

AN UNDERGRADUATE THESIS

**THE USE OF STUDENT TEAM ACHIEVEMENT
DIVISION TECHNIQUE TO INCREASE STUDENTS'
READING COMPREHENSION ABILITY AT THE
ELEVENTH GRADERS OF SMAN 1 PURBOLINGGO
EAST LAMPUNG**

By :
ENDANG AYU LESTARI

STUDENT NUMBER: 1176027



**TARBIYAH DEPARTMENT
ENGLISH EDUCATION STUDY PROGRAM**

**STATE ISLAMIC COLLEGE (STAIN)
JURAI SIWO METRO
1436 H / 2015**

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EAST LAMPUNG**

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**By:
ENDANG AYU LESTARI
Student Number 1176027**

**Tarbiyah Department
English Education Study Program**

**Sponsor : Drs. Kuryani, M. Pd
Co-sponsor : Syahreni Siregar, M. Hum**

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ABSTRACT

**BY
ENDANG AYU LESTARI**

Reading is one of four basic language skills that should be mastered by the students. By reading, the students get much knowledge, information, and all they need in the learning process. Moreover, students often ignored to mastering this skill. This condition which was researcher found at the eleventh graders of SMAN 1 Purbolinggo where many students had difficulties in English learning especially in reading comprehension, so it caused their result of learning was low. Hence, to increase the students' reading comprehension ability, the researcher used STAD technique in learning process. STAD is one of technique that effective and easy to be applied in the teaching and learning process. The purpose of this research was to know whether the use of STAD technique can increase the students' reading comprehension ability in English learning.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research was the students' reading comprehension. In collecting the data, the researcher used test, observation, and documentation. This research was conducted with an English teacher of SMAN 1 Purbolinggo that was Mr. Ery Hadiyanto, S. Pd.

The result of this research showed that STAD had positive role in increasing the reading comprehension ability at the eleventh graders of SMAN 1 Purbolinggo. It can be proved by the students' average score from pre test to post test. The average score in pre test was 62.27 and in post test was 68.64 became 76.81. It means that the using of STAD technique in reading especially report text can increase the students' reading comprehension ability.

**PENGGUNAAN TEKNIK STUDENT TEAM ACHIEVEMENT
DIVISION UNTUK MENINGKATKAN KEMAMPUAN PEMAHAMAN
MEMBACA SISWA PADA KELAS SEBELAS SMAN 1 PURBOLINGGO
LAMPUNG TIMUR**

ABSTRAK

**OLEH
ENDANG AYU LESTARI**

Membaca merupakan salah satu dari empat keterampilan berbahasa yang harus dikuasai oleh siswa. Dengan membaca, siswa mendapatkan banyak pengetahuan, informasi dan semua yang mereka butuhkan di dalam proses pembelajaran. Namun, mereka sering mengabaikan penguasaan kemampuan ini. Hal ini peneliti temukan di kelas sebelas SMAN 1 Purbolinggo dimana para siswa mengalami kesulitan dalam pembelajaran bahasa Inggris khususnya dalam pemahaman membaca, sehingga ini menyebabkan hasil belajar mereka rendah. Oleh karena itu, untuk meningkatkan kemampuan pemahaman membaca siswa, peneliti menggunakan teknik STAD dalam proses pembelajaran. STAD merupakan salah satu teknik yang efektif dan mudah untuk diaplikasikan didalam proses belajar dan mengajar. Tujuan dalam penelitian ini adalah untuk mengetahui apakah penggunaan teknik STAD dapat meningkatkan kemampuan pemahaman membaca siswa dalam pelajaran bahasa Inggris.

Bentuk dari penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam 2 siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Objek dari penelitian ini adalah kemampuan pemahaman membaca siswa. Dalam pengumpulan data peneliti menggunakan test, observasi, dan dokumentasi. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas XI SMAN 1 Purbolinggo yaitu bapak Ery Hadiyanto, S.Pd.

Hasil dari penelitian ini menunjukkan bahwa STAD memiliki peran positif dalam meningkatkan kemampuan pemahaman membaca siswa kelas XI SMAN 1 Purbolinggo. Hal ini dapat dibuktikan berdasarkan nilai rata-rata mereka mulai dari pre-test menuju post-test. Nilai rata-rata siswa pada saat pre test adalah 62.27, dan post test 68.64 menjadi 76.81. Ini berarti penggunaan teknik STAD dalam membaca teks report dapat meningkatkan kemampuan pemahaman membaca siswa.

MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَلَمْ نَشْرُحْ لَكَ صَدْرَكَ (١) وَوَضَعْنَا عَنْكَ وِزْرَكَ (٢) الَّذِي أَنْقَضَ
ظَهْرَكَ (٣) وَرَفَعْنَا لَكَ ذِكْرَكَ (٤) فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ
الْعُسْرِ يُسْرًا (٦) فَإِذَا فَرَغْتَ فَانْصَبْ (٧) وَإِلَى رَبِّكَ فَارْجَبْ (٨)

“In the name of Allah The Most Gracious The Most Merciful”

“Have We not open your breast for you (O Muhammad (Peace be upon him))?

And removed from you your burden. Which weighed down your back? And
raised high your fame? Verily, along with every hardship is relief. Verily, along
with every hardship is relief. So when you have finished (your occupation),
devote yourself for Allah’s worship.” (Al-Insyirah : 1-7)

“Give thanks for what you are today and go on fighting for what you gone be
tomorrow.” (William Shakespeare)

“You can if you think you can” (The writer)

DEDICATION PAGE

This undergraduate thesis is dedicated to

**My beloved mother and father who always support me in their
endless love**

**My lovely brother and sister who have given wonderful
motivation to me**

All my inspiring friends

**My beloved almamater State Islamic College (STAIN) of Jurai
Siwo Metro**

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Praise is only to Allah SWT, the lord of the universe, inspiration of his life, that the researcher finally can finish the undergraduate thesis entitled “THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION TECHNIQUE TO INCREASE STUDENTS’ READING COMPREHENSION ABILITY AT THE ELEVENTH GRADERS OF SMAN 1 PURBOLINGGO EAST LAMPUNG”. This undergraduate thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in English education study program of STAIN Jurai Siwo Metro.

The first of all, the deepest gratitude would be addressed to my beloved parents, Miskam and Parjiyem for their endless love, for understanding and supporting me to finish the research proposal soon, and always pray for me to be successful person someday (amin). The greatest gratitude would also be addressed to both of my advisors, Drs. Kuryani Utih, M. Pd and Syahreni Siregar, M. Hum who have constantly given their endorsement, time and guidance so that researcher could finish the undergraduate thesis.

Hopefully, this undergraduate thesis can give many advantages to all of us properly.

Metro, June 22, 2015

Endang Ayu Lestari
St. Number 1176027

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CHAPTER I

INTRODUCTION

A. Background of the Study

In the context of English language teaching as a foreign language taught in Indonesia, the teaching and learning of English especially reading is one of particular importance. Reading becomes crucial for the students of university especially at English department because much literature is written in English. Therefore, the students should read more to get much knowledge, information, and all they need in the learning process.

Reading is not easy to be learned because it requires high concentrate of a reader. Many problems faced by the reader while they want to achieve a purpose of reading. Those problems are: focus in reading, reading habit, fluency, vocabulary mastery, and motivation. When understanding the text, the students should focus on their reading to get the messages or information from the text. Many students find the difficulties to get the messages or information of the text they have read. It is because they do not have good reading habit in their daily life. The students feel bored and lazy when they should read the text. They cannot achieve the purpose of the text when they are still having bad habit with the text are read.

Moreover, to the students who do not read fluently, it will need more time to comprehend the meaning of the text. Besides, mastering of

vocabulary also becomes important aspect in the reading process because without mastering vocabularies the students are difficult to achieve the purpose of reading. Therefore, giving motivation to the students is much needed to maximize the reading skill.

Teachers have important role to control the classroom. Teachers should be able to help the students comprehend the material by providing the appropriate technique in teaching and learning process. While the teachers choose an interesting technique, the students will be enthusiasm and enjoy learning English. So, they will be easy to understand the material that has been given by the teachers.

Student Team Achievement Division (STAD) is one of technique that can be applied in the classroom. This technique is applied to face the student's ability that heterogeneous. In this technique, the students are given an opportunity to make collaboration with their friends in a model of group discuss to solve a problem. Therefore, it can make students more active because they should work in their group discuss. It makes students enthusiasm to learn and confident to propose their opinion because they learn with their own friends. They also motivated because there is a challenge to solve the problems which are given.

The researcher conducted pre survey on November 12, 2014 at the eleventh graders of SMA Negeri 1 Purbolinggo in the academic year of 2014/2015. The table below was the result of the pre survey of students' reading comprehension.

Table 1
**Data of Pre Survey of Reading Comprehension Ability at the Eleventh
 Graders of SMA Negeri 1 Purbolinggo**

No	Range	Frequency	Percentage	Category
1	81-100	2	6,06%	Excellent
2	75-80	3	9,09%	Good
3	60-74	8	24,24%	Fair
4	15-59	20	60,61%	Low
Total		33	100%	

Source: Students' test on Wednesday, November 12, 2014

The data on pre survey showed that 20 students got low category, 8 students got fair category, 3 students got good category and 2 students got excellent category. It means that only 5 students (15.15%) passed the test and 28 students (84.85%) failed with the highest score was 85 and the lowest score was 15 and the minimum mastery criterion (KKM) was 75 for English.

Based on the result above, it could be concluded that the reading comprehension of the students were still low. The students cannot read the text fluently. There were many students difficult to comprehend the text especially in finding main idea and the detail information. Besides, there were students that lack of mastering the vocabularies. The students did not focus and not enthusiast to read the text. The students were difficult to finish the problem while they study individually. It was because the

teacher did not apply yet the appropriate technique in the classroom so the students lack of motivation in the learning process.

From the problems, the researcher would like to know whether the STAD technique could increase students' reading comprehension. Therefore, the researcher interested to conduct the research entitled "The Use of Student Team Achievement Division Technique to Increase Students' Reading Comprehension Ability at the Eleventh Graders of SMA Negeri 1 Purbolinggo."

B. Problem Identification

Based on the background of the study above, the researcher identified the problems as follows:

1. The students had low in reading comprehension.
2. Many students lack of mastering the vocabularies.
3. The students could not read the text fluently.
4. The students did not focus on reading the text.
5. The students were difficult to comprehend the text.
6. The teacher did not apply yet the appropriate technique in the classroom.

C. Problem Limitation

From the identification above, the researcher limited the problem that the students had low in reading comprehension. Therefore, the students were difficult to comprehend the text especially in finding main idea and the detail information.

D. Problem Formulation

Based on the background of study above, the researcher formulated the problem in this research as follow:

“Can Student Team Achievement Division technique increase the students’ reading comprehension ability at the eleventh graders of SMA Negeri 1 Purbolinggo?”

E. Objective and Benefit of the Study

1. Objective of the study

The objective of the study was to know whether the Student Team Achievement Division technique can increase the students’ reading comprehension ability at the eleventh graders of SMA Negeri 1 Purbolinggo in the academic year of 2014/2015.

2. Benefits of the Study

a. For the Student

By Student Team Achievement Division technique, it was hoped that could make the student more interesting in learning English. So, their reading comprehension ability would develop.

b. For the Researcher

It was as a new knowledge for the researcher to teach English better in the future.

c. For the Institution

It was hopefully could be a positive contribution and as information to improve learning English activity in the future.

CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Theoretical Review

1. Concepts of Reading Comprehension

a. The Definition of Reading Comprehension

Gillet defines that reading comprehension is the search for meaning actively using the reader's knowledge to understand new thing.¹ In other word, reading comprehension is the understanding new information of the text by applying the reader's knowledge. Furthermore, Bambang states that reading comprehension is a process that had a goal to know the messages of a specific text.² Moreover, reading comprehension is the act of understanding what the reader are reading.³ It means, reading comprehension is activity to know or comprehend the content of written text.

Meanwhile, John T. Guthrie, Allan Wigfield, and Kathleen C. Perencevich defines that reading comprehension is the process of building conceptual knowledge from a passage through cognitive interaction and motivational involvement with the

¹ Jean Wallace Gillet and Charles Temple, *Understanding Reading Problems: Assessment and Instruction*, (United States of America: Harper Collins College Publisher, 1994), p. 40.

² Bambang Yudi Cahyono, "The Teaching of EFL Reading in the Indonesian Context: the State of the Art" in *TEFLIN*, (Malang: Universitas Negeri Malang), Vol. 17 / February 2006, p. 37.

³ <http://www.k12reader.com/what-is-reading-comprehension/> accessed on January 22, 2014.

passage.⁴ In other that reading comprehension is process constructing meaning of the text involve interaction between cognitive and motivation of the reader and the text itself.

In reading comprehension the readers can derive meaning from text and build ownership of what they read when they actively relate the ideas to their own knowledge and experiences with personal connections as they read.⁵ Soro maintains that use of strategy is needed in reading comprehension.⁶ It means that when the readers want to know the content of the text, they should use the strategy in their reading activity.

Based on the statement above, it can be inferred that reading comprehension is the understanding the content of written text to get information by activating the reader's prior knowledge. The readers are not only reading a set of words in a sentence but also should be able to comprehend the text in order to get the message and information from what they have read.

b. Kinds of Reading Comprehension

Burn categorized reading comprehension into four categories namely, literal reading, interpretive reading, critical reading, and creative reading.

⁴ John T. Guthrie, Allan Wigfield, and Kathleen C. Perencevich, *Motivating Reading Comprehension*, (Mahwah, Jersey London: Lawrence Erlbaum Associates, Publishers, 2004), p. 227

⁵ Judy Willis, *Teaching The Brain To Read*, (Alexandria, Virginia USA: Association for Supervision and Curriculum Development, 2008)., p. 138

⁶ Kristin Lems, et. al, *Teaching Reading to English Language Learners*, (New York: The Guilford Press, 2010), p. 172.

1) Literal Reading

Reading for literal comprehension involves acquiring information that is immediately stated in a selection. From what the book said, the reader can answer the literal reading question. It means, the readers can find information easily because it is given directly in the passage.

2) Interpretive Reading

The interpretive involves reading between the lines or making is not directly stated in the text, but suggested or implied. In other word, meaning or message of the passage are given implied.

3) Critical Reading

Burn views that the essential reading is evaluation of the ideas in the materials with known standard and conclusion about accuracy appropriateness. In the critical reading, a reader must be collected, analyze and synthesize the information.

4) Creative Reading

The creative reading involves going beyond the material presented by the author creative and requires the students to think as they read and to use their imagination.⁷ In creative

⁷ <http://yoyoiiblogspot.com/2011/06/kinds-of-reading-comprehension.html> accessed on April 23, 2015

reading, the reader tries to come up with a new or alternative solution to the presented by author.

c. Strategies for Reading Comprehension

There are some strategies in reading comprehension that can be used to help the readers comprehend the text. Those strategies can be explained as follows:

- 1) Identifying the purpose in reading.

Efficient reading consists of clearly identifying the purpose in reading something. By doing so, the readers know what they're looking for and can weed out potential distracting information.⁸ It means, to find out what information would be taken of the text, the reader should determine their purpose in reading.

- 2) Skimming the text for main ideas.

Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives reader the advantage of being able to predict the purpose of the passage.⁹ In other word, skimming is reading the whole text quickly to get the main point of the text. Furthermore, by skimming the reader can predict the content of the text.

⁸ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 306.

⁹ *Ibid.*, p. 308.

3) Scanning the text for specific information.

Scanning is quickly searching for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.¹⁰ It means, scanning is reading the text quickly to find specific information without reading every word in the text.

4) Guessing when the readers aren't certain.

Teachers can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whether clues are available to them.¹¹ Therefore, when the students are doubt with their guessing, the teachers are able to help the students by providing clues that are suitable based on the passage.

5) Analyzing vocabulary.

One way for learners to make guessing pay off when they don't immediately recognize word is to analyze it in terms of what they know about it.

- a) Look for prefixes (co-, inter-, etc.) that may gives clues.
- b) Look for suffixes (-tion, -ally, etc.) that may indicate what part of speech it is.
- c) Look for roots that are familiar.

¹⁰ *Ibid.*

¹¹ *Ibid.*

- d) Look for grammatical contexts that may signal information.
 - e) Look at the topic for clues.¹² In other word, to understanding unknown words, the reader or the learner can use alternative way such as: analyze prefixes, suffixes, root words, grammatical context, and the topic of the text.
- 6) Predicting

Farrell describes that prediction is making an assumption what is going happen next of the text and asking the reader before reading to think the previous experiences they have had about the topic.¹³ It can be said that before reading, the reader should connect their previous experiences with the topic then making prediction about what is going happen next of the text.

7) Identifying Topics and Main Ideas

Mikukecky in Farrell recommend to identifying topics and main ideas, there are some developmental order that should be done by the reader, as follows:

- a) Finding the topic from a list of words
- b) Recognizing the topic of a paragraph
- c) Identifying the main idea of a passage.¹⁴

Finding the topic and main ideas are not easy. Many readers are difficult to find the topic and main ideas of the text. It is

¹² *Ibid.*, p. 310.

¹³ Thomas S.C. Farrell, *Planning Lesson for a Reading Class*, (Singapore: Seameo Regional Language Center, 2002), p. 27.

¹⁴ *Ibid.*, p. 35.

because the readers do not know the way to find it. The reader should know the developmental order in finding the topic and main ideas. Therefore, the reader will easy to understanding the content of what are reading.

d. Level of Reading Comprehension

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follow:¹⁵

1) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

2) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

¹⁵ Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p. 106

3) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

4) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Senior High School included in advanced-level readers, they must be able to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose.

e. Measurement of Reading Comprehension

To know the achievement of reading comprehension should be measured use the assessment of reading. There are some varieties of questions forms which can be used namely:

1) Pronominal Questions, Imperatives

In pronominal questions, the students should answer the questions by writing some ideas from the text as their answer in line with the questions. The assessment depends on the completeness and accuracy of the students' answer in this question. In these questions, 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 forms, the students do not make their own answer but they choose the answer which is available within the questions or instructions. In multiple-choice questions, it can ask about the details or general aspects of a text. Commonly, every question contains four choices and one of them is correct answer.

3) Information Transfer

To measure the students' comprehension, the teacher can use incomplete information transfer diagrams in reading assessment. The learners read the text and fill in the diagram with short notes.¹⁶ After the students finish reading the passage, they write short notes to fill in the diagrams.

¹⁶ I.S.P Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p. 77-79.

2. The Implementation of Student Team Achievement Division (STAD) Technique

a. Definition of Student Team Achievement Division (STAD) Technique

Slavin states that Student Team Achievement Division (STAD) is a type of cooperative learning method which is simplest and flexible, it can be applied in second until eleventh grader for various subject namely: math, language art, social studies, and science.¹⁷ It means, STAD are suitable to be applied in diverse grades and subjects.

Huda maintains Student Team Achievement Division (STAD) is one of the cooperative learning method consist of some small groups of the student with different level ability to help each other finish the learning goals. The students are grouped variously based on ability, gender, and background.¹⁸ In other word, STAD is a technique which directs the students to finish the problems together in each group.

Meanwhile, Aljanin defines that STAD is one of the most significant cooperative learning types that effectives to be used in

¹⁷ Robert E.Slavin,*Cooperative Learning: Teori, Riset dan Praktik*, translated by Narulita Yusron from *Cooperative Learning: Theory, Research and Practice*, (Bandung: Nusa Media, 2005), p. 143.

¹⁸ Miftahul Huda, *Model-model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2011), p. 201.

diverse grades and subjects.¹⁹ It means that, STAD can be carried out to multiple subject and grades.

The definition above explained that STAD is the type of cooperative learning. The following theory maintains the meaning of cooperative learning: Jonassen in Alijanin states that cooperative learning is group learning activity that founded on changing information socially between students that every student responsible to his or her own learning and are motivated to increase the learning of others.²⁰ It is similar with the cooperative learning is group learning type where the information is finished socially in group and each student should help other to increase the learning.

According to Newman in the learning process, STAD can motivate all members of group to participate actively. Moreover, Slavin states that giving motivation both intrinsic and extrinsic can make the student enthusiastic in the learning.²¹ Therefore, motivation is important to give to the students. Intrinsic motivation is given through challenge to solve the problems which are given in each group. Meanwhile, extrinsic motivation can be sent by giving reward to top teams.

¹⁹ Ehsan Alijanin, “The Effect of Students Team Achievement Division Technique on English Achievement of Iranian EFL Learners” in *Academy Publisher*, (Iran: University of Isfahan), Vol. 2 / September 2012, p. 1971.

²⁰ *Ibid.*

²¹ *Ibid.*

Based on the quotation above, it can be concluded that STAD is the technique consists of small groups heterogeneous which help each other to solve the problem and effective to be applied in various subject and grades.

b. Characteristic of Student Team Achievement Division (STAD)

Technique

There are four characteristics in STAD, namely: teaching, team study, quiz, and recognition.

1) Teaching

In teaching type, the teacher presents learning material. The students are taught about what will they learn and why learn about it. Therefore, it is will increase the curiousness the students as long as they study.

2) Team Study

In this type, members of groups are work together to finish work sheet and answer sheet that are provided by the teacher. In the process of learning reading, team study can help the students to increase solidarity of each other. It is also can increase the self confidence of the students to deliver their opinion. By team study, the students will be easier to understand the text especially in finding main idea and the information of the text because they study with their own friends.

3) Quiz

In this type, each student finishes the test individually. The teacher scoring the quiz and write down the result of quiz. The result of individual quizzes will be accumulated to their team score. If the students want their groups have higher score than other, every student should get maximal score in quiz. Therefore, it is will make the students motivated to study hard so that they can be success in the learning.

4) Recognition

Giving reward based on the team score average. For example, teams which get achievement point from 15-19 will accept recognition as team good, team which gets average achievement point from 20-24 is team excellent, while team which get point 25-30 is team super.²² By recognition, the students will more interesting to study so that their motivation will increase in learning reading.

c. The Benefits of STAD Technique

- 1) Increasing the student's motivation.
- 2) By grouping, the student's social ability will increase.
- 3) Making the students more confident to deliver their opinion because they learn with their own friends

²² Miftahul Huda, *Model-model.*, p. 202.

- 4) Helping and encouraging enthusiasm of the students to be success in the learning.
- 5) Helping the students more active as tutor in each group to increase group's success.²³

d. The Procedure of STAD Technique

1) Preparation Material and Division Team

Before giving material, teacher has to prepare work sheet and answer sheet which will be learn of the student in group. Then, deciding the student in heterogeneous group consists of four until six students based on their ability, background and gender.²⁴

2) Presenting Material

a) Introduction

The teacher explains what is going they learned and informs an important thing to motivate the students curiosity about the concepts that will they learn.²⁵

b) Developing

- 1) The learning process focus on understanding not memorizing.
- 2) The teacher should often control the student's comprehension by giving questions.

²³ <http://sharewithlinggar.blogspot.com/2013/03/pembelajaran-kooperatif-tipe-stad.html> accessed on december 21, 2014.

²⁴ *Ibid.*

²⁵ *Ibid.*

3) The teacher gives explanation why the answer is right

or wrong.

4) Move to other material when the student has

understanding about the material.²⁶

3) Study in Team

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

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

- a) Ask the member of group to change their table or desk to move in their group.
- b) Give the time to choose name of the group.
- c) Divide work sheet to the students.²⁷
- d) Emphasize to all students that they are not finished yet study before all members in group mastering the material.
- e) Remembering to the students that when they have questions, they should ask to their group first before asking to the teacher.

²⁶ Robert E. Slavin, *Cooperative Learning.*, p. 153.

²⁷ <http://sharewithlinggar.blogspot.com/2013/03/pembelajaran-kooperatif-tipe-stad.html> accessed on december 21, 2014.

- f) When the students are study in group, the teacher has to go around the class, listen how the group are work, and give praise to the group that work are good.²⁸

4) Giving Quiz

Teacher distributes the questions and gives the appropriate time to finish the quiz. Do not allow the students to cheat or work together with their friends. The teacher has to emphasize the students to do individually.²⁹

5) Counting Individual and Team Score

After doing quiz, the teacher counts individual progress score and team score. The teacher can give certificate or other rewards for the team who get higher score. If may, inform team score in period I to all students after doing quiz. It will make the student motivate to do the best for their group.

a) Progress score

The students collect point to their team related to the level where their quiz score passed their beginning score.

Table 2
Criteria for Progress Score

Quiz Score	Progress point
More than 10 point under beginning score	5
10-1 point under beginning score	10

²⁸ Robert E. Slavin, *Cooperative Learning.*, p. 157.

²⁹ *Ibid.*

Quiz score 10 point above	20
More than 10 point above beginning score	30

The purpose of making beginning score and progress score are to encourage all students give maximal point for their group.

b) Team score

To accumulate team score, write down each progress point all teams in resume sheet and divide total progress point with all members in each team.³⁰

6) Recognition of achievement team

There are three criteria which are given to recognize achievement. Teams that get average team score 15 point are team good. To the team that acquires 16 point is team very good, and for the team which gets 17 point is team super.³¹

7) Changing the team

After period I finished, divide the students in a new group. Give an opportunity to the students who are get low score to increase their learning by working together with other friends in the new group.³²

³⁰ *Ibid.*, p. 159

³¹ *Ibid.*, p. 160.

³² *Ibid.*, p. 163.

B. Hypothesis

Based on the theoretical review above, the researcher formulates the hypothesis that: the use of Student Team Achievement Division (STAD) technique can increase the students' reading comprehension ability at the eleventh graders of SMA N 1 Purbolinggo.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discussed about the research methodology. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Setting

This research was conducted in SMA Negeri 1 Purbolinggo, East Lampung. Total of the students from the tenth grade up to twelfth grade were 760 students and total of the teachers were 54.¹ This research was about increasing the students' reading comprehension ability through Student Team Achievement Division (STAD) technique on report text at the eleventh graders of SMA Negeri 1 Purbolinggo in the academic year of 2014/2015. Actually, there were four classes for the eleventh graders of MIA. However, the researcher chose the eleventh graders of MIA 4 with the total students were 33 students because their reading comprehension had low skill. This was based on the result of pre survey at the eleventh graders of SMA Negeri 1 Purbolinggo.

B. Object of the Study

Object of the study was the students' reading comprehension. The teacher or researcher should choose the material appropriately to teach reading comprehension in the classroom. In this research, the researcher

¹ Data Input LIDI SMA Negeri 1 Purbolinggo, Academic Year 2014/2015.

chose report text because it included in the syllabus. The students were practiced to find main idea and the information of the text.

C. Action Plan

The kind of this research was classroom action research. McNiff states that action research was a research which used a particular method to be applied in the learning.² It means that in the research, the researcher could use specific method in their own learning. Moreover, Yogesh describes that action research was a way for improving and modifying the learning process of a classroom in school.³ It could be inferred that classroom action research was the research which was conducted in the class by using specific method to improve the quality of learning process.

Furthermore, McNiff suggests that action research was conducted with critical partner.⁴ It means, the researcher conducted the research together with friend. In doing classroom action research, the researcher asked Mr. Eri Hadiyanto, S. Pd as a collaborator of the research.

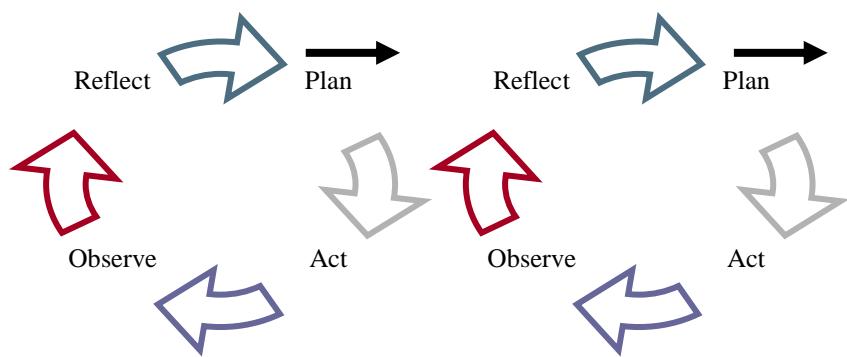
In this research, the researcher conducted in 2 cycles. The first cycle was failed, and it continued in the second cycle. It was conducted until there was an increasing on the students' reading comprehension. There were four steps in each cycle which have relationship one another, they were: planning, acting, observing, and reflecting. Those steps could be illustrated as follow:

² Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (London and New York: Routledge Falmer, 2002), p. 15.

³ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006), p. 265.

⁴ Jean McNiff and Jack Whitehead, *Action Research.*, p. 15.

Figure 1
Spiral Classroom Action Research



Jean McNiff's Model⁵

From the illustrated above, the explanations about four steps of action research procedure were conducted in each cycle:

1. Cycle 1

a. Planning

In this research, the researcher conducted some plans, namely:

- 1) Preparing lesson plan.
- 2) Preparing the material, and media of learning.
- 3) Making observation sheets and list of students' name.
- 4) Making work sheets and answer sheets which will be learned by the student in group.
- 5) Making test which will be used in pre-test and post-test.

⁵ *Ibid.*, p. 41.

b. Acting

In this action, the researcher did pre-test, treatment and post-test to the students. This action was conducted in some meetings. In this implementation, the researcher followed the schedule of English subject in the class. The researcher acted as if a teacher in the classroom and implemented some activities as follows:

- 1) Gave test to the students about report text as pre-test of the research and beginning score in STAD technique.
- 2) The teacher divided the students into small groups consist of 5 until 6 students in each group.
- 3) The teacher did treatment by using STAD technique to explain the material about report text.
- 4) The teacher guided and helped the students in the learning process.
- 5) The teacher asked the students to change their desk to move in their group.
- 6) The teacher gave work sheets and answer sheets in each group.
- 7) In group, the teacher asked the students to discuss the work sheets which contain report text and finish it in answer sheets.
- 8) The teacher reminded all groups that they should master the material which had given by the teacher and helped each other in group to comprehend the material.

9) After the students understood about report text, the teacher gave post test quiz to the students. They asked to do it by themselves. In STAD technique, the result of student quiz was accumulated with other students' result quiz in each group.

10) The teacher gave a reward to the top team.

c. Observing

While observing, the researcher and collaborator used observation sheet to write down the important things as long as the learning process happened. From the observation sheet the researcher and collaborator would know the result of the student's learning activities.

d. Reflecting

In this step, the researcher and collaborator analyzed how the effect of the acting, what thing which had to be repaired, and what thing which became attention on the next acting. Then, the result of reflecting would be used as a guideline to make a new plan in the next cycle.

2. Cycle 2

a. Planning

- 1) The researcher studied the result of reflecting on cycle 1.
- 2) The researcher prepared the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for post-test.

b. Acting

- 1) The teacher gave the students motivation to study harder.
- 2) The teacher did the treatment by using STAD technique.
- 3) The teacher gave post-test after the treatment.

c. Observing

The collaborator observed and collected the data when the learning process was conducting.

d. Reflecting

The researcher and collaborator reflected all the acting which had been conducted and identified the result of observation in the learning process and compared the score of pre-test and post-test.

D. Data Collection Method

In this research, the researcher collected the data by using test, observation and documentation.

1. Test

The researcher gave the students test to evaluate their skills and capability in reading comprehension. The test was about report text. There were two tests which were used in this research. Those were pre-test and post-test.

a) Pre test

Before doing the treatment the researcher gave the students pre test by asking the students to answer the questions about report text. The researcher used multiple choice questions to assess the student's reading comprehension.

b) Post test

Post test was applied after doing the treatment. It was implemented in order to know the students' reading comprehension. The test was like the pre-test where the students were asked to answer the multiple choice questions about report text, but the topic which was given in the post-test was different with in the pre-test.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning was held. In doing the observation, the research made the observation sheet that contains of list of the students' activities.

3. Documentation

The researcher used documents which were taken from the data of the school such as total of the students, the teachers and the condition of the school.

E. Data Analysis Technique

In this research, the researcher used the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the researcher also compared between pre-test and post-test score. Then, the results were matched with the minimum mastery criteria (KKM) in the school. At the eleventh graders of SMA Negeri 1 Purbolinggo the minimum mastery criteria (KKM) for English subject was 75.

There some students were not successful in cycle 1 it means that the researcher had to conduct the cycle 2. In the cycle 2, the students were successful, so the cycles were stopped because the students had achieved the minimum mastery criteria.

The researcher used a formula for counting the average score was as follow:

$$M = \frac{\sum X}{n}$$

Notes:

M = Mean

$\sum X$ = Total of students' score

n = Total of students⁶

F. Indicator of Success

The indicator of the success were taken from the process and the result of the action research. This research were called success if 80% of students got score 75 and in the learning process the students fulfill these criteria:

1. The students pay attention the teacher's explanation.
2. The students do the task and active in group.
3. The students comprehend the material especially in finding main idea and the information of the text.

⁶ Fathor Rachman Utsman, *Panduan Statistika Pendidikan*, (Yogyakarta: Diva Press, 2013), p. 60.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. RESULT OF THE RESEARCH

1. Description of Location

SMAN 1 Purbolinggo is the only one senior high school state in Purbolinggo and it established on area 19. 880,00 m² with school statistic number 301120412002. The location of SMAN 1 Purbolinggo is KH. Dewantara Street Tanjung Inten, Purbolinggo, Lampung Timur. In June 20, 1991 SMAN 1 Purbolinggo got a new SK with number 0363/O/1991 as a new school.

Now, SMAN 1 Purbolinggo has three levels of class. Those are the tenth, eleventh, and twelve grades with the total class are 12. SMAN 1 Purbolinggo has 54 teachers and 16 official employees.

Furthermore, the solidarity of SMAN 1 Purbolinggo is built around by its vision and mission which are totally dedicated as the main starting point to carry the system out. The vision of SMAN 1 Purbolinggo is realizing SMAN 1 Purbolinggo as a superior Islamic senior high school in academic, attitude and rank of achievements based on faith and devotion. Moreover, the specific missions of SMAN 1 Purbolinggo are generated as follows:

- a. Implementing an effective learning and coaching to each student to develop optimally their potential.

- b. Encouraging and assisting each student to recognize their potential, so the potential of the students can be developed more optimally.
- c. Growing and developing an understanding and appreciation of religion espoused to guide in acting to be more savvy and wise people.
- d. Instilling a sense of kinship and the public around the environment.
- e. Fostering a sense of responsibility for self-discipline, social discipline and national discipline.
- f. Embedding social etiquette, manners and noble character in public life of nation and state.
- g. Evoking the spirit of nationalism, patriotism and devotion to the nation's high country on the basis of sincerity and sense of responsibility.

2. Description of the Research

a. Cycle 1

1) Planning

In this cycle, the researcher prepared about the lesson plan, the material, and media of learning. The material was report text. The researcher prepared the report text about earthquake for the first treatment. Moreover, the researcher made observation sheets that contain about list of students' name and activities of the students as long as the teacher explained the material.

The researcher also prepared work sheets and answer sheets which would be learned by the student in group.

Furthermore, the researcher made the test to the students which would be used in pre-test and post-test. The students were asked to answer the multiple choice questions about report text, but the topic which were given in the post-test was different with the pre-test.

2) Acting

The implementation of this step was conducted in three meetings, namely: pre-test, treatment, and post test. In the first meeting the researcher conducted pre-test on Wednesday, May 13, 2015. The pre-test was done to know the ability of the students in reading comprehension before giving treatment. The students were given 20 questions about report text. After the students finished pre-test questions, the teacher asked them to submit the answer sheet. The result of pre-test could be seen on the table below:

Table 3
Students' pre test score

No	Name	Pre-test	Note
1	ADP	45	Failed
2	AR	75	Passed
3	AD	65	Failed
4	APL	70	Failed
5	ADM	45	Failed
6	CAY	70	Failed

7	DAL	50	Failed
8	DAM	55	Failed
9	DHP	70	Failed
10	ESS	65	Failed
11	EM	55	Failed
12	EA	60	Failed
13	EY	60	Failed
14	FN	65	Failed
15	FW	75	Passed
16	HA	60	Failed
17	IR	80	Passed
18	KFL	80	Passed
19	KN	55	Failed
20	MYH	60	Failed
21	MA	65	Failed
22	NDA	50	Failed
23	OK	65	Failed
24	RDK	50	Failed
25	RJ	50	Failed
26	RRS	75	Passed
27	SM	55	Failed
28	SA	60	Failed
29	TS	70	Failed
30	TSE	45	Failed
31	TGP	75	Passed
32	UF	70	Failed
33	YNS	65	Failed
	Total score	2055	
	Average	62.27	

Based on the table, it could be inferred that only 6 (18.18%) students who passed the pre-test and the other students who failed the pre-test with the lowest score was 45 and the highest score was 80. It means the students did not fulfill the minimum standard at SMAN 1 Purbolinggo yet. Besides, from the result

pre-test, the researcher got the average 62.27 So, it was the reason why the researcher used STAD technique as the alternative technique to increase the students' reading comprehension.

The second meeting was treatment. The researcher conducted treatment on Saturday, May 16, 2015. In this meeting, the researcher acted as the teacher and Mr. Ery Hadiyanto (English teacher) as the collaborator in the classroom. The researcher started the meeting by praying and greeting, checking the attendance list, and asking the students' condition, motivating the students, reviewing the students by giving question related with previous meeting, explaining the purpose of study and topic would be learned, and dividing the students in group.

After that the researcher gave subject material about earthquake. Before explained the material, the researcher presented some pictures about earthquake in a slide presentation. The students observed the picture, how the condition, and what made the earthquake happen. Then, the researcher asked some students to read the report text in the slide and observed the new words. After that, the researcher taught in the classroom by implementing STAD technique. The researcher explained component of report text about the

social function, structure, and language feature. Afterwards, the researcher divided the students in a group. There were 6 groups in the class. Each group consists of 5 until 6 students.

In group, the students discussed about the report text. The researcher guided the students to be active in the class. As long as the students studied in group, the researcher went around the class, listened how the group worked, and gave praise to the group. Then, the researcher with the students corrected their answer sheet. The researcher clarified and explained the right answer.

In the end of meeting, the researcher gave feedback with the learning process, informed activities in the next meeting and closed the meeting by praying together.

After treatment, the researcher gave post-test to the students. The post-test was conducted on Wednesday, May 20, 2015. The post-test was done to know how the reading comprehension ability of the students after giving treatment. The result of post-test in cycle 1 could be seen on table, as follow:

Table 4
Post-test 1 score

No	Name	Post-test 1	Note
1	ADP	50	Failed
2	AR	80	Passed
3	AD	75	Passed
4	APL	75	Passed

5	ADM	65	Failed
6	CAY	80	Passed
7	DAL	65	Failed
8	DAM	60	Failed
9	DHP	75	Passed
10	ESS	60	Failed
11	EM	60	Failed
12	EA	80	Passed
13	EY	65	Failed
14	FN	60	Failed
15	FW	80	Passed
16	HA	65	Failed
17	IR	85	Passed
18	KFL	80	Passed
19	KN	65	Failed
20	MYH	60	Failed
21	MA	75	Passed
22	NDA	55	Failed
23	OK	65	Failed
24	RDK	55	Failed
25	RJ	60	Failed
26	RRS	80	Passed
27	SM	65	Failed
28	SA	70	Failed
29	TS	75	Passed
30	TSE	50	Failed
31	TGP	75	Passed
32	UF	75	Passed
33	YNS	80	Passed
	Total score	2265	
	Average	68.64	

From the table, it can be analyzed that the students' average score (mean) was 68.64. The highest score was 85 and the lowest score was 50 . Based on KKM, there were 15 (45.45%) students that had passed post test 1 or got score ≥ 75 . It means

that in cycle 1 the students' achievement increased enough, but was not successful yet.

3) Observing

As long as the researcher explained the material, the collaborator observed the students' activities. In learning process, there were four indicators used to know the students' activities. Every student who active in learning process gave a tick in observation sheet. The indicators of the students' activities were:

- a) Pay attention of the teacher's explanation.
- b) Understanding the material.
- c) Active in group.
- d) Students were able to do the task.

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

Table 5
The Result of Students' Learning Activities in Cycle I

No	Name	Activities				Frequency
		A	B	C	D	
1	ADP	2	3	2	2	9
2	AR	4	4	3	4	15
3	AD	3	3	2	3	11
4	APL	3	3	4	3	13
5	ADM	3	2	2	2	9
6	CAY	4	4	5	4	17
7	DAL	2	2	2	2	8
8	DAM	3	3	3	2	11
9	DHP	3	4	3	3	13
10	ESS	3	2	2	2	9
11	EM	2	2	4	2	10

12	EA	3	3	3	3	12
13	EY	3	3	2	2	10
14	FN	2	2	2	2	8
15	FW	4	4	3	4	15
16	HA	3	2	2	2	9
17	IR	4	4	3	4	15
18	KFL	5	5	4	4	18
19	KN	3	2	2	2	9
20	MYH	2	2	5	2	11
21	MA	3	3	3	2	11
22	NDA	3	2	3	2	10
23	OK	3	2	2	2	9
24	RDK	2	2	2	2	8
25	RJ	2	2	2	2	8
26	RRS	4	4	5	3	16
27	SM	3	2	3	2	10
28	SA	3	2	2	2	9
29	TS	2	2	3	2	9
30	TSE	2	2	3	2	9
31	TGP	4	3	4	4	15
32	UF	3	3	2	3	11
33	YNS	4	3	4	3	14
Total		99	91	96	85	371
Percentage (%)		60	55.15	58.18	51.51	

The table above showed that the students who gave attention to the teacher's explanation was 60%, understanding the material was 55.15%, active in group was 58.18%, and do the task was 51.51%.

Based on the result above, it could be concluded that the learning process in cycle 1 was not successfully yet because not all students active in the learning process.

4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the standard score. It could be seen from the result of pre-test score and post-test I score. However, most of students' scores had increased although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problem that found, as follow:

- a) There were some students did not understand the material.
- b) Some students did not active in group.
- c) Some students could not do the task yet.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, as follow:

- a) Teacher gave the students motivation to study harder.
- b) Teacher gave more detail explanation about the material and gave questions after explaining the material to control the students' comprehension.
- c) Teacher made the learning more attractive.
- d) Teacher guided the students more active in the learning process.

b. Cycle II

Cycles II was similar with cycle I, it divided in planning, acting, observing, and reflecting. It would be explained more detail as follow:

1) Planning

Based on observing and reflecting in cycle I, it showed that cycle I was not successful yet. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, the material and media, observation sheet, work sheets, answer sheets, and test for post-test.

2) Acting

The implementation of this step was conducted on two meetings, namely: treatment and post-test. The description of the acting in cycle II could be elaborated as follows:

The treatment in cycle II was conducted on Saturday, May 23, 2015. It was started by greeting and asking the students' condition. Besides, the teacher gave rewards to the top teams. Then, the teacher presented the material about report text by using STAD technique. The teacher asked the students to read the text and found the information of the text. Moreover, teacher divided the students in a new group. Each of group

consists of 5 until 6 students. In group, the students were asked to arrange the random texts that made by the teacher and answered the question based on the text. After all groups finished their discussion, the teacher together with the students corrected their answer sheet.

In the end of meeting, the teacher closed the meeting and gave to the students some motivation in order that they would study hard and got good score in this subject.

After giving treatment, the researcher conducted post-test on Wednesday, June 03, 2015. The test was multiple choices. There were 20 questions, it was same type with the first cycle but different questions. The question was still about report text. After they finished the test, they corrected it with the teacher and accumulated the post-test II score with the beginning score (pre-test score). Then, the teacher gave the rewards to top teams. The result of post test II could be seen on the table below:

Table 6
Post Test II Score

No	Name	Post-test 2	Note
1	ADP	65	Failed
2	AR	85	Passed
3	AD	75	Passed
4	APL	80	Passed
5	ADM	60	Failed
6	CAY	80	Passed

7	DAL	65	Failed
8	DAM	75	Passed
9	DHP	75	Passed
10	ESS	80	Passed
11	EM	70	Failed
12	EA	85	Passed
13	EY	75	Passed
14	FN	70	Failed
15	FW	85	Passed
16	HA	80	Passed
17	IR	80	Passed
18	KFL	90	Passed
19	KN	75	Passed
20	MYH	80	Passed
21	MA	80	Passed
22	NDA	75	Passed
23	OK	75	Passed
24	RDK	75	Passed
25	RJ	80	Passed
26	RRS	85	Passed
27	SM	75	Passed
28	SA	75	Passed
29	TS	85	Passed
30	TSE	60	Failed
31	TGP	80	Passed
32	UF	85	Passed
33	YNS	75	Passed
	Total score	2535	
	Average	76.81	

Based on the table above, it could be seen that the students' average score (mean) in post-test II was 76.81. The highest score was 90 and the lowest score was 60. According to standard score, 80% students had passed the test. Most of

students could develop their reading comprehension ability. It means that cycle II was successful.

3) Observing

In the learning process, there were also four indicators used to know students' activities like in learning process before. The result of students' learning activities observation, as follow:

Table 7
The Result of Students' Learning Activities in Cycle II

No	Name	Activities				Frequency
		A	B	C	D	
1	ADP	4	4	3	3	14
2	AR	5	5	4	4	18
3	AD	4	4	3	3	14
4	APL	4	4	4	3	15
5	ADM	4	3	4	4	15
6	CAY	5	4	5	4	18
7	DAL	5	3	3	4	15
8	DAM	3	4	4	3	14
9	DHP	3	4	4	4	15
10	ESS	4	4	5	4	17
11	EM	4	3	4	3	14
12	EA	4	4	4	4	16
13	EY	4	4	3	4	15
14	FN	3	3	3	3	12
15	FW	5	5	4	4	18
16	HA	4	4	3	3	14
17	IR	4	5	4	4	17
18	KFL	5	5	4	5	19
19	KN	4	3	3	3	13
20	MYH	4	4	5	4	17
21	MA	4	4	4	4	16
22	NDA	4	3	4	3	14
23	OK	4	3	4	3	14
24	RDK	3	3	3	3	12
25	RJ	4	4	3	4	15
26	RRS	5	5	5	4	19
27	SM	3	4	3	4	14

28	SA	4	4	4	4	16
29	TS	4	4	4	4	16
30	TSE	4	3	4	4	15
31	TGP	5	4	5	5	19
32	UF	4	5	3	3	15
33	YNS	4	4	4	3	15
Total		134	129	126	121	510
Percentage (%)		81.21	78.18	76.36	73.33	

The table above showed that the fourth students' activities in cycle II increased. The students' activity that had high percentage was pay attention to the teacher's explanation (81.21%), the second high percentage was understanding the material (78.18%), the third was active in group (76.36%), and for the students' activity which had low percentage was do the task (73.33%).

Based on the result above, the researcher indicated that learning process in cycle II was successful because the fourth students' activities increased from cycle I to cycle II.

4) Reflecting

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

B. INTERPRETATION

1. The Result of Students' Score in Cycle 1

Table 8
Students' score at pre-test and post-test cycle 1

No	Name	Pre-test score	Post-test score	Increasing	Increasing Percentage	Explanation
1	ADP	45	50	5	11.11	Increased
2	AR	75	80	5	6.67	Increased
3	AD	65	75	10	15.38	Increased
4	APL	70	75	5	7.14	Increased
5	ADM	45	65	20	44.44	Increased
6	CAY	70	80	10	14.28	Increased
7	DAL	50	65	15	30.00	Increased
8	DAM	55	60	10	18.18	Increased
9	DHP	70	75	5	7.14	Increased
10	ESS	65	60	-5	-7.69	Decreased
11	EM	55	60	5	9.09	Increased
12	EA	60	80	20	33.33	Increased
13	EY	60	65	5	8.33	Increased
14	FN	65	60	-5	-7.69	Decreased
15	FW	75	80	5	6.67	Increased
16	HA	60	65	5	8.33	Increased
17	IR	80	85	5	6.25	Increased
18	KFL	80	80	0	0.00	Constant
19	KN	55	65	10	18.18	Increased
20	MYH	60	60	0	0.00	Constant
21	MA	65	75	10	15.38	Increased
22	NDA	50	55	10	20.00	Increased
23	OK	65	65	0	0.00	Constant
24	RDK	50	55	5	10.00	Increased
25	RJ	50	60	10	20.00	Increased
26	RRS	75	80	5	6.67	Increased
27	SM	55	65	10	18.18	Increased
28	SA	60	70	10	16.67	Increased
29	TS	70	75	5	7.14	Increased
30	TSE	45	50	5	11.11	Increased
31	TGP	75	75	0	0.00	Constant
32	UF	70	75	5	7.14	Increased
33	YNS	65	80	15	23.07	Increased
	Total	2055	2265	210	10.21	
	Average	62.27	68.64	6.36		

In this research, pre-test and post-test had done individually. It is aimed to know the ability of the students in reading comprehension before and after the treatment.

From the result of pre-test and post-test, we knew that there was an increasing from the students result score. It could be seen from the average 62.27 became 68.64. Although there was increasing of students achievement, cycle I was not successful yet because only 15 (45.45%) students who passed in post test I. Therefore, this research was continued in the next cycle.

2. The Result of Students' Score in Cycle 2

Table 9
Students' score at pre-test and post-test cycle 2

No	Name	Pre-test score	Post-test score	Increasing	Increasing Percentage	Explanation
1	ADP	45	65	20	44.44	Increased
2	AR	75	85	10	13.33	Increased
3	AD	65	75	10	15.38	Increased
4	APL	70	80	10	14.28	Increased
5	ADM	45	60	15	33.33	Increased
6	CAY	70	80	10	14.28	Increased
7	DAL	50	65	15	30.00	Increased
8	DAM	55	75	20	36.36	Increased
9	DHP	70	75	5	7.14	Increased
10	ESS	65	80	15	23.07	Increased
11	EM	55	70	15	27.27	Increased
12	EA	60	85	25	41.67	Increased
13	EY	60	75	15	25.00	Increased
14	FN	65	70	5	7.69	Increased
15	FW	75	85	10	13.33	Increased
16	HA	60	80	20	33.33	Increased
17	IR	80	80	0	0.00	Constant
18	KFL	80	90	10	12.50	Increased
19	KN	55	75	20	36.36	Increased
20	MYH	60	80	20	33.33	Increased
21	MA	65	80	15	23.07	Increased

22	NDA	50	75	25	50.00	Increased
23	OK	65	75	10	15.38	Increased
24	RDK	50	75	25	50.00	Increased
25	RJ	50	80	30	60.00	Increased
26	RRS	75	85	10	13.33	Increased
27	SM	55	75	15	27.27	Increased
28	SA	60	75	15	25.00	Increased
29	TS	70	85	15	21.42	Increased
30	TSE	45	60	15	33.33	Increased
31	TGP	75	80	5	6.67	Increased
32	UF	70	85	15	21.42	Increased
33	YNS	65	75	10	15.38	Increased
	Total	2055	2535	480	23.35	
	Average	62.27	76.81	14.55		

Based on the result above, it could be inferred that STAD technique could increase the students' reading comprehension ability because there was an increasing from the students result score from the average score was 62.27 became 76.81.

3. Students' Learning Activities Data in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

Table 10
Students' Learning Activities Data in Cycle I and Cycle II

No	Name	Cycle I	Cycle II	Increasing	Explanation
1	ADP	9	14	5	Increased
2	AR	15	18	3	Increased
3	AD	11	14	3	Increased
4	APL	13	15	2	Increased
5	ADM	9	15	6	Increased
6	CAY	17	18	1	Increased
7	DAL	8	15	7	Increased
8	DAM	11	14	3	Increased
9	DHP	13	15	2	Increased

10	ESS	9	17	8	Increased
11	EM	10	14	4	Increased
12	EA	12	16	4	Increased
13	EY	10	15	5	Increased
14	FN	8	12	4	Increased
15	FW	15	18	3	Increased
16	HA	9	14	5	Increased
17	IR	15	17	2	Increased
18	KFL	19	19	0	Constant
19	KN	9	13	4	Increased
20	MYH	11	17	6	Increased
21	MA	11	16	5	Increased
22	NDA	11	14	3	Increased
23	OK	9	14	5	Increased
24	RDK	8	12	4	Increased
25	RJ	8	15	7	Increased
26	RRS	16	19	3	Increased
27	SM	10	14	4	Increased
28	SA	9	16	7	Increased
29	TS	9	16	7	Increased
30	TSE	9	15	6	Increased
31	TGP	15	19	4	Increased
32	UF	11	15	4	Increased
33	YNS	14	15	1	Increased
Total		371	510	139	
Average		11.30	15.48	4.21	

Based on the data above, it can be concluded that students felt comfortable and active with the learning process because most students showed good increasing in learning activities when STAD technique was applied in learning process from cycle I to cycle II.

4. Students' Score in Pre test, Post test I, and Post test II

In cycle I, English learning process was not successfully and the students' average score was low. While, the score of the students post-test I was higher than pre test. Moreover, in cycle II the students'

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

Table 11
Students' score Pre test, Post test I, and Post test II

No	Name	Pre test	Post Test I	Post Test II	Increasing	Increasing Percentage	Explanation
1	ADP	45	50	65	20	44.44	Increased
2	AR	75	80	85	10	13.33	Increased
3	AD	65	75	75	10	15.38	Increased
4	APL	70	75	80	10	14.28	Increased
5	ADM	45	65	60	15	33.33	Increased
6	CAY	70	80	80	10	14.28	Increased
7	DAL	50	65	65	15	30.00	Increased
8	DAM	55	60	75	20	36.36	Increased
9	DHP	70	75	75	5	7.14	Increased
10	ESS	65	60	80	15	23.07	Increased
11	EM	55	60	70	15	27.27	Increased
12	EA	60	80	85	25	41.67	Increased
13	EY	60	65	75	15	25.00	Increased
14	FN	65	60	70	5	7.69	Increased
15	FW	75	80	85	10	13.33	Increased
16	HA	60	65	80	20	33.33	Increased
17	IR	80	85	80	0	0.00	Constant
18	KFL	80	80	90	10	12.50	Increased
19	KN	55	65	75	20	36.36	Increased
20	MYH	60	60	80	20	33.33	Increased
21	MA	65	75	80	15	23.07	Increased
22	NDA	50	55	75	25	50.00	Increased
23	OK	65	65	75	10	15.38	Increased
24	RDK	50	55	75	25	50.00	Increased
25	RJ	50	60	80	30	60.00	Increased
26	RRS	75	80	85	10	13.33	Increased
27	SM	55	65	75	15	27.27	Increased
28	SA	60	70	75	15	25.00	Increased
29	TS	70	75	85	15	21.42	Increased
30	TSE	45	50	60	15	33.33	Increased
31	TGP	75	75	80	5	6.67	Increased
32	UF	70	75	85	15	21.42	Increased
33	YNS	65	80	75	10	15.38	Increased
Total		2055	2265	2535	480		
Average		62.27	68.64	76.81	14.55		

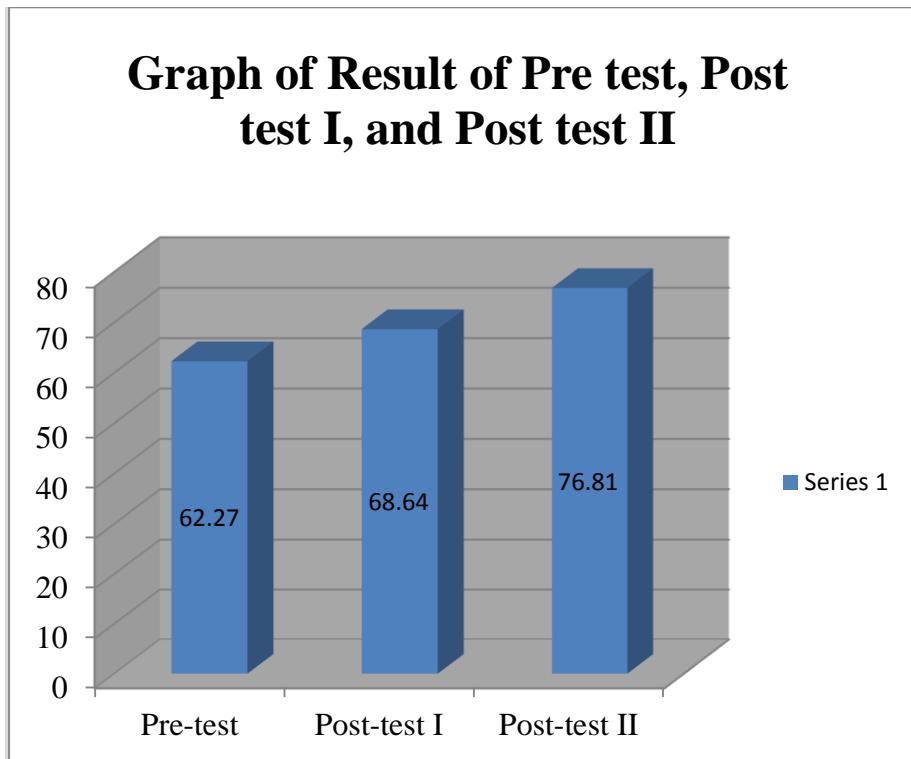
Based on the result of pre test, post-test I and post-test II, it was known that there was a positive significant increasing of the students' score. It could be seen from the average 62.27 to 68.64 became 76.81. Therefore, the researcher concluded that the research was successful because the success indicator of this research had been achieved.

5. The Comparison of Pre-test and Post-test

Based on the explanation above, it could be inferred that the using STAD technique could increase the students' reading comprehension ability. There was progress average score from 62.27 to 68.64 and to 76.81. The researcher showed the graph of the result pre-test, post-test I and post-test II, as follow:

Figure 2

Graph of the Result of Pre-test, Post-test I and Post-test II



Based on the result of the research, it can be concluded that STAD technique could increase the students' reading comprehension ability. It was supported by the increasing score of the students from pre-test to post-test I, and from post test I to post-test II.

Because the result score of the students had achieved the indicator of success that was 80% with the minimum mastery criteria was 75, therefore this research was stated finish and could be stopped in cycle II.

The research was success if 80 % of students able to achieving of the minimum mastery criteria (KKM), that was 75. Based on the result of pre-test and the post-test, it could be seen that STAD technique was able to increase the students' reading comprehension ability significantly based on the students' average before and after given the treatment. The students' average in the pre-test was 62.27, in the post-test I is 68.64, and in the post-test II is 76.81.

There was increasing of the students who got score from the pre-test to the post-test cycle I, and from post-test cycle I to the post-test cycle II. From 6 students (18.18%) in pre-test to the 15 students (45.45%) in post-test I, and from 15 students in the post-test I to the 27 students (81.81%) in post-test II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of the implementation of STAD technique in reading comprehension, the researcher draws the conclusion as follows:

1. There was increasing the students' reading comprehension ability by using STAD technique at the eleventh graders of SMAN 1 Purbolinggo.
2. The STAD technique can be effective technique and it can be used as alternative way in teaching reading because the technique easy for implementing and it was one of interesting technique which very closed to the students' learning activities. The students were involved actively in teaching learning process. It made the students easier to understand the material so it could increase the students reading comprehension.
3. There was increasing of students' average score from pre test 62.27 to post test I 68.64 became 76.81 in post test II. In cycle 1, there were 15 students passed the test. Moreover, in cycle II there were 27 students who passed the test.
4. The result of cycle II already reached the indicator of success that was 80% students fulfill the standard criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.

B. SUGGESTION

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and increase their knowledge especially in reading comprehension ability.
2. The students are suggested to increase their ability in mastering many vocabularies in order that can success in understanding reading texts.
3. It is suggested for the English teacher to use STAD as alternative technique in the classroom because this technique is effective to increase the students reading comprehension in the teaching and learning process.
4. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students will more active after the teacher gives motivation to the students.
5. It is suggested for the headmaster in order to persuade the teachers to use this technique because it is effective in teaching the material for the teacher.

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