed by all students. They focused on the teacher’s directions because the quiz needed thinking fast and good team works.

CL membagikan nama acara yang akan ditempelkan yang dihengkus dengan amplop, kemudian secara bersamaan satu perwakilan kelompok diminta
maju ke depan untuk menerima amplop, setelah masing-masing menerima mereka segera kembali dan memunggu aba-aba dari CL. (Research Diary, 21/5/2102)

The quiz in the second cycle needed the students’ attention and focus because the students had to wait the teacher directions to do it. It was need more focus from the students.

The third indicator, the students did not listen to the teacher’s explanation. This indicator was improved in cycle 1 on meeting 2 and in the cycle 2 the students had quizzes. In the meeting 2 of cycle 1, The students listened to the teacher explanation although they were confused.

CL menjelaskan apakah main idea itu dan bagaimana cara menentukan main idea tersebut menggunakan teknik skimming. Sejak tadi para siswa kelihatan bingung mungkin CL terlalu sering menggunakan istilah teknis dan bahasa inggris. (Research Diary, 2/5/2012)

The students felt confused listening to the teacher explanation. It indicated that they listened to the teacher. The other improvement on students’ attention appeared in the cycle 2 when the quiz was held.

CL memberi beberapa pertanyaan berkaitan dengan generic structure, specific information, language features dalam teks recount pada kelompok-kelompok. Mereka menjawab dengan sesekali bertanya pada teman “eh, eh cah…. jawabane opo?” (Research diary, 24/5/2012)

The fourth indicator was that the students had low motivation in learning English. This indicator appeared in many occasions. Low motivation was one of students’ obstacles in learning process. This indicator was improved after the researcher conducted the action. In meeting 3 of cycle 1, the improvement appeared in some occasions.

. Para siswa kelihatan telah membentuk kelompok seperti kemarin. (Research Diary, 7/5/2012)

The groups had been formed before the teacher asked to make their group. It indicated that they actively involved and paid attention to the teacher. They felt that it was important to make the time efficient. The other indicator had been appeared in additional meeting of cycle 1. This meeting had purposes to identify and to announce the score.
Mereka tampak bersemangat dan minta agar segera test logi. Tapi CL memberi saran agar mereka lebih maksimal di pertemuan-pertemuan berikutnya. (Research diary, 14/5/2012)

The students were happy with the reward which gave in cycle 1. They felt enjoy and asked the teacher to hold the test as soon as possible. Their desire indicated that they had motivation in learning.

The other evidences happened in additional meeting cycle 2. The students felt happy because they got prizes from their effort. This increased their motivation in learning a language.

Masing-masing anak dalam kelompok tersebut mendapat 1 buku tulis, 1 bolpoint dan 1 penggaris yang bermuasna angry bird dibungkus rapi dan semuanya sama. Para siswa tampak begitu senang (research diary, 1/6/2012)

Some evidences came from the students’ interview about their motivation in learning English.

CL : misal dek Hanna dapat predikat group kaya itu kira-kira seneng ga?
HS : Ya seneng lah pak...pengen sebenere, tapi temen2 kaya e nilainya jelek kq (Interview Transcript, HS, 1/7/2012)

The answer indicated that the students were interested with the quiz and the method. They felt that the lesson was different and more challenging than usual. The second interview was taken from the other students.

CL : Iya deh gampang, ini mengenai pelajaran kemarin dek, apa dek fuaad seneng dengan pelajaran kemarin?
AF : Biasa aja sih mas, emang agak menariknya rame ngga kaya biasanya... (Interview Transcript, AF, 1/7/2012)

The second students came from the under average students. He answered that he do not interesting so much just a little. Both students were from different background but they had interested with the method.

The fifth indicator, Students attention to the lesson did not last long. This indicator improved in some occasion.

Beberapa siswa menjawab dibaca semua pak, mencari hal-hal penting pak dan bertanya di kamus pak. Akhirnya CL mengerucutkan jawaban..... (Research diary, 30/4/2012)

This incident appeared in meeting 1. Although the students were confused with the lesson, they still answered the teacher questions and paid
attention. The students improved their focus in teaching and learning process, so they gave their attention longer. In second cycle, some incident happened in some occasions:

CL kemudian mereview kembali tentang tenses yang digunakan dengan bertanya pada siswa”bila menceritakan masa lampau tenses apa yang digunakan?” para siswa menjawab dengan mantap “simple past tense pak” (Research Diary, 21/5/2102)

Some evidences also appeared in cycle 2 when the students had quizzes, they were focus to do the task. They worked together with their friend and did the quiz.

Selanjut masuk pada babak cepat tepat.kelompok 2,3,4,7 menjawab pertanyaan-pertanyaan di screen dengan cepat dan tepat sedangkan kelompok 1dan 5 salah sehingga dilempar ke kelompok 6 dan 8. Walau tidak ada bonus siswa-siswa sangat senang mengikuti kuis yang diberikan. (Research Diary, 24/5/2012)

The sixth indicator, Students did not have effort to do the difficult task. The students improved their effort because they know the goal. They increased their motivations in every meeting, and they got willingness to do many tasks because the method motivated them. It appeared in some occasions.

suasana kelas menjadi sunyi beberapa siswa mulai terlihat asik dalam mengerjakan dan bekerja sama dengan timnya masin-masing. (Research Diary,2/5/2012)

This data appeared in the second meeting in cycle 1. They enjoyed doing the task because STAD offered them how to did the difficult task by cooperating with their friends.

Pada tahap ini CL bertanya pada murid-murid mengenai soal yang berkaitan dengan scanning seorang siswa dengan lancar menjawab seputihnya mereka sudah bisa bila diberi pertanyaan tentang reference atau spesifik information. (Research Diary,16/5/2012)

The students started to have courage to answer the questions. They had it because they knew the theory about this text. The atmosphere was also enjoyable and fun. It made them easier in learning something.

Pada tahap ini 6 kelompok berhasil maju kelompok 4 dan 5 terlalu lama sehingga mereka tidak mendapat poin. (Research Diary,16/5/2012)
In cycle 2, the researcher gave them different treatment. replacing the written assignment into interactive quizzes. This treatments affected the student’s effort.

*CL memberi beberapa pertanyaan berkaitan dengan generic structure, specific information, language features dalam teks recount pada kelompok-kelompok. Mereka menjawab dengan sesekali bertanya pada teman “eh, eh cah.... jawabane opo?” (Research diary, 24/5/2012)*

The students began working together with their friends. It was an effect from cooperative learning. They discussed with the others, tried to have socialization with the others, felt secure in their own group.

Those findings above were some findings on improvement of motivations in this research. The motivation increased in some indicators, although there were some points improved and decreased in questionnaire sheets but generally they improved from cycle 1 until cycle 2. Observation result also supported the fact that the students’ motivation had improved.

2. **Improvement on Students’ reading skill**

The Researcher also found some other findings in reading skill. There were some improvements. The researcher used multiple choice test type to measure the students reading comprehension. He calculated the error for each indicator in every cycle. There were some trends happened. The error can be seen on this table.

**Table 4.8 Findings of students’ error analysis in reading**

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Pre-research</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading skills (test)</td>
<td>1. The students had difficulties to identify the generic structure of the text recount</td>
<td>1. 39.36% errors</td>
<td>1. 34.96% errors</td>
<td>1. 9.38% errors</td>
</tr>
<tr>
<td></td>
<td>The students had difficulties to identify language feature of the text recount</td>
<td>2.</td>
<td>83.33% errors</td>
<td>2.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.</td>
<td>The students had difficulties to identify the main idea</td>
<td>3.</td>
<td>19.53% errors</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>The students had difficulties to identify the chronological order of the text</td>
<td>4.</td>
<td>42.18% errors</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>The students had difficulties to determine the reference word in the text</td>
<td>5.</td>
<td>49.38% errors</td>
<td>5.</td>
</tr>
<tr>
<td>recount</td>
<td>6. 23.44%</td>
<td>6. 8.93%</td>
<td>6. 15.18%</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>errors</td>
<td>errors</td>
<td>errors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. The students had difficulties to identify specific information.

<table>
<thead>
<tr>
<th>Reading Test</th>
<th>Mean</th>
<th>Highest Score</th>
<th>Lowest Score</th>
<th>Modus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.75</td>
<td>76</td>
<td>44</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td>69.25</td>
<td>88</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>74.38</td>
<td>96</td>
<td>48</td>
<td>72</td>
</tr>
</tbody>
</table>

The researcher also took some samples from the students. There were some students from different categories. The researcher found some improvements of students’ reading skill and motivation.

**Table 4.9 the Sample of Students’ Reading Score and Questionnaire Score (RS/QS)**

<table>
<thead>
<tr>
<th>Students' initial names</th>
<th>HS</th>
<th>AE</th>
<th>AF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre test</td>
<td>68 / 72</td>
<td>56 / 68</td>
<td>44 / 64</td>
</tr>
<tr>
<td>Post test 1</td>
<td>84 / 72</td>
<td>64 / 69</td>
<td>48 / 64</td>
</tr>
<tr>
<td>Post test 2</td>
<td>84 / 72</td>
<td>72 / 78</td>
<td>72 / 70</td>
</tr>
<tr>
<td>Means score</td>
<td>78.67 / 72</td>
<td>64 / 71</td>
<td>54 / 66</td>
</tr>
</tbody>
</table>

The first student was categorized as high motivated student. She always did the task. She was active in the groups and in the class. In pre-test, she did not pass the passing grade, but she had been passed in post test 1 and post test 2. Her score increase and was stuck at 84. In pre-test until post test 2, her motivation remained the same in 72.

The second student was categorized as average students. In the class, he was ordinary students. He was also active in the group works. He did all task given to him. He did not comprehend teacher explanation but he always asked his
friends about what he had not known. His score, both the reading score and questionnaire score increased in every cycle.

The third student was categorized as slow learner student. It was difficult for him to comprehend the lesson. He got bad score at pre test and post test 1, but finally he could improve his score to pass the passing grade. While his motivation improved (64-70), his score also improved (44-72).

The data above showed us that for some students the increase of motivation made the students’ score increase. It also happened in the classroom. The mean of the student’ reading skill improved while the motivation improved. We could see on the table 4.10.

<table>
<thead>
<tr>
<th>Mean of students’ reading</th>
<th>Mean of questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>59.75</td>
<td>60.71</td>
</tr>
<tr>
<td>69.25</td>
<td>62.03</td>
</tr>
<tr>
<td>74.35</td>
<td>63.03</td>
</tr>
</tbody>
</table>

### 3. The Strength and weakness of STAD

The researcher also found some other findings of the STAD method. This method has its strengths and its weaknesses. Both of them are obtained from the observation when the researcher held the research. The findings are shown in table 4.11.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. STAD uses prize and reward to increase students motivation in learning</td>
<td>1. STAD needs more cost to prepare the prizes and rewards</td>
</tr>
<tr>
<td>2. STAD can be implemented by the teacher in all English skills</td>
<td>2. STAD needs more attention from the teacher to supervise the students’ group</td>
</tr>
<tr>
<td>3. STAD makes the students more active in the lesson</td>
<td>3. STAD needs more preparation before the method is implemented</td>
</tr>
<tr>
<td>4. STAD can be supported with various teaching media</td>
<td>4. STAD is implemented more effectively in small classes than in big classes</td>
</tr>
<tr>
<td>5. STAD has simple steps in teaching procedures</td>
<td></td>
</tr>
</tbody>
</table>
The strengths and weakness above happened because the researcher observed and analyzed the students’ interactions, students’ behavior and students’ error in the class room. The teacher has to observe the students’ need and characteristics because inappropriate procedure, teaching media and group will increase the weakness and it will make the method inefficient.

D. Discussion
1. Improvement of Students’ Motivation
   After the research was implemented, the researcher found the improvement of students’ motivation. The data were taken from various sources. The first was from observation. The researcher wrote six indicators in pre-research. It became indicators that their motivation was low. Through the implementation of STAD, All six indicators improved. The first indicator was students tended to be passive during the teaching and learning process. Elliot et al (2000: 233) define that extrinsic motivation is motivation which is needs rewards and inducements such as scores, prizes, and other rewards for students to do the activity. Implementation of STAD made the student active both in cycle 1 using writing assignment or cycle 2 using interactive quiz in their team learning phase. They were active because STAD also offered prizes in the end of meeting. It made them motivated enough. The students were also active in answering teacher questions and asked something because they felt secure in the group.

   The next indicator was that students were not focus to the lesson. This indicator related with the other indicator; their attention did not last long. STAD had some stages from presentation until team recognition. The presentation step was used by the teacher to transfer the material. The students want the prizes so they had to listen to their teacher. Slavin (1995: 144) states that the students have to give their full attention while class presentation, because it will help them to do the quizzes and their quizzes score would influence their team score. Presentation stage was implemented in a few minutes because it only explained the outline. The students had to pay attention to the different method in the lesson so they were not bored.
The next indicator was that they did not listen to the teacher’s explanation. This problem is saved because in STAD, the students were given by the teacher some steps from presentation until individual task. This step would make the students enjoy. The lesson was not monotonous and the need for prizes; achievements made them motivated. The other indicator also improved because the students were motivated enough from the prizes. The students had low motivation in learning English. It was indicators that improved because the teacher used the monotonous technique and unattractive method the students just listened and waited for the teacher instruction. STAD also improved this indicator.

All problems in pre research are solved because students’ motivation had increased. STAD has the stimulator of motivation which junior high school students like, prizes. Harmer (2000: 53) in his book states there are three areas where our behavior can directly influence our students’ continuing participation, goals and goal setting, learning environment and interesting classes. He further explains that goals and goal setting have different distinctions. The first is long terms goals which is may include the mastery of English, the passing of an exam, and the possibility of a better job. The second is Short-term goals, it might be learning of a small amount of new language, the successful writing essay or the passing of the progress test at the week end. In other words, the students are given by the teacher an achievement and target. STAD offered this kind of stimulator. The teacher can stimulate the long term goal of the students but they can stimulate the short terms goals first because it is easier. Harmer (2000: 53) states that the student is much easier to focus to the end of the week than to the end of the year.

Except all indicators which were found on the pre observation research, the researcher also constructed some indicators dealing with students’ motivation in learning English. The indicators were written in the questionnaire sheets to measure the class motivation improvement. The researcher found the improvement from 60.71 to 63.03. Although some improvement were found, there were some trend happened in every indicator.

The first indicator, they had willingness to tackle tasks and challenges. It improved in cycle 1 but decreased in cycle 2. Cycle 2 had different team learning
form. Cycle 1 used writing task and cycle 2 used interactive quiz. Sometimes, competition on interactive quizzes was only followed by the smartest students and some motivated students. It made their motivation decreased a little in this indicator.

The second one, they were engaged in certain activities. This indicator always improved in every cycle because the researcher gave them various activities and different writing tasks in every meeting. Moreover, the need for achievement made them enthusiastic. Third, they knew their goal of their effort. The researcher provided them with many prizes which became their short-terms goal. In previous meeting, they were faced with long term goals in learning language. The students could not see the goals clearly because they were Junior High Scholl students. They were transition from children became an early teenagers. They liked playing but not cooperatively the teacher has to add competition in the games and the reward.

The last indicator of motivation was that they had confidence of their success. Ur stated in her book (2007: 275) the motivated student has this characteristic in the seven positive tasks orientation. This indicator improved little by little in every cycle. The researcher believes that the method before STAD applied influences mostly on this indicator. Before the application of STAD the students usually knew their score after final exams. Improvement points in the team recognition just affected their point of view. They did not only know their score but also knew their process how they get the final scores.

2. Improvement of students’ reading skill

The researcher also found some improvements on reading comprehension. The improvements appeared in their mean score of reading test. The score improved from 59.75 to 74.35. Learning languages needed motivation to follow what the teacher wants, but sometimes a teaching also can be used as the stimulator for motivation. STAD improves students’ motivation in learning English. STAD also can improve students’ motivation in reading text. The first is through the students’ positive interdependence. Wichadee (2005) states “whatever task students are given to perform, each group member must feel that his or her
contribution is necessary for the group’s success”. Similarly (Hashemian, Jalilifar, & Parisa Shariatipour, 2007) states that “positive interdependence among all group-mates encourages L2 learners to help each other and to exert more effort to achieve group success”. STAD helps the low achievers students to comprehend the material. They asked the smarter students what they did not understand before they asked the teacher. The low achiever students also enjoy discussing with their group mates. (Hashemian, Jalilifar, & Parisa Shariatipour, 2007) also states that “Students in cooperative groups receive peer encouragement and personalized support from their more competent partners. Their partners are available to help them when they need a customized answer to a question or solution to a problem”. The smarter students help the lower ones to comprehend the material but they did not make the lower achiever embarrassed.

Next, besides the positive interdependence, STAD also improves the students reading skill through team reward. Team reward is one component of STAD. Slavin (1995: 159) states that as soon as possible after quiz, the teacher should figure individual improvement scores, team scores and award certificates or other rewards to-high scoring teams. If possible, the teacher should announce team scores in the first period after the quiz, to increase their motivation to do their best. The team reward would make the students motivated. (Hashemian, Jalilifar, & Parisa Shariatipour, 2007) supports Slavin’s theory “the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment”. STAD gives the students enjoyable situations in the lesson. The team reward is very useful to increase students’ motivation in reading because it is product of team competitions. Ur (2007: 279) states group contest end on the whole to get better results than individual ones, in my experience. They are more enjoyable, less tense and equally motivating.

The researcher found some findings which showed different trend, even in some indicators’ errors was increased. They had not been able to find the suitable main idea and the chronological order of recount text. The researcher
3. The Strength and weakness of STAD

Except the improvement of motivation and reading skill, the researcher also found some strengths and weaknesses in implementing STAD in the classroom. The first strength was that STAD uses prize and reward to increase students’ motivation in learning. The use of prize and reward increases students’ motivation in learning English or learning the other subjects. (Hashemian, Jalilifar, & Parisa Shariatipour, 2007) in their research, found that the superiority of STAD can be explained from a behavioral learning theory maintaining that learners will work hard on tasks that provide a reward, and that they will fail to work on tasks that provide no reward or punishment. Supporting Hashemian et al research was the research from (Tzu Pu Wang, 2009) that stated in his research that team rewards on cooperative learning indicates that if students are rewarded for doing better than they have in the past, they will be more motivated to reach than if they are rewarded for doing better than the others. The second strength was that STAD can be implemented by the teacher in all English skill. This theory is supported by some researches in different skill. The first was research from (Tzu Pu Wang, 2009). In this research, STAD improved speaking and listening skill implemented to Students of Technological College in China. The second research was held by (Abdul Rashid Mohamed et al, 2008). This experimental research found that STAD can improve students’ writing skill at Students of Malaysia University. Those researches proved that STAD can be implemented in all English Skill. The third strength was that STAD makes the students more active in the lesson. The Method makes the students doing peer teaching and peer correcting to their friends. The same finding from (Wichadee, 2003) also found that the students’ of Bangkok University were more active in teaching learning process because they are motivated. The fourth strength was that STAD can be
supported with various teaching media. Slavin in his book (Slavin, 1995: 144) states that the teacher can attach visual or audiovisual material to explain what the students will learn. In her research Tzu Pu Wang (Tzu Pu Wang, 2009) use Sound waves, a listening and speaking series designed book, to improve students conversational English. The other research was held by (Dion G Norman, 2005) taught the students using reading material taken from the reading book and newspaper. The fifth strength was that STAD has simple steps in teaching procedures. (Slavin, 1995: 143) states that STAD is the simplest method and the easy method which can be used by the pre-service teacher. Tzu Pu Wang in her article also states that STAD is a prevailing and simple technique in cooperative learning(Tzu Pu Wang, 2009). STAD only has 4 step, presentation, team learning, individual assignment, and team recognition as the non-teaching step.

Although STAD has strengths, it also has weaknesses in some part. The first weakness was that STAD needs more cost to prepare the prizes and rewards. Slavin in his book (Slavin, 1995: 161) states that after the team recognized, the teacher have to give them reward or prizes to motivate them. Some teachers (Slavin, 164-165) give the same treatments to their students they give hamburger, free milkshake, interesting prizes to motivate their students. The teachers have to manage their money to avoid this weakness. The second was that STAD needs more attention from the teacher to supervise the students’ group. This factor also relates with number fourth (STAD is implemented more effectively in small classes than in big classes).In this research, the researcher taught 32 students and divided them into eight groups. (Slavin, 1995: 157) states that while the teacher taught, they have to check the students’ activity around the class and give them appraisals. It needed more attention from the teacher. If it is applied in small class, the attention will be given to the students’ maximum. The third weakness was that STAD needs more preparation before the method is implemented. STAD has recognition teams and reward or bonus in the end of lesson or topic. It also has group building which considers on students race, ethnicity, students ability, students’ comprehension or achievement. It needs preparation for the tabulation rubric, Recognition cards, dividing the team members and the base scores before
the teacher implementing it. (Tzu Pu Wang, 2009) stated in her journal that the teacher prepared many sources for listening and some video to stimulate their speaking skill beside the teacher prepares the base scores and the certificate given.
CHAPTER V
CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

There are some conclusions which come from research findings and discussions. The application of STAD in teaching recount text improves their motivation. Besides, the researcher also finds some findings in teaching reading. STAD itself is one kind of method in cooperative learning that uses group work as one component of teaching. STAD also has prizes and recognition teams to motivate the students. The researcher uses this method to teach the eighth grade students of SMP N 8 Surakarta. The students had low motivation in learning English. It appeared when the researcher held pre-observation. The problems came from various sources from the students itself, the teacher and the method given. The use of STAD was chosen because the students needed something new than lecturing method done by the teacher.

The researcher enhances the motivation of the students when teaching reading comprehension of recount text type. These are some improvements result:

1. The use of STAD on teaching English improves their motivation. The improvement can be identified from the mean score of motivation questionnaire. It increases from 60.71 in pre-test to become 62.03 in post-test 1 and finally 63.03 in post-test 2.

2. The motivation improves not only recorded on the score of questionnaire, but also on the research diary. The improvements of the students appear from the indicators found in the pre research. The students become more active in teaching learning process, students focus with their tasks, they listen to the teacher explanation because they need it, they start to have motivation in learning language, they pay attention to the teacher while the teacher explained the material, they release their effort in doing the tasks.
3. The other improvement also appears on the reading comprehension. They begin to understand how to find specific strategies to find different information. Their mean score increases from 59.75 become 69.25 and finally 74.35.

4. The students are willing to read the text and do the task. It make them more able to apply the reading strategies. They interacted and discussed with their friends, did the tasks individually in the individual tasks, and they are not afraid getting a test.

5. There are some strength and weakness implementing this method.

Based on some discussions above and also some findings, the researcher concludes that STAD is able to enhance students’ low motivation in Learning English and there are some strength and weakness in implementing this method.

**B. Implication**

To teach English, teacher has to choose suitable teaching method. It is used to enhance motivation of the students and to decrease their boredom. The students with high motivation will be success in learning language, Elliot et al (2000: 332) sum up that motivation is an important psychological construct that affects learning and performance. The teacher has to choose the appropriate method to support teaching and learning process because the importance of motivation in learning language.

The cooperative learning chosen, STAD method, is one kind of method which has some steps from presentation step until individual tasks, test and the recognition teams. This method is very suitable to teach students having lack of motivation, because short presentation in the opening of the meeting avoids them to be bored. The presentation also making the students does not need to read a lot of text for their sample. The team learning increases their motivation in learning English because they enjoy working with their friends. The team learning also facilitates them in learning. It gives the students chance to ask to their smarter friend. The students are more comfortable asking to their friends than to the teacher. The teacher has role as the final source. If their friends do not know the answer, the can ask to the teacher. In individual tasks, the students are ordered by
the teacher to do by their self. It grows their confidence and motivates them to compete with the other. Test is used to assess their comprehension in reading. The recognition team is used to give an appreciation to the team having “excellent team” predicate. The recognition team also uses to enhance their motivation in learning English. Elliot et al (2000: 233) states that extrinsic motivation needs rewards and inducements such as scores, prizes, and other rewards for students to do the activity. Their extrinsic motivation needs to stimulate using prices and rewards. STAD accommodates all of these requirements to enhance students’ motivation.

English can not be learned using only one method all the time. The students will get bored and stop it. The method given is very useful to increase students’ motivation. Without motivation, the students do not have spirit to learn something. An appropriate method is needed by the teacher to make classroom situation active and alive. Implementing STAD is one answer to make the classroom become active and alive, makes the students motivated and improves their social skills.

C. Suggestion

Based on the experiences of the researcher during the action research, he proposes some suggestions for enhance students’ motivation in learning English:

1. For the teacher
   a. The point of language learning is motivation. It is important for teachers to build students’ learning motivation by developing appropriate strategies. Choosing an appropriate teaching medium can help teachers to encourage students to learn.
   b. The appropriate method can be obtained from many resource books. As teacher, we are supposed to read and learn it. STAD can be used alongside with other method as the modification or the main method. The teacher still has to consider with the students’ need
   c. The teacher should apply STAD in at least 70 minutes. If the time is less than 70 minutes, it will affect the students’ comprehension.
d. The teacher should give teaching skimming more practice than the theory, the teacher must give them more chances to practice in team learning. If necessary, the teacher can discuss together with the students.

2. For the school
   a. The school should give the teachers an opportunity or an obligation to find the unique method in teaching their students.
   b. The school should support their teacher in conducting action research for improving all students’ aspect in learning

3. For other researchers
   a. This thesis can be a reference for other researcher to conduct the other action research to improve students’ interaction, students’ interest and the other research about teaching reading
   b. The researcher hopes that the other researchers use this method in Senior High School or university.