

AN UNDERGRADUATE THESIS
THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION
(STAD) METHOD TO IMPROVE READING
COMPREHENSION AMONG THE TENTH GRADERS AT
SMK NEGERI 1 PEKALONGAN



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1439H/2017M

**THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION
(STAD) METHOD TO IMPROVE READING
COMPREHENSION AMONG THE TENTH GRADERS AT
SMK NEGERI 1 PEKALONGAN**

**Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department**

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(STAD) METHOD TO IMPROVE READING
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ABSTRACT

By:

EKA YULIANA

The objective of the research is to improve students' reading comprehension of Narrative Text by use STAD method. However, some of the students' reading comprehension at the tenth graders SMK N 1 Pekalongan is still low and difficulties of the students to comprehend the text. So, the importance of helping the teacher for reading activities well. And the students for the reading comprehension text well. One of the way by using appropriate method for teaching learning process. Student Team Achievement Division Method is cooperative in teaching and learning.

This research used classroom action research (CAR). This research was conducted at the tenth graders of SMK N 1 Pekalongan. In this research the researcher used test, observation, documentation, and field note to collect the data. This research was done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The indicator of success of this research is the learning process becomes interesting and the students follow the learning process actively. Beside that, the students can improve their reading comprehension and 70 % of students can achieve KKM 76.

Based on the research conducted, was obtained the results in every cycle of learning process. At pre test, the averange score was 64,23. In the cycle 1, the averange score was 70,76. Then, in the cycle 2, the averange score of post test was 81,92. The success of learning process was obtained from the data observations. From the data, it can be concluded that the use of STAD in teaching process can improve students' reading comprehension at the tenth graders of SMK N 1 Pekalongan.

MENGGUNAKAN METODE STAD UNTUK MENINGKATKAN PEMAHAMAN MEMBACA SISWA KELAS XSMK N 1 PEKALONGAN

ABSTRAK

Oleh:

EKA YULIANA

Tujuan dari penelitian ini adalah untuk meningkatkan pemahaman bacaan Narrative Text dengan menggunakan metode Student Team Achievement Division (STAD). Namun, beberapa pemahaman bacaan siswa pada siswa kelas 10 SMK N 1 Pekalongan masih rendah dan kesulitan siswa untuk memahami teksnya. Jadi, pentingnya guru dalam membantu kegiatan membaca dan memahami bacaan siswa dengan baik. Salah satu cara dengan menggunakan metode pembelajaran yang tepat. Metode Student Achievement Division Division adalah metode kooperatif yang sering digunakan untuk membuat kelas menjadi lebih hidup dan membuat siswa bekerja sama dalam mengajar dan belajar mengajar.

Penelitian ini menggunakan penelitian tindakan kelas (CAR). Penelitian ini dilakukan pada kelas 10 SMK N 1 Pekalongan. Dalam penelitian ini peneliti menggunakan uji, observasi, dokumentasi, dan catatan lapangan untuk mengumpulkan data. Penelitian ini dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, akting, pengamatan, dan refleksi. Indikator keberhasilan penelitian ini adalah proses belajar menjadi menarik dan siswa mengikuti proses belajar secara aktif. Selain itu, siswa dapat meningkatkan pemahaman bacaan mereka dan 83% siswa dapat mencapai KKM 76.

Berdasarkan hasil penelitian, diperoleh hasil pada setiap siklus proses pembelajaran. Pada pre test, skor rata-rata adalah 63,84. Pada siklus 1, skor rata-rata adalah 69,23. Kemudian, pada siklus 2, nilai rata-rata post test adalah 83,46. Keberhasilan proses pembelajaran diperoleh dari pengamatan data. Dari data tersebut, dapat disimpulkan bahwa penggunaan STAD dalam proses pengajaran dapat meningkatkan pemahaman bacaan siswa pada kelas 10 SMK N 1 Pekalongan.



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Assalamualaikum Wr. Wb.

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

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An Undergraduated Thesis entitled: THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK NEGERI 1 PEKALONGAN, written by Eka Yuliana student number 13107057, English Education Department, has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, January 22nd, 2018 at 15.00-17.00 p.m.

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Yang menyatakan


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MOTTOS

... رَبِّ زِدْنِي عِلْمًا ...

... My Lord gave me knowledge ...
(QS. Thaaha: 114)

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Read, and your Lord is very glorious.

Who was teaching with pens

He is teaching the human with anything they don't know.

(QS. Al-Alaq: 3-5)

DEDICATION PAGE

This piece of work is dedicate to :

“My beloved father (Ladi) and mother (Sutilah) also my beloved sister (Lala Febriani) for loving, carrying, praying and great support to finish this paper. And all mof my beloved friend especially (Ema Puspita Sari, Pung permadi, Andi setiawan). My beloved Almamater. May Allah SWT Bless Us. Amin ya Rabb”

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the worlds whom his mercy and blessings, none of these would be possible. The writer is very grateful for the chances he has given to accomplish this thesis.

This undergraduated thesis entitled: **The Use of STAD (Student Team Achievement Division) Method to Improve Reading Comprehension Among The Tenth Graders At SMK Negeri 1 Pekalongan.** This undergraduated thesis was conducted through Classroom Action Research.

This undergraduate thesis is written as partial fulfillment of requirement of obtaining Sarjana Pendidikan (S.Pd) degree of English Educational Department in IAIN Metro.

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Finally, I hopes that this little piece of work can be useful for all the readers and also this paper can contribute soothing to be better of English teaching and learning in general.

It is Allah who bestows success and guides to the right path.

Metro, December 22, 2018
The writer

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TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
ABSTRACT	iii
APPROVAL PAGE	v
NOTA DINAS	viii
RATIFICATION PAGE.....	ix
STATEMENT OF RESEARCH ORIGINALITY	x
MOTTO	xi
DEDICATION PAGE	xiii
ACKNOWLEDGEMENT	xiv
TABLE OF CONTENTS	xvi
LIST OF TABLES	xix
LIST OF FIGURES	xx
LIST OF APPENDICES	xxi
CHAPTER I INTRODUCTION.....	1
A. The Background of the Study	1
B. Problem Identification	4
C. Problem Limitation	4
D. Problem Formulation	5
E. Object of the study	5
F. Benefits of the Study	5
CHAPTER II THE REVEW OF RELATED THEORIE.....	7
A. The Concept Reading Comprehension Ability	7
1. The Definition of Reading Comprehension Ability	7
2. The Model of Reading comprehension Ability	12
3. The Component of Reading Comprehension Ability.	13

B. The Concept of STAD	16
1. Definition of STAD	16
2. The characteristic of STAD (Student Team – Achievement Devisions) method	18
3. The Principle of STAD	15
4. The Benefits of STAD	16
5. Advantages and Disadvantages of STAD.....	20
6. Procedures and Step in Teaching Reading used STAD.....	21
C. Action Hypothesis	24
CHAPTER III RESEARCH METHODOLOGY	25
A. Setting and Subject of the Study	25
B. Action Plan.....	26
1. Cycle 1	28
2. Cycle 2	29
C. Data Collection Technique	30
D. Data Analysis Technique	31
E. Indicator of the Success	33
CHAPTER IV RESULT AND DISCUSSION.....	36
A. General Description of Research Location	36
B. General Description of Research Data	39
C. Interpretation	54
D. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	60
A. Conclusion.....	60
B. Suggestion	61
BIBLIOGRAPHY	
APPENDICES	
CURRICULUM VITAE	

LIST OF TABLES

Table 1. The Result of Pra-Survey Data For Reading Test.....	3
Table 2. The Criteria of Learning Result	4
Table 3. The Measurement of Reading	15
Table 4. Total of Students SMKN 1 Pekalongan.....	29
Table 5. Teacher Educational Background	37
Table 6. The Result of Pre-Test in cycle 1	39
Table 7. The Criteria of Learning Result pre-test	40
Table 8. The Schedule of Action in Cycle 1	42
Table 9. The Students Result at Cycle 1	43
Table 10. The Criteria of Learning Result post-test1.....	44
Table 11. The Researcher's Activity of Cycle I	46
Table 12. The Schedule of Action in Cycle 2	48
Table 13. The Researcher's Activity of Cycle II	50
Table 14. The Student's Result at Cycle II.....	51
Table 15. The Criteria of Learning Result post-test II.....	52
Table 14. The Increasing of Students Score at Pre-Test and Post-Test Cycle 1	57
Table 15. The Increasing of Students Score at Post Test 1 and Post Test 2 ...	56
Table 16. The Comparisson of the Result Pre-Test, Post-Test 1 and Post-Test 2	57

LIST OF FIGURES

Figure 1. Design of Classroom Action Research	34
Figure 2. The Organization Structure of SMK N 1 Pekalongan.....	36
Figure 3. The Description of Building SMK N 1 Pekalongan.....	38

LIST OF APPENDICES

- Appendix 1. Syllabus of Learning
- Appendix 2. Lesson Plan
- Appendix 3. Instrument Pre-Test
- Appendix 4. Instrument Post Test Cycle I
- Appendix 5. Instrument Post Test Cycle II
- Appendix 6. Observation Sheet (Teacher Activity) Post Test Cycle I
- Appendix 7. Observation Sheet (Teacher Activity) Post Test Cycle II
- Appendix 8. Students' Score at Pre Test
- Appendix 9. Students' Score at Post-Test Cycle 1
- Appendix 10. Students' Score at Post-Test Cycle 2
- Appendix 11. The Increase of Students' Reading Comprehension through STAD
- Appendix 12. Field Note Cycle I
- Appendix 13. Field Note Cycle II
- Appendix 14. Students' Attendance List
- Appendix 15. Pictures : Activities in Cycle I
- Appendix 16. Pictures : Activities in Cycle II

CHAPTER I

INTRODUCTION

A. Background of The Study

Reading is one of important skills which are though in the school. Reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language and the concept of the reading situation.

Reading is the skill that the students have mastered. The students who have good skill in reading will be easy to get information, knowledge, and idea from sources they read. But, the learners still find difficulties to improve their reading skill because they seldom do the reading activity at school and material for reading is not interesting for them. Most of the students think that knowing every word in the passage would improve in comprehend the passage. So, it is causes the students still get difficulties in comprehend the passage.

When the researcher did the observation and interviews conducted by Tenth grade students of SMK Negeri 1 Pekalongan, there are some problems were still found in the students' abilities in English, especially in reading. Firstly, students have difficulties to identify the topic and main idea. Secondly, student not interested in the reading material. Thirdly, student do not have motivation to learn reading comprehension. Based on

the conditions above, it could be concluded that the students' reading comprehension are low.

As solution to overcome these obstacles, so to motivate reading comprehension of students need some varieties in teaching. We can give suggests that Students had to become comfortable with listening to their peers in group work or pair work tasks on the teacher for a model. For it, the way to make the students more comfortable in learning reading English is with a group work or team work because they can share what are the problems in reading materials and ask their friend if they are shy to ask the teacher. Teaching reading comprehension with Group work or team work can be done by using one of the varieties in cooperative learning.

One of the types in cooperative learning that can support reading English with a group work or team work is Student Teams Achievement Division (STAD) and here in after referred to as STAD. The mind idea of STAD is to motivate students to encourage and help each other master skills presented by the teacher. In motivating reading comprehension of students, teacher need much time to teach the materials of reading. Because for making reading comprehension of students to be effiencie, teacher needs to know how much the students can answer the questions and identify the topic of materials. In the other hand, using STAD to improve reading comprehension, teacher will be helped by smart students in every group to help and motivate their friends in learning the material of

reading. For it, process in learning reading comprehension with using STAD will get the appreciation of students.

Therefore, corresponding to the facts, the researcher is really motivated in examining the students' in reading comprehension through STAD of the tenth grade students of SMKN 1 Pekalongan because the researcher wants improve the students' reading comprehension to be better and they are ready to read with other people. The other reason of the researcher choose to use STAD in improving reading comprehension is the researcher wants to make the students more active and innovative to share their knowledge and their problems that are implemented by using a group. Based on the explanation above, this study will be continued under the title of "*THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE THE READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK NEGERI 1 PEKALONGAN*". The researcher has conducted pre-survey in Vocational High School 1 Pekalongan. The table below is the result of the pre survey:

Table 1

The Result of Pre Survey score at the tenth of State Vocational High School 1 Pekalongan.

No	Value	Category	Number	Presentage
	>76	Pass	9	35%
	<76	Fail	17	65%
Number			26	100%

Based on the Pre Survey show that the score of reading comprehension to the correspondences or students shows that the higher score 76. this is caused the minimum score in this school got unsatisfactory result. The school applies a Minimum Achievement Criteria (*MAC*), especially for English is 76 but there are 35% of 26 students can get it well to other is lack.

By using Student Team-Achievement Divisions, the teacher wants to make the students more active and innovative to share their knowledge and their problems that are implemented by using a group. This fact, make researcher highly motivated to find out the significant of STAD in reading comprehension.

B. Problem Identification

Based on the background above, the writer would like to identify the problems as follow:

1. The students not interested in the reading material
2. The students have difficulties to answer the question according a text.
3. The students have difficulties to identify the topic and the main idea.

C. Problem Limitation

In this study, the writer limits the problem and focus on the second problem. The students have difficulties to answer the question. So, the researcher using Student Team-Achievement Divisions (STAD) method to improve a text reading comprehension at the Tenth graders of SMK N I Pekalongan ”.

D. Problem Formulation

Can Student Team Achievement Devision (STAD) method improve the students' reading comprehension at the Tenth graders of SMK N I Pekalongan ?

E. Objective of The Study

The objective of this study is to show that the use of Student Team Achievement Devision (STAD) method can improve Reading Comprehension Ability the students of SMK Negeri 1 Pekalongan.

F. Benefits of The Study

Hopefully, in this study will give contribution for:

a. For the teacher

The teachers can apply Student Team Achievement Devision method in reading mastery. Student Team Achievement Devision can be an alternative method to solve students' problem in reading. Finally, the students' performance may improve well, and they can explore their ideas easily.

b. For The Students

- 1) To enable the students to increasing reading comprehension in the most efficient way.
- 2) To enable the students will enjoy reading and they will also get great advantage in doing the National Final Examination because many of the test items require the ability to skim texts.

c. For other Researcher

- 1) As additional knowledge about reading in English language teaching as foreign language.
- 2) To give information for further research with similar interest

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Concept of Reading Comprehension Ability

1. The Concept of Reading

a. Definition of Reading

Nunan defines reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹ So, reading take complex process in understanding the idea from the text deal with readers prior knowledge they have.

In accordance to Edwards Peter, Reading, however, is not merely word-calling. perceptual process must accompany the deciphering of graphic symbols. Dechant in Edwards states this admirably when he refers to the complete reading act being an involvement in which the reader brings meaning to the printed symbols through his cultural and experiential background. The perceptual process involves seeing the printed word, recognizing the word, understanding its meaning, and relating the word to its context.²

Based on the explanation above, the writer concluded that the readers brings meaning as the lastest process of involvement in reading activity.

¹David Nunan. *Dynamic Text Comprehension An Integrative View of Reading*, (New York: Phoenix ELT, 2003) , p.68

²Peter Edwards. “*Idioms and Reading Comprehension*”, *Journal of Reading Behavior*. (University of British Colombia), Vol 3/ VI , 1974,p.288

According to Hesham Suleiman, Reading can be seen as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency).³

Based on the definition above, it concluded that In this process, the reader interacts dynamically with the text as he/she tries to licit the meaning and where various kinds of knowledge are being used.

b. The Concept of Reading Comprehension

According to Arifuddin Hamra & Eny Syatriana Reading for comprehension involves the relationship between meaning and word symbol, the choice of appropriate meaning based on the context, the organization of meaning, and the ability to give arguments and catch ideas.⁴

According to Cooper in Sharon Wyne defines reading comprehension as “a reading strategic process by which readers construct or assign meaning to a text by using the clues in the text and their own prior knowledge.”⁵ So, it can be said reading comprehension as a process where the reader transacts with the text to construct or assign meaning Therefore, as a strategic process in which readers adjust their reading to suit their reading purpose and the type or genre of text they are reading.

³Hesham Suleiman. “*Teaching Reading Comprehension to ESL/EFL Learners*”, *Journal of Language and Learning* , (Saudi Arabia: JLL), Vol.5/No.1,2006, p.64

⁴. Albert Josiah Harris and Sipay, *How to Increase Reading Ability*, United States of America: the Alpine Press, 1984, p.2

⁵Sharon Wynne. *Reading Instruction Competence Assessment*. (Boston: XAM online, Inc., 2008), p.68

According to Sharon Wyne reading comprehension as related to the balanced literacy approach are “constructing meaning.”⁶ So, the idea of constructing meaning as the reader read the text or sentence, and take generic information stored in the mind.

c. Strategies For Reading Comprehension

According to Brown Douglas, There are ten following strategies each of which can be practically applied to classroom techniques⁷ :

1) Identify the purpose in reading

Efficient reading consist of clearly identifying the purpose in reading something. By doing so, you know what you are looking for and can weed out potential distracting information.

2) Use Graphemic rules and pattern to aid in bottom-up decoding (Especially for beginning level learners)

3) Use efficient silent reading techniques for relatively rapid comprehension(for intermediate to advance level).

4) Skim the text for main idea

Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas that given them a head start as they embark on more focused reading.

⁶Ibid, p.68

⁷ Brown Douglass, *Op. Cit.*, p.306-310

According to Sarah R. Martines, Skimming is used to quickly identify the most important ideas of a text. Skimming involves moving your eyes quickly down the page and focusing on any titles, headings, sub-headings, and text in bold.⁸

5) Scan the text for specific information

Scanning or quickly searching for some piece or pieces of information in a text. Scanning exercise may ask student to look for names or dates, to find a definition of a key concept or to list a certain number of supporting ideas. The purpose of scanning is to extract specific information without reading through the whole text.

According to Sarah R. Martines, Scanning involves moving your eyes quickly down the page, seeking specific words and phrases. When reading to locate specific information, scanning is an effective strategy, particularly on standardized tests.⁹

6) Use semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clustering helps the reader to provide some order to the chaos.

⁸ Sarah R. Martines, Cahsee On Target Student Workbook Reading Comprehension, (California : The University of California, 2006), p.11

⁹ Ibid, p.11

7) Guess when you aren't certain

This is an extremely broad category. Learners can use the guessing to their advantages to:

- a) Guess the meaning of word
 - b) Guess a grammatical relationship (e.g., a pronoun reference)
 - c) Guess a discourse relationship
 - d) Infer implied meaning “between the lines”
 - e) Guess about a cultural reference
 - f) Guess content messages
- 8) Analyze Vocabulary
- 9) Distinguish between literal and implied meaning
- 10) Capitalize on discourse markers to process relationship.

Based on the explanation above, it concluded that successful reading text can be done by the extract specific information from it's context by using the useful strategy to help the readers in comprehending the text.

Reading ability is very important in our daily life and studies. As most people know, reading ability refers to the reading skills that a reader brings to the text.¹⁰ Reading ability generates learning power that helps students know themselves and others better as well. It is necessary to improve their reading abilities.

¹⁰ [Http://www.teacher.org.cn/doc/ecedu200605/ecedu200608.pdf](http://www.teacher.org.cn/doc/ecedu200605/ecedu200608.pdf) (December 20th 2017).

Reading ability has economic, political and personal values, and it increase in importance as a society becomes more complex and industrialized. Jean Wallace state Reading Skill or Reading Ability is a measure of one's general knowledge. A general rule about learning is that you relate unknown to known, that is, you have know a little something about a topic in order to understand something new that you are reading about it.¹¹

Based on the quotations above, it can be inferred that Reading Ability is a language ability that include, sounds, words, sentences and communicative intentions is much the same as that of language in general or enable reader to turn writing into meaning and achieve the goals of independence, comprehension and fluency.

d. The Models of Reading

1) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning.¹² This means that between knowledge and competence linguistics interrelated in interpreting a text reading,

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from

¹¹ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, United States of America: Harper Collins College Publishers, 1994, p.4

¹² Albert Josiah Harris and sipay, *Op Cit*, p.9

what was written in the text meaning depends both on knowledge of vocabulary plus syntax.¹³ In other word, in bottom-up processing the reader must recognize of linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text.¹⁴ From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.

2. The component of Reading Comprehension Ability

a. Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

b. Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic

¹³ Thomas S. C. Farrel, *planning lesson for a reading class*, Singapore: SEAMEO Regional Language Centre, 2002, p: 2

¹⁴ *Ibid*,

phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

c. Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on word recognition, reading fluency, and comprehension in students of all ages.

d. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology

e. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).¹⁵

3. Measurement of Reading Comprehension

To know achievement of reading comprehension should be measured by using the assessment of reading. There are the measurement of reading comprehension related to Grenall and Swan, as follow:

Table .3
The Measurement of Reading

No	Creteria	Score
1	Student can identify the meaning of the ideas in the text	0-25
2	Student can identify the communicative purpose of the text	0-15
3	Student can identify main idea of the text	0-25
4	Student can identify information contained in the text.	0-35
	Total	100

¹⁵ Lauren Stephenson & Barbara Harold, *Elements in the teaching of reading*, (zayed university)

B. The Concept of STAD (Student Team Achievement Devision)

1. Definition of STAD

STAD is one of the types in cooperative learning. Wena (2009: 192) writes that STAD was expanded by Robert Slavin from John Hopkin USA university.¹⁶ In cooperative learning, student are devided into group or teams with they carry out assigned work. Sharan stated in his book Student Team Achievement Devision (STAD) is a generic method of organizing the classroom rether than a comprehensive method of teaching any particular subject teacher used their own lason and other materials. In the STAD consist of 4 until 5 student which in each group have different athnic, performance level and ect. In this method student will work with their team or group and make sure that all members is understand about the material.

The define of STAD is one type of cooperative learning that emphasize the activity and interaction of the students to reciprocate motivation and support in understanding the material for achieve the maximum achievement.¹⁷ According to Gross (1991, p. 56), “STAD is a technique in the teaching learning process that is effective to increase students motivation and enthusiasm, and it can develop their responsibility in their own group.¹⁸

From the definition above it can be concluded that Student Team Achievement Devision (STAD) is one of popular cooperative learning that

¹⁶ Robet E Slavin, *Cooperative Learning: Theory Research and Practice*, (london, allyman bacon, (2005), p 11

¹⁷ Slomo saran, *Hanbook Cooperative Learning method* (ginwood, 1994), p.5

¹⁸ Gross, “A Teacher’s Experience in Teaching with Student Teams-Achievement Division (STAD) Technique”, *International Journal of Instruction* Vol.8, No.2

combines student “ active-participation, and collaboration team including five major components as such as: class prasionations, teams, quizzes, individual improvement scores, and team recognition.

Generally, the ways to aply STAD in the class are:¹⁹

- a. The students in classroom are divided to some groups
- b. Every group consists with four or five students which divided based on the achievement, gender, and culture. The setting table of the group is also important to make the conducive atmosphere.
- c. Every group is given some task or the material to be discussed in a group.
- d. During teaching process as a group, the teacher just as a facilitator and motivator.
- e. Every one week or two weeks teacher gives evaluate with personal test or group test to know the increase of students.
- f. For the students or groups work that gets High score will be given an appreciation. There are three parts of group work that will be given an appreciation based on the average score; good group, excellent group, awesome group

In STAD, group work is the main principal in implementing this technique. The key word of this type is the achievement of students. So the definition of STAD is the type of cooperative learning that is implemented by using group work and the way to divide every group work based on the

¹⁹ Robet E Slavin, *Cooperative Learning: Theory Research and Practice*, (london, allyman bacon, (2005),p.20

achievement of students which is divided into three types, they are high group scores, middle group Scores and low group scores. Thus, every group will be heterogeneous and has smart student that will help and motivate their friends in understanding the materials that given by teacher.

In scoring the groups, the thing that influences the level in every group is the total scores from the personal learners in every group. Group scoring is counted by getting the average scores with totalize the scores of personal learners in the group then divided by the total of members. Based on the average in every group, there are three levels scores in giving appreciation for the groups. Those are good team, best team and excellent team. The way to know the scale of team work is the score of individual learner in test and the creativity in team work of every group. The total of both is the score in every group.²⁰

2. The Characteristic of STAD (Student Team – Achievement Devisions) method.

a. Teaching

This step is material delivery step (teaching) to transrer lesson the student before they learn in their team. A teacher must set goal includes what aspect will be achieved and state the general concept of the teaching and learning in the meeting.

²⁰ Robet E Slavin, *Op.Cit P.30*

b. Team Study

Student work with the project paper of their team to master to material. The obligation of the members of team is to master material that explained in the class and to help other team members to master the material. The student get activity sheet and answer sheet that is use to drill ability during teaching and to score their own selves and classmates. In the first team work in STAD, a teacher explain to the student how important to do in a team and set the classroom rules:

- 1) Student have responsibility to ensure that their team to learn their material.
- 2) No one stops learning their own entire team master the material.
- 3) Ask a help to all team members to help other team members before asking to the teacher.
- 4) Team members is allowed talking each other in a soft of voice.

A teacher can also motivate the student to make additional rules if it is needed. Here are the rules.

- 1) Allow student move to their team.
- 2) Give team around 10 minutes to choose name of their team.
- 3) Share activity sheets.
- 4) Instruct the students to work together in pair.
- 5) Suggest the student that they have not finished yet in learning until they believe that their team mates get 100 to their quiz.

c. Test

- 1) Give the quiz and time to the students to finish the task.
- 2) Allow the student to exchange the worksheet with other teams or collect the quiz to score after the class ends. The teacher has to calculate the team score and quiz immediately.²¹

d. Individual development score

Team mine concept of individual development score is to tell students the purpose of performance that is reached if they strive diligently and give better performance. Every student is given first score that got from the average of student performance in doing the same quiz before. Then the students collect point to their team based on their development level of quiz score is compared with the first score. The students can give maximal point contribution to their team in this scoring system if they can progress their first score.

e. Team Recognition

The teacher announces the best team in the meeting based on the level of development in the test and gives certificate to the best team.

3. The Principle of STAD

- a.** Each member of the group (students) are responsible for everything that is done in group.
- b.** Each member of the group (students) should know that all of the group members have similar goals.

²¹ *Ibid*,

- c. Each member of the group (students) has to split the duties and responsibilities equally among group members.
- d. Each member of the group (students) will be evaluated.
- e. Each member of the group (students) to share leadership skills and need to learn together during the learning process.
- f. Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.²²

4. The Benefits of STAD

- a. Increasing the student's motivation.
- b. By grouping, the student's social ability will increase.
- c. Making the students more confident to deliver their opinion because they learn with their own friends.
- d. Helping and encouraging enthusiams of the students to be success in the learning.
- e. Helping the students more active as tutor each group to increase group's success.²³

5. The Advantages and Disadvantages STAD

a. The Advantages of STAD

- 1) Encourage learners to work together for both the common and individual good.
- 2) To make students feel better about themselves and to be more accepting of others.

²² Slomo saran, *Hanbook Cooperative Learning method* (ginwood, 1994),p125

²³ *Op.cit*; P.160

- 3) Student will have an equal opportunity to learn.
- 4) Student with lower abilities are more likely to improve their achievement on mixed group.
- 5) Students will be active in teaching learning process.

b. The Disadvantages of STAD

The disadvantages of Student Team Achievement Devision (STAD) are:

- 1) Taking much time in orginizing the group.
- 2) The class situation becomes noise because students work in a group, it means that they have to interact with their teammates to discuss the task given. It is natural that whent students work in group they will much talking than when they learn individually, here the teacher needs to control the students often.
- 3) Wasting instructional time. Teacher has to stated clear instruction, sometimes she has to repeat the instruction often because they concern with their group and they ignore the teacher.
- 4) It need more time for teacher to implement Student Team Achievement Devision (STAD) well in class. Because for the first time, students need to adapt with their teammates.²⁴

²⁴ Donald R. Cruichshank, Deborah Bainer, Jenkins and Kim K. Metcalf, *The Act of Teaching*, (New York): Me Graw Hills, 2006), p. 238

6. Procedures in Teaching Reading used STAD

Based on Slavin in his book stated the implementation guide and STAD steps as follows.²⁵

a. Preparation Material and Devision Team

Before giving material,teacher has to prepare work sheet and answer sheet which will be learn of the student in group. Then, deciding the student in heterogenceus group consists of four until six student based on their ability, background and gender.

b. Presenting Material

1) Introduction

The teacher explains what is going they learned and informs ting to motivate the students curiosity about the concepts that will they learn.

2) Developing

a) The learning proces focus on understanding not memorizing.

b) The teacher should often control the student's comprehension by giving questions.

c) The teacher gives explanation why the answer is right or wrong.

d) Move the other material when the student has understanding about the material.

²⁵ Robert E Slavin, *Cooperative Learning: Theory Research and Practice*, (london, allyman bacon, (2005), p 154

c. Study in team

As long as study group. The task of member groups is mastering the material which have given by the teacher and helping other friends in group to comprehend it. The students are given work sheet that can be used to trein their ability that is taught to them to evalute their self.

Then, steps that is done by the teacher as follow:

- a) Ask the member of group to change their table or desk to move in their group.
- b) Give the time to choose name of the group.
- c) Divide work sheet to the student.
- d) Emphasize to all students that they are not finised yet study before all members in group mastering the material.
- e) Remembering to the student that when they have questions, the should ask to their group first before asking to the teacher.
- f) When the students are study in group, the teacher has to go around the class, listen the group are work, and give praise to the group that work are good.

C. Action Hypothesis

Based on the theoretical assumption above, the researcher formulated the hypothesis is by using Student Team Achievment Devision Method can improve the students' reading Comprehension at the Tenth grade of SMK N 1 Pekalongan in academic year 2017/2018.

CHAPTER III
RESEARCH METHOD

A. Setting and Subject of The Study

This research is the classroom action research type, and the was conducted in the tenth graders of SMKN 1 Pekalongan on the first semester, which is located Jl. Pasar Bengkok, Kecamatan Pekalongan, Lampung Timur. This class consist of 26 students. It is one of school which has not been implemented STAD Method yet.

The subjects of this research are the students of SMKN 1 Pekalongan. The researcher chosen this class because his class has the lowest in Reading Comprehension that was prove by the pre-survey result. In this research the researcher used a collaborator to help his in the action research. He is Mr. Desta Toto, S. Pd.I an English teacher in SMKN 1 Pekalongan.

The Subject of this research is class X of SMK N 1 Pekalongan. And the data about the subject can be seen below:

Table 2
The Subject of the Research

Class	Sex	
	Female	Male
XI	17	9
Total	26	

A. Action Plan

The object of this research is improving the students' Reading comprehension by used Student Team-Achievement Divisions (STAD) Method. In the research, the researcher chooses Student Team-Achievement Divisions (STAD) Method to improve Reading comprehension of students.

By Student Team-Achievement Divisions (STAD) Method in teaching English to fost students for make more active, interested in the reading material, and students identify the topic and main idea. It make the students to encourage and help each other master skills presented by the teacher.

This research that will be conducted is a classroom action research. Research is a systematic process of active inquiry and discovery through collecting, analyzing, and inferring from data so that we can understand a given phenomenon in which we are interested.²⁶ Action research is simply a form of self-refl ective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out.²⁷

This research is a Classroom Action Research. According Kemmis and Mc. Taggart in Jean Mc niff with Jack Whitehead, action research is a form of collective self. Reflective inquiry undertaken by participants in social

²⁶ James B.Schreiber, *Educational Research*, (United States of America: John Wiley & Sons, Inc, 2011),p.2

²⁷ Donal Ary, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth, Cengage Learning, 2010), p. 541

situations in order to improve the rationality and justice of their own social or educational practices are carried out.²⁸

It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class.

The aim of Classroom Action Research is to solve any problem and practice to increase teachers activities on development of profession. Classroom Action Research consists of the sequences of four activities which is conducted in cycle, they are: (a) planning, (b) action, (c) observation, and (d) reflection. The cycles are showed as follow:

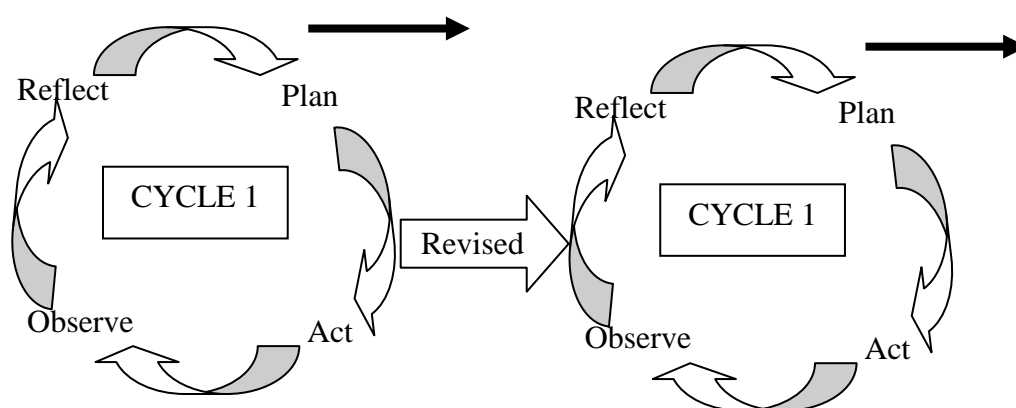


Figure 1

Classroom action research model of Kemmis dan Mc.Taggart (1992)

²⁸ Jean McNiff with Jack Whitehead, *Action Research : Principle and Practice*, (London and New York : Routledge Taylor, 2002), p. 24

1. Cycle I

There are four activities in each meeting of cycle I such as planning, action, observation and reflection.

a. Planning

Planning is the first steps in each activity. Without planning the activity that the writer does will not be focus. The planning will be reference in doing action. Planning is the first step in each activity.

Here is step that the researcher can make in planning:

- 1) The researcher identifies the problem and finds the problem solving
- 2) The researcher explains the reason why the research have to do
- 3) The researcher prepares the lesson plain, the material and STAD as Method.
- 4) The researcher prepares the material and the method of teaching
- 5) The researcher prepares the source of learning
- 6) The researcher prepares format to observe
- 7) The researcher prepares format to evaluate the student achieving after teaching learning process

b. Action

Action is the second step of this Classroom Action Research. After finishing the planning, the learning process will be done at Tenth grades of SMK Negeri 1 Pekalongan. In this step the written act as follow:

- 1) The researcher applies the lesson plan
- 2) The researcher explains teaching of Reading comprehension using STAD Method.
- 3) The researcher explains the advantages of using STAD Method to improve reading comprehension.
- 4) The researcher teaches using STAD Method.

c. Observation

In this step, the researcher observes the process of teaching learning by using format observation. The important things in process of teaching learning are noted by researcher.

d. Reflection

Reflection is the last step in this research. The researcher analyzes and discusses the result of observation during teaching learning process, such as the weakness and the strength of the action in this step. The researcher used the data from evaluation to make in improvement for the second cycle, the researcher decides that the next cycle focus on the weakness in the first cycle.

2. Cycle II

In this cycle, what the researcher does is as same as with the first cycle if the aim is to repeat the success in the cycle before or to make the result of the first cycle stronger. But, generally what the researcher does in the second cycle has some addition to improve the result of the first cycle and make it better. Here, the researcher will compare the score of pre-test

and post-test in reflection. The researcher reviews and reflects on the activities of students and teacher performance whether it is positive or negative, the second cycle is enough or need the next cycle to get the best result.

B. Data Collection Technique

The data was collected by using methods as follows:

1. Observation

Observation is a process of watching or listening to professional action either while it is happening, or from taped sequence.²⁹ Observation is data collection method by observing directly to the object that examined.

2. Test

In this research, researcher uses test as the instrument. Test is some questions or exercises that used to measure the skill, knowledge, intelligent, capability. The tests was divided into two parts, pre-test and post-test where the material is different, but have same difficulties.

a. Pre-test

Pre-test will give in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b. Post-test

Post-test will give in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students'

²⁹ Michael J. Wallace, *Action Research For Language Teacher*, (Cambridge University Press, 2002), P.208 in can find in <https://www.scribd.com/doc/172811222/139627763-Action-Research-for-Language-Teacher-Michael-j-Wallace>

achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

3. Documentation

Documentation as the method which is used to get information from written language or documentation, for instant, book, magazine, rule, note, etc.³⁰ The researcher uses this method to get the data about Tenth grades of SMK N 1 Pekalongan.

4. Field Note

It would be used to note finding and improvement during action step in each cycle. The guideline of the field notes encompassed:

- a. Observation towards the students: Observe the students' activity and Observe the student's cooperation in their group.
- b. Observation towards the teacher' way of teaching

C. Data Analysis Technique

To investigate whether there is the influence of Student Teams Achievement Division (STAD) Method to the students' Reading comprehension , the researcher takes the average score of pre-test and post-test in the cycle 1 and cycle 2. Then the researcher will compare the score, between pre-test and post-test. After that, the result is matched by Minimum Achievement Criteria (MAC) in SMK N 1 Pekalongan, there are 76.

³⁰ *Ibid*, p.119

To analysis of learning result will be conducted by taking average score of pre test and post test. The formula is: ³¹

$$X = \frac{\Sigma X}{N}$$

Where:

X : Mean

Σ : sum of

X : raw score

N : The total number of subject

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle. And then to know the percentage of increasing score in students learning activities, the researcher would use the percentage formula as follow:

$$P = \frac{\Sigma X}{N} \times 100\%$$

P = percentage

ΣX = Total score of the student

N = Total of student

³¹ Donal Ary, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth, Cengage Learning, 2010), p. 108

D. Indicator of the Success

In order to see whether the Student Teams Achievement Division (STAD) Method could be used to improve the students' reading comprehension, the researcher determined the indicator of success of this research. This research would be success if;

There are ≥ 80 % students get score ≥ 76 in reading comprehension, with the Minimum Achievement Criteria (*MAC*) was 76.

CHAPTER IV

RESULT AND DISCUSSION

A. General Description of Research Location

1. The Brief History of SMKN 1 Pekalongan

Since 2013 SMKN 1 Pekalongan has been being active in the education process in East Lampung. To catch the goals, it needs high dedication of all elements such as: the headmaster, teachers, administration officers, students' parent and the society.

a. Vision and Mission of SMKN 1 Pekalongan

- 1) Realization of high quality vocational school with the mastery of science and technology and devoted to the omnipotent god.
- 2) Providing skilled middle-aged professionals, professionals and able to increase employment in the field of automotive and agribusiness and finance with excellent service.
- 3) To realize the vision and mission of eastern Lampung district, covering excellent school programs both general and vocational primary schools.
- 4) To realize the vision and mission of the education office, the youth and sport of the eastern Lampung district, and to support the decentralization of education in the eastern district of Lampung.

b. The Students in SMKN 1 Pekalongan

The total of the students in SMKN 1 Pekalongan from academic year 2013/2014 until 2016/2017 are 414 students.

Table.2
Total of Students SMKN 1 Pekalongan

No.	Data	Course	Classroom	Total of Rombel	Student		Jumlah Total
					Male	Female	
1	Class X	Accounting	2	2	1	61	62
		Otomotive	2	2	51	-	51
		Breeder	2	2	36	18	54
		Total					
2	Class XI	Accounting	2	2	9	60	69
		Otomotive	2	2	54	-	54
		Breeder	1	1	18	12	30
		Total					
3	Class XII	Accounting	1	1	9	25	34
		Otomotive	1	1	31	-	31
		Breeder	1	1	17	12	29
		Total					

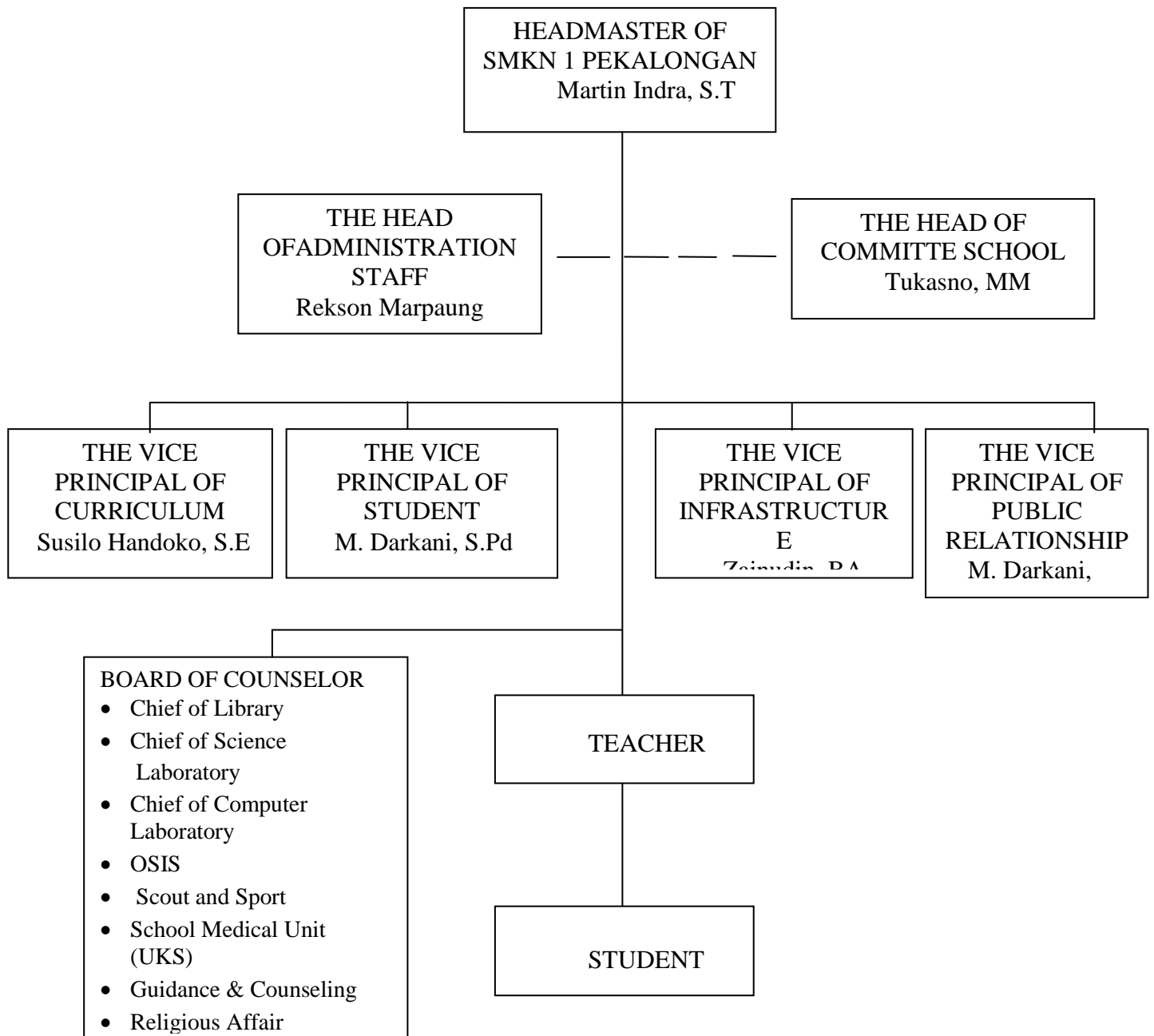
Source: Observation of SMKN 1 Pekalongan

c. The Structural Organization of SMKN 1 Pekalongan

The structural organization of SMKN 1 Pekalongan Timur as follows:

Figure. 1

The Organization Structure of SMKN 1 Pekalongan



Source: Observation SMKN 1 Pekalongan, Lampung Timur

d. The Facilities in SMKN 1 Pekalongan

In order to support teacher and students, there are some facilities in SMKN 1 Pekalongan East Lampung, namely: Teachers' Room, Computer Laboratory Unit, Library Unit, Classroom, Mosque, Futsal Field, Volley Field, Tennis Field, Field of Ceremony Flag, Students Activities Room, Headmaster and Management Room, Kitchen, Canteen, Warehouse, Teacher's Parking Area, Student's Parking Area, and Security Guard Office.

e. The Condition of Teacher and Staff

The researcher have gotten the data about the condition of the teachers and staffs through observation. The whole official employers of SMKN 1 Pekalongan is 33. It has explained briefly on the data below :

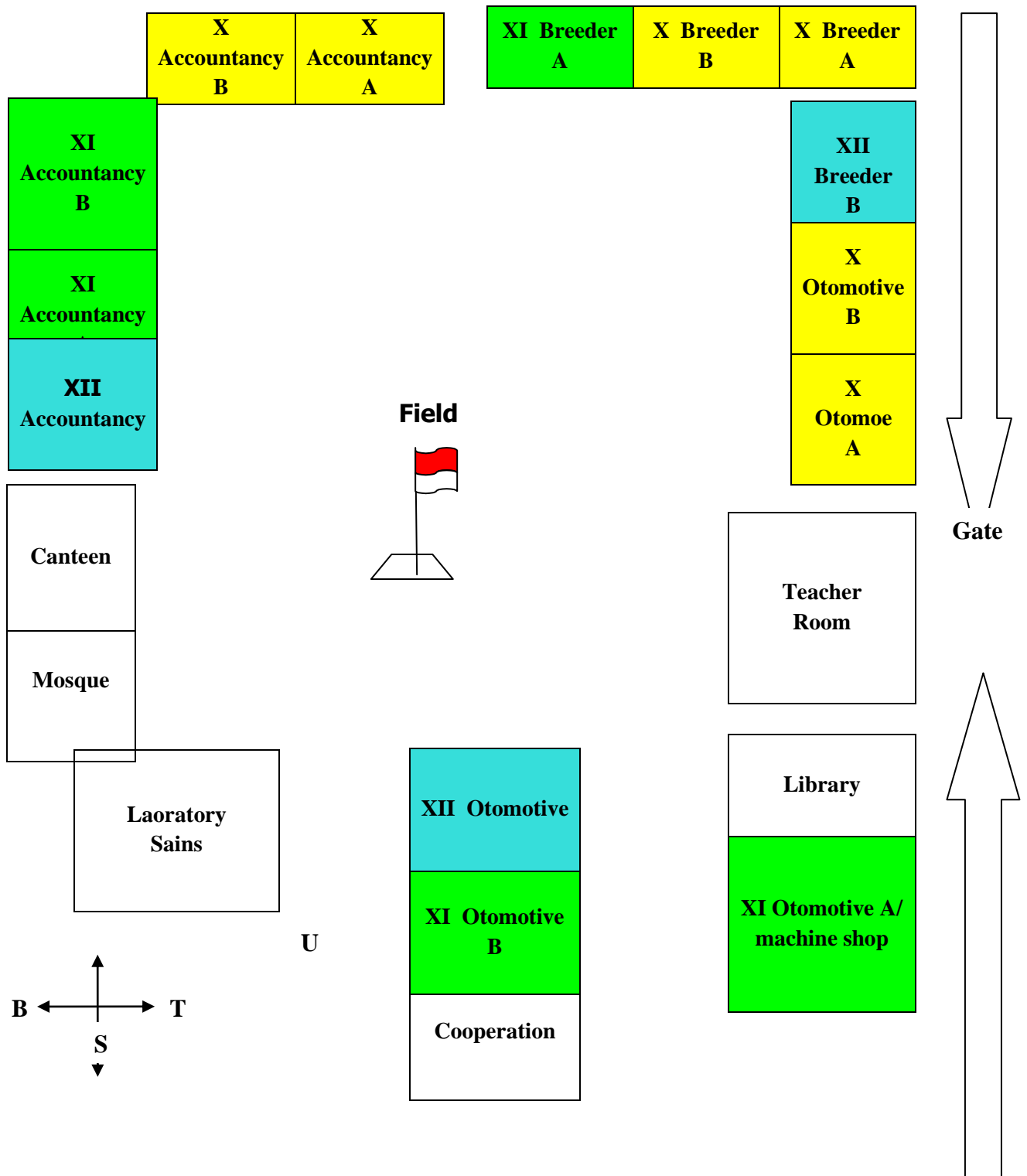
Table.3
Teachers' Educational Background

TEACHERS EDUCATIONAL BACKGROUND		
D2	S1	S2
1	28	4

f. The Description of Building

SMKN 1 Pekalongan has many units of building. It has explained briefly on the figure below :

Figure. 2



B. General Description of Research Data

This research have done pre-test before giving treatment to know how far the students reading comprehension on July 29th 2016 at 08.30-10 am. The pre-test was about multichoice Narrative text.

1. Score Verbal of Cycle I

Table.4

The Result of Pre-Test at the Tenth Graders of SMKN 1 Pekalongan

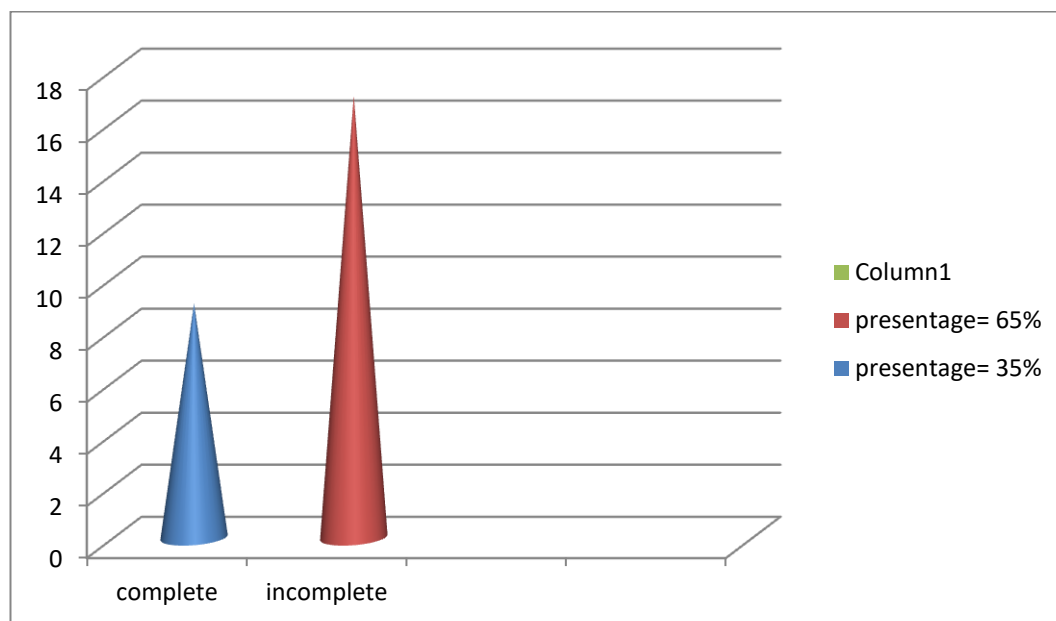
No	Name	Score	Interpretation
1	A1	80	Complete
2	A2	60	Incomplete
3	A3	50	Incomplete
4	A4	60	Incomplete
5	A5	80	Complete
6	A6	50	Incomplete
7	A7	60	Incomplete
8	A8	40	Incomplete
9	A9	80	Complete
10	A10	50	Incomplete
11	A11	40	Incomplete
12	A12	80	Complete
13	A13	60	Incomplete
14	A14	60	Incomplete
15	A15	80	Complete

16	A16	60	Incomplete
17	A17	70	Incomplete
18	A18	80	Complete
19	A19	60	Incomplete
20	A20	70	Incomplete
21	A21	80	Complete
22	A22	50	Incomplete
23	A23	50	Incomplete
24	A24	80	Complete
25	A25	80	Complete
26	A26	50	Incomplete
Total		1600	Incomplete
Average		63,84615	
The Highest Score		80	
The lowest Score		40	

Tabel.5

The Frequency of Distribution of the Students' Score in Pre-Test

No	Value	students	Presentage %	Interpretasion
1	> 76	9	35%	Complete
2	<76	17	65%	Incomplete
	Total	26 students	100%	



From the table above, many students failed in multi choice Narrative text.

It means that the students have not good reading comprehension. Based on pre-test, it knows that 17 students got failed score. The average of student's score was 76 Only 9 students passed in the test. The completeness standard for English in SMK N 1 Pekalongan was 76.

This research have done in two cycles. Starting from the first cycle have done on November 18th 2017, then the second cycle was on November 25th 2017. Each cycle consists of planning, acting, observing, and reflecting.

1. Cycle I

The cycle 1 consists of planning, action, observing, and reflecting. Nevertheless, before the process of cycle 1 done, the researcher conducted the pre-test score to know the student's score early and it used as comparison score with post test.

a. Planning

In the cycle, the researcher and collaborator Desta Toto S S.Pd.I would like to make and discuss about the lesson plan. The minimum mastery criteria (MMC) at SMK N 1 Pekalongan for English was 76. The lesson is reading, Narrative text especially. In this meeting, the students were expected by the teacher got specific information of the Narrative text. In the first and second meeting, the teacher would explain about Narrative text and STAD method. Therefore, in the last meeting, the teacher would evaluate for the 26 students of X ATR class. The evaluation was about multichoice, it consisted of ten questions based on the narrative text.

Based on the evaluation, the students were expected to be able to achieve the minimum mastery criteria (76). Then, they discussed about what narrative is and the generic of structure of narrative, because the researcher would be implemented the STAD method in reading lesson.

Table.6
The Scedule of Action in Cycle 1

Meeting	Day/date	Time	Activities
1 st	Saturday, November 18 th 2017	08.30-10.00	Giving the Treatment about narrative text the content of STAD
2 nd	Tuesday, November 21 th	12.30-14.00	Doing action for giving post test 1

b. Acting

In the cycle 1 the researcher gave two meetings to treatment for the students on Saturday of the Eighteen November 2017 at 08.30-10.00 am and on Tuesday of the Twenty One November 2017 at 12.30-14.00 pm. The treatment was about understanding the content of STAD and how to identify the topic and the main idea to train the student's in reading comprehension before giving post test I.

c. Observing

In observation, the researcher had two meetings in cycle 1 for teaching reading. In the first the researcher gave treatment material about STAD for the students. Then, in the two meeting, the researcher give post test 1 to students. After looking in the end of cycle 1, there was result that the student's activities increased from the third meeting. The student's score also increased from the average in pre-test 63,84 and the average test in the end of cycle 1 was 69,23 but it was not fulfill minimum mastery criteria (MMC).

Table.7

The Result of Post-Test 1 at the Tenth Graders of SMKN 1 Pekalongan

No	Name	Score (post test 1)	Interpretation
1	A1	90	Complete
2	A2	70	Incomplete
3	A3	60	Incomplete

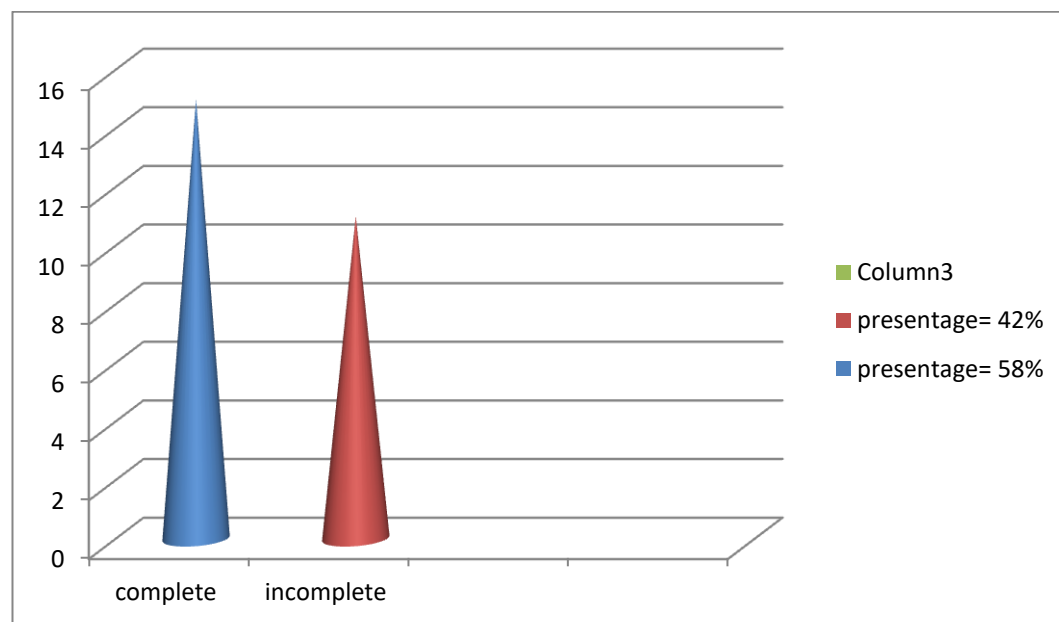
4	A4	60	Incomplete
5	A5	80	Complete
6	A6	80	Complete
7	A7	70	Incomplete
8	A8	50	Incomplete
9	A9	80	Complete
10	A10	80	Complete
11	A11	50	Incomplete
12	A12	80	Complete
13	A13	60	Incomplete
14	A14	60	Incomplete
15	A15	80	Complete
16	A16	70	Incomplete
17	A17	80	Complete
18	A18	80	Complete
19	A19	80	Complete
20	A20	80	Complete
21	A21	80	Complete
22	A22	60	Incomplete
23	A23	50	Incomplete
24	A24	80	Complete
25	A25	80	Complete

26	A26	80	Complete
Total		1850	Incomplete
Average		71,15385	
The Highest Score		90	
The lowest Score		50	

Tabel.8

The Frequency of Distribution of the Students' Score in Post-Test 1

No	Value	students	Presentage %	Interpretasion
1	> 76	15	58%	Complete
2	<76	11	42%	Incomplete
	Total	26 students	100%	



The table above showed that the result of post test I can not fulfill the minimum mastery criteria (KKM) where there 58% of students (15) who were not succes and only 42% (11 students) who were success. So, it was not fulfill minimum mastery criteria (MMC).

Table.9

The Researcher's Activity of Cycle I

No	Researcher Activities	Good	Enough	Less
1	Pre-teaching			
	a. Preparing the lesson plan			
	b. Preparing the student team achievement division that will be used to learning process			
	c. Ability in opening the learning process			
2	While teaching		✓	
	a. Informing the objective of learning		✓	
	b. Explaining narrative text as a material uses student team achievement division method		✓	
	c. Guide the students to follow the lesson		✓	
	d. Motivate the students to ask		✓	
	e. Giving exercise for the students and asking the students answer the questions.		✓	
3	Post-teaching			
	a. Concluding the result of learning			
	b. Close the learning activity			
Tick (✓) for each positive effect.				

d. Reflection

After analyzing the result of cycle I the teacher and the writer can conclude that that teacher should give brief explanation because some students confused and did not understand. It spent much time, students active in learning. Students were motivated. They were busy and noisy to find out word in dictionary. But they were interested at the early cycle. They were not ready yet, when the teacher came and started lesson. And one of the students was noisy and disturbed the other. To solve the problem above, we think that it is important to give students more exercise to analyze and understand text. It will maximize (focus) their time for discussion and analyze text. That will motivate and attract student to study tomorrow.

Furthermore, to know there was a significant improvement in reading comprehension, the writer analyzed by using multichoice test from the result of pre test and post test. Before analyzing test, the researcher would show the data presentation of pre test and post test. It can be concluded that cycle I, did not give satisfaction result. It is important to continue to the next cycle. Therefore in the next cycle, the researcher will more motivate the students in order to get better score in pre-test and post-test. The second cycle is carried out as follow up.

2. Cycle II

Based on the result of cycle 1, it is necessary for the teacher to continue to the next cycle:

a. Planning

In the planning, the researcher and collaborator Mr. Toto Sugianto S.Pd.I plan the materials that the story. The researcher prepared some STAD that related with material for giving opinion, identify and finds the cause of problem.

Table.10

The Schedule of Action in Cycle II

Meeting	Day/date	Time	Activities
1 st	Saturday, November 25 th 2017	08.30-10.00	Giving the Treatment about narrative text the content of STAD
2 nd	Tuesday, November 28 th	12.30-14.00	Doing action for giving post test 2

b. Acting

In the first meeting and second meetings in cycle II was conducted on Saturday 25th November, 2017. It was started by greeting, asking the student's condition, and checking the attendance list. The teacher reviewed the last material shortly. Then, the researcher asked the students to retell the topic of STAD based on their opinion. To know students reading comprehension after giving treatment, in the last meeting all of students were given a post-test 2 that had to do

individually. The test multichoice in the class based on their understanding.

c. Observing

From the observation of the researchers' action, he presented two meetings in cycle II. The researcher implemented STAD for the reading lesson. It expected able to help the students to get information of the text easily. In this meeting, the students were seriously in following the class. They interested in find out something important in the text. It can be seen from the increasing of students who got good grade in the first to the second meeting. The assignment of first meeting, the students who got score more than 76 were 15 (58 %) out of 26 students.

In the second meeting, the researcher explained the STAD method before giving the students a test. In this meeting, the students began active. They also began to be interested in teaching and learning process. In this meeting, the teacher gave the test. The result was good because most of the students could do the test easily. The students who got score more than 76 were 26 (83%) out of 26 students.

Table.11

The Researcher's Activity of Cycle II

No	Researcher Activities	Good	Enough	Less
1	Pre-teaching			
	a. Preparing the lesson plan	✓		
	Preparing the student team achievement division that will be used to learning process	✓		

	b. Ability in opening the learning process	✓		
2	While teaching			
	a. Informing the objective of learning	✓		
	b. Explaining narrative text as a material uses student team achievement division method	✓		
	c. Guide the students to follow the lesson	✓		
	d. Motivate the students to ask	✓		
	e. Giving exercise for the students and asking the students answer the questions.	✓		
3	Post-teaching			
	a. Concluding the result of learning	✓		
	b. Close the learning activity	✓		
Tick (✓) for each positive effect.				

Based on the table that prepared to submit the data in cycle II, it can be seen that planning of the learning got the Good category. So, there was the increasing from the activity of the teacher in cycle II.

Table.12

The Student's Result Post-test II at Cycle II

No	Name	Score	Interpretation
1	A1	90	Complete
2	A2	80	Complete

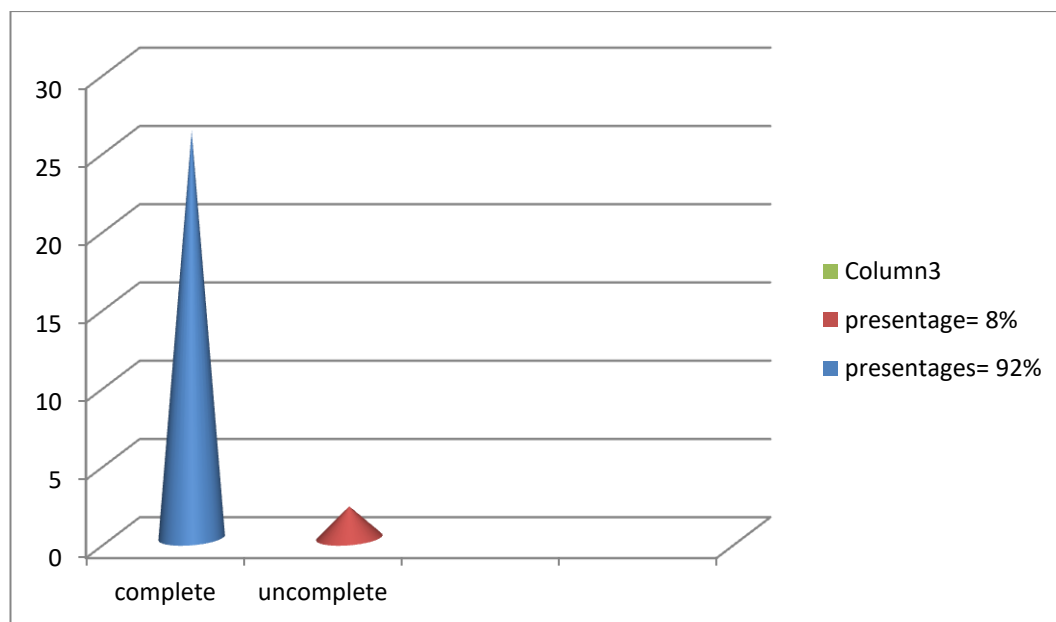
3	A3	70	Incomplete
4	A4	80	Complete
5	A5	90	Complete
6	A6	80	Complete
7	A7	80	Complete
8	A8	80	Complete
9	A9	80	Complete
10	A10	80	Complete
11	A11	80	Complete
12	A12	90	Complete
13	A13	80	Complete
14	A14	80	Complete
15	A15	80	Complete
16	A16	80	Complete
17	A17	80	Complete
18	A18	90	Complete
19	A19	80	Complete
20	A20	80	Complete
21	A21	80	Complete
22	A22	70	Incomplete
23	A23	80	Complete
24	A24	80	Complete

25	A25	90	Complete
26	A26	80	Complete
Total		2170	Complete
Average		83,46154	
The Highest Score		90	
The lowest Score		80	

Tabel.13

The Frequency of Distribution of the Students' Score in Post-Test 11

No	Value	students	Presentage %	Interpretasion
1	> 76	26	92%	Complete
2	<76	2	8%	Incomplete
	Total	26 students	100%	



The table above showed that the result of post test can fulfill the minimum mastery criteria (MMC) where there 92% of students (24) who were succes and only 8% (2 students) who were not success the students (26) who were succes. The result of post test showed that the lowest score

was 80 and highest score was 90. The average score of post test was 83,46 . It showed that they were succesful in instructional activities.

c. Reflection

Based on the result of the first meeting, it can be seen that the most of the students have not difficulty in answering the assign and the test. It happened because the teacher explained STAD method more. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were also active to do the assignment and test than before. They also felt confidence to answer the question. It means that the STAD is effective method to increase the student's reading comprehension. The students who got score more than 76 were 26 (83,46%). Based on result, the students can increase reading comprehension. And the researcher stopped in cycle II.

C. Interpretation

1. Interpretation and Learning Result at Cycle I

Table 14
The Increasing of Students Score at Pre-Test and Post-Test I

No	Name	Score pre-test	Score post test 1	Interpretation
1	A1	80	90	Increased

2	A2	60	70	Increased
3	A3	50	60	Increased
4	A4	60	60	Constant
5	A5	80	80	Constant
6	A6	50	70	Increased
7	A7	60	70	Increased
8	A8	40	50	Increased
9	A9	80	80	Constant
10	A10	50	80	Increased
11	A11	40	50	Increased
12	A12	80	80	Constant
13	A13	60	60	Constant
14	A14	60	60	Constant
15	A15	80	80	Constant
16	A16	60	70	Increased
17	A17	70	80	Increased
18	A18	80	80	Constant
19	A19	60	70	Increased
20	A20	70	80	Increased
21	A21	80	80	Constant
22	A22	50	60	Increased
23	A23	50	50	Constant

24	A24	80	80	Constant
25	A25	80	80	Constant
26	A26	50	80	Increased
Total		1660	1850	Increased
Average		63,84615	71,15385	

Based on the table above, it can be seen that the students Pre-test the highest score was 80 and Post-test was 90. We know the progress score was 10. And average of the students Pre-test was 63,84% and Post-test I, it was 71,15%. There was improve 7 point. Then the presentation of the students that pass in Pre-test was 34,61% and Post-test was 57,69% the progress was 23,08%. The result of Post-test 1 was higher that the result of Pre-test.

2. Interpretation and Learning Result at Cycle II

Table 15

The Increasing of Students Score at Post-Test I and Post-Test II

No	Name	Score post-test 1	Score post test II	Interpretation
1	A1	90	90	Constant
2	A2	70	80	Increased
3	A3	60	70	Increased
4	A4	60	80	Increased
5	A5	80	90	Increased
6	A6	70	80	Increased

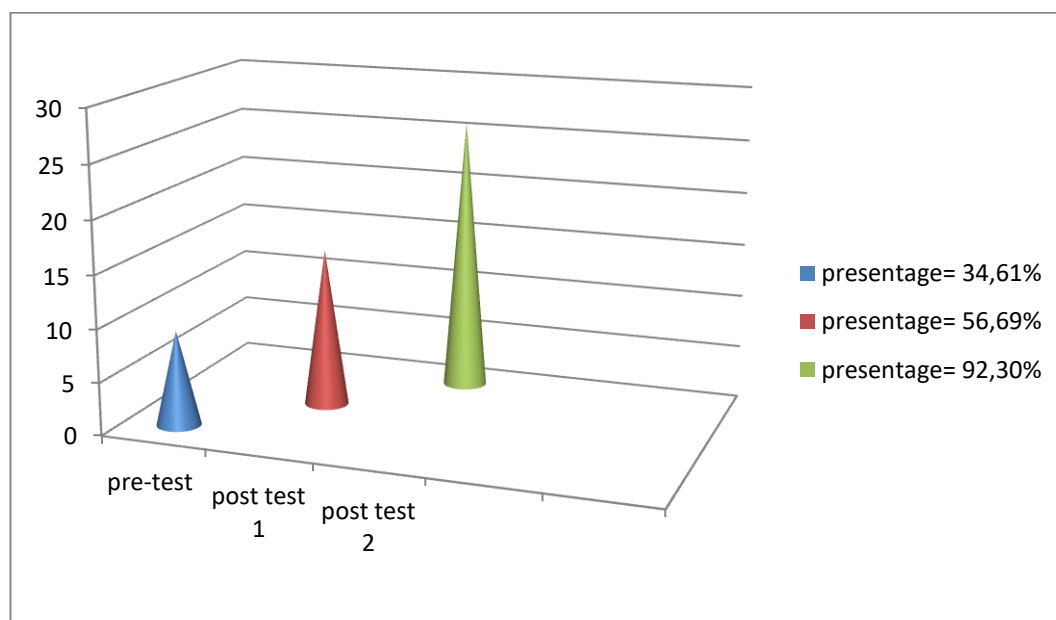
7	A7	70	80	Increased
8	A8	50	80	Increased
9	A9	80	90	Increased
10	A10	50	80	Increased
11	A11	50	80	Increased
12	A12	80	90	Increased
13	A13	60	80	Increased
14	A14	60	80	Increased
15	A15	80	90	Increased
16	A16	70	80	Increased
17	A17	80	80	Constant
18	A18	80	90	Increased
19	A19	70	80	Increased
20	A20	80	90	Increased
21	A21	80	80	Constant
22	A22	60	70	Increased
23	A23	50	80	Increased
24	A24	80	90	Increased
25	A25	80	90	Increased
26	A26	60	80	Increased
Total		1850	2170	Increased
Average		71,15385	83,46154	

3. Comparison of Pre-test, Post-test I, and Post-test II

To know the comparison of Pre-test, Post-test I and Post-test II it showed on the table bellow:

Table 16
The Comparison of Pre-test, Post-test I, and Post-test II

Pre-test	Post-test 1	Post-test II
34,61%	56,69	92,30%



From the table above, it can be seen there was an increasing of students' average score Reading Comprehension ability.

D. DISCUSSION

Based on the explanation of cycle 1 and cycle II, it can be inferred that the used of STAD method could improve the student reading comprehension. There was a program average score from pre-test was 63,84, post-test 1 was 71,15 and become 83,46 in post test II. We can could be seen that there was an

improvement on the average score and total of the students who passed the test from pre-test, post-test1, post-test II.

In this case, student of SMK N 1 Pekalongan have difficulties to answer the question a text in reading comprehension. So, the researcher have to be more creative to make student more active in learning process especially in reading. It was the reason why the researcher choose STAD a s method to improve the students' reading comprehension because this method seems to be good wy in learning process. STAD contained some steps that made the student more active to learning with other student . so that the student reading comprehension could improve after trained STAD method continuously.

Moreover, the researcher used STAD contained of some steps in order to improve the student' reading comprehension. The researcher made some groups consist 5 until 6 student each group. The researcher expalined the narrative text to be leader of each groups and asked them to share what they got in each groups. In the last of learning process the student answer the question multichoice about narrative text. This activity was did until the end of the meeting. After did the cycle 1, and cycle II the students' reading comprehension improve because the researcher used STAD as a method.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, some conclusions drawn based on the findings and discussion the previous chapter and allowed by some suggestion.

A. Conclusion

The implementation of STAD method in reading comprehension of the first year students of SMK N 1 Pekalongan in the academic year of 2017/2018 can be done effectively. Students can improve the result of answer the question of narrative text. In addition, the students cognitive skill can be improved by understand and answer text what they have read in the passage. As a result, they can understand the contents of the text they have been read. Beside that STAD method can enhance students' interest in learning English especially reading. It is reasonable because it attract students to learn, it can give motivation students to study hard. It also increase students' achievement on reading. STAD method is simple in use.

Based on the findings of the research, the students' reading comprehension of the first year students of SMK N 1 Pekalongan in the academic year of 2017/2018 can improve through STAD method. It is shown by the mean score of pre test and post test in the two cycles. The mean score of pre test is 64,23077 to 71,15 in post test cycle I and the post test on cycle II is 83,46.

Teaching reading by using STAD could improve the students motivation in learning. So, it could help the students in reading comprehension. Those result are proved by the higher scores made by students in the post-test. In the pre-test the average score is 64,23. Whereas the average in the post-test 1 was 71,15 and post-test 2 was 83,46 and the result of analysis of the theory, the students able to apply in the daily activities. The students must be active in learning reading by using STAD.

B. Suggestion

Based on the result of study and conclusion above, the writer would like to suggest as follows :

1. To the teacher.
 - a. Teacher should have sensitivity toward students problem. Cooperative method can be alternative solution for students who get trouble in their motivation, interest and their achievement. STAD encourage students to active. It can be support students to study what they have learned. It can influence students happiness and makes students enjoy in learning.
 - b. The use of interesting method should be encouraged. It would facilitate the students to understand the learning subject and possibly supply impressive instruction.

2. To the students.

- a. Students should always active in learning process. Students do not be afraid to study English. Students more pay attention to teacher explanation. If teacher have command students can do maximally and they can do exercise well.
- b. Students should improve their motivation. Because motivation is an important factor in the process of English learning.
- c. Students should study English harder, to reduce their difficulties of English learning.

3. To other researcher.

It has been known from the result of the study that the use of STAD method can improve students' reading comprehension, interest and motivation. Hereby, it is expected that the result of the study can be use the English teacher as an appropriate method in teaching reading to improve students' reading comprehension. Based on the explanation, the writer would like to suggest the other researcher, the result of the study will be use as additional reference to further research with the different sample and occasion.

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APPENDICES

SILABUS

NAMA SEKOLAH : SMK N 1 Pekalongan

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : X / 1

STANDAR KOMPETENSI : Berkomunikasi dengan Bahasa Inggris setara *Level Novice*

ALOKASI WAKTU : 148 jam X 45 menit

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.1 Memahami ungkapan-ungkapan dasar pada interaksi sosial untuk kepentingan kehidupan	<ul style="list-style-type: none"> • Ucapan salam (greetings) pada saat bertemu dan berpisah digunakan secara tepat • Memperkenalkan diri sendiri dan orang lain diperagakan dengan tepat • Berbagai ungkapan terima kasih dan responnya digunakan secara tepat • Berbagai ungkapan penyesalan dan permintaan maaf serta responnya diperagakan secara tepat 	<ul style="list-style-type: none"> • Greetings and leave takings <ul style="list-style-type: none"> - Good morning. - How are you? - I'm fine, thanks - See you later. • Introducing <ul style="list-style-type: none"> - May I introduce myself. I am Budi. - Ani, this is Ida. - Nice to meet you. • Thanking <ul style="list-style-type: none"> - Thank you very much. - You are welcome. • Apologizing <ul style="list-style-type: none"> - I am sorry for ... - Please forgive me .. • Grammar Review <ul style="list-style-type: none"> - Personal Pronoun (Subject & possessive) <ul style="list-style-type: none"> ❖ I – my ❖ You – your - Simple Present Tense : to be & Verb 1 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - About greetings, introducing, thanking, leave takings, and apologizing - Listening for information - Matching pictures • Speaking <ul style="list-style-type: none"> - Saying greetings, introducing, thanking, leave takings, and apologizing - Role playing, dialogues, introducing, thanking, leave takings, and apologizing • Reading for information <ul style="list-style-type: none"> - letters - passage • Writing <ul style="list-style-type: none"> - Completing dialogues - Composing letters 	<ul style="list-style-type: none"> • Tes lisan: <ul style="list-style-type: none"> - Memperagakan dialog secara berpasangan • Tes tertulis: <ul style="list-style-type: none"> - Melengkapi dialog - Answering questions 	3			<ul style="list-style-type: none"> ❖ Buku English for SMK (Grade X) Novice level ❖ English for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.2 Menyebutkan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> Nama-nama benda dan kata yang mendeskripsikan benda yang terkait dengan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas disebutkan dengan tepat. Kata-kata yang mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya disebutkan dengan tepat. Waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun disebutkan dengan tepat. 	<ul style="list-style-type: none"> Adjectives showing colours, quality, size, shape, age, origin, material - <i>green, good, big, old, Indonesian, wooden,</i> dsb. Profession, nationality Adjectives showing physical (appearance), non-physical (characteristic) - <i>beautiful, humorous</i> dsb Nouns showing time, day, date, month, year - <i>six o'clock, Sunday, 1st of May, July, 2006</i> Grammar review: - Singular – plural nouns. (<i>book – books</i> <i>box - boxes</i> <i>child – children</i> <i>fish – fish</i>) 	<ul style="list-style-type: none"> Listening - Matching pictures with statements - Dictation - Listening for information Speaking: - Role playing dialogues Reading: - Reading for information Writing: - Writing dates - Writing descriptions of things 	<ul style="list-style-type: none"> Tes lisan - Mendeskripsik gambar secara lisan Tes tertulis - Melengkapi kalimat - Pilihan Ganda - Memberi label pada gambar - Menjawab pertanyaan cerita. 	2			<ul style="list-style-type: none"> Buku English for SMK (Grade X) Novice level English for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.3 Mendeskripsikan benda-benda, orang, ciri-ciri, waktu, hari, bulan, dan tahun	<ul style="list-style-type: none"> Bilangan (<i>cardinal / ordinal</i>) digunakan dengan tepat dalam berbagai konteks. Kata-kata dirangkai dengan tepat untuk mendeskripsikan benda berdasarkan warna, bentuk, asal (<i>origin</i>), ukuran, bahan, jumlah dan kualitas. Kata-kata dirangkai dengan tepat untuk mendeskripsikan orang yang terkait dengan profesi, kebangsaan, ciri-ciri fisik, kualitas, dan aktifitasnya. Kata-kata dirangkai dengan tepat untuk mendeskripsikan suatu kejadian berdasarkan waktu (<i>time of the day</i>), nama-nama hari/tanggal, bulan, tahun. 	<ul style="list-style-type: none"> Cardinal and ordinal numbers – ten, twenty, first, fifth, dsb Adjectives of quality: good, beautiful, dsb Adjectives of size: big, small, dsb. Adjectives of shape: round, straight, dsb. Adjectives of age: old, new, dsb. Adjectives of colour: blue, red, dsb. Nationality, profession – John is an American. – He is a very busy chef Adjective in series: A beautiful big U-shaped wooden house. Description of events: The accident happened at nine PM on Monday, the 26th of July 2010. Antonym / synonym 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Listening for information Dictation Matching pictures Speaking: <ul style="list-style-type: none"> Completing a dialog based on the given clue Role playing dialog Reading: <ul style="list-style-type: none"> Understanding and discussing a dialog. Reading for information Writing: <ul style="list-style-type: none"> Arranging jumbled letters Composing dialogues involving the use of numbers in various contexts Writing paragraphs based on pictures. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Mendes-kripsikan gambar Menyebut-kan waktu, bilangan. Menceritakan kejadian secara lisan. Tes tertulis: <ul style="list-style-type: none"> Pilihan ganda Menjodoh-kan gambar. Menyusun paragraph pendek. 	2			<ul style="list-style-type: none"> Buku English for SMK (Grade X) Novice level Eanglish for 1rd Grade senior high school
1.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> Mengidentifikasi main idea dari sebuah paragraph. Menyebutkan struktur teks dan unsur kebahasaan. Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi variasi susunan kalimat dalam teks berbentuk <i>narrative</i>. Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca 	<ul style="list-style-type: none"> Teks naratif, berbentuk fabel pendek dan sederhana Fungsi sosial Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang 	<ul style="list-style-type: none"> Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut 	<ul style="list-style-type: none"> Tes tertulis: <ul style="list-style-type: none"> Pilihan ganda Menyusun paragraph pendek. 	2			<ul style="list-style-type: none"> Buku English for SMK (Grade X) Novice level Eanglish for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.5 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya	<ul style="list-style-type: none"> Mengidentifikasi tokoh dari cerita yang dibaca Mengidentifikasi urutan peristiwa dalam teks 	<ul style="list-style-type: none"> Struktur text (gagasan utama dan informasi rinci) <ul style="list-style-type: none"> Memperkenalkan tokoh, tempat, waktu, terjadinya cerita (orientasi). Memberikan penilaian (evaluasi) tentang situasi dan kondisi terjadinya cerita. Memaparkan krisis yang terjadi terhadap tokoh utama (komplikasi) Memaparkan akhir cerita, di mana krisis berakhir (resolusi) dengan bahagia atau sedih 	<ul style="list-style-type: none"> Siswa menyalin dengan tulisan tangan yang rapi beberapa fabel, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. Siswa membaca dan mendengarkan fabel tersebut untuk memahami isi pesannya. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap fabel tersebut. 	<ul style="list-style-type: none"> Tes tertulis: <ul style="list-style-type: none"> Pilihan ganda Menyusun paragraph pendek Tes lisan <ul style="list-style-type: none"> Dialog Merespon pernyataan 	2			<ul style="list-style-type: none"> Buku English for SMK (Grade X) Novice level English for 1rd Grade senior high school
1.4 Menghasilkan tuturan sederhana yang cukup untuk fungsi-fungsi dasar	<ul style="list-style-type: none"> Ungkapan penyesalan dan permintaan maaf serta pemberian responnya disampaikan dengan tepat. Ungkapan simpati serta pemberian respon terhadapnya disampaikan dengan tepat Ungkapan berbagai perasaan disampaikan dengan tepat Ungkapan permintaan dan pemberian ijin disampaikan dengan tepat Ungkapan perintah dan permintaan digunakan secara tepat. Ungkapan penawaran barang dan jasa digunakan secara tepat. 	<ul style="list-style-type: none"> Words and expressions used to show regrets and apologies: <ul style="list-style-type: none"> I'm sorry that ... Words and expressions used to express sympathy: <ul style="list-style-type: none"> I'm sorry to hear that .. Adjectives for expressing feelings: <ul style="list-style-type: none"> happy, terrible, sad, etc Adjectives ' -ing' vs ' -ed' <ul style="list-style-type: none"> boring x bored Adjective set expressions <ul style="list-style-type: none"> get bored; turn bad, etc Subject – verb agreement: <ul style="list-style-type: none"> John is very happy to see you. Words and expressions used in asking for and giving permission: <ul style="list-style-type: none"> May I use the phone? You can leave now. Grammar: Modals + Auxiliary Expressions and verb forms used in commands and requests 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Dictation Listening for information Completing dialogs Speaking: <ul style="list-style-type: none"> Pronunciation practice Dialogue practice In pairs, creating and practising dialogues dealing with regret and apologies, sympathy, asking for and giving information, offering things and services. Reading: <ul style="list-style-type: none"> Reading for information: Dialogues Stories which stimulate readers' emotion Writing: <ul style="list-style-type: none"> Writing an invitation letter Writing responses to questions given 	<ul style="list-style-type: none"> Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Membuat kalimat berdasarkan gambar. Menyusun cerita. 				

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.5 Menjelaskan secara sederhana kegiatan yang sedang terjadi	<ul style="list-style-type: none"> Peristiwa yang sedang terjadi diceritakan dengan tepat sesuai dengan waktu dan tempat kejadian. Pernyataan dengan menggunakan "there is/are" disampaikan dengan tepat sesuai dengan waktu dan tempat kejadian. Pertanyaan tentang peristiwa yang sedang terjadi disampaikan dengan tepat Pengungkapan perasaan / pendapat tentang peristiwa yang sedang terjadi disampaikan dengan tepat 	<ul style="list-style-type: none"> Words and expressions used in the context of telling or describing events. <ul style="list-style-type: none"> The students are cleaning the floor. When you arrive, the guests will be travelling around the city. Grammar: Present continuous, future continuous. Sentences using 'there + be' Prepositions: in, on, at, under, etc. <ul style="list-style-type: none"> There is a napkin on the table Questions about events: <ul style="list-style-type: none"> How/When did it happen? Expressions of feelings / opinions concerning an event <ul style="list-style-type: none"> I was very shocked to learn about the number of the victims. 	<ul style="list-style-type: none"> Listening: <ul style="list-style-type: none"> Matching pictures and statements. Completing dialogs Dictation Speaking: <ul style="list-style-type: none"> Dialogue practice telling what's happening in pictures. Giving responses to the events shown in pictures, films, or dramas. Dialogue practice using "there" Reading: <ul style="list-style-type: none"> Reading for information of passage, dialog Writing: <ul style="list-style-type: none"> Writing short dialogs based on pictures. Composing short paragraph according to pictures given 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> Menceritakan gambar Dialog Tes tertulis <ul style="list-style-type: none"> Melengkapi kalimat Menjawab soal cerita. Membuat kalimat berdasarkan gambar. 	3			<ul style="list-style-type: none"> Buku English for SMK (Grade X) Novice level English for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.6 Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas	<ul style="list-style-type: none"> • Pesan ditulis dalam bentuk memo dengan benar. • Memo yang sudah ada dijelaskan dengan tepat. • Menu ditulis dan dijelaskan dengan tepat. • Tanda-tanda dan lambang (misalnya: rambu lalu lintas) dijelaskan dengan benar. • Berbagai macam jadwal (<i>time table</i>) dibuat dan dijelaskan dengan benar. • Bentuk kata sifat dan keterangan digunakan secara tepat untuk membandingkan sesuatu. 	<ul style="list-style-type: none"> • Samples of memo • Sample of menu • Words and expressions to explain signs and symbols: <ul style="list-style-type: none"> - That "P" sign means that you can park here. - The symbol "Lady" means that the toilet is for women. - "No smoking" means that you are not allowed to smoke in that area. • Samples of time table and schedule • Degrees of comparison: <ul style="list-style-type: none"> - Bus is fast. - Train is faster than the bus. - Plane is the fastest of all. - Travelling by plane is more convenient than travelling by bus. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Matching pictures based on signs, symbols, time tables and schedules given. - Listening for information • Speaking <ul style="list-style-type: none"> - Dialogue practice involving memos, menus, signs, symbols, time tables and schedules - Creating a dialog based on the situation given - Completing sentences using degrees of comparison • Reading <ul style="list-style-type: none"> - Reading for information • Writing <ul style="list-style-type: none"> - Creating a menu of a restaurant and a dialog - Writing sentences using comparative degree - Composing memos. 	<ul style="list-style-type: none"> • Tes lisan <ul style="list-style-type: none"> - Menjawab pertanyaan secara lisan - Menjelaskan jadwal perjalanan, rambu lalu lintas, simbol dan tanda. • Tes tertulis <ul style="list-style-type: none"> - Membuat memo - Menulis menu - Menulis jadwal - Menjawab pertanyaan tentang menu, jadwal, memo, rambu lalu lintas. 	3			❖ Buku English for SMK (Grade X) Novice level English for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.7 Memahami kata-kata dan istilah asing serta kalimat sederhana berdasarkan rumus	<ul style="list-style-type: none"> Berbagai ungkapan untuk menyatakan pilihan (<i>preferences</i>) digunakan dengan tepat. Ungkapan untuk menyatakan pengandaian (<i>conditional type I</i>) digunakan dengan tepat. Berbagai ungkapan untuk menyatakan kemampuan (<i>capabilities</i>) digunakan dengan tepat. Ungkapan untuk meminta dan memberi arah dan lokasi (<i>direction</i>) digunakan dengan tepat. 	<ul style="list-style-type: none"> Words and expressions used in expressing preference: <ul style="list-style-type: none"> - I prefer coffee to soft drink at this time of the day. - I'd rather stay home over the weekend than go to movies. - I like badminton better than volley ball. Conditional sentence type 1: <ul style="list-style-type: none"> - If the weather is nice this morning, we can go to the beach. Words and expressions used to talk about capabilities: <ul style="list-style-type: none"> - Can you swim to cross this river? - When I was a child, I could (was able to) climb that tree. Words and expressing used in asking for and giving direction (location): <ul style="list-style-type: none"> - Could you tell me the way to the Zoo, please? - Go straight on as far as the junction, then turn left. The Zoo is on your left ... Prepositions of place: in front of, behind, beside, dsb. 	<ul style="list-style-type: none"> Listening <ul style="list-style-type: none"> - Matching pictures with statements - Listening for information: dialogues - Listening and completing a dialog Speaking <ul style="list-style-type: none"> - Interviewing for one's capabilities, preferences, asking and giving directions based on maps given. - Responding to questions using conditional sentences type 1. Reading <ul style="list-style-type: none"> - Reading for information: passages, dialogues, etc. Writing <ul style="list-style-type: none"> - Completing a dialogue about giving directions or locations. - Writing sentences using conditional type 1. - Composing dialogues involving preferences and capabilities and giving directions. 	<ul style="list-style-type: none"> Tes lisan <ul style="list-style-type: none"> - Dialog tentang preference, direction, capabilities, conditional. Tes tertulis <ul style="list-style-type: none"> - Melengkapi dialog - Menuliskan arah / petunjuk. - pilihan ganda 	3			<ul style="list-style-type: none"> ❖ Buku English for SMK (Grade X) Novice level ❖ English for 1rd Grade senior high school

KOMPETENSI DASAR	INDIKATOR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU			SUMBER BELAJAR
					TM	PS	PI	
1.8 Menuliskan undangan sederhana	<ul style="list-style-type: none"> • Sejumlah kata dirangkai menjadi kalimat yang mengandung unsur undangan • Kalimat dirangkai dengan benar untuk membentuk undangan • Undangan sederhana (misalnya: undangan ulang tahun) dituliskan dengan benar. 	<ul style="list-style-type: none"> • Grammar review: "will", "could", "would" and prepositions: in, on at and reported speech • Samples of invitation (personal invitation). • Parts of personal invitations. • Contents, style, spelling and punctuation. 	<ul style="list-style-type: none"> • Listening <ul style="list-style-type: none"> - Completing a dialog about invitation - Dictation • Speaking <ul style="list-style-type: none"> - Responding to questions dealing with invitations using "yes-no" and "wh-" questions. - Creating dialogues in pairs - Dialogue practice 	<ul style="list-style-type: none"> • Test Lisan <ul style="list-style-type: none"> - Mengundang secaralisan - Dialog • Test tertulis <ul style="list-style-type: none"> - Membuat undangan 	18			<ul style="list-style-type: none"> ❖ Buku Eanglish for SMK (Grade X) Novice level ❖ Eanglish for 1rd Grade senior high school

**Rencana Pelaksanaan Pembelajaran I
(RPP)**

Satuan Pendidikan : SMK N 1 PEKALONGAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Alokasi Waktu : (2x45 menit)
Tema : Narrative Text

A. KOMPETENSI INTI

1. Menghargai, dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
2. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 1.5 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mencermati teks naratif terkait legenda rakyat sederhana, serta mengidentifikasi struktur teks unsur kebahasaan secara benar.

D. TUJUAN PEMBELAJARAN

Dengan diberikanya contoh teks naratif , siswa dapat mengidentifikasi struktur teks.

E. MATERI PEMBELAJARAN

1. Pengertian Narrative Text

Narrative text adalah cerita imajinatif yang bertujuan menghibur orang.

2. Generic Structure dari Narrative Text

- **Orientation:** berisi pengenalan tokoh, tempat, dan waktu terjadinya cerita.
- **Complication:** berisi permasalahan yang muncul / mulai terjadi dan berkembang.
- **Resolution:** berisi penyelesaian / solusi dari sebuah cerita, baik (happy ending) atau buruk (bad ending).
- **Re-Orientation:** berisi pesan-pesan bermanfaat bagi para pembaca terkait cerita tersebut. Pada bagian ini penulis narrative text boleh menggunakan boleh juga tidak.

F. METODE PEMBELAJARAN

Metode: Student Team Achievement Division (STAD)

G. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat : Marker, with board and paper.
2. Sumber Belajar : Buku Eenglish for SMK (Grade X) Novice level

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Pre Activity (5 menit)

- ❖ memeriksa daftar kehadiran siswa
- ❖ menyampaikan tujuan pembelajaran
- ❖ menyampaikan cakupan materi dan uraian kegiatan

2. While Activity (kegiatan inti)

a. Eksplorasi

membacakan pengertian teks naratif dan mengajukan pertanyaan kepada siswa, “what the meaning is Narrative Text?”

b. Elaborasi

- 1) menjelaskan tentang generic structure (orientation, complication, resolution)
- 2) Siswa menganalisa generic structure dari narrative teks yang diberikan.
- 3) Siswa bekerja secara kolaboratif menyampaikan teks narrative seperti yang sudah mereka rancang di dalam kelompok.

c. Konfirmasi

- 1) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- 2) Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks
- 3) Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

3. Post Activity (5 menit)

- 1) Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- 2) Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
- 3) Guru memberikan tugas terstruktur dan kegiatan mandiri untuk dikerjakan di rumah

I. Penilaian Hasil Belajar

Bentuk instrumen : tes tertulis

Tabel Penilaian Aspek Keterampilan:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	95
		Good	80
		Fair	75
		Poor	70
2	Tanda baca	Excellent	95
		Good	80
		Fair	75
		Poor	70
3	Content	Excellent	95
		Good	80
		Fair	75
		Poor	70
4	Kosa kata	Excellent	95
		Good	80
		Fair	75
		Poor	70
5	Tata bahasa (grammatical)	Excellent	95
		Good	80
		Fair	75
		Poor	70

Passing Grade Criteria

Grade	Letter	Categories
80 – 100	A	Good
70 – 79	B	Fair
0 – 69	C	Bad

Guru Bahasa Inggris

Desto Toto,S , S. Pd.I

Metro, November 2017
Peneliti

Eka Yuliana
NPM. 13107057

**Rencana Pelaksanaan Pembelajaran II
(RPP)**

Satuan Pendidikan : SMK N 1 PEKALONGAN
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/1
Alokasi Waktu : (2x45 menit)
Tema : Narrative Text

A. KOMPETENSI INTI

1. Menghargai, dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
2. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
3. Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR

- 1.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya
- 1.5 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya

C. INDIKATOR PENCAPAIAN KOMPETENSI

1. Mencermati teks naratif terkait legenda rakyat sederhana dan Siswa mampu menjawab dan mengerjakan soal-soal yang di berikan.

D. TUJUAN PEMBELAJARAN

Dengan diberikanya contoh teks naratif , supaya siswa dapat menjawab soal tentang teks naratif

E. MATERI PEMBELAJARAN

1. Pengertian Narrative Text

Narrative text adalah cerita imajinatif yang bertujuan menghibur orang.

2. Generic Structure dan contoh Narrative Text

Contoh:

The Ant and The Grasshopper

In a Field ne summer’s day a grass hopper was hopping about chirping and singingto its heart’s content. An an passed by bearing along with great toil an ear of corn he was taking to the nest.

“ why not came and chat with me,” said the grasshopper, “instead of toiling ang moiling in that way?”

“ I am helping to lay up food for the winter,” said the ant, “and recommend you to do the same.”

“Why brother about winter?” said the grasshopper; we have got plenty of foot at the present. The ant went on its way and continued its toil.

When the winter came the grasshopper found itself dying of hunger while it saw the ants distributing, every day, corn and grain from the stores they had collected in the summer.

➤ Orientation:

First information of the participants inside the story. From the story about ant and grasshopper below, we see the orientation as : in a field one summer’s day a

grasshopper was hopping about an ant passed by bearing along with great toil an ear of corn he was taking to the nest.

➤ **Complication:**

what happens next among the participants of the story. This phase introduces a problem existing between or among the participants. From the example of narrative below, we see the complication is: “ why brother about winter?” said the grasshopper; we have got plenty of food at present. “But the Ant went on its way and continued its toil.

➤ **Resolution:**

the way a writer ends history plot. It can be successful ending and failure one which leads to sad ending story about ant and grasshopper, we see the writer give the ending as follows: when the winter came the grasshopper found itself dying of hunger.

F. METODE PEMBELAJARAN

Metode: Student Team Achievement Division (STAD)

G. Media/Alat, Bahan, dan Sumber Belajar

1. Media/Alat : Marker, with board and paper.
2. Sumber Belajar : Buku English for SMK (Grade X) Novice level

H. LANGKAH-LANGKAH PEMBELAJARAN

1. Pre Activity (5 menit)

- ❖ memeriksa daftar kehadiran siswa
- ❖ menyampaikan tujuan pembelajaran
- ❖ menyampaikan cakupan materi dan uraian kegiatan

2. While Activity (kegiatan inti 25 menit)

a. Eksplorasi

Guru memberikan pertanyaan-pertanyaan yang berkaitan dengan materi yang telah dipelajari minggu lalu.

b. Elaborasi

- 1) menjelaskan tentang generic structure (orientation, complication, resolution)
- 2) Siswa menganalisa generic structure dari narrative teks yang diberikan.
- 3) Siswa bekerja secara kolaboratif menganalisis teks narrative yang telah di berikan guru dalam kelompok.
- 4) Siswa di berikan latihan soal pilihan ganda tentang narrative text.

c. Konfirmasi

- 1) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- 2) Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks

3. Post Activity (10 menit)

- 4) Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.
- 5) Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.

I. Penilaian Hasil Belajar

Bentuk instrumen : tes tertulis

Tabel Penilaian Aspek Keterampilan:

No	Aspek yang Dinilai	Kriteria	Score
1	Pengucapan	Excellent	95
		Good	80
		Fair	75

		Poor	70
2	Tanda baca	Excellent Good Fair Poor	95 80 75 70
3	Content	Excellent Good Fair Poor	95 80 75 70
4	Kosa kata	Excellent Good Fair Poor	95 80 75 70
5	Tata bahasa (grammatical)	Excellent Good Fair Poor	95 80 75 70

Passing Grade Criteria

Grade	Letter	Categories
80 – 100	A	Good
70 – 79	B	Fair
0 – 69	C	Bad

Guru Bahasa Inggris

Desta Toto,S , S. Pd.I

Metro, November 2017
Peneliti

Eka Yuliana
NPM. 13107057

Appendix 6

OBSERVATION SHEET

Cycle :
Meeting :
Day/Date :

Researcher activities	Good	Enough	Low
1. Pre-teaching a. Preparing the lesson b. Preparing the material c. Class opening ability			
2. While teaching a. Informing the objective of learning b. Explaining the material uses Monologue as a technique c. Guiding the students to follow the lesson			
3. Post-teaching a. Concluding the result of learning b. Class closing ability.			
Tick (√) for each positive effect			

Collaborator

Kotagajah, May 2017
Researcher

Muanis Salamah, S.Pd
NPY.198812032009070204

Vita Lestari
NPM.13108697

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Subject : English
Class : X
Material : Narrative Text

No.	Name	Students' Activities				Total
		Flu	Ac	pro	Into	
1.	A1	50	60	80	80	
2.	A2					
3.	A3					
4.	A4					
5.	A5					
6.	A6					
7.	A7					
8.	A8					
9..	A8					
10.	A10					
11.	A11					
12.	A12					
13.	A13					
14.	A14					
15.	A15					
16.	A16					
17.	A17					
18.	A18					
19.	A19					
20.	A20					
21.	A21					
22.	A22					
23.	A23					
24.	A24					
25.	A25					
26.	A26					
Total						
Presentation (%)						

NOTES :

- | | | |
|------------------|----|--|
| 1. Fluency | 50 | : Feel doubt |
| | 60 | : Smoothly, but there are doubts |
| | 70 | : Smoothly |
| | 80 | : Very smoothly |
| 2. Accuracy | 50 | : All speech can not be understood. |
| | 60 | : A small part of speech can be already be understood |
| | 70 | : Most of the speech can already be understood |
| | 80 | : All speech can be understood |
| 3. Pronunciation | 50 | : All speech can be understood |
| | 60 | : Almost all speech is not true. |
| | 70 | : A small part of speech is correct. |
| | 80 | : Most of the words are correct |
| 4. Intonation | 50 | : Pressure/rhythm are all wrong |
| | 60 | : Pressure/rhythm a small number of true words. |
| | 70 | : Pressure/rhythm of most word is true |
| | 80 | : Pressure/rhythm of all words, phrases, correct sentence. |

Collaborator (English Teacher)

Researcher

Desto Toto S , S.Pd.I

Eka Yuliana
NPM. 13107057

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Subject : English
Class : X
Material : Narrative Text

No.	Name	Students' Activities				Total	%
		Flu	Ac	pro	Into		
1.	A1						
2.	A2						
3.	A3						
4.	A4						
5.	A5						
6.	A6						
7.	A7						
8.	A8						
9..	A8						
10.	A10						
11.	A11						
12.	A12						
13.	A13						
14.	A14						
15.	A15						
16.	A16						
17.	A17						
18.	A18						
19.	A19						
20.	A20						
21.	A21						
22.	A22						
23.	A23						
24.	A24						
25.	A25						
26.	A26						
Total							
Presentation (%)							

NOTES :

- | | |
|------------------|---|
| 1. Fluency | 50 : Feel doubt |
| | 60 : Smoothly, but there are doubts |
| | 70 : Smoothly |
| | 80 : Very smoothly |
| 2. Accuracy | 50 : All speech can not be understood. |
| | 60 : A small part of speech can be already be understood |
| | 70 : Most of the speech can already be understood |
| | 80 : All speech can be understood |
| 3. Pronunciation | 50 : All speech can be understood |
| | 60 : Almost all speech is not true. |
| | 70 : A small part of speech is correct. |
| | 80 : Most of the words are correct |
| 4. Intonation | 50 : Pressure/rhythm are all wrong |
| | 60 : Pressure/rhythm a small number of true words. |
| | 70 : Pressure/rhythm of most word is true |
| | 80 : Pressure/rhythm of all words, phrases, correct sentence. |

Collaborator (English Teacher)

Researcher

Desta Toto S , S.Pd.I

Eka Yuliana
NPM. 13107057

OBSERVATION SHEET OF TEACHER ACTIVITIES

Meeting :

Day/Date :

Researcher Activities	Good	Enough	Less
1. Pre-teaching a. Preparing the lesson plan b. Preparing the student team achievement division that will be used to learning process c. Ability in opening the learning process			
2. While teaching f. Informing the objective of learning g. Explaining narrative text as a material uses student team achievement division method h. Guide the students to follow the lesson i. Motivate the students to ask j. Giving exercise for the students and asking the students answer the questions.			
3. Post-teaching c. Concluding the result of learning d. Close the learning activity			
Tick (√) for each positive effect.			

Collaborator (English Teacher)

Researcher

Desta Toto,S , S.Pd.I

Eka Yuliana
NPM. 13107057

Nama :

Kelas :

Pre Test of Narrative Text

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Answer the question carefully!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Teks 1 for questions 1-4

The Lion and The Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go.

Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was. The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

1. What is the purpose of the text?
 - a. To entertain the readers
 - b. To persuade the readers that something should or should not be the case
 - c. To inform the readers about the events of the day which are considered newsworthy
 - d. To explain something
 - e. To present at least two points of view about an issue
2. What is the moral value of the text?
 - a. Don't look at someone because of his clothes
 - b. It is best for prepare for the days of necessity

- c. Common people may prove great ones
 - d. United we stand, divided we fall
 - e. Honestly begins at home
3. Paragraph three mainly tells us that
 - a. The little mouse asked for forgiveness
 - b. The hunters carried the lion alive to the King
 - c. The lion was tied to a tree by the hunters
 - d. The little mouse could prove that he could help the lion
 - e. From the first, the lion believed in what the little mouse said
 4. What did the little mouse do to prove his words?
 - a. He would never forget the lion
 - b. He tried hard to help the lion free
 - c. He ran up and down upon the lion
 - d. He asked for apology to the king of the beast
 - e. He tied the lion to the tree so that the hunters could carry

Text 1 for questions 5-10

The story of smart parrod

A man in Puerto Rico had a wonderful parrod. There was no another parrot like. It was very, very smart. This parrod would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to si angry that the shouted over and over, "Say Catano, or I will kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the hicken house. "you are more stupid then the chickens. Soon I will at them, and I will eat you too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "say Catano, or I'll kill you!"

5. Where does the story take place?
 - a. London
 - b. Puerto Rico
 - c. Jakarta
 - d. Buenos Aires
6. What is the word that the parrot cannot say?
 - a. Catano
 - b. Tacano
 - c. Nacato
 - d. Canato
7. How often did the owner teach the bird how to say the word?
 - a. Always
 - b. everyday
 - c. Many Times
 - d. Every second
8. Which the statement is true according to the text?
 - a. The parrot could say Catano
 - b. At last the parrot could say Catano
 - c. Catano was the name at the parrot
 - d. The man never got angry at the parrot
9. What does the man do to the bird because cannot the name of a place....
 - a. The man at the bird .
 - b. The sold the bird
 - c. The man killed the bird
 - d. The man taugh the bird
10. It is most likely that.....
 - a. The bird killed the three chickens
 - b. The three chickens killed the bird
 - c. The bird played with the chicken
 - d. The bird killed one of the three chickens

Nama :

Kelas :

CYCLE I
Post-Test Instrument I of Narrative Text

Direction:

- 1. Write your name on your answer sheet!**
 - 2. Answer the question carefully!**
 - 3. You may not cheat with your friends!**
 - 4. Check your answer before submitting!**
-

Text 1 for questions 1-5

CINDERELLA

Once upon a time there was a girl name Cindrella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball (*pesta dansa*) in the palace. He wanted to find the Crown Prince a wife.

The step sisters went to the ball that night with their mother. Cindrella was left alone. She cried because she actually wanted to go to the ball, too.

Just then a fairy godmother came. With her magic wand, she gave Cindrella a coach (*kereta*), two horses and footmen. She also gave Cindrella a lovely dress to wear the ball and a pair of glass slippers. She told Cindrella to come home before midnight.

At the ball, Cindrella danced all night with the Prince. The Prince fell in love with her. At midnight, Cindrella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cindrella again that night.

The next day, the Prince and his men brought along the glass slipper. They went all over the Kingdom to search for the owner.

After searching for along time, finally, they came to Cindrella's house. The slipper fit her. The prince was very happy to find Cindrella again. They got married and lived ever after.

1. What is the purpose of the text above?
 - a. To tell us how to write a story
 - b. To inform what happened in the past
 - c. To inform what happened in the past

- d. To retell about Cinderella's experience/memory
 - e. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
 - a. A game
 - b. A ball
 - c. A birthday party
 - d. Crown part
 - e. Glass slippers
 3. Why did the king hold the event at his palace?
 - a. To celebrate his birthday
 - b. To celebrate his wedding
 - c. To find his crown prince a wife
 - d. To entertain his people
 - e. To show give amusement to his guests.
 4. How was the end of the story?
 - a. The prince married Cinderella.
 - b. Cinderella was killed by her step mother .
 - c. The prince turned into a horse forever.
 - d. The king gave the kingdom to Cinderella.
 - e. Cinderella was betrayed by the king.
 5. "She also gave Cinderella a lovely dress...." (Paragraph 4). The underlined word has the same meaning with
 - a. Boring
 - b. Honest
 - c. Polite
 - d. Loyal
 - e. pretty

Text 2 for questions 6-10

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."

The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

6. The text above is in form of
- a. hortatory exposition
 - b. narrative
 - c. descriptive
 - d. explanation
 - e. report
7. The text tells the story of
- a. A fox
 - b. A goat
 - c. A fox and a goat
 - d. An old man and the fox
 - e. the goat and an old man
8. What do we learn from the text?
- a. The fox's idea of how to get out of the well
 - b. How both the goat and the fox got out of the well
 - c. How the fox got out of the well
 - d. How the fox helped the goat
 - e. Why the fox got into the well
9. The goat did as he was asked” (Paragraph 3)
What does the above sentence mean?
- a. The goat drank enough and looked around.
 - b. The goat came down to the well and drank.
 - c. The goat called out loudly after the fox got out.
 - d. The goat waited someone who might help him.
 - e. The goat stood on his hind legs and put his forelegs against the side of the well.
10. “Come down and try it yourself.” (Paragraph 1). The underlined word refers to
- a. a well
 - b. water
 - c. A fox
 - d. A goat
 - e. life

Nama :

Kelas :

CYCLE II
Post-Test Instrument II of Narrative Text

Direction:

1. Write your name on your answer sheet!
 2. Answer the question carefully!
 3. You may not cheat with your friends!
 4. Check your answer before submitting!
-

Text 1 for questions 1-5

Rabbit and Crocodile

Once upon a time, a rabbit wanted to cross a river but he could not swim. He saw a boss of crocodile swimming in the river.

The rabbit asked the boss of crocodile, “ how many crocodiles are there in the river?”

The boss of crocodile answered, “ we’re twenty here.”

“ where are they?” the rabbit asked for second time.

“ what is it for?” the boss crocodile asked.

“ all of you are good, nice, gentle and kind, so I want to make a line order. Later I know kind you’re,” said the rabbit.

The boss of crocodile called all his friends and asked them to make a line of order from one side to other side of the river. Just then, the rabbit started to count while jumping from one crocodile to another: one... two...three.. until twenty, and finally, he thanked all crocodiles because he had crossed the river.

1. The story mainly tells us about...
 - a. Twenty crocodile
 - b. A rabbit and twenty crocodile
 - c. The boss of the crocodile
 - d. A rabbit and the boss of crocodile
 - e. The boss of crocodile and all his friends.

2. Why did the rabbit thank to the crocodile?
 - a. Because he had got alot of foods
 - b. Since he had crossed the river seccesfully
 - c. Because the boss of crocodile give him something
 - d. Since he had counted the number of crocodiles in the river\
 - e. Because he was jumping through the crocodile happily

3. Which statement is true according to the text?
 - a. The rabbit could swim across the river by himself
 - b. There were 12 crocodiles living in the river
 - c. The boss of crocodile helped the rabbit crossing the river by himself
 - d. The rabbit could not cross the river although he had been helped by the crocodiles
 - e. The crocodiles help the rabbit cross the river
4. While the crocodiles ..., the rabbit wanted to cross the river.
 - a. Swimming
 - b. Swam
 - c. Were swimming
 - d. Swim
 - e. Was swimming
5. (p. 7, st. 2.) the word started is synonymous with...

a. Told	d. finished
b. Ended	e. entered
c. Began	

Text 2 for questions 6-10

Once upon a time, there was a king who ruled in Teberu Lombok, who had a beautiful daughter called Puteri Mandalika. Because of her beauty, princes and kings from other kingdom around Teberu wished that she would be their wife. Six of them came to Teberu and ask for her hand of marriage. They were Prince Bumbang, Prince Aryo Johor, Prince Singa Trasak, Prince Daria Loka, Prince Gunung Piring and Prince Bungsu. Each prince wanted to win the hearth of Puteri Mandalika.

Her father, the king of Teberu, was very confused and did not know what to do. If he chose one prince instead of another then it would create jealousy and there could be war against his kingdom. All the princes were handsome and powerful and so the king allowed his daughter to make her own choice. But Puteri Mandalika was confused too and she also knew the dangerous risk that her kingdom and people would get, if she chose either one of the princes.

After several days of serious thinking, Puteri Mandalika met her parents and asked her permission to announce her decision in front of all the princes and the people of Teberu the next day in the beach. Early next morning, everybody gathered on the beach. There was a gentle breeze with small waves breaking softly across the shore. Everybody was looking at Puteri Mandalika, waiting for her announcement.

Meanwhile, the six princes prayed in their heart that he would be the chosen one. Then in a loud and clear voice, Puteri Mandalika Said, "Oh my beloved mother and father, all the princes and especially the people of Teberu Kingdom. Today I would like to announce that I will not give myself to any one of the princes, but rather to all people of Teberu and my own kingdom." Then Puteri Mandalika threw herself into the sea from the top of a hill and disappeared. Everybody desperately search for her but she could not be found and people believed she was transformed into flowing sea worms called "*nyale*". .

6. The second paragraph is called
 - a. orientation
 - b. complication
 - c. resolution
 - d. identification
 - e. conclusion
7. Why was it hard for the princess to choose one of the princes?
 - a. She loved all the princes.
 - b. All the princes were handsome.
 - c. All the princes were powerful.
 - d. She was afraid of the dangerous risk.
 - e. Her father permitted her to marry.
8. The text above is in form of

c. hortatory exposition	c. descriptive	e. report
d. narrative	d. explanation	
9. "Six of them came to Teberu and ask for her hand of marriage." (Paragraph 1)
The underlined phrase can be replaced by
 - a. intend
 - b. admit
 - c. promise
 - d. accompany
 - e. propose
10. From the text we may conclude that
 - a. Putri Mandalika sacrificed herself to the sea for the sake of her people.
 - b. Putri Mandalika was a selfish princess.
 - c. One of the princes won the heart of Putri Mandalika.
 - d. The war happened against the kingdom due to the princess' decision.
 - e. The people of Teberu kingdom hated the princess.

Pre-Test**Nama** :**Kelas** :**Hari/Tanggal** :

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

GOOD LUCK !!!

Post-Test I**Nama** :**Kelas** :**Hari/Tanggal** :

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

GOOD LUCK !!!

Post-Test II**Nama** :**Kelas** :**Hari/Tanggal** :

Pilih jawaban yang benar dengan memberi tanda silang (X) pada lembar jawaban!

1.	A	B	C	D	E
2.	A	B	C	D	E
3.	A	B	C	D	E
4.	A	B	C	D	E
5.	A	B	C	D	E
6.	A	B	C	D	E
7.	A	B	C	D	E
8.	A	B	C	D	E
9.	A	B	C	D	E
10.	A	B	C	D	E

GOOD LUCK !!!



**KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH**

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/1659/2016 Metro, 26 Juli 2016
Lamp : -
Hal : **IZIN PRA SURVEY**

Kepada Yth.,
Kepala Sekolah SMKN 1 Pekalongan
Di -
Tempat

Assalamu 'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Eka Yuliana
NPM : 13107057
Jurusan : Tarbiyah
Prodi : TBI
Judul : The Use Of Student Team Achievement Division (STAD) Method
To Improve Reading Comprehension Among The Tenth Graders
At SMK Negeri1 Pekalongan Lampung Timur

Untuk melakukan *PRA SURVEY* di SMKN 1 Pekalongan.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu 'alaikum Wr. Wb.

Ketua Jurusan,

Dr. Hj. Akla, M.Pd
NIP. 19691008 200003 2005 *09*



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMK NEGERI 1 PEKALONGAN
 NSS : 401120810055 NPSN : 69763267



Alamat : Jln. Bangkai No. 29 Desa Sukodadi Kec. Pekalongan Lampung Timur - Tlp: 0822280383345 Email : smkn1lamtim@gmail.com Web : smknpekalonganlamtim.sch

Nomor : 425/205/SMKN1-Pk1/VII/2016
 Lampiran : -
 Perihal : Surat Tanggapan Izin Pra Survey

Kepada :
 Yth. : Ketua Jurusan Tarbiyah TBI STAIN JURAI SIWO METRO
 Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : Sti.13/JST/PP.00.9/1659/2016 tentang Izin Pra Survey :

NO	Nama Mahasiswa	NPM	Program Study
1	EKA YULIANA	13107057	TBI

Pada dasar nya kami tidak berkeberatan untuk menerima mahasiswa tersebut diatas untuk melakukan Pra Survey yang akan dilaksanakan di SMK Negeri 1 Pekalongan, Kecamatan Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya di ucapkan terima kasih.

Pekalongan, 29 Juli 2016
 Kepala Sekolah,



MARTIN INDRA, S.T
 NIP. 19740222 200902 1 001



PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMK NEGERI 1 PEKALONGAN
 NSS : 401120810055 NPSN : 69763267



Alamat :/Jl. Bongkok No. 29Desa SidodadiKec. Pekalongan Lampung Timur-Tlp:082280383345Email : smkn1pekalongantim.sch

Nomor : 425/207/SMKN1-Pk1/VI/2017
 Lampiran : -
 Perihal : Surat Tanggapan Izin Pra Survey

Kepada
 Yth. : Ketua Jurusan Tarbiyah TBI STAIN JURAI SIWO METRO
 Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : St.13/JST/PP.00.9/1659/2016 tentang
 Izin Pra Survey :

NO	Nama Mahasiswa	NPM	Program Study
1	EKA YULIANA	13107057	TBI

Telah melaksanakan Survey pada tanggal 29 Juli 2017 di SMKN 1 Pekalongan Kabupaten Lampung Timur , Tahun Pelajaran 2017/2018, sebagai persyaratan untuk menyelesaikan skripsi dengan judul “The Use Of Student Team Achievement Division (STAD) Method To Improve Reading Comprehension Among The Tenth Graders At SMKN 1 Pekalongan”.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan terima kasih.

Pekalongan, 31 Juli 2017
 Kepala Sekolah,



MARTIN INDRA, S.T
 NIP. 19740222 200902 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2093/In.28/D.1/TL.01/10/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **EKA YULIANA**
NPM : 13107057
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMK N 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK NEGERI 1 PEKALONGAN".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 Oktober 2017

Mengetahui,
Pejabat Setempat
Wakil Kurikulum
Susilo Handoko
NIP. 198009152008011018

Wakil Dekan I,
Istifatonah
Dra. Isti Fatonah MA
NIP. 19670531 199303 2 003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-2094/In.28/D.1/TL.00/10/2017
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA SMK N 1 PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2093/In.28/D.1/TL.01/10/2017, tanggal 19 Oktober 2017 atas nama saudara:

Nama : EKA YULIANA
NPM : 13107057
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK N 1 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK NEGERI 1 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Metro, 19 Oktober 2017
Wakil Dekan I,

Isti Fatonah
Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 PEKALONGAN
 NSS : 401120810055 NPSN : 69763267



Alamat : Jln. Bangkok No. 29 Desa Sidodadi Kec. Pekalongan Lampung Timur - Tlp: 085380522631 Email : smkn1_pkl.lamtim@gmail.com
 Web : smknpekalonganlamtim.sch.id

Nomor : 425/213/SMKN1-Pkl/XI/2017
 Lampiran : -
 Perihal : Surat Izin Research

Kepada
 Yth. : Wakil Dekan I
 IAIN METRO LAMPUNG
 Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : B-2093/In.28/D.1/TL.01/10/2017 tentang Izin Research Lapangan atas nama :

Nama : EKA YULIANA
 NPM : 13107057
 Program Studi : Pendidikan Bahasa Inggris

Padadasarnya kami tidak berkeberatan untuk menerima mahasiswa tersebut diatas untuk melaksanakan Research dalam rangka menyelesaikan tugas Akhir / Skripsi mahasiswa yang bersangkutan dengan Judul " THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE READING COMPREHENSION AMONG THE TENTH GRADERS AT SMK NEGERI 1 PEKALONGAN " di SMK Negeri 1 Pekalongan, Kecamatan Pekalongan, Kabupaten Lampung Timur.

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan terimakasih.



Pekalongan, 28 November 2017
 Kepala Sekolah,

MARTIN INDRA, S.T
 NIP. 19740222 200902 1 001



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 1 PEKALONGAN
 NSS : 401120810055 NPSN : 69763267



Alamat : Jln. Bengkok No. 29 Desa Sidodadi Kec. Pekalongan Lampung Timur-Tlp: 085380522631 Email : smkn1pk@lampungprov.go.id
smkn1pekalonganlanti.m.sch.id

Nomor : 425/215/SMKN1-PkI/XI/2017
 Lampiran : -
 Perihal : Surat Izin Research

Kepada
 Yth. : Wakil Dekan I
 IAIN METRO LAMPUNG
 Di Tempat

Dengan hormat,

Menanggapi surat permohonan nomor : B-2093/In.28/D.1/TL.01/10/2017 tentang Izin
 Research Lapangan atas nama :

Nama : EKA YULIANA
 NPM : 13107057
 Program Studi : Pendidikan Bahasa Inggris

Telah melaksanakan penelitian di SMK Negeri 1 Pekalongan Kabupaten Lampung Timur dari tanggal 18 November s.d 28 November 2017. Tahun Pelajaran 2017/2018, sebagai persyaratan untuk menyelesaikan Skripsi dengan judul "The Use Of Student Team Achievement Division (STAD) Method To Improve Reading Comprehension Among The Tenth Graders At SMKN 1 Pekalongan".

Demikian surat ini kami buat dan sampaikan, atas perhatiannya diucapkan terimakasih.



Pekalongan, 28 November 2017
 Kepala Sekolah,

MARTIN INDRA, S.T
 NIP. 19740222 200902 1 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : EKA YULIANA

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
1.	Senin, 11-12-2017	✓		1. REVISE ABSTRACT 2. REVISE DEDICATION PAGE 3. REVISE ACKNOWLEDGMENTS 4. REVISE TABLE OF CONTENTS 5. REVISE CHAPTER I 6. REVISE CHAPTER II	
2.	Rabu, 20-12-2017	✓		- REVISE TABLE OF CONTENTS - REVISE GRAMMAR OF CHAPTER IV - REVISE CH I, II, III, IV	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing I

Mahrus As'ad, M.Ag
NIP. 19611221 199303 1 001



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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : EKA YULIANA

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
3.	22/2017 /12	✓		Revise the Table of Content Revise grammar of Chapter II Revise object of study Revisi sistematika dan muqasabah	

Mengetahui :
 Ketua Jurusan Ta'dris Bahasa Inggris

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 NIP. 19750610 2008011014

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

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Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
1.	20/12-17		✓	Revise ch. IV	
2.	Serin 8/1-18		✓	<ul style="list-style-type: none"> - Revise the using of cardinal number! - Revise figure 2 - please check more Grammar! 	
3.	selara 9/1-18		✓	Acc ch. IV Continue to 1 st Advisor	

Mengetahui :
 Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
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Dosen Pembimbing II

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FORMULIR KONSULTASI BIMBINGAN SKRIPSI

Nama : EKA YULIANA

Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107057

Semester / T A : X / 2017-2018

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
i	Kamis, 16 Oktober 2017	✓		Revisi instrumen	
ii	Jum'at, 17 Oktober 2017	✓		Give example	
iii	Selasa, 20 Oktober 2017	✓		Acc Apd	

Mengetahui :
 Ketua Jurusan Ta'dris Bahasa Inggris

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

Nama : Eka Yuliana

Jurusan / Prodi : Tarbiyah / PBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
I.	Rabu 8/11-17		✓	Revise Instrument.	
II.	Jumiah 10/11-17		✓	Ace APD	

Mengetahui :

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FORMULIR KONSULTASI BIMBINGAN PROPOSAL

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Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
1.	27/17 /05		✓	- Revise background of study - Revise grammar - write a correct sentence based on the rule of english written.	
2.	17/04		✓	Acc ch. I Continue to ch. II	
3.	Kamis 4/17 /05		✓	Revise grammar	
4.	selasa/30/17 /05		✓	Revise ch. II	
3.	jumat 09/06-17		✓	Acc ch. II continue to ch. III	

Mengetahui :
 Ketua Jurusan Ta'dris Bahasa Inggris

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Dosen Pembimbing II

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Jurusan / Prodi : Tarbiyah / TBI

NPM : 13107057

Semester / T A : IX / 2017

NO	Hari/ Tanggal	Pembimbing		Hal yang di konsultasikan	Tanda Tangan
		I	II		
I.	Gelasa, 18/17 19	✓		- Revise Table of contents. - Revise ch. II	
II.	Jum'at, 28/17 19	✓		- Revise Table of content - Revise ch. II.	
III.	Selasa, 02/5 17	✓		- Revise Table of Content - Revise ch. II	
IV.	Senin, 08/5-17	✓		- Revise Table of Content - Revise ch. II	
V.	Kamis 11/5 17	✓		Acc, diseminarkan.	

Mengetahui :
Ketua Jurusan Ta'dris Bahasa Inggris

Ahmad Subhan Roga, M.Pd
NIP. 19750610 2008011014

Dosen Pembimbing I

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199303 1 001

PRE-TEST



TREATMENT



POST-TEST

