

AN UNDERGRADUATE THESIS

**INCREASING THE READING COMPREHENSION ABILITY BY
USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)
METHOD AT THE TENTH GRADERS OF MA DARUN NASYI'IN
BUMI JAWA IN ACADEMIC YEAR 2017/2018**

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H / 2018 M**

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

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**STATE INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1439 H / 2018 M**

**INCREASING THE STUDENTS' READING COMPREHENSION
ABILITY BY USING STAD METHOD AT THE TENTH GRADERS OF
MA DARUN NASYI'IN BUMI JAWA IN ACADEMIC YEAR 2017/2018**

ABSTRACT

**By:
Eka Arif Yani**

Many students at the tenth graders of Islamic Senior High School, East Lampung consider that reading is difficult aspect in learning English. It is caused the students' still have difficult when they have to find difficult vocabularies in a reading text. Moreover, the students' are lack of enthusiasts in joining the learning process. In this research, the researcher used Student Team Achievement Division (STAD) method to increase the students' reading comprehension ability. Reading texts is as of media. So the aim of the researcher is to establish situation in wich individual achievement a given or effect by group of achievement.

The researcher was used Classroom Action Research (CAR). This research was conducted in two cycles. Between one cycle with the other has relationship. They are including planning, acting, observing and reflecting. The subject of the research was the students of tenth graders of the Islamic Senior High School MA Darun Nasyi'in Bumi Jawa

In collecting data, the researcher used test and documentation. the test consist of pre-test and post-test. The purpose of pre-test and post-test are to know how far the students' reading comprehension ability before and after being giving the treatment.

The result of pre-test and post-test show that there is increase from the pre-test and post-test. The average score of the post test is higher than pre-test. The average score of pre-test 42.16, then the average score of post-test I is 51,33. The average score of post-test II is 59,83. From pre-test to the post-test cycle I there is increase for about 4. 66 points, and from pre-test and the post-test cycle I to the test cycle II, There is increase points. So, STAD method can increase the students learning activity and the students' reading comprehension ability.

**MENINGKATAN PENGUASAAN PEMAHAMAN MEMBACA
MENGUNAKAN METODE STAD DI KELAS SEPULUH
MA DARUN NASYI'IN BUMI JAWA
TAHUN 2017/2018**

ABSTRAK

Oleh:

Eka Arif Yani

Banyak siswa kelas sepuluh (X) di MA Darun Nasyi'in Bumi Jawa menganggap bahwa membaca adalah sebuah kesulitan ketika mereka mempelajari Bahasa Inggris. Hal ini disebabkan para siswa masih kesulitan dalam membaca ketika mereka menemukan kosa kata yang sulit dalam sebuah teks bacaan. Selain itu, para siswa kurang antusias dalam mengikuti proses pembelajaran. Siswa juga tidak aktif selama proses belajar mengajar. Dalam penelitian ini, peneliti menggunakan metode Student Team Achievement Division (STAD) method sebagai media belajar, jadi, menciptakan situasi dimana keberhasilan individu ditentukan atau dipengaruhi oleh keberhasilan kelompoknya.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Penelitian ini dilakukan dalam dua siklus. Masing-masing siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Subjek dari penelitian ini adalah siswa kelas sepuluh yaitu kelas sepuluh MA Darun Nasyi'in Bumi Jawa.

Dalam pengumpulan data, peneliti menggunakan tes dan dokumentasi. Tes terdiri dari tes sebelum diberi STAD method (pre-test) dan tes sesudah diberi STAD method (post-test). Tujuan dari tes tersebut adalah untuk mengetahui sejauh mana pemahaman siswa sebelum dan sesudah diberi STAD method.

Hasil tes menunjukkan bahwa ada peningkatan hasil dari pre-test dan post-test. Nilai rata-rata post-test lebih besar dari nilai pre-test. Nilai pre-test sebesar 42,16, kemudian nilai rata-rata post-test pertama sebesar 51,33, dan nilai rata-rata post-test kedua sebesar 59,83. Peningkatan yang terjadi dari pre-test ke post-test pertama sebesar 4,66 points, kemudian dari pre-test pertama dengan pre-test ke dua sebesar poin. Jadi, STAD method dapat meningkatkan kemampuan aktifitas pembelajaran dan penguasaan pemahaman membaca pada siswa



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Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunafqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

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RATIFICATION PAGE

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An Undergraduate Thesis entitled: **INCREASING THE READING COMPREHENSION ABILITY BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD AT THE TENTH GRADERS OF MA DARUN NASYITIN BUMI JAWA**

Written by Eka Arif Yani, Student Number 1064547 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on June 21st, 2017 at 11.00-13.00.

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, June 2018

Researcher,



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MOTTO

الْعِلْمُ حَيَاةٌ لِفِكْرَةٍ

“ Ilmu adalah kehidupan bagi fikiran “

(Sayyidina Abu Bakar Asshidiq)

“ Knowladge Is The Life Of The Mind ”

(Sayyidina Abu Bakar Asshidiq)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

1. Almighty Allah SWT. Thanks and god all about the precious gift inside to me.
2. My beloved family, especially my parent Mr. Khoeroni and Mrs. Siti Aisah.
3. My beloved Husband Muhammad Muhtar, who always love me every time.
4. My beloved son Muhammad Aldrik Almuarify who always gives me motivate for me.
5. My beloved brother, Muhammad Irfan Nadhori.
6. My beloved friends in IAIN Metro, and whom I love
7. My beloved Almamater of IAIN Metro

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Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know. Allah has given His gift to the writer that he could accomplish the research proposal. Peace and salutation will not stop to be upon our prophet Muhammad SAW, his family and his companions.

The research proposal entitles "The Influence of Using STAD Method toward Students' Reading Comprehension at the Tenth Graders of MA Darunnasyi'in Bumi Jawa in Academic Year 2017/2018". The research will be conducted to the student of the tenth graders of Madrasah Aliyah Darunnasyi'in Bumi Jawa. In the research, the writer will focus on analyzing the influence of using STAD toward students' reading comprehension.

There were many helpful individuals involved in accomplishing the research proposal that the writer could not mention one by one. Her big thank goes to both of her advisors, Drs. Kuryani Utih, M.Pd. and Dra. Yerni, M.pd who played prominent role in conducting the undergraduated thesis. May Allah SWT gives them reward for supporting and guiding during the undergraduated thesis. Her deepest gratitude goes to her parents and all family who strongly inspire.

Furthermore, the writer also would like to express her inner thanks to the lecturers of English Education Study Program, the students of English Education Study Program, and also all friends of her.

Last but not least, a wise-man said "take what happen as a lesson". As human being, the writer completely realizes that her undergraduated thesis still quite needs many corrections. The writer apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are welcomed to straighten up the quality of the undergraduated thesis. Hopefully, the research proposal can be a benefit for the writer and English language teaching.

Metro, June 05th, 2018

The Writer,

EKA ARIF YANI
ST.N 1064547

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CHAPTER 1

INTRODUCTION

A. Background of the Study

English is one of the languages which is used widely in the world. Moreover, English is one of the second or formal languages in many countries in the world. In this way, English becomes a key of knowledge because a big part of important literatures written in English.

In English, four basic skills are available, namely: listening, speaking, reading, and writing. Reading is one most difficult skill to teach, because it is a complex process and it involves many different elements, such as mechanical eye movement and intellectual comprehension such as imagining, reasoning, evaluating, problem solving, spelling, grammar and phonetic. Moreover, from time to time teachers are often faced by new method of teaching or theory as the result of newest finding. So, the teachers should know and try to apply the appropriate method in teaching to reach the successful of learning process especially in reading comprehension.

Reading comprehension is the ability to understand and interpret the text. Be able to accurately understand the text, the students need be able to 1) decode what they read, 2) make connections between what they read and they already know, and 3) think deeply about what they have read. Therefore, to gain the aim of reading comprehension is not only done by students but also by teacher, because it is impossible for students to master this skill without

helping from teacher, and this is the only reason to teacher to provide the right strategy, method, and technique in teaching English especially on reading subject.

In fact, many problems are faced by students when they want to achieve the purpose of reading. Those problems are about reading habit, reading technique, eyes work, motivation and reading interest. Maximal reading skill cannot be achieved if there is still any bad habit when they are reading. Interpret word by word of the text is one of the readers' bad habit. It is not effective because they need much time to interpret all the words of the text.

Additionally, students' lack of understanding on reading lesson is also caused by an inappropriate technique when teacher attempts to explain reading material. The technique that used by teacher is unattractive and monotonous. Accordingly, the students feel bored, lazy and they were busy with themselves because they have not skill in reading text.

In emphasizing this research, the writer had taken the data of students' reading at the tenth graders of MA Darunnasyi'in to be pre-survey data. The result of pre-survey can be seen on the table below:

No.	Score	Explanation	Frequency	Percentage
1.	80-100	Excellent	8	27%
2.	66-79	Good	5	17%
3.	56-65	Fair	7	23%
4.	40-55	Poor	9	30%
5.	30-39	Very Poor	1	3%
Total			30	100%

Table 1. Students' reading result

The English standard value in this school is 65. Referring to the table above, it can be known that the students' reading result is low. It indicates 17 students (53%) of them did not pass the test and 13 students (47%) of them passed the test.

Based on the result of preliminary research at MA Darunnasyi'in, the writer sees that many students could not comprehend the reading text. Most of them are less of vocabulary. It means that they cannot construct the meaning of the text well. In line with this problem, the students are not able to get the main idea of the text. They still found some difficulties to identify some information. Furthermore, they are not active during teaching learning process.

In line with, it is necessary for the English teacher to teach reading. It may be done by selecting proper material for the students. The reading program may be useless if it is not done properly. The teacher should select reading materials properly which are relevant to the students' need and interest.

The teachers' technique to teach reading is the important factor that may affect the students' ability in reading comprehension. There are some kinds of methods and techniques which can be applied by teacher to develop the students' ability in reading comprehension. In relation to the situation above, the teachers are expected to be more creative in choosing the method and technique so that the learning goal will be achieved.

One of the teaching learning techniques that can be used by teacher in teaching reading is Student Teams Achievement Division (STAD). Student Team Achievement Division (STAD) is a cooperative-learning strategy in which small groups of learners with different levels of ability work together to accomplish learning goal. In addition, cooperative learning can decrease the number of the students in the class and it helps the teacher to make effective process teaching and learning.

The writer will try to help and overcome the students' learning difficulties with the strategy of learning namely the cooperative learning by cooperative learning the students can share experience with their friends of express their difficulties and ask for help. The writer chooses one of model of cooperative learning that is Student Teams Achievement Division (STAD). Student Team Achievement Division (STAD) is a cooperative-learning strategy in which small groups of learners with different levels of ability work together to accomplish learning goal. Besides, cooperative learning can decrease the number of the students in the class and it helps the teacher to make effective process teaching and learning.

The students' weaknesses in reading comprehension and the teacher difficulties in teaching are becoming the interest for the writer to do research in MA Darunnasyi'in and the reason to give the title of the thesis namely, Increasing the Students' Reading Comprehension Ability by using students team achievement division (STAD) method at the Tenth Graders of MA Darunnasyi'in Bumi Jawa.

B. Problem Identification

Regarding to the background of study, the writer identifies some problems as follow:

1. The students are less of vocabulary
2. The students are difficult in identifying generic structure what they read.
3. The students are not able to understand the content of what they read.
4. The students are lack to identify some important information from the text.
5. There is a possibility that teacher applies inappropriate technique in teaching learning process.
6. Students have the difficulties to increase their reading comprehension abilities.

C. Problem Limitation

In line on the problem identification, the researcher limits the problem to the last problem, that is students have the difficulties to increase their reading comprehension abilities.

D. Problem Formulation

Referring to the background of the study and problem limitations, the writer formulates the problem of this research as follows:

Can students team achievement division (STAD) method increase the students' reading comprehension ability at the tenth grade of MA Darunnasyi'in in academic year 2017/2018?"

E. Objective and Benefit of Study

1. The Objective of the Study

The objectives of the study in this research are:

- a. To show that using students team achievement division (STAD) method can increase the students' reading comprehension ability at the tenth graders of MA Darunnasyi'in.
- b. To show that using students team achievement division (STAD) method can increase the students' learning activities at the tenth grade of MA Darunnasyi'in.

2. The Benefits of the Study

Overall, this research is expected to be useful and helpful to give good information to the students of MA Darunnasyi'in in increasing the quality of reading comprehension. Specifically, it is expected to give benefits as follows:

a. Theoritically

This research hopefully could give the contribution of an additional knowledge and awareness about how importance the mastering of grammatical aspects is in composing abstract of scientific writing.

b. Practically

The writer stressed practical benefit of this research as the reference of the common problem for the students in order to improve their reading comprehension ability.

1) For students

For students as people that have a good goals must study hard especially to reading comprehension ability.

2) For teachers

For teachers must give fun attention for students' reading comprehension ability, and have method to improve their reading comprehension because the teacher is priority for students in the study.

3) For the head master

For the head master is very important as supported and give motivation for teacher to be a motivator for their students' more good.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Concept of the Reading Comprehension Ability

1. The Concept of Reading

a. The Definition of Reading

Reading is the activity to learn, that has a purpose to get information from the reading material. If we want to learn language especially English, we have to study reading because reading is very important to get information when we learn English as a foreign language.

If we understand the concept of reading, it can be easy for us to get information or ideas when we read something. Willis explains that Reading is not a natural part of human development.¹ It is part of skills in learning language that is effective to learn to improve language development. Reading gives the way for the human to get information about something even though it is not natural part of human development.

Etymologically, in Oxford Advanced Learner's Dictionary is the word of reading is derived from the word "read" that can be defined as follows: a) to look at and understand the meaning of written or printed words or symbol. b) To go through written or

¹Willis, Judy, *Teaching the Brain to Read*, (Virginia USA: Alexandria, 2008), p.2

printed word, silently or a loud to other. c) To discover or find out about somebody or something by reading.²

Terminologically, there are some experts that have different definitions for reading. Reading is one of the four language skills. It is categorized into the area of a receipted skill. This category is a skill to comprehend a piece of information in the written language.²

In addition, reading is a cognitive activity that takes place rapidly and privately in our minds. Reading is the meaningful interpretation of printed or written verbal symbols. Reading is a result of the interaction between the perception of graphic symbols that represent language and the reader's language skill, cognitive skills, and knowledge of the word. In this process the reader tries to re-create the meanings intended by the writer.³

Harris clarifies that reading is not only a cognitive activity, it is also complex process in which the recognition and comprehension of written symbols are influenced by readers' perceptual skills, decoding skills, experiential background, mind sets, and reasoning abilities as they anticipate meaning on the basis of what they have read. The total process is gestalt, or whole; a serious flaw in may prevent adequate performance.⁴

²Siahaan,Sanggam , *Issues in Linguistics*,(Yogyakarta: Graha Ilmu,2008), p.106

³ Albert J. Harris and Edward R. Sipay, *How To Increase Reading Ability*,(New York & London: Longman, 1985), p.12

⁴*Ibid*, p.13

Moreover, Jane states that “Reading is the active thinking process of understanding an author’s ideas, connecting those ideas to what you already know, and then organizing all the ideas so you can remember and use them”.⁵ It means that reading is an activity that used to understand something by written or printed word and the way to know more about something to get information from organizing the ideas of the passage. Reading is receipted skill. It is a skill to comprehend a piece of information in the written language.⁶

Furthermore, Anthony, Pearson, and Raphael in Thomas S.C Farrell state that 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 context of the reading situation.⁷

Based on the quotations above, the writer can make a conclusion that reading is the act or activity of reading aloud written to get the meaning or what the writer wants and to get the information of the text. Reading is used to ease people get information from the text, book, magazine, newspaper, and other. With reading the learners can also improve their skills in learning English exactly.

⁵McGrath,JaneL,*Building Strategies for College Reading*, (New Jersey:prentice Hall, 1998), p.1

⁶Siahaan,Sanggam,*Issues in Linguistics*, (Yogyakarta:Graha ilmu,2008),p.106

⁷ Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, (Singapore:SEMEO Regional Language Centre,2002), P.1

b. Kinds of Reading

In processing learning activity, reading skill can be clasified as follows:

1. Reading Aloud

Reading aloud is when students listen to an adult read different types and genres of text and then engage in talking about book. The material to be read aloud may be fiction and nonfiction books, poems, articles, or book chapters.⁸

This activity is intended to train the students with good pronunciation and utterance. Besides that, it has been also done for teaching the correct stress and intonation in English.

2. Silent Reading

Silent reading has been applied for the advanced English class. It has been done for understanding the passage or the text. The teacher gives 5-10 minutes for the students to read the text silently. Then, she/he gives the questions about the content of the text. The students can answer oral or written.

3. Reading Comprehension

This activity concentrates to get information from the text. It is done for knowing whether the students have understood the contents of reading text or not, the teacher will give questions to

⁸Rasinski T. and Padak N, *Effective Reading strategies: Teaching Children Who Find Reading Difficult*, second edition, (Ohio: Merrill-Prentice Hall, 2000), p.22

the students about the text. In this case, reading activity can be combined with speaking activity if the students answer orally. The students can write their answers or copy some of utterances or certain sentences for the text.

4. Independent Reading

If the students have been able to read silently or read loudly and read understanding, so they will concern to independent reading. The students need time for seeing the written language or learning reading text and guessing the meaning of word contextually. Kasihani state that helping the students to become independent readers is the efforts of student language skills development.⁹ It's mean that independent reading is very important to developing reading skill.

2. The Concept Reading Comprehension

a. Definition of Reading Comprehension

Etymologically, the word “reading” based on Oxford Advanced Learner’s Dictionary is derived from the word “read” that can be defined as follows:

- 1) To look at and understand the meaning of written or printed words or symbols.
- 2) To go through written or printed words, in silence or aloud to others.

⁹Kasihani K.E Suyanto, English For Young Learner, (Jakarta: BumiAksara , 2007), p.64.

3) To discover or find out about somebody or something by reading.¹⁰

Reading is a receptive skill. This means it involves responding to text, rather than producing it. In other words, reading involves making sense of text.¹¹

Moreover, reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations make inferences about the text, skim ahead to fill in the context, etc.¹² In addition, reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency. Reading is an active, fluent process which involves the reader and the reading material in building meaning. The statement above indicates that there must be involved together between the reader and the reading that is aimed to build the meaning.

Furthermore, Farrell states that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the

¹⁰A S Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1096.

¹¹Mary Spratt, Alan Purveness, Melanie Williams, *The Teaching Knowledge Test Course*, (United Kingdom: Cambridge University Press, 2005), p. 21.

¹²Hesham Suleiman Alyousef, "Teaching Reading Comprehension to Esl/Efl Learners" on *The Reading Matrix*, Vol. 5, No. 2/September 2005, p. 143.

written language, and the context of the reading situation.¹³In addition, Aebersold and Field mentioned that “reading has been described as what happens when people look at a text and assign meaning to the written symbols in that text”.¹⁴

From the quotations above, it can be assumed that reading is not a passive skill because it needs so many times to practice and exercise. The improvement of the readers’ comprehension is based on how they work on it. It means that if the reader read more, they get better reading or comprehension.

Reading can’t be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Comprehension is an exercise that trains students to understand language.¹⁵It’s mean that constructing meaning from text or spoken language is not a separate literacy skill, but a merging of all acquired prior knowledge, personal experience, and vocabulary with the strategies of deductive and inductive reasoning and making connections.¹⁶

Many experts describe the definition of reading comprehension. According to Lems, reading comprehension is not

¹³Thomas S. C. Farrell, “A strategic Approach to Teaching Reading” on REACT, (Singapore: National Institute of Education), Vol. 21, No. 2/December 2002, p. 137.

¹⁴Aebersold, J. A. and M. L. Field, *From Reading to Reading Teacher: Issues and Strategies for Second Language Classrooms*, (Cambridge: Cambridge University Press, 1997), p.15.

¹⁵Hornby, *Oxford Advanced.*, p. 263

¹⁶Judy Willis, M.D, *Teaching the Brain to Read*, (USA: Association for Supervision and Curriculum, 2008), p. 127

a standing competency. It differs the aspect according to the purposes for reading and the text that is involved. When the condition skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is reached through the use of strategies, both cognitive and metacognitive.¹⁷

It comes the conclusion that reading comprehension means the students' ability in understanding the message from the written materials they read, in other words, the students are not only hoped to know the word but also its meaning.

b. Models of Reading Comprehension

There are three main models of how reading occurs:

1) Bottom-up theory

It argues that the readers construct the text from the smallest unit (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that the readers are not aware of how it operates.¹⁸

2) Top-down theory

It argues that the readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and,

¹⁷Kristin Lems, Leah D. Miller, Tenena M. Soro, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 170.

¹⁸Aebersold, J. A and M. L. Field, *From Reading.*, p.18.

given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.

3) The interactive of theorists

Both Top-down and Bottom-up processes are occurring, either alternately or at the same time. These theorists describe a process that moves from bottom-up and top-down depending on the type of the text as well as on readers' background knowledge, language proficiency level, motivation, strategy used, and culturally shaped beliefs about the reading.

3. The Concept Reading Comprehension Ability

a. Definition of Reading Comprehension Ability

According to Moreillon, "Reading is making meaning from print and from visual information, but reading is not simple. Reading is an active process that requires a great deal of practice and skill."¹⁹ It illustrated that reading is the process of thinking and knowing by someone to get meaning and information that show out from the language. Moreover, P. Johnson states that "Reading is the practice of using the text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place."²⁰ Then, Serravallo says

¹⁹ Judi Moreillon, *Collaborative Strategies for Teaching Reading Comprehension*, (Chicago: American Library Association, 2007), p.10.

²⁰ Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman & Littlefield Publishing Group, 2008), p.3

that “Reading is thinking and understanding and getting at the meaning behind a text.”²¹

Based on the some definitions stated by some experts, the researcher can conclude that reading is concerned mainly in understanding fully for the reader in creating the meaning intended by the writer. Reading is a special aim of activity that someone did to achieve the purpose that she or he want.

Reading comprehension has been argued by John T. Guthrie et.all that “Reading comprehension is learning from text. The reader interacts with the printed material to build new meanings. A relatively good reader can construct more, higher level meanings from a wider diversity of texts, than a relatively poor reader.”²²

Thus, it can be added by K. Klingner, he explained that:²³

“Reading comprehension involves much more than readers’ responses to text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they get bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).”

Related to the Torgesen in Peter’s book, he stated that:²⁴

“Reading comprehension is both a cognitive and an affective activity. Good readers are ‘active’ in the sense of becoming involved cognitively and emotionally in what they are reading. They are often keen to use text as a way of obtaining new

²¹ Jennifer Serravallo, *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*, (USA: Heineman, 2010), p.43.

²² John T. Guthrie, et.all, *Motivating Reading Comprehension: concept-oriented reading instruction*, (USA: LEA, 2004), p.12.

²³ Jannete K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), p.8.

²⁴ Peter Westwood, *What teachers need to know about*, (Australia: ACER Press, 2008), p.33.

information, acquiring new ideas, solving problems, and as a source of enjoyment.”

It can be cited that the learning about understanding the text is called reading comprehension. The reader who has good comprehension in reading can understand more about the text, he can know about all of the sets of text, than the reader who understand yet. Reading comprehension is the activity of the readers to understand new information from the text. Cognitive and affective activities of reader are the processes of reading comprehension.

The word ‘ability’ can be defined as the quality/state of being, capacity to do, capacity to do something and having the necessary power. In other word, abilities are the qualities of being able to do something especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent and the quality of being suitable for or receptive to a specified treatment. Then, Jean Wallace and Charles pointed out that “Reading ability is a measure of one’s general knowledge.”²⁵ It can be stated that reading ability should aim to increase vocabulary mastery. Reading ability is the search for meaning; actively using our knowledge of the world and of text to understand each new thing we read. Another opinion is reading is language ability. It means that reading is first of all language ability. The raw materials

²⁵ Jean W.G. and Charles T, *Understanding Reading Problems: assessment and instruction Ed.4*, (New York: Harper Collins College Publishers, 1994), p.04.

of reading are sounds, words, sentences and communicative intentions that are much the same as that of language in general.

Related to the definitions above, it can be concluded that reading comprehension abilities are the readers' quality and talent and capacity of being able to understand new information by involving the readers' prior knowledge, cognitive skill and strategy use to gain important knowledge from the text.

4. Measurement of Reading Comprehension

Traditional measures of reading comprehension are limited in that they prepare only a common indicator of how the student understands to text, and they are not based on experts' knowledge of what good readers to do comprehend text.²⁶ A wide range of assessment instrument of procedures is available. When selecting a test or assessment of procedure to use with students with LD, it is important to select the measure that most closely matches the user's needs or purpose.²⁷

Reading comprehension measures should help teachers to manage the comprehension of their students over time and provide information that use is useful in designing reading comprehension intervention programs.²⁸

²⁶ Janette K.Klinger, Sharon Vaughn, and Alison Boarman, *Teaching Reading Comprehension to Students' with Learning difficulties*, (New York : the Guilford, 2007), p.15

²⁷ *Ibid*, p.16

²⁸ *Ibid*, p.18

To know how far the students' reading comprehension, it should be measured by the assessments of reading as follow:

1. Promina Question, Imperatives

The questions require learners to make a written answer. which can range the in length from a single word to several paragraphs.

Usually for comprehension, short answers are required and these forms of questions are called short answer questions.

2. True/ False, Yes/No, Alternatives Question, multiple-Choice.

In these questions the answer is contained within the questions or instructions. Multiple-Choice questions focus on detail and more general aspect of the text. The correct answer is not always shorter or longer than the distractor.

3. Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners and read the text and fill in the diagram with short notes.²⁹

In the research, the researcher used Multiple Choice questions to measure the students' reading comprehension.

B. Concept of Student Team Achievement Division (STAD)

1. Definition of STAD (Student Team Achievement Division)

²⁹ I.S.P. Nation, *Teaching ESL/ EFL Reading and Writing*, (New York: Rout Ledge, 2009), p. 77-79

“Student Team Achievement Divisions (STAD) is a type of cooperative learning that very simple”. It is also the best method for beginner for teacher who is not implementing a cooperative approach yet.³⁰

Cooperative learning is an active and dynamic process based on students’ expanding curiosity in their world. It should be student-centered and responsive to the students’ own developing social interests and activities. In this regard, he believed that schools had a responsibility to build on students’ natural interest in their social environment by fostering interpersonal communication and group involvement. By interacting with others, students receive feedback on their activities, they learn socially appropriate behaviors and they understand what is involved in co-operating and working together.

Cooperative learning is a process or a learning model that not only prioritizes the achievement of students in cognitive (intellectual skills) but also the study that is expected to optimize the ability or skill other domains, especially students in understanding the nature of consciousness itself, the nature of relationships with others and the environment. STAD consists of five major components: class presentation, team, quiz, scores of individual progress, team recognition. Students are placed in learning teams of four to five students who are mixture according to the level of performance, gender and ethnicity. The teacher delivering course material and then the students work in teams to ensure that all team members have mastered the lesson. Eventually all students will be given the quiz on the

³⁰Robert E. Slavin, *Cooperative Learning*, (Bandung: PT Nusa Media, 2005), p. 143

material but the students are not allowed to help each other. Then the scores that the students get from the quiz will be compared with the average score before. After that, the score will be obtained to get the team score. The team that has special criteria will be awarded.

The differences between STAD Method and reading comprehension method are: in STAD, the each group is formed based on different intelligent. Each group have to ensure that all member of the group mastering the material. The students also must do the quiz individually. The students' score would be compared with previous score. By using the score, each team would get point based on students' score improvement. Those are rules in the implementation of STAD method.

2. Principle of Student Team Achievement Division (STAD) method

a. The Purpose of Using STAD Method

Generally, this method will help students.³¹

- 1) To motivate the students in order to support and assist each other in mastering the skills taught by the teacher. In this case the students are expected to master the reading materials.
- 2) Train the responsibility of the students individually or in groups. Because the students are decided into groups, they have to help each other in solving the material.
- 3) The cooperative learning will form or guide the attitudes of students in order to form the ideal behavior in social life.

³¹ *ibid*

- 4) To increase empathy among students through communication and interaction with other groups.
- 5) Train the students' ability to argue
- 6) Very useful for low-ability students to improve their abilities.
- 7) Encourage them to do their best and revive a norm that learning is important, valuable and exiting.

b. The Components of STAD Method

According to Slavin, STAD consists of five main components, namely the class presentations, group work (team), quiz, scores of individual recognition, and team recognition.

1. Class Presentation.

In STAD, early learning material presented in class presentations. In this presentation, the teacher explains how STAD method runs. So, students are emphasized to know the concept of STAD method. It means that the students should be concern during the presentation run. The method used usually by direct teaching or teacher guided class discussion. During the presentation of the class, students should really pay attention because it can help them in the individual quiz and also determine the score of the group.

2. Team-works.

Each group consisted of 4-5 students are heterogeneous (male and female, have different abilities). The main function of the group is to prepare members of the group so that they can work well into the quizzes. After the teacher explains the material, each member of the group discuss the worksheets, comparing the answers with other member of the group if meet the difficulties. The teachers should remind and emphasize to each group do their best in their group frequently.

3. Quizzes

After the teacher gave the presentation, students will be given individual quiz. Each student is not allowed to help each other during the quiz runs. Each student is responsible for studying and understanding the material that has been delivered.

4. Individual Score Improvement.

Increasing of score of individualist made to show the goals of learning. It is also to show the result of their effort. Each student can donate a maximum value in the group and each student has a basic score that is obtained from the average of previous tests or quizzes. Furthermore, the students donated the score to the group based on their Individual Improvement Score that they obtained.

5. Team Recognition.

Group earn certificates or other awards if the average group score exceed certain criteria. Team score can also be used to determine the twenty percent of their ratings.³²

c. The Implementation Steps STAD Method

The implementations of using STAD are as follows:

1. Teachers deliver materials and problems in learning to the students according to the basic competence that will be achieved. The materials are specifically designed for STAD and adapted from text book, other published sources, and teacher's made material.
2. The teacher gives a quiz or test to each student individually so the students would be obtained the early score.
3. The teacher assigning the students into groups. Team or group in STAD should be heterogeneous. Each group consists of 4 to 5 students with different abilities (high, medium and low). The students cannot choose their own teams because they will tend to choose others they like.
4. The materials that have been prepared are discussed in the group to achieve basic competence. Cooperative learning in type of STAD is usually used to strange then the understanding of material.

³² RobertE.Slavin,*Cooperative Learning*,(Bandung:PTNusaMedia, 2005),p.147

5. The teacher facilitates the students in making a summary, directing, and giving emphasis on learning materials that have been studied.
6. The teacher gives a quiz or test to each student individually.
7. Teachers give awards to groups based on the acquisition of Individual Score Improvement from the base score to the next score.³³

d. Advantages and disadvantages of STAD Method

These are several advantages and disadvantages of STAD (Student Team Achievement Division) Method:

1. Advantages of STAD method

- a) Students cooperate in achieving the goal of fostering the norms of the group.
- b) Students actively help and motivate spirit to gain the success together.
- c) Active as peer tutors to increase the success of the group.
- d) Interaction between students can train them to give opinions.
- e) To increase the acquisition of individual and group.
- f) Not to be competitive.
- g) Not having a sense of revenge

2. Disadvantages of STAD method

- a) Contributions from low students' achievements become less.

³³ Robert E. Slavin, *Cooperative Learning*, (Bandung: PT Nusa Media, 2005), p.170

- b) Students who are low achievers tend to feel disappointment because of the role that intelligent members more dominant.
- c) It takes longer time for students and it make difficult to achieve the target of curriculum.
- d) It takes a longer time for teachers so that the teachers generally do not want to use cooperative learning.
- e) Require special skills for teachers so that not all teachers can make cooperative learning.
- f) It force student to have certain attitude, like team work.³⁴

C. Action Hypothesis

Based on the theoretical and assumption above, the researcher formulates the action hypothesis as follow:

1. Using STAD method can increase the reading comprehension ability at the tenth graders of MA Darunnasyi' in Bumi Jawa.
2. Using STAD method can increase the students' learning activity at the tenth grade of MA Darunnasyi' in Bumi Jawa.

³⁴Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter*, (Bogor : Ghalia Indonesia, 2014) p.116-118

CHAPTER III

RESEARCH METHODOLOGY

A. Setting of the Study

The research is aimed to increase teaching and learning process, so the researcher uses the Classroom Action Research (CAR). According to Anne, “Action research is a part of a board movement that has been going on in education generally for some time. It is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher’. AR involves taking a self-reflective, critical, and systematic approach to explore your own teaching contexts.”³⁵ Furthermore, McNiff defines that “Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be.”³⁶ It can be concluded that Classroom Action Research is the inquiry towards the problems faced in the learning activity by conducting an action and analyzing the action taken of the process and result of learning.

The research will conducted in MA Darunnasyi’in Bumi Jawa. In this research, the researcher investigates the students’ reading comprehension at the tenth graders of MA Darunnasyi’in Bumi Jawa using STAD method.

³⁵ Anne Burns, *Doing Action Researching English Language Teaching; A guide for Practitioners*, (New York: Rutledge 270 Madison Ave, 2010), p.2.

³⁶ Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.16.

B. Subject of the Study

The subject of this research is the tenth graders of MA Darunnasyi'in Bumi Jawa in Academic Year of 2017/2018. There are three classes of the tenth graders and the total of the students are 83. The researcher chooses 'X' class that consists of 30 students, because most of the students have no strong reading comprehension abilities. In this research, the researcher will collaborate with an English teacher, Mrs. Rumiati, S.Pd

No.	Class	Students
1.	X	30
2.	XI	30
3.	XII	23
Total		83

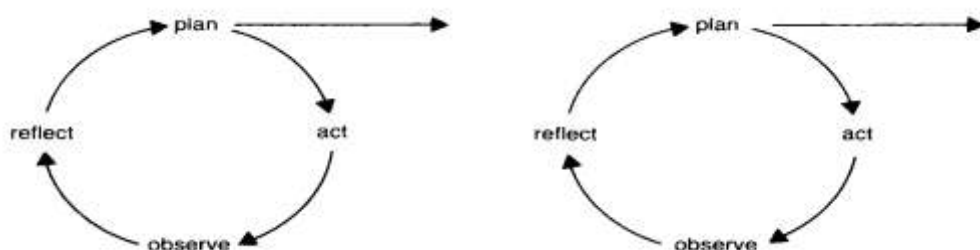
Table 2. The students of MA Darunnasyi'in Bumi Jawa

C. Research Procedure

In the Classroom Action Research, there are four steps in each cycle which have relationship one another. The steps are planning, acting, observing and reflecting. Those steps can be seen in the following design:

Picture 1

Sequences of action-reflection cycles by Jean McNiff.³⁷



The procedure of Classroom Action Research (CAR) cycles are:

³⁷ Ibid, p.41.

1. Cycle I

a. Planning

Planning is the first step of this research. Planning is a step to arrange an action plan explain about what, why, when, where, who and how the action will be conducted.

There are some plans which conducted by the researcher in this step namely:

- 1) The researcher makes a lesson plan to teach reading.
- 2) The researcher prepares the material and media of teaching reading.
- 3) The researcher makes observation sheet.
- 4) The researcher prepares evaluation sheet to evaluate the students' activities after learning process.

b. Acting

The second step of action research is acting. Acting is the implementation of planning in the class. Without the action, the planning is only imagination that never can be real.

The implementation of action, the teaching and learning process would be done at the X class of the tenth graders of MA Darun Nasyi'in that is related to the schedule of Reading subject in this class. Here are the steps that the researcher does in the action:

- 1) Pre-teaching Activities
 - a) Greeting, praying together and checking attendance list.
 - b) The researcher asks the students some question related to the topic.

- c) The researcher explains the use of STAD Method in learning process.

2) While-teaching Activities

- a) Teacher delivers materials and problems in learning to the students according to the basic competence that will be achieved.
- b) The teacher gives a quiz or test to each student individually so the students would be obtained the early score.
- c) Teacher divides the students into some groups. Each group consists of 4/5 students.
- d) The materials that have been prepared are discussed in the group to achieve basic competence.
- e) The teacher facilitates the students in making a summary, directing, and giving emphasis on learning materials that have been studied.
- f) The teacher gives a quiz or test to each student individually.

3) Post-teaching Activities

- a) The researcher ask to the students about the difficulties of the lesson.
- b) The researcher gives motivation to the students.
- c) The researcher closes the meeting by praying and greeting.

c. Observing

On the third step, this researcher had done observe. Observation done, in teaching learning process.

d. Reflecting

The last process in this process is reflecting. It is to analyze all actions that conduct through collecting data, and conduct evaluating to complete the next acting. In this step, the researcher uses the data for evaluation to make improvement for the second cycle.

If the cycle I is not successful, the researcher should conduct cycle II. The result of cycle I is for evaluation material and for reflection to the second research. By the reflection, the researcher would know the strength and weakness from the action.

2. Cycle II

a. Planning

- 1) The researcher identifies the problem and finds the problem from the first cycle.
- 2) The researcher arrangers the detail plans about the action on cycle II.
- 3) The researcher prepares the material and media of teaching.
- 4) The researcher prepares the format to observe.
- 5) The researcher prepares the instrument of evaluation.

b. Acting

The researcher applies the action in this research with the same action in cycle I. The difference is the researcher will use another topic about recount text.

c. Observing

In this step, the researcher observes the process of teaching learning in the class.

d. Reflecting

In this step, the researcher analyzes the result of the action. The researcher compares the score distribution of pre-test and post-test. The researcher will review and reflect on the students' activity and lecturer performance whether it's positive or negative. If in the second cycle the result is satisfied, the researcher will be stopped. While, if in the second cycle is unsatisfied, the researcher will be continued.

D. Data Collecting Technique

In collecting the data, the researcher uses test, observation, documentation and field note. The collecting data as follows:

1. Test

In this research, the researcher gives the students two tests that are pre-test and post-test to know the improvement of students' reading comprehension ability. The kind of this test is written test with multiple choice test. The test is given to know the students' achievement before and after learning process.

a. Pre-test

The pre-test will be given before applying treatment through Student Team Achievement Division (STAD) Method in order to know ability of the students in reading comprehension. The researcher gives the students

some questions that related the text. The researcher uses multiple choice questions to assess the students' reading comprehension. Thus, the researcher conducts the treatment after giving pre-test to the students.

b. Post-test

The post-test is given in the last meeting after doing treatments to find out whether the treatment gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average scores of the post-test is higher than pre-test.

2. Observation

In this research, the researcher observes the application of Student Team Achievement Division (STAD) Method and the students' activities in the learning process to know how the process of learning is held. The researcher makes the observation sheet that contains of list of the students' activities.

3. Documentation

Documentation is a way that using a written source such as public documentation or private documents. In this research, the researchers takes the data from the school, such as the pictures of subjects' activities, the total of the students, the learning equipment from the school, the history of school, the teacher and staff in the school and condition of the school.

4. Field Note

Field note is a note that used in the research to write the activity during learning process. If the teacher is teaching, the collaborator notes everything

that happens in the class. This note is used to review whether any problems during instructional and from this note the researcher can analyze what the strength or weakness when the researcher uses STAD Method to increase the students' reading comprehension.

E. Research Instrument

1. Instrument Blueprint

In this research, the instrument is designed and compiled with the indicators which have been specified. To get the data, the researcher used pre-test and post-test instrument for the experimental class. The instrument that used as follows:

Instrument Blueprint

No.	Variable	Indicator	Item	Form
1.	Variable X, STAD method	<ul style="list-style-type: none"> ➤ The students should be accountable their responses ➤ The students should be confidence in sharing their ideas ➤ The students should process information, communication, thinking, review of material, and check prior knowledge. 		

2.	Variable Y, Reading Comprehension Abilities	➤ The students are able to identify the meaning of ideas from the text,	5	Multiple Choice
		➤ The students should identify the communicative purpose of the text,	3	Multiple Choice
		➤ The students are able to identify the main idea from the text,	5	Multiple Choice
		➤ The students should be gotten the information that included in the text.	7	Multiple Choice

Table 3. The instrument grilles test for Reading Comprehension

2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree. Validity has three distinct aspects; content validity, creation validity and construct validity. The researcher will use content validity based on the syllabus and materials at the tenth graders of MA Darun Nasyi'in Bumi Jawa

F. Data Analysis Technique

The researcher will compare between pre-test and post-test. Then, the result is matched by the minimum mastery criteria (KKM) in this school at least 65. If from cycle I, there are some students not successful, the researcher must conduct cycle II. The formula to get the average of pre-test and post-test as follows:³⁸

³⁸ Donald Ary, et.all., *Introduction to Research in Education*, (USA: WADSWORTH, 2010), p.108-109.

$$\bar{X} = \frac{\sum X}{N}$$

Note:

\bar{X} = mean

\sum = sum of

X = raw score

N = number of cases.

Furthermore, to know the result the researcher will compare the average score between pre-test and post-test for each cycle. Then to know the percentage of increasing score in students learning activities, the researcher will use the percentage formula as follow:³⁹

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

Note :

P = Percentage

$\sum x$ = Total Score of the Students

N = Total of Students.

G. Indicator of Success

The research can be successful if the indicator of research can be reached. Indicator of success is if $\geq 80\%$ of the students got the score at least 65 as English minimum mastery criteria (KKM) in the post test. It

³⁹Burhan Nurgiyantoro, Gunawan, & Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 64.

means that through Student Team Achievement Division (STAD) Method in English learning is success to increase the reading comprehension ability and the learning activities of the students at the tenth grade of MA Darun Nasyi'in Bumi Jawa

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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of the Research Location

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

1. The History of MA Darun Nasyi'in Bumi Jawa

MA Darun Nasyi'in Bumi Jawa is located on Jl. Nusantara Raya Bumi Jawa kecamatan Batanghari Nuban, East Lampung. This school was established on 2012 by a society figure of East Lampung. The name of MA Darun Nasyi'in.

Since it was established the headmaster of the school had been changed as follow:

Irham Satari, S.H (2012 – 2014)

Samrodin, S.Pd.I (2014 – until now).

2. Building Condition and School Facilities

MA Darun Nasyi'in Bumi Jawa has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 4.

Facilities in MA Darun Nasyi'in Bumi Jawa in academic year 2017/2018

No.	Name of Room	Number of Unit
1.	Classroom	3
2.	Headmaster's room	1
3.	Teachers' room	1
4.	Administration's room	1
5.	Library	1
6.	Canteen	1
7.	Square	1
8.	Laboratory	1
9.	Auditorium	1
10.	Mosque	1
11.	Toilet	2

Source: Documentation of MA Darun Nasyi'in Bumi Jawa in academic year 2017/2018 on May 26th 2018.

3. Total of the students at MA Darun Nasyi'in Bumi Jawa

Total of the students divided some classes that can be identified as follows:

Table 5.

The number of students at MA Darun Nasyi'in Bumi Jawa in academic year 2017/2018

No.	Class	Sex		Amount
		Male	Female	
1.	X	10	20	30
2.	XI	12	18	30
3.	XII	12	23	23
Amount				

Source: Documentation of MA Darun Nasyi'in Bumi Jawa in the academic year 2017/2018 on May 26th 2018.

4. Vision and Mission of MA Darun Nasyi'in

a. Vision

“Morality, Excellence in Achievement, Professional, and Religious.”

Indicated by:

- 1) Focusing on the modern potential of future.
- 2) Balancing on the rules and wish of society.
- 3) Achieving the superiority.
- 4) Improving the spirit and commit of all members.
- 5) Improving the better changes.
- 6) Directing the mission strategy steps.

b. Mission

- 1) Implement the learning process and affective coaching.
- 2) Implement coaching Al-Islam regularly, integrated and programmed.
- 3) Implement and increase the application of science, technology and art.
- 4) Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
- 5) Carry out the development of facilities and infrastructure.

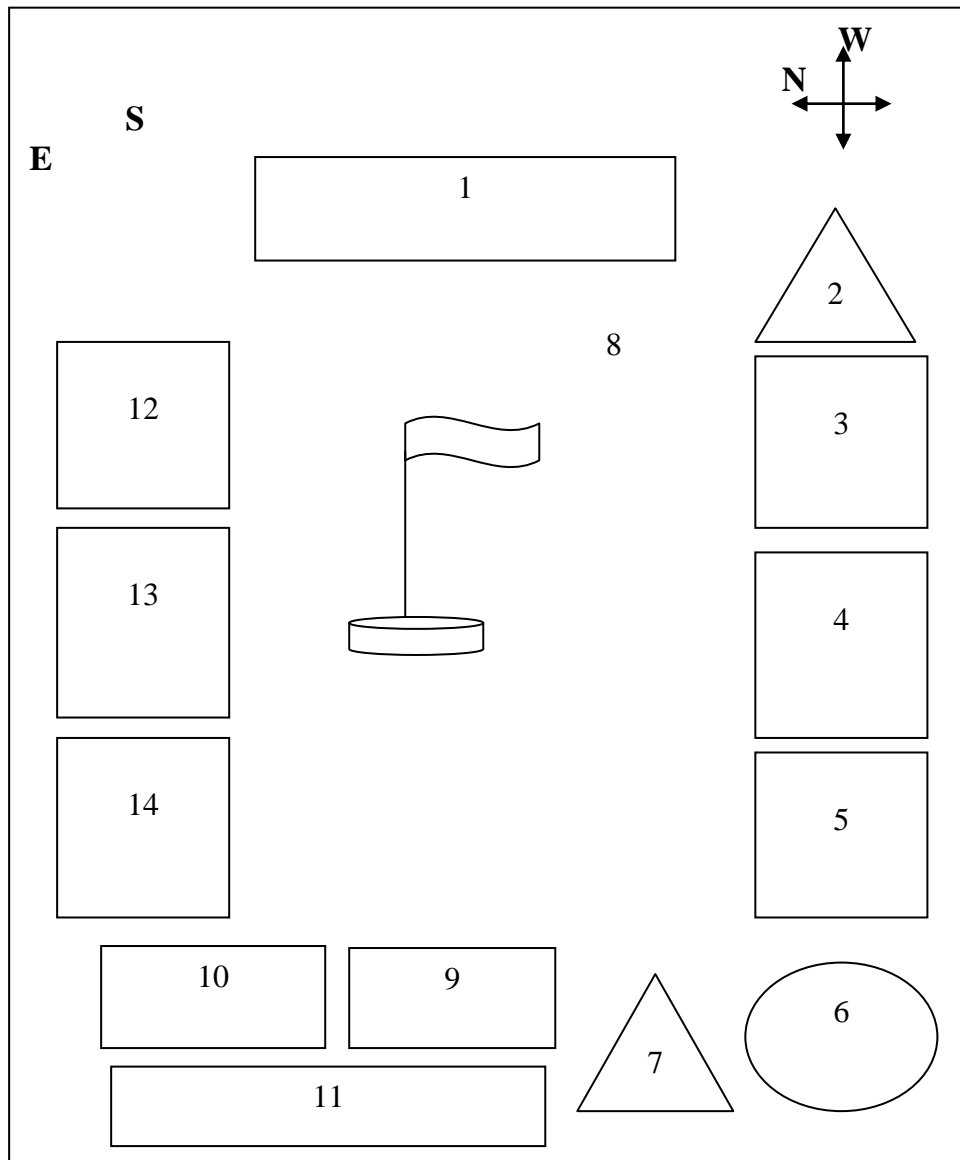
5. School Map of MA Darun Nasyi'in

- a. School's name : MA Darun Nasyi'in Bumi Jawa
- b. School's address Jln. Nusantara Raya Dusun V Desa Bumi Jawa
Kec. Batanghari Nuban Kab. Lampung Timur

c. School map :

Picture 2.

School Map of MA Darun Nasyi'in Bumi Jawa



Source: Documentation of MA Darun Nasyi'in Bumi Jawa on May 26th 2017.

Notes:

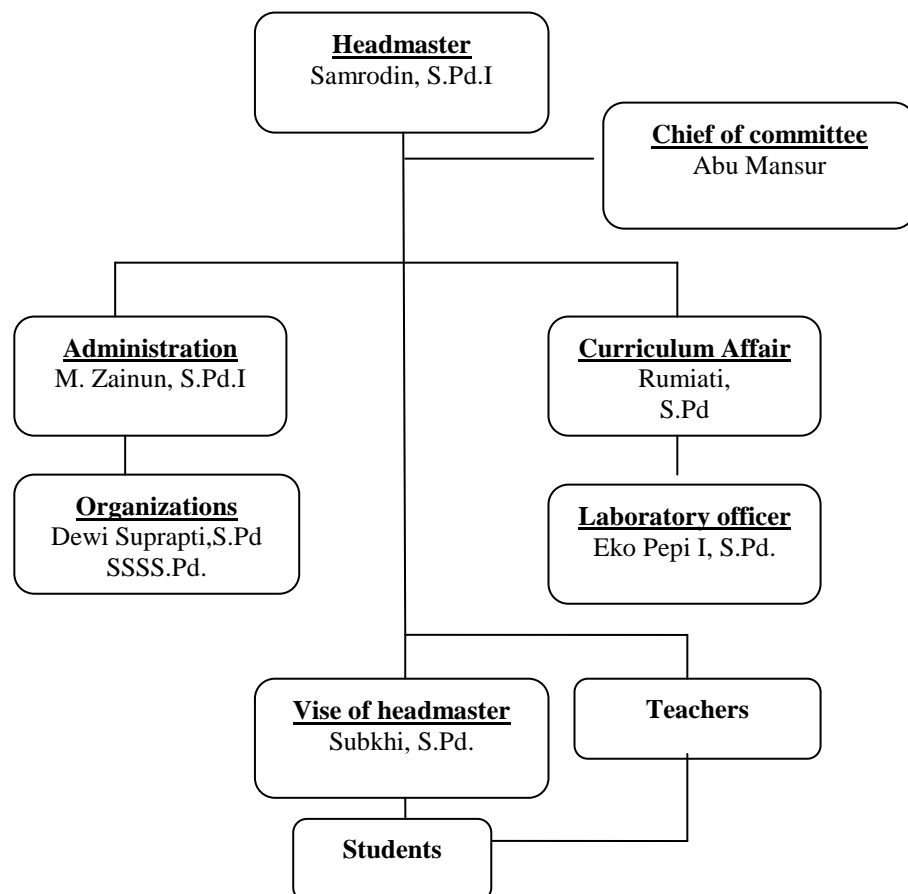
1. Gateway
2. Security's room
3. Administration's room
4. Headmasters' room
5. Teachers' room
6. Canteen

7. Mosque
8. Field
9. Laboratories' room
10. Library
11. Toilet
12. Classroom
13. Classroom
14. Classroom

6. Organizational School

Figure

The organization structure of MA Darun Nasyi'in Bumi Jawa



B. Description of the Research

This research used classroom action research. It was conducted in two cycles. The action in cycle I and cycle II were conducted about three meetings in each cycle and each meeting in these cycles took 2x45 minutes. As it was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Student Team Achievement Division (STAD) Method to increase the students' reading comprehension ability.

1. Action and Learning at Pre-Test

a. Pre-test activity

The learning was conducted on Thursday, May 17th, 2018 at 12.45 until 14.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choices consisted of 20 items.

b. The students' pre-test result

Table 6.

Students' Pre-test score

No.	Students' Name	Score	Note
1.	A. M.	40	Uncompleted
2.	A. N.W	80	Completed

3.	A. D. R.	25	Uncompleted
4.	A. S.	20	Uncompleted
5.	A. M. H.A.A	35	Uncompleted
6.	D. A.	25	Uncompleted
7.	E. S.	75	Completed
8.	E. P. S.	40	Uncompleted
9.	H. N. A.	45	Uncompleted
10.	I. S.	55	Uncompleted
11.	L. S.	70	completed
12.	L. N.F.	25	Uncompleted
13.	L. N.	45	Uncompleted
14.	M. R.	30	Uncompleted
15.	M.S.H.	75	Completed
16.	N.O.A	40	Uncompleted
17.	N. E.N	70	Completed
18.	N. H.	35	Uncompleted
19.	R.	35	Uncompleted
20.	R. N.S	40	Uncompleted
21.	N. F.	75	Completed
22.	S. K.S	50	Uncompleted
23.	S. M.	35	Uncompleted
24.	S. M.	65	Completed
25.	S.	40	Uncompleted
26.	S.	85	Completed
27.	S.	45	Uncompleted
28.	Y. A.	40	Uncompleted
29.	I. I.	70	Completed
30.	E. L.	75	Completed
Total		1485	
Average		49,5	
Highest Score		85	
Lowest Score		20	

Table 7.

Frequency of students' score in Pre-test

No.	Grade	Category	Frequency
1.	≥ 65	Completed	10
2.	< 65	Uncompleted	20
Total			30

Source: The result score of reading pre-test at X class of MA Darun Nasyi'in Bumi Jawa on May 21th 2018.

Based on the table, it was analyzed that there were 10 students' who passed the pre-test and 20 students who failed the pre-test. It means that the students did not fulfill the minimum standard at MA Darun Nasyi'in Bumi Jawa and the students' reading comprehension ability was low. Besides, from the result of pre-test, the researcher got the average. So, it was the reason why the researcher used Student Team Achievement Division (STAD) method to increase the students' reading comprehension ability.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Friday, May 18th 2018 at 13.15 until 14.45 and followed by 30 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of strategy that will be used in the learning process, then started to deliver the material. The researcher gave the text about 'B.J. Habibie' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students answered "descriptive text", some students kept silent, and two students answered "recount text". The researcher said "Good! The type is recount text. Today we will discuss together about narrative text."

The researcher explained that the used text in the teaching learning was organized in the recount form. The generic structure included orientation-events-reorientation. The purpose of the text is to inform and to entertain the reader.

Then, a student asked "Ms, what is event?" The researcher answered "Event is something that happened or it can be said as the conflict of the story".

Next, the researcher announced the member of groups that consist of five students and gave the numbers. Each student in one

group has different number. The researcher asked the members of group to read and discuss together about the given text. Then, the researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher called the one of students from their group. The researcher gave the question for students who had called and they answered it.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in reading English text for some students, they lost the discussion time.

2) The second meeting

The second meeting was conducted on Thursday, May 24th 2018 at 12.45 until 14.15. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material.

In this stage, the researcher continued the material in the last meeting. The researcher reminded that the used text in the teaching learning was organized in the recount form. The text structure included orientation-events-reorientation.

Then, the researcher asked the students, “Class, what do you know about orientation?” All of students silenced. Then the researcher replied, “Anybody knows?” A student raised hand, “Ok Dewi, what is orientation?” Dewi answered, “Orientation is when the characters, time and place of the story happened.” The researcher said, “Excellent, give applause for Dewi guys!” Then, the researcher gave some true-false question related to the text and asked to the groups to discuss and find the correct answers.

When the discussion time was up, the researcher said, “Well class, are you ready to answer? Number 4 please comes forward!” The students who had number 4 came. Then, the research said, “Ok friends, the first statement *Habibie is a son of a Javanese noblewoman from Solo*, is it true statement?” The member of first group answered, “It is false statement, because based on the sentence of the first paragraph that stated, *his mother was a Javanese noblewoman from Yogyakarta*.” The researcher replied, “Very good, the answer is true, ok class give applause for your friend!” Then, the next students who had answered other questions. Only one group had incorrect answer.

The second meeting had finished, the students looked more enjoy and actively than the first meeting.

3) The third meeting

The third meeting was conducted on Friday, May 25th 2018 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 8.

Students' Post Test 1 score

No.	Students' Name	Score	Note
1.	A. M.	60	Uncompleted
2.	A. N.W	85	Completed
3.	A. D. R.	55	Uncompleted
4.	A. S.	50	Uncompleted
5.	A. M. H.A.A	55	Uncompleted
6.	D. A.	70	Completed
7.	E. S.	70	Completed
8.	E. P. S.	75	Completed
9.	H. N. A.	45	Uncompleted
10.	I. S.	75	Completed
11.	L. S.	70	Completed
12.	L. N.F.	50	Uncompleted
13.	L. N.	60	Uncompleted
14.	M. R.	55	Uncompleted
15.	M.S.H.	80	Completed
16.	N.O.A	60	UnCompleted
17.	N. E.N	85	Completed
18.	N. H.	60	Uncompleted
19.	R.	55	Uncompleted
20.	R. N.S	75	Completed
21.	N. F.	80	Completed
22.	S. K.S	50	Uncompleted
23.	S. M.	70	Completed

24.	S. M.	75	Completed
25.	S.	60	Uncompleted
26.	S.	90	Completed
27.	S.	70	Completed
28.	Y. A.	60	Uncompleted
29.	I. I.	80	Completed
30.	E. L.	80	Completed
Total		2005	
Avarage		66,83	
Highest Score		90	
Lowest Score		50	

Table 9.

Frequency of students' score in Post test 1

No.	Grade	Category	Frequency
1.	≥ 65	Completed	16
2.	< 65	Uncompleted	14
Total			30

Source: The result score of reading post test 1 at X class of MA Darun Nasyi'in on May 25th 2017.

Based on the result above, it could be seen that 16 students got score up to the standard and 14 students got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 65. It means that cycle 1 the students' achievement could improve enough, but it was not successful yet.

c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the Student Team Achievement Division (STAD) method to the students. The students confused about what

they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Student Team Achievement Division (STAD) method before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 16 of 30 students got good score. Although only 14 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of the students' activities were :

- a) The students pay attention of the teacher explanation
- b) The students asked/answered the question from the teacher
- c) The student were active in group
- d) The student were able to do the task

The result of the students' learning activities could be seen as follow:

Table 10
The Students' Activities in Cycle 1

No	Students Activities	Frequency	Percentage
1.	The students' pay attention of the teacher explanation	25	69,44%
2.	The students ask/answer question	18	50%
3.	The students were active in group	18	50%
4.	The students able do the task	20	55,56%
Total students		30	

d. Reflecting

Based on the result of observation sheet of and also the result score of post-test of the students, the students' score in reading comprehension were still not good enough. It was seen on the result of the post-test at the next explanation in this chapter. Besides, after giving the treatment by using reading text about recount text, the researcher found some problems such as the students were not active in the class and group, some students that unenthusiastic to the teacher explanation, they also had difficulties to read and do the exercise, and they didn't elaborate more the ideas. So, it made the researcher realized that there were many aspects to be revised, such as gave more explanation and motivation for the students, so they

was comprehend the material and to be more active in teaching and learning process.

Furthermore, the result of the learning result in cycle 1 before and after doing the treatment was analyzed in the following table.

Table 11.
Comparison between Pre-test and Post-tet in Cycle I

No.	Name	Pre-test score	Post-test 1 score	Increasing	Category
1.	A. M.	40	60	20	Increased
2.	A. N.W	80	85	5	Increased
3.	A. D. R.	25	55	30	Increased
4.	A. S.	20	50	30	Increased
5.	A. M. H.A.A	35	55	20	Increased
6.	D. A.	25	70	45	Increased
7.	E. S.	75	70	-5	Decreased
8.	E. P. S.	40	75	35	Increased
9.	H. N. A.	45	45	0	Constant
10.	I. S.	55	75	20	Increased
11.	L. S.	70	70	0	Constant
12.	L. N.F.	25	50	25	Increased
13.	L. N.	45	60	15	Increased
14.	M. R.	30	55	25	Increased
15.	M.S.H.	75	80	5	Increased
16.	N.O.A	40	60	20	Increased
17.	N. E.N	70	85	15	Increased
18.	N. H.	35	60	25	Increased
19.	R.	35	55	20	Increased
20.	R. N.S	40	75	35	Increased
21.	N. F.	75	80	5	Increased
22.	S. K.S	50	50	0	Constant
23.	S. M.	35	70	35	Increased
24.	S. M.	65	75	10	Increased
25.	S.	40	60	20	Increased
26.	S.	85	90	5	Increased
27.	S.	45	70	25	Increased
28.	Y. A.	40	60	20	Increased
29.	I. I.	70	80	10	Increased

30.	E. L.	75	80	5	Increased
Total Score		1485	2005	580	
Average		49,5	66,83	19,33	

In this research, pre-test and post test 1 had done individually, it was aimed to know the ability of the students reading comprehension before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improving from the students' result score. It could be seen from the students' result score. It was be seen from the average in pre test 49,5 and post-test 1 66,83. Although there was improving of the students' achievements, cycle 1 was not successful yet because only 16 students who passed in post-test 1. It can be concluded that cycle 1 was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in the next cycle.

3. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

a. Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on

cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension ability by recount text with the method of Student Team Achievement Division (STAD) method.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

b. Acting

1) The first meeting

The first meeting was conducted on Thursday, Mei 31th 2018 at 12.45 until 14.15 that followed by 30 students. The researcher greeted the students and checked the students' attendance list then the researcher asked question related to the topic orally.

For the beginning of the meeting, before the students had gathered with their group, the researcher told a text untitled "Founder of Whatsapp" in front of the class to give stimulus for the students in making interested and enjoy the lesson. Some students who knew the meaning would give their big smile and became more interested, but the others were only speechless and looked very confused.

Then, the researcher divided the students into some groups that each group consists of five students. The researcher said, “Well guys, now please find the difficulty words, and you can ask me!” A student asked, “Ms. what is the meaning of descent?” The researcher answered, “Descent is keturunan”. After that, the researcher asked the students to discuss it together.

Next, the researcher called one of the students, and gave the questions. The student could answer it. From this activity, the researcher still found out some problems in reading faced by students, but the students’ desire in reading recount text was increased.

2) The second meeting

The second meeting was conducted on Thursday, Juni 07th 2018 at 13.15 until 14.45 followed by 30 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students’ condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the researcher gave the tasks that should be discussed by the group and all of the members should know the answer. In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following

learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher discussed and gave the explanation to all of the students about the problem of reading comprehension ability that often faced by the students through the effective method; Student Team Achievement Division (STAD) method.

3) The third meeting

The third meeting was conducted on Friday, Juni 08th 2018. This meeting used to post test 2 at the end of cycle II. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 6 of 30 students got the score under the minimum mastery criteria in MA Darun Nasyi'in.

Table 12.

Students' Post Test 2 score

No.	Students' Name	Score	Note
1.	A. M.	70	Completed
2.	A. N.W	85	Completed
3.	A. D. R.	65	Completed
4.	A. S.	65	Completed
5.	A. M. H.A.A	70	Completed
6.	D. A.	75	Completed
7.	E. S.	75	Completed
8.	E. P. S.	80	Completed
9.	H. N. A.	60	Uncompleted

10.	I. S.	80	Completed
11.	L. S.	75	Completed
12.	L. N.F.	60	Uncompleted
13.	L. N.	70	Completed
14.	M. R.	75	Completed
15.	M.S.H.	80	Completed
16.	N.O.A	70	Completed
17.	N. E.N	85	Completed
18.	N. H.	70	Completed
19.	R.	65	Completed
20.	R. N.S	80	Completed
21.	N. F.	80	Completed
22.	S. K.S	70	Uncompleted
23.	S. M.	75	Completed
24.	S. M.	80	Completed
25.	S.	70	Uncompleted
26.	S.	95	Completed
27.	S.	75	Completed
28.	Y. A.	60	Uncompleted
29.	I. I.	80	Completed
30.	E. L.	80	Completed
Total		2.220	
Average		74	
Highest Score		95	
Lowest Score		60	

Table 13.

Frequency of students' score in Post test 2

No.	Grade	Category	Frequency
1.	≥ 65	Completed	27
2.	< 65	Uncompleted	3
Total			30

Source: The result score of reading post test 2 at X class of MA Darun Nasyi'in Bumi Jawa on Juni 08th 2018.

Based on the result above, it could be inferred that 27 students were successful and 3 other students were not successful. From the post test 2 results, the researcher got the average of 74. It was higher than post test 1 in cycle I.

c. Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this stage the students were more active and enthusiastic in following the teaching and learning process. It could be seen as follow:

Table 14
The Students' Activities in Cycle II

No	Students Activities	Frequency	Percentage
1.	The students' pay attention of the teacher explanation	32	88,89%
2.	The students ask/answer question	28	77,78%
3.	The students were active in group	30	83,33%
4.	The students able do the task	32	88,89%
Total students		30	

The table showed that not all the students' activity in cycle II was increased. The students' activity that high percentage were pay attention of teachers' explanation (88,89%) and the students' able to do the task (88.89%), the second high percentage was active in group

(83,33%) and the third was the students ask/answer the question (77,78%) were able to do the task.

Based on the result above, the researcher indicated that learning process in cycle II was successful because the third students' activity got percentage > 60%.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. The researcher felt satisfied about the result of the research. There were >80% of students passed the examination. It means the students' reading comprehension had increased. From the result above, the researcher concluded that this research was successful and would not be continued in the next cycle.

The students' score on reading comprehension from post-test I to post-test II was be seen on the table below.

Table 15.

Comparison between the Students' score at post-test I and post-test II

No	Name	Post-test I score	Post-test II score	Increasing	Category
1.	A. M.	60	70	10	Increased
2.	A. N.W	85	85	0	Constant
3.	A. D. R.	55	65	10	Increased
4.	A. S.	50	65	15	Increased
5.	A. M. H.A.A	55	70	15	Increased
6.	D. A.	70	75	5	Increased
7.	E. S.	70	75	5	Increased
8.	E. P. S.	75	80	5	Increased
9.	H. N. A.	45	60	15	Increased
10.	I. S.	75	80	5	Increased
11.	L. S.	70	75	5	Increased
12.	L. N.F.	50	60	10	Increased

13.	L. N.	60	70	10	Increased
14.	M. R.	55	75	20	Increased
15.	M.S.H.	80	80	0	constant
16.	N.O.A	60	70	10	Increased
17.	N. E.N	85	85	0	Increased
18.	N. H.	60	70	10	Increased
19.	R.	55	65	10	Increased
20.	R. N.S	75	80	5	Increased
21.	N. F.	80	80	0	Constant
22.	S. K.S	50	70	20	Increased
23.	S. M.	70	75	5	Increased
24.	S. M.	75	80	5	Increased
25.	S.	60	70	10	Increased
26.	S.	90	95	5	Increased
27.	S.	70	75	5	Increased
28.	Y. A.	60	60	0	Constant
29.	I. I.	80	80	0	Constant
30.	E. L.	80	80	0	Constant
TOTAL		2005	2.220	215	
AVERAGE		66,83	74	7,17	

Based on the result of above, it was be inferred that STAD method could increase the students' reading comprehension because there was increasing from average in Post-test I 66,83 became 74 in post-test II. In the cycle II most the students' could develop their reading comprehension Ability. It means that cycle II was successful.

The table is to describe the comparison of the students' result in post 1 and post-test II.

d. Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using Student Team Achievement Division (STAD) method, the reading comprehension ability would increase.

Most of the students enjoyed when they were studying by using STAD and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt satisfied about the result of the research. The researcher concluded that this research was successful and would be not continued in the next cycle.

C. Interpretation

1. Cycle 1

In this research, a researcher gave the student's pre-test individually for the purpose to know the students' reading comprehension mastery before giving a treatment. In the pre-test and 20 students' who failed the pre-test. Furthermore, in the pre-test, the lowest score was 20 and the highest score was 85.

After did the pre-test, the researcher gave treatment to the students in cycle 1. The treatment was conducted by teaching the students using STAD method. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I.

Afterwards, by analyzed the result of post test I.the researcher was concluded that were 16 students passed the post-test I. The lowest score was 50, the highest score was 90, and the average score was 66,83

From the result of students' result of students score in pre-test and post-test I, there was an increasing from the students' result score. It could be seen from the average in pre test 49,5 and post-test 66,83. Although there was improving of the students' achievement, cycle I was not successfully yet because only 16 students' who passed in the post-test 1. It means that in the cycle I, the students' achievement could increase enough but it was not successful because indicator of success was not reached yet.

2. Cycle II

After analyzed the students' score in post test of cycle I, the researcher had to conduct the next cycle because only 16 students' passed the test and got score < 70 .

In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that were 27 students (88,89%) passed because they got score > 65 . In this post-test, the lowest score was 60, the highest score was 95, and the average score was 74. Because the achievement of students' had increased enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

3. Students' Score in Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process is successfully in cycle I but the students' average score is low. While, the score of the students in post-test I is higher than pre-test. Moreover, in cycle II, the students' average score is

higher than cycle I. The following was the table of score in Cycle I and Cycle II:

Table 16.

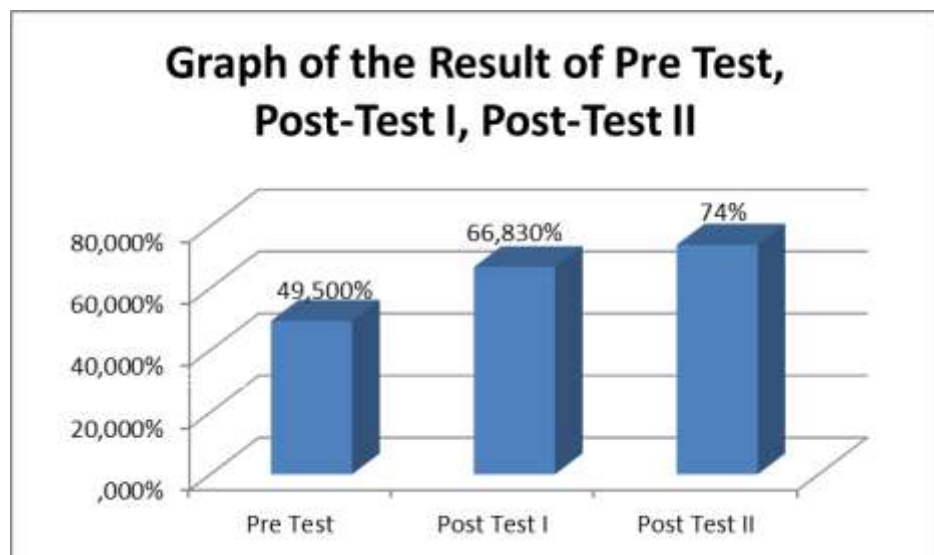
Result score of students' Pre-test, Post Test 1, and Post Test 2

No	Name	Pre-test score	Post-test 1 score	Post-test 2 score
1.	A. M.	40	60	70
2.	A. N.W	80	85	85
3.	A. D. R.	25	55	65
4.	A. S.	20	50	65
5.	A. M. H.A.A	35	55	70
6.	D. A.	25	70	75
7.	E. S.	75	70	75
8.	E. P. S.	40	75	80
9.	H. N. A.	45	45	60
10.	I. S.	55	75	80
11.	L. S.	70	70	75
12.	L. N.F.	25	50	60
13.	L. N.	45	60	70
14.	M. R.	30	55	75
15.	M.S.H.	75	80	80
16.	N.O.A	40	60	70
17.	N. E.N	70	85	85
18.	N. H.	35	60	70
19.	R.	35	55	65
20.	R. N.S	40	75	80
21.	N. F.	75	80	80
22.	S. K.S	50	50	70
23.	S. M.	35	70	75
24.	S. M.	65	75	80
25.	S.	40	60	70
26.	S.	85	90	95
27.	S.	45	70	75
28.	Y. A.	40	60	60
29.	I. I.	70	80	80
30.	E. L.	75	80	80
Total Score		14,85	2.005	2.220
Average		49,5	66,83	74

Based on the result of pre-test, post test1, and post-test II, it was known that there was a positive significant improving of the students' score. It was be seen from the average 49,5 to 66,83 became 74. Therefore, the researcher showed the graph of the result of pre-test, post-test 1, post-test II, as follow:

Graph 1.

Percentages of the students' score in Pre-test, Post test 1 and Post test 2



There was an increasing of the students who got score up to the standard from the pre-test to the post test 1 and from post test 1 to the post test 2.

The research was success if 80% of students able to achieving the minimum mastery criteria (MMC), at least 65. Based on the result pre-test and post test, it could be seen that Student Team Achievement Division (STAD) method was able to increase the students' reading comprehension significantly related to the students' average before and after given the treatment.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the MMC was 65.

1. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 17.

Result of the students' activities in Cycle I & Cycle II

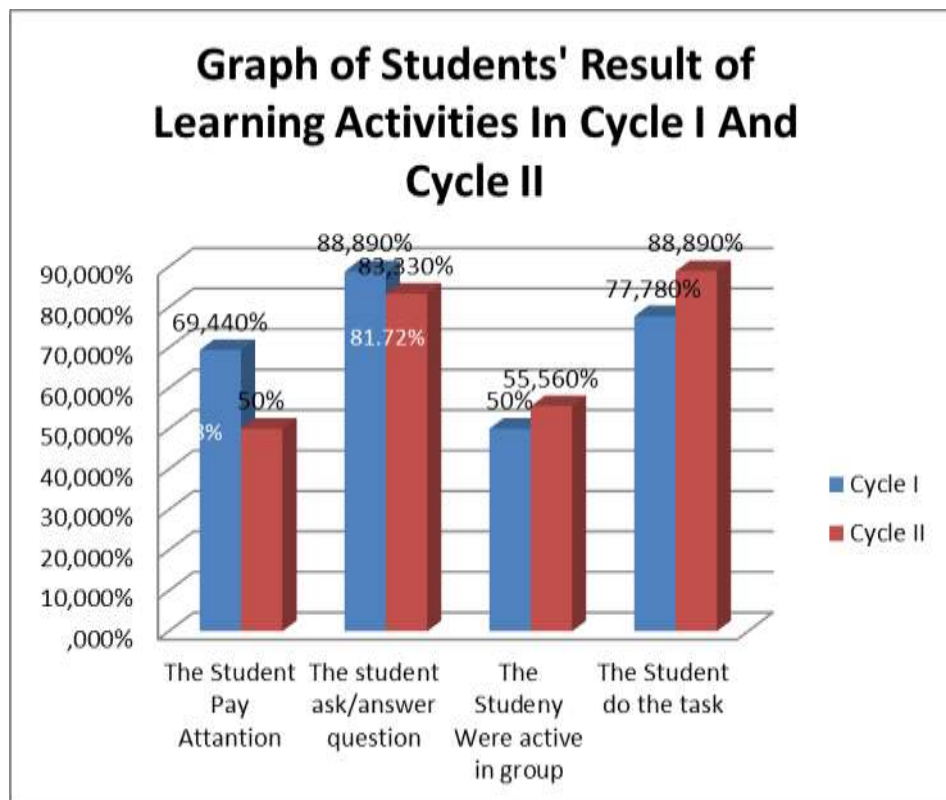
No	Students' Activity	Cycle I	Cycle II	Increasing
1.	The students pay attention	69,44%	88,89%	19,45%
2.	The students ask/answer questions	50%	77,78%	27,78%
3.	The students were activ in group work	50%	83,33%	33,33%
4.	The student do the task	55,56%	88,89%	33,33 %

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good increasing in learning activities when Student Team Achievement Division (STAD) method was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 2.

Comparison of students' activities in Cycle I and Cycle II



Based on data had gotten, it can be explained as follow:

- a. The students pay attention to the teachers' explanation

The students' attention to the teacher explanation from the first meeting to next meeting was improved. In cycle 1 was only 69, 44% and in cycle II 88,89%, it improved 19,45 %.

- b. The students ask/answer question from the teacher

The students brave to answer although all the question was be answered well. For this activity was improved 27,78 % from cycle I 50% and Cycle II 77,78%.

- c. The students' were active in group

The students who active in a group or pairs also improved. From Cycle I 50% and Cycle II 83,33%. So it improved 33,33%.

d. The students were able to do the task

The students' who had done the task were improved. It could be seen on the cycle I 55,56% and Cycle II 88,89 %, it improved 33,33%.

Based on data above, it could be concluded the students felt comfortable and active with the learning process. Because most of the students have shown good learning activities when Student Team Achievement Division method was applied in learning process from Cycle 1 up to Cycle II.

e. The comparison of Pre-test and Post-Test

Based on the explanation of Cycle 1 and Cycle II, it was be inferred that gave STAD method could increase the students' reading comprehension ability. There was progress average score.

From graph 3, we could be seen that there was an increasing on the average score and total score of the students who passed the test from pre-test, post-test I to post-test II. In the graphs above, the average score in the pr-test was 49,5 and only 10 students passed the test.

Moreover, in the post-test 1 and II there was 16 students passed the test with average 66,83 and 27 students who passed the test with average 74. From the explanation, the researcher concluded that the research was successful and it could be stopped in the Cycle II because the indicator of success (80% of students got score >65) was reached.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of give STAD method in teaching reading comprehension, the researcher would like to give the conclusion as follows.

Based on the table of frequency distribution above, it can be inferred that 30 students as the research population for the grade of 70-95, there are 24 students who are included in the high category, for the grade of 50-69, there are 6 students who are included in the low category.

Therefore, it can be inferred that STAD method in reading comprehension ability at the tenth grade students of MA Darun Nasyi'in Bumi Jawa is 24 included in the high category.

Based on the table of frequency distribution, it can be inferred that 30 students as the research population for the grade of 70-95, there are 24 students who are included in the high category, for the grade of 50-69, there are 6 students who are included in the low category.

Therefore, it can be inferred that used STAD method in reading comprehension ability at the tenth grader students of MA Darun Nasyi'in Bumi Jawa is included in the high category. The Results of Data Analysis about increasing the students reading comprehension ability through STAD method at the tenth grade students of MA Darun Nasyi'in Bumi Jawa in the Academic Year of 2017/2018.

It means there is any increasing the students' reading comprehension ability through STAD method at the tenth grade students of MA Darun Nasyi'in Bumi Jawa in the Academic Year of 2017/2018.

B. Suggestions

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

1. For The Students

The students must be more active in learning process in order to they can understand the material. The benefit can felt directly by the students. In this research the students can get high motivation in following study in English lesson especially in reading comprehension. By giving a STAD method that can increase students' reading comprehension ability.

2. For The English Teacher

This research is helpful for English teacher to know the learning ability in teaching English especially reading comprehension through STAD method and to know the increase of students' reading comprehension. The English teacher can give the motivation for students in teaching learning especially in reading comprehension.

3. For The Headmaster

The headmaster can get benefit from the research. The students with an increases in students' reading comprehension ability and can be used as fill data and references in taking a decision in the learning process in the future.

It means there is any increasing the students' reading comprehension ability through STAD method at the tenth grade students of MA Darun Nasyi'in Bumi Jawa in the Academic Year of 2017/2018.

C. Suggestions

Referring to the result of the research and the conclusion stated previously, the researcher proposes some suggestions as follow:

4. For The Students

The students must be more active in learning process in order to they can understand the material. The benefit can felt directly by the students. In this research the students can get high motivation in following study in English lesson especially in reading comprehension. By giving a STAD method that can increase students' reading comprehension ability.

5. For The English Teacher

This research is helpful for English teacher to know the learning ability in teaching English especially reading comprehension through STAD method and to know the increase of students' reading comprehension. The English teacher can give the motivation for students in teaching learning especially in reading comprehension.

6. For The Headmaster

The headmaster can get benefit from the research. The students with an increases in students' reading comprehension ability and can be used as fill data and references in taking a decision in the learning process in the future.

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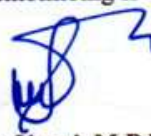
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		I	II		
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1	9/5/2018	✓		Acc 1 P.D.	

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		I	II		
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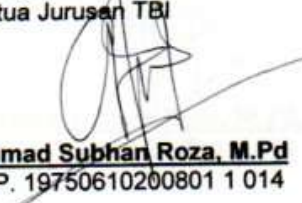
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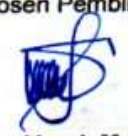
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Semester : XVI/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Jum'at, 23/02			1) Revisi Cover 2) Revisi Acknowledgement 3) Revisi Chapter I, II, III	Elul.
	29/03-2018			Ace Sumar	ys

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		I	II		
1	29 03 2018	✓		Revisi Chapter I	
2	02 04 2018	✓		Revisi Chapter II	
3	05 04 2018	✓		Revisi Chapter III	
4	09 04 2018	✓		ACC Seminar	

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Semester : XVI

No	Hari/ Tanggal	Pembimbing		Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1	30/08/18	✓		Revisi Chapter IV & V	
2	31/08/18	✓		Ac Chapter IV & V. Acc for mungayce.	

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