AN UNDERGRADUATE THESIS

THE INFLUENCE OF USING STAD TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

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THE INFLUENCE OF USING STAD TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO

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in English Education Department

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ABSTRACT

By :
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The aim of this research is to know whether positive and significant Student Team Achievement Division technique and there is a analyze its influence in the students' comprehending reading texts at the seventh graders of Junior High School 2 Metro.

This research is quantitative research which had been conducted in Junior High School 2 Metro at the class VIIA and followed by 30 students as the sample. The technique sampling was cluster random sampling. The data collected method used a test and documentation to collect the data. The data analyze by using t-test formula.

Finally, the data indicates that $t_{observed}$ = 11,865 was higher than t_{table} for the 5% level = 1.699 and t_{table} for the 1% level = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that the Student Team Achievement Division technique influences the students' reading comprehension at the Seventh graders of Junior High School 2 Metro.

PENGARUH PENGGUNAAN TEKNIK STAD TERHADAP KEMAMPUAN MEMBACA SISWA DI KELAS VII DI SMP NEGERI 2 METRO

ABSTRAK

Oleh:
HIDAYAT ADI WIDIA

Tujuan penelitian ini adalah untuk mengetahui positif dan signifikan dari teknik Student Team Achievement Division dan menganalisis pengaruhnya pada kemampuan memahami bacaan siswa kelas tujuh di SMP Negeri 2 Metro.

Penelitian ini merupakan penelitian kuantitatif yang dilaksanakan di SMP Negeri 2 Metro di kelas VIIA dan diikuti oleh 30 siswa sebagai sampel penelitian. Tekhnik pengambilan sampel menggunakan *cluster random sampling*. Teknik pengumpulan data dengan menggunakan test dan dokumentasi. Penganalisisan data dengan mengunakan rumus t-test.

Akhirnya data menunjukkan bahwa $t_{observed}$ = 11,865 lebih tinggi daripada t_{table} level signifikan 5%= 1.699 dan t_{table} level signifikan 1% = 2.462. Oleh karena itu, bisa diambil kesimpulan bahwa Ha diterima dan Ho ditolak. Hal ini berarti bahwa tekhnik Student Team Achievement Division berpengaruh dalam kemampuan memahami bacaan teks siswa kelas tujuh di SMP Negeri 2 Metro.

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To :
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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to the 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 discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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APPROVAL PAGE

Title	: THE INFLUENCE OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TOWARD STUDENTS' READING COMPRHENSION AT THE SEVENTH GRADE STUDENT OF JUNIOR HIGH SCHOOL 2 METRO
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An Undergraduate thesis entitled: THE INFLUENCE OF USING STUDENTS TEAM ACHIEVEMENT DEVISION (STAD) TECHNIQUE TOWARD STUDENTS READING COMPREHASION AT THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO. Written by HIDAYAT ADI WIDIA student number 1176337, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on senin, febuari 27th, 2017 at 15.30-16.30 p.m.

BOARD OF EXAMINERS:

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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this Undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January 2017



HIDAYAT ADI WIDIA
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Yang bertanda tangan dibawah ini

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2017



HIDAYAT ADI WIDIA
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MOTTO

وَتَعَاوَنُوا۟ عَلَى ٱلْبِرِّ وَٱلتَّقْوَىٰ ۖ وَلَا تَعَاوَنُوا۟ عَلَى ٱلْإِثْمِ
وَٱلْعُدْوَٰنِ ۚ وَٱتَّقُوا۟ ٱللَّهَ ۖ إِنَّ ٱللَّهَ شَدِيدُ ٱلْعِقَابِ

And cooperate in righteousness and piety, but do not cooperate in sin and aggression. And fear Allah ; indeed, Allah is severe in penalty.
(Q.S Al-Ma'idah : 2)

"I highly dedicated this undergraduate thesis

to the most precious wealth of mine,

my family."

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This undergraduate thesis is not merely my own work but also has been improved by the great cooperation and assistance of a number of people. Therefore, I would like to express my gratitude to:

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I am convinced that there are mistakes made elsewhere. Therefore, I would like to apologize for any mistakes and am open for more constructive criticisms and suggestions. Furthermore, I hope that this undergraduate thesis will be useful especially for those in the field of English teaching and learning.

Metro, January 2017

The Writer

HIDAYAT ADI WIDIA
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TABLE OF CONTENTS

COVER i
TITLE ii
ABSTRACT iii
ABSTRAK iv
NOTA DINAS v
APPROVAL PAGE vi
RATIFICATION PAGE vii
STATEMENT OF RESEARCH ORIGINALITY viii
MOTTO ix
DEDICATION PAGE x
ACKNOWLEDGEMENT xi
TABLE OF CONTENTS xii
LIST OF TABLE xiv
LIST OF APPENDICES xv

CHAPTER I INTRODUCTION 1
A. Background of the Study 1
B. Problem Identification 5
C. Problem Limitation 6
D. Problem Formulation 6
E. Objective and Benefit of the Study 6

CHAPTER II THE REVIEW OF RELATED THEORIES 8
A. Theoretical Review 8
1. Concept of Reading Comprehension 8
a. The Definition of Reading Comprehension 8
b. Kinds of Reading Comprehension 9
c. Strategies for Reading Comprehension 11
d. Level of Reading Comprehension 14
e. Measurement of Reading Comprehension 15
2. The Implementation of STAD Technique 17
a. Definition of STAD Technique 17
b. Characteristic of STAD Technique 19
c. The Benefits of STAD Technique 20
d. The Procedure of STAD Technique 21
B. Theoretical Framework and Paradigm 25
C. Hypotheses 27

CHAPTER III RESEARCH METHODOLOGY 28
A. Research Setting 28
B. Population, Sample and Sampling technique 29

1. Population 29
2. Sample and Sampling technique 30
C. The Operational Definition of Variable 30
D. Data Collection Method 32
E. Research Instrument 33
F. Data Analysis Technique 35

CHAPTER IV RESULT OF THE RESEARCH 36
A. The Data Description 36
1. Research Setting 36
a. Profile of Junior High School 2 Metro 36
b. Students' quantity of Junior High School 2 Metro 40
2. Research Data 41
a. Pre-test result 41
b. Post-test result 44
B. Hypothesis Testing 47
C. Interpretation 52
D. Discussion 53
E. Limitation 54

CHAPTER V CONCLUSION AND SUGGESTION 55
A. Conclusion 55
B. Suggestion 56

BIBLIOGRAPHY
APPENDICES
CURRICULUM VITAE

LIST OF TABLES

Table page

1. The Data of Reading 3
2. Passing Grade Criteria 4
3. Criteria for Progress Score 24
4. The Students at Junior High School 29
5. The instrumen grilles test for Reading Comprehension 35
6. The list of teachers 39
7. The Quantity of the Students 40
8. The infrastructure 41
9. The pretest Score 42
10. The Table of Frequency Distribution of Pretest Score 43
11. The Post-test Score 45
12. The Table of Frequency Distribution of Post-test Score 46
13. The List of Pretest Score and Post-test 48
14. Descriptive Statistics 50
15. Paired Samples Test 51

LIST OF APPENDICES

Appendixes Page

1. Documentation 60
2. Instrument of pretest 63
3. Answer key of pretest 64
4. Instrument of post test 65
5. Answer key of post test 66
6. Sylabus 67
7. Lesson plan 70
8. The list students' name 74
9. Nota dinas 76
10. Approval page 77
11. Ratification page 78
12. Sk bimbingan 80
13. Surat izin research 81
14. Surat tugas 82
15. Surat balasan sekolah 83
16. Kartu konsultasi bimbingan 84
17. Curriculum vitae 85

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a vital component in international communication. Moreover, English is one of the second or formal languages in many countries in the world and included in the part of countries in Asia. In this way, English becomes a key of knowledge because a big part of important literatures written in English. That is why it is called International language.

In Indonesia, English is used as the first foreign language. It is taught formally at almost all schools from Elementary School to University. There are four skills of language that should be taught to the students, they are listening, speaking, reading and writing. All of them are supported by the elements of linguistics, vocabulary and structure.

Based on the curriculum at Junior High School, the objective of teaching English is divided into two categories, one of them is that students have a basic knowledge and competence in English skills, mainly in reading. In teaching reading, the students are expected to able to comprehend reading text. Student who are reading with purpose, tend to comprehend what they read better.

Reading is not enough to understand a set from a set of the word in a sentence only the readers also must be able to comprehend the reading text in order to get the message and information what they have read. Reading comprehension is directed to find information of the text. When the student read

the text, they must know topic of the text, main idea, particulars information and so on. In conclusion, reading comprehension is not only reading a loud but the reader should comprehend the text. When the students are able to read the text but do not understand what is the knowledge can catch by reading a book, magazine, newspaper and others it is called reading ability shortly by reading comprehension, students can get the information of the text easily.

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. In teaching reading, many teaching method and techniques are offered to facilitate the teachers in developing their students comprehension in reading, one of those techniques which are know to improve student's reading comprehension is Student Team Achievement Division (STAD).

On January 2016, the researcher had conducted a pre survey at the seventh grade of junior high school 2 Metro, the researcher got the data from the teacher's document. Below the data of reading comprehension result of junior high school 2 Metro

Table 1

The Data of Reading Comprehension at the seventh Grade Students of Junior High School 2 Metro

No	Name	Reading Score	
		Score	Category
1.	AMP	62	Low
2.	ASD	60	Low
3.	ASP	63	Low
4.	BI	70	Low
5.	CD	50	Low
6.	CFN	72	Low
7.	DG	71	Low
8.	DK	50	Low
9.	DLS	62	Low
10.	DS	79	Fair
11.	EF	63	Low
12.	FA	67	Low
13.	FAP	65	Low
14.	FYZ	50	Low
15.	HWS	73	Fair
16.	IDPS	75	Fair
17.	IDS	79	Fair
18.	KA	77	Fair
19.	NA	74	Fair
20.	MR	73	Fair
21.	MRD	50	Low
22.	NOV	77	Fair
23.	PNA	65	Low
24.	RA	79	Fair
25.	RHS	62	Low
26.	RM	76	Fair
27.	TAR	73	Fair
28.	VF	74	Fair
29.	YS	80	High
30.	ZLD	68	Low
Total		**2239**	–
Average		**67,9**	**Low**

Source: school archive by teacher's document taken on January 8th, 2016.

Table 2

Passing Grade Criteria

Grade	Frequency	Explanation
85 – 100		Exceilent
80 – 85	1	High
70 – 79	12	Fair
60 – 69	17	Low

Based on the table above, that is just 13 students from 30 students have complete score in learning English. It can be said that more than 50% of the students do not reach minimum requirement; namely, the score has decided 6.5 as the completness standart minimun requirement by English teacher in Junior High School 2 Metro

Another data is supported such as: by interview to the English teacher of Junior High School 2 Metro, namely have difficulties in learning reading, like reading subject is considered as a boring activity for the students because they feel difficult to comprehend the text and conclude the idea of the text by themselves; the students also face many unfamiliar words in reding text because they do not have good background knowledge about the texts given by the teacher. As the result, students got low score in reading.

In this case, teacher role is very important to develop and help students in their reading comprehension. The teacher should be the student's facilitator. The teacher need to select and to prepare good teaching materials, so the students gain maximum result of their reading class. In the other hand, the teacher should provide materials that stimulate interest for the student. The

teacher might also try to find and apply some kinds of methods that could help the student to get their pleasure in reading and also to develop their reading comprehension, finnaly they could get a good result in reading.

Based on explanation above, the researcher interest to apply Student Team Achievement Division (STAD) Technique to help student's reading comprehension. The researcher expects that this technique can help the students to comprehend a reading text. By using this technique, the students of Junior High School 2 Metro will hopefully be motivated because they have set the purpose of reading which are realized by using "Student Team Achievement Division (STAD) " Therefore the researcher proposes a research entitled:

"THE INFLUENCE OF USING STAD TECHNIQUE ON THE STUDENTS' READING COMPREHENSION AT THE SEVENTH GRADERS OF JUNIOR HIGH SCHOOL 2 METRO".

B. Problem Identification

Based on the background above, the writer identifies the problems as follows:

1. The students' motivations are still low in learning reading subject.
2. Students got low score in reading subject.
3. The teaching learning English is still conventional technique.
4. The students feel difficult to comprehend reading text.

C. Problem Limitation

From the identification above, the writer would like to focus this research that is The students feel difficult to comprehend reading text by Using Student Team Achievement Division (STAD) Technique Toward Students' Reading Comprehension At The Seventh Gradersrs Of Junior High School 2 Metro.

D. Problem Formulation

Refferring to the the background of the study, the writer would to formulate the problem is there any positive and significance influence of using STAD technique on the studens reading comprehension at the seventh gradersrs of junior high school 2 metro?

E. Objectives and Benefit of The Study

1. Objectives of the Study

To know whether is there any positive and significant influence of using Student Team Achievement Division (STAD) technique toward students' reading comprehension at the seventh graders student of Junior High School 2 Metro.

2. **Benefit of the Study**

a. For the teacher

The researcher hopes that the result of the study can give an information for the English teachers about the using Student Team Achievement Division (STAD) in teaching reading.

b. For the students

By applying this technique, the researcher hope that the students will be interested and motivated in learning reading. This technique can be an alternative way to increase the student's learning reading comprehension.

c. For the other researcher

This study may also be a reference for the next researchers who want to conduct a research related to teaching reading, especially Student Team Achievement Division (STAD).


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CHAPTER II

THE REVIEW OF RELATED THEORIES

A. Concepts of Reading Comprehension

1. 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 passage.[4] In other that reading comprehension is process constructing meaning of the

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[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.

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

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.

2. Kinds of Reading Comprehension

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

---

[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 reading, the

[7] http://yoyoii.blogspot.com/2011/06/kinds-of-reading-comprehension.html accessed on April 23, 2015

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

3. 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.

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[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.

---

[10] *Ibid.*
[11] *Ibid.*

c) Look for roots that are familiar.

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]

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[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.

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 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.

4. 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.

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[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.

5. 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.

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

B. The Concept of Student Team Achievement Division (STAD) Technique

1. 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, Alijanin defines that STAD is one of the most significant cooperative learning types that effectives to be used in

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[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.

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[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.

2. 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.

3. 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]

4. 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 learnt to the students 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 are they going to learn and informs an important thing to motivate the students curiosity about the concepts that they will 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.

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[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 understood 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 been 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 themselves.

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.

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[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.

[28] Robert E. Slavin, *Cooperative Learning*., p. 157.
[29] *Ibid.*

Table 3

Criteria for Progress Score

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

[30] *Ibid.*, p. 159

[31] *Ibid.*, p. 160.

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]

C. Theoretical Framework and Paradigm

1. Theoritical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Student Team Achievement Division (STAD) and the dependent variable is reading comprehension.

Theoritical framework in this reserach is if the Student Team Achievement Division (STAD) is applied in the English teaching reading in particlar reading comprehension in descriptive text will be increased. Whereas if the Student Team Achievement Division (STAD) is not applied in the English teaching reading, the students will be bored and find some difficulties.

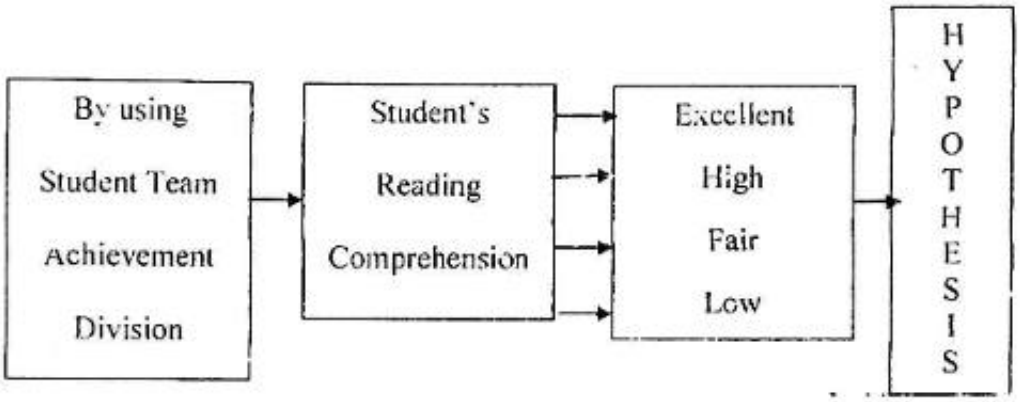
2. Paradigm

Based on the theoritical framework above, the researcher describes paradigm as follows :

[32] *Ibid.*, p. 163.

Figure 1 :

Paradigm of STAD technique and Reading Comprehension at the seventh grade of Junior High School 2 Metro



Based on the table above that show if by using Student Team Achievement Division (STAD) is good and the student's reading comprehension is good, so there is any positive and significant influence of using Student Team Achievement Division (STAD) technique toward the student's reading comprehension at the seventh grade student of Junior High School 2 Metro.

In addition, if by using is Student Team Achievement Division (STAD) bad, and students reading comprehension is bad, so there is no positive and significant influence of using Student Team Achievement Division (STAD) technique toward student's reading comprehension at the seventh grade student of Junior High School 2 Metro.

D. Hypothesis

Based on theoritical framework and paradigm above the researcher formulates the hyphotesis as follows :

1. Hypothesis Formulation

   a. Alternative hypothesis (Hi) :

      There is positive and significant influence of using Student Team Achievement Division (STAD) technique toward students' reading comprehension at the seventh grade student of Junior High School 2 Metro

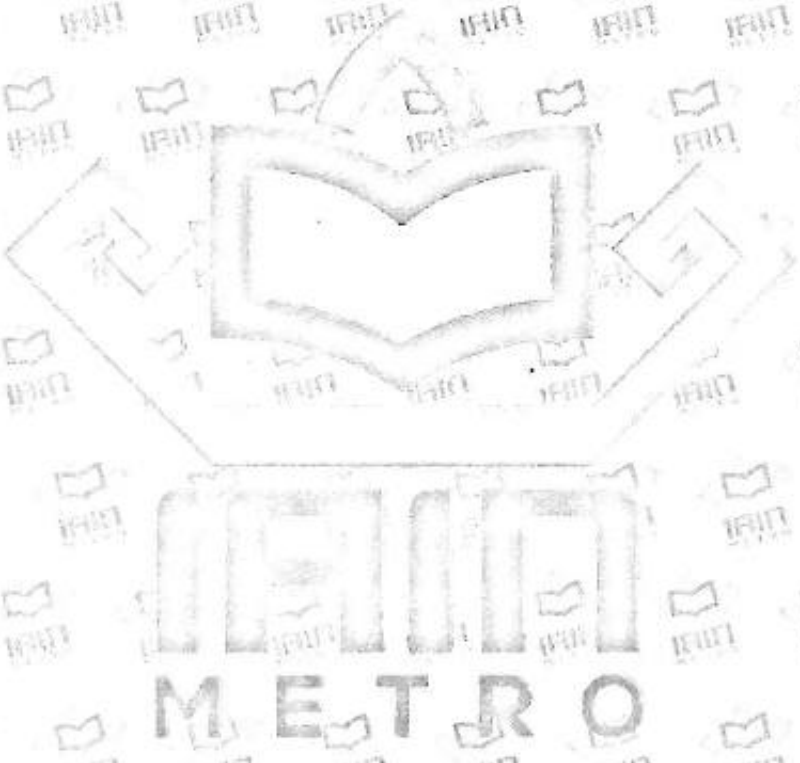
   b. Null Hyphothesis (Ho) :

      There is no a positive influence of of using Student Team Achievement Division (STAD) technique toward students' reading comprehension at the seventh grade student of Junior High School 2 Metro.

2. Statistic Hypothesis

   IF FO > Ft, Hi is accepted and Ho is rejected.

   IF FO < Ft, Hi is rejected and Ho is accepted.


METRO

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the problem in the class. the writer can prepare the design that would be researched. The writer used the quantitative research to identify the influence of Student Team Achievement Division (STAD) technique on the students' reading comprehension at the seventh grade of Junior High School 2 Metro. Moreover. Ary defines that "in the quantitative research the data was analyzed with statistical analysis of numeric data".[1]

This study is to find out whether the Student Team Achievement Division (STAD) technique can be used to know the students' reading comprehension. To investigate the achievement of the research, firstly, the students was gave the question from the teacher to know the knowledge of reading comprehension in the pre-test. the teacher was got the pre-test score from the student and teacher was found the student who get the low score and high score. After the teacher knows the score of student the teacher give the treatment for all students by using the Student Team Achievement Division (STAD) technique and reading text to increase their knowledge. The teacher explains more about Student Team Achievement Division (STAD) technique and how to comprehend the reading text.

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[1]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh. *Introduction to Research* .. p. 25

After the treatment has been conducted by the students, the writer administered the post-test to know the result from the treatment. The writer identifies the students' achievement in reading comprehension. If the scores were higher than post-test, it indicated that Student Team Achievement Division (STAD) technique cannot be used to increase the reading comprehension but if the result were higher than pre-test, it shows that Student Team Achievement Division (STAD) technique can influence the students' reading comprehension in the seventh grade of Junior High School 2 Metro.

B. Population, Sample and Sampling Technique

1. Population

Donald Ary point out that "a population is defined as all members of any well-defined class of people, events, or objects".[2] It means that the population is all subject which will be presumed in this research. The population of this research is 229 students of seventh grade of Junior High School 2 Metro.

Table 4
The students at the Junior High School 2 Metro

No	Class	Total
1	VII	229
2	VIII	234
3	IX	203
Total		656

Source: the school archives, taken on January 8th, 2016.

[2]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* .., p. 148.

2. Sample and Sampling Technique

a. Sample

Beside of population, Donald Ary also explain the definition of sample. "A sample is a portion of a population".[3] The population of the research as respondent is students at the seventh grade of Junior High School Number 2 of Metro, that number 229 students. The number of the class at the seventh grade is 9 classes VII 2 which consist of 30 students is chosen to be the sample of this research.

b. Sampling Technique

Cluster random sampling is used to take the sample of this research. That is to select the intact group as a whole is known as a Cluster sampling. In Cluster sampling. the sample units contain groups of elements(clusters) instead of individual members or items in the population. In this research, the writer only use one class because the writer thought it is enough and that class could represent others.

C. The Operational Definition of Variables

Variables in this research are consisted of STAD and student's reading comprehension. The operational definition as follows :

[3] *Ibid.*

1. Independent Variable

In this case, the independent variable (X) is Student Team Achievement Division technique. STAD is one of effective technique to motivate students in reading comprehension. By using STAD the student will be more motivated and interest in learning process. because there is interaction between student and teacher, so student will be more active in communication.

2. Dependent variable

The dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is variable that is a consequence of or dependent upon antecedent variables. In this case the dependent variable (Y) is students' reading comprehension. The indicators of this variable are :

a. Be able to understand the text.
b. Be able to understand structure of the text and answering the questions well.
c. Be able to know detail and spesific information of the text.

In this research the student can identify and analyze the reading material. This variable can be measured by using written test especially the type of multiple choice test. The test consists of 25 questions that have four options; A, B, C, and D. The students will get one score if they answer the question correctly and they get zero for wrong answer. Hence the biggest score is 100 and the lowest score is 0. The test will be given two times.

times, that are before the treatment or called as pre-test and after treatment or called as post-test.

D. Data Collection Method

To get the data from the Student Team Achievement Division (STAD) technique and students reading comprehension the writer uses the data collection method such us:

1. Test

Ary state that "Test are valuable measuring instruments for educational research".[4] It means that a test is one of the tools to measure the students' basic ability and achievement. Moreover, the writer uses test as data collection method to measure both of the variable. The writer measures the reading comprehension of the student by giving reading comprehension test using reading texts.

A test that used in this research is multiple choice of reading comprehension test. There are two tests in this research. The first test is pre-test and second test is post test. The writer uses the objectives test with the multiple choice test and essay, it consists of 20 items and includes 4 different passages, each the item consist of options: A. B. C. and D. Morever. the students answer the following questions. after they read paragraph.

[4] *Ibid.*, p. 179.

2. Documentation

In getting the information, the writer was got three kind of source such as: paper, place and people. According to Arikunto said that "Documentation is the tools which have written like books, magazines, document, regulation, note, etc."[5]

The writer uses the documentation method to get some information about.

a. Effectiveness of Student Team Achievement Division (STAD) technique and reading comprehension of the the seventh grade of Junior High School 2 Metro.
b. The condition teachers and officials employees in Junior High School 2 Metro.
c. The quantity of the students of Junior High School 2 Metro.
d. Organization structure of Junior High School 2 Metro.

E. Research Instrument

Arikunto defines, "instrument as the tool of research which is used in each method".[6] Furthermore, the research instrument involves:

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[5] Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: PT Rineka Cipta, 2005), p. 158.
[6] *Ibid*, p. 126.

1. **Instrument Blueprint**

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was in the test form that consists of multiple choice questions about various kinds of text in the different themes.

Table 5

The instrumen grilles test for Reading Comprehension

No	Variable	Indicator	Form of test	Items
1.	STAD	1. The student can be reading text by Student Team Achievement Division (STAD) technique 2. The students can be reading text well.	Observation	
2.	Reading Comprehension	1. Be able to understand the text 2. Be able to understand structure of the text and answering the questions well.	Reading (multiple choice)	1-10

		3. Be able to know detail and spesific information of the text		

F. Data Analysis Technique

To investigate whether there is any positive and significant influence of the Student Team Achievement Division (STAD) technique on reading comprehension among the seventh grade of Junior High School 2 Metro, the writer analyzes the data by using t-test. According Donald Ary the formulation of t-test as follows:[7]

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{\left(\sum D\right)^2}{N}}{N(N-1)}}}$$

Explanations:

t = t value for correlation sample

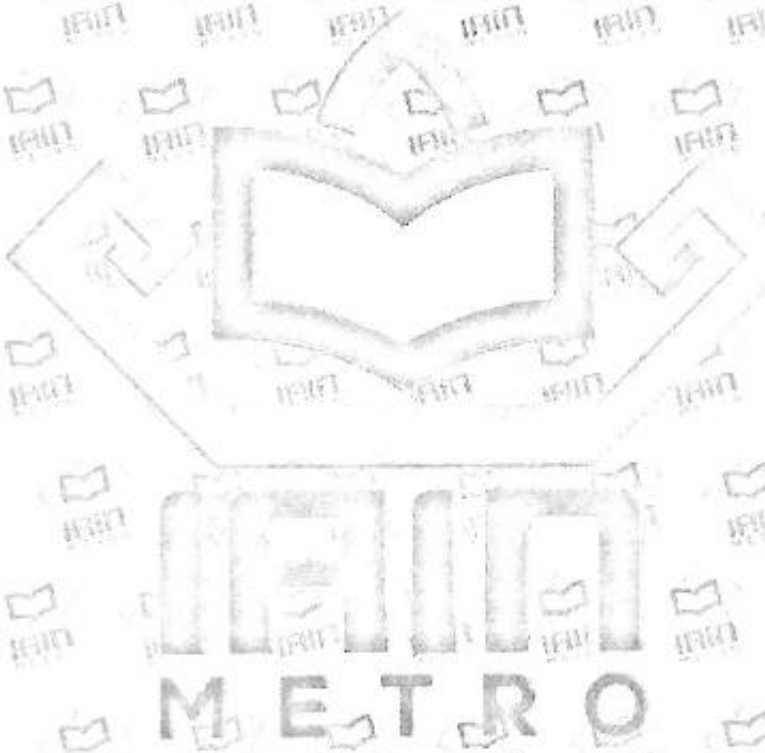
$\overline{D}$ = (*difference*). difference between pre-test score with post-test score

D = The average from difference score (average from D)

D^2 = Square of D

N = Total of participant

[7]Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research* .. p.150.


METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. The Profile of Junior High School 2 Metro

Junior High School 2 Metro is one of State Junior High Schools in Metro. It is located on street of Ki Hajar Dewantara 91/15A Iring Mulyo, sub district of East Metro, Metro. It was built on the land area of ±12.850m^2 with the following borders: East side bordering by STAIN Jurai Siwo Metro,,north side bordering by Muhammadiyah Metro Universuty, south side bordering by SMK Negeri 3 Metro, west side bordering by separation bridge between Metro and East Lampung.

Junior High School 2 Metro that existed first time on 1976 was filial school of SMPN 1 Metro which was led by Mr. D. Soewardi, BA with the number of class seven consist of 3 classes, 12 teachers and 1 official employee. At that time, Hasan Benguh, SH was chosen to be the contemporer principals. A year passed by, in 1977 SMPN 1 Metro Filial changed to be Junior High School 2 Metro difinitif based on the Decree of the Minister of Education Republic of Indonesia number 0364 C 1977 dated August 25, 1977 and Decree of the Departmen of Education and Culture of the Lampung Province Number : 930/I. 12-4/1.6/1978, dated March 13, 1978.

The periods of leadership were as follows:

Hi. Hasan Benguh, S.H	1976-1977
Hi. Moehammad	1977-1983
Doedoen Abdoelah	1983-1984
Soewito	1984-1990
Hi. Sugeng Hendro Atmojo	1990-1996
Drs. Hi. Syarif Subing, S.H	1996-1978
Drs. Sutarjo	1998-1999
Drs. Tukiman S	1999-2002
Dra. Indrawati	2002-2006
Drs. Suwarno	2009-2012
Suyitno, S.Pd	2012-now

2. The Condition of Teacher and Employee of Junior High School 2 Metro

Junior High School 2 Metro has professional teachers and officers from various universities and also from various levels of education. This is due to a better quality of the graduates of Junior High School 2 Metro who need to attribute special skills in different majors. Therefore, selected teachers and officers are very helpful in teaching learning process.

The total number of the teachers and officers were 66 people which can be seen as the table below:

Table 6

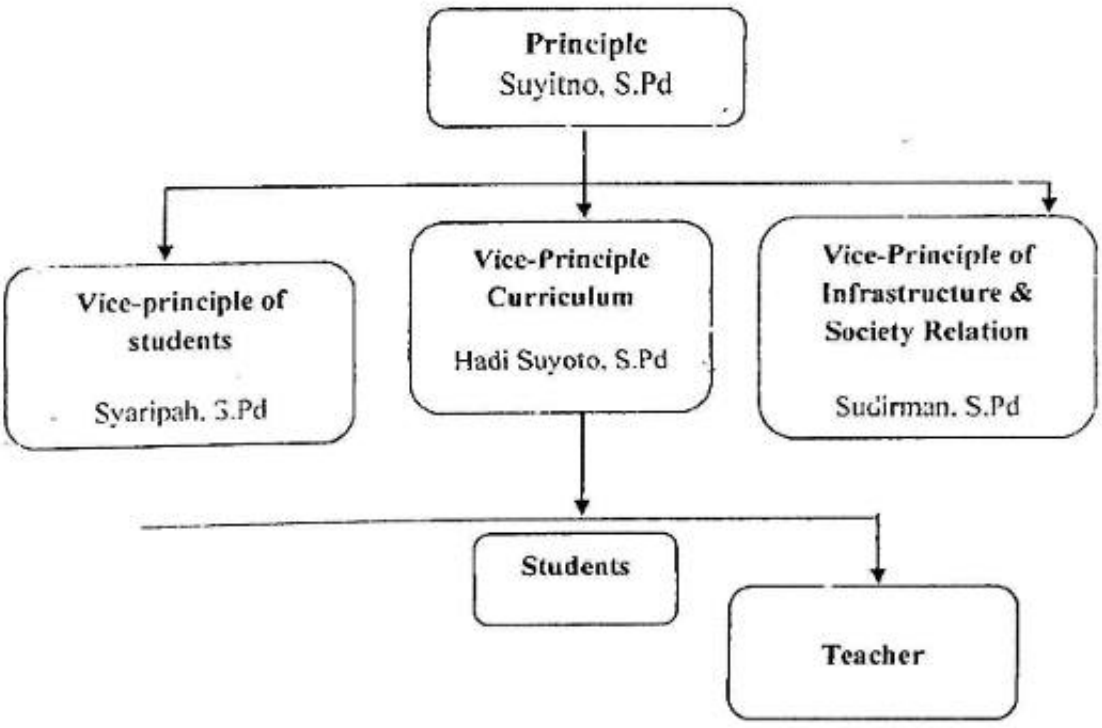
The list of teachers and employees of Junior High School 2 Metro

No	Name	NIP	Occupation
1.	Suyitno, S.Pd	196501111988031003	Principal
2.	Dra. Tukilah	195705291984032001	Guidance & Counseling teacher
3.	Dra.Siti Mahmudah	195702081986012002	Guidance & Counseling teacher
4.	England LR. S.Pd	195712311979031049	Indonesian language teacher
5.	Dra. Berty Rosni	196001011980122008	Islamic religion teacher
6.	Dra.Soesiety, M.M.	196005111984032005	Social teacher
7.	Suparlan, B.A.	195412181976031005	Math teacher
8.	Munarsih, S.Pd.	195407161979032003	Science teacher
9.	Nurmala, S.Pd.	195911131981102001	Social teacher
10.	Dra.Sulastri	196001211981122001	Librarian
11.	Dra. S.Haryani	196511061992032006	Science teacher
12.	Dra. Yusfa Erlia	196404211991032007	Social teacher
13.	Purwati, S.Pd.	196112281981122001	Science teacher
14.	Sudirman, S.Pd.	195911131984031007	Science teacher
15.	Dra.Endang Puji Astuti .	196507301995022001	Math teacher
16.	Wijanarko Rahayu, S.Pd	196011301982021003	Math teacher
17.	Syaripah, S.Pd	196409191986012002	English teacher
18.	Demsi Marpaung, S.Pd	196511221987032006	English teacher
19.	Supiah, S.Pd	195905031984122001	Social teacher
20.	Dra. Rohima	196309061997022001	Guidance & Counseling teacher
21.	Lukman Gunadi	195508161981031008	Penjas orkes teacher
22.	Djoko Santosa	195904221982021002	Pra-karya teacher
23.	Sugiri	196005151982021004	Art & Culture teacher
24.	Tridianingsih, S.Pd	196112061984032004	Social teacher
25.	Sudarwo	196312101984121001	Science teacher
26.	Irawati Fadilah, S.Pd	196411061986032008	Indonesian language teacher
27.	Tiarmaida HB. S.Pd	196905111991032007	Science teacher
28.	Dwi Rahayu, S.Th.	195807051990112001	Christiani teacher
29.	Eni Widarti, S.Pd	196511111990032008	Science teacher
30.	Heri Budiono, S.Pd	196611231992031007	Math teacher
31.	Dahliawati. S.Pd	196403291990032004	Indonesian language teacher
32.	Tati Tarsini	195712091986022001	Penjasorkes teacher
33.	Hadi Suyoto, S.Pd	196612101994021003	Civic teacher
34.	Kardiman Sulisto, S.Pd	196307301991021001	Math teacher
35.	Arvilia Komalasari, S.Pd	196202281990022001	Social teacher
36.	Supriyati	196006271986022001	Librarian
37.	Amiatun	196304031990022004	Art & Culture teacher
38.	Sulastri, S.Ag	196902271991032005	Islamic religion teacher
39.	Bainah, S.Pd.	197401202005012007	English teacher
40.	Liya Panji Kesuma,S.Pd.	198211242005012005	Lampung language teacher
41.	Agustina Widiastuti,S.Pd	197008052008012021	English teacher
42.	Elly Yuniarsih, S.Pd	198506132009022006	English teacher
43.	Marliza Muchtar, S.Pd	198403192008042003	Gudance & Counseling teacher
44.	Yuliantono, S.T	198107212010011013	Pra-karya teacher
45.	Murtati, S.Pd.M.Pd	198511202008042002	Math teacher

46.	Cicuk Sugiyarto, S.Pd	198207222011011001	Computer teacher
47.	Atika, S.Pd	197106052002122004	Indonesian language teacher
48.	Marina Hindayanti,S.Si	198:083120 11012006	Laboratory
49.	Yulinar,S.Pd		Math teacher
50.	Zulhia Prasetio, S.Pd.		Science teacher
51.	Dra. Andiani Eka P.		Indonesian language teacher
52.	Sudaryati		Guidance & Counseling teacher
53.	Agnes Sarinten	195908151983012002	Head of administration
54.	Diniati	196808011991032004	Staff of administration
55.	Bambang Irawan		Staff of administration
56.	Heri Sujoko		Staff of administration
57.	Marina Hindayanti	198508312011012006	Staff of administration
58.	Munah	196307171986022006	Staff of administration
59.	Ni Komang Suiistyani	197104231991012001	Staff of administration
60.	Radiyo Saputro	195903271980031006	Staff of administration
61.	Siti Maryani	197205111992032004	Staff of administration
62.	Sudarto	196207251981111001	Staff of administration
63.	Sugeng Maj'mu		Guardian school
64.	Suhendar		Security
65.	Suyati		Staff of administration
66.	Tri Wahyu Nur Hayati		Staff of administration

3. The Organization structure of Junior High School 2 Metro

Figure 1
Organization Structure of Junior High School 2 Metro



4. The Students Quantity of Junior High School 2 Metro

The students' quantities of Junior High School 2 Metro are 656 people which can be identified as follows:

Table 7
The Quantity of the Students at Junior High School 2 Metro

No	Class	Total
1	VII	229
2	VIII	234
3	IX	203
Total		656

Source: school archive taken on January 12th, 2017.

5. **Infrastructure**

Junior High School 2 Metro has a permanent infrastructure which was divided into several rooms for supporting the teaching learning process. such as:

Table 8
The infrastructure of State Junior High School Number 2 Metro

No.	Building facility	Quantity
1.	Classroom	18
2.	Physics and chemistry laboratory	1
3.	Biology laboratory	1
4.	Multimedia laboratory	1
5.	Computer laboratory	1
6.	Principals room	1
7.	Vice principals room	1
8.	Administration room	1

9.	Teacher room	1
10.	Meeting room	1
11.	Kitchen	1
12.	Teacher's toilets	2
13.	Students' toilet	15
14.	Library	1
15.	Room of UKS	1
16.	Room of OSIS	1
17.	Musholla	1
18.	Room of BP/BK	1
19.	Parking area	3
20.	Hall room	1
21.	Canteen	6
22.	Guarding house	1
23.	Post security	1
24.	Boreholes	1

Source: school archive taken on January 12th, 2017.

6. Location sketch of Junior High School 2 Metro

The Location sketch of Junior High School 2 Metro can be seen in appendix page 62.

B. Description of the Research Data

Pre-test Result

To measure the students reading comprehension the writer used the pre-test before giving the treatment. The student has given 20 items of multiple choice questions that must be answered. It is consist of

reading comprehension text, they were gave 40 minutes to finish the test. The result of pretest can be shown as follows:

Table 9
The Pretest Score of Students Reading Comprehension at the Seventh Grade of Junior High School 2 Metro

No	Initial Students	The Score of Pre-test
1	AAZ	45
2	AP	70
3	AA	60
4	AA	55
5	ANY	75
6	BAW	55
7	BAW	40
8	CW	55
9	CZW	50
10	DAZ	60
11	DME	50
12	DAY	55
13	ERP	60
14	FR	50
15	FTS	75
16	IU	80
17	JN	35
18	NAR	60
19	NA	70
20	NA	80
21	PH	55
22	RFND	50
23	RAH	55
24	RAR	55
25	SPP	80
26	SE	75
27	TASI	55
28	TAYP	45
29	VPN	75
30	WNAR	45

Taken on January 12th, 2017.

Based on the data above, it can be found that the highest score was 80 and the lowest score was 35. Based on the data, the writer then measured the class interval by using the formula as follows:

K= 1 + 3.3 log n

K= 1 + 3.3 log 30

K= 1 + 3.3 × 1,47

K= 1 + 4,87

K= 5.87 ≈ 6

R= highest score – lowest score + 1 [1]

R= 80 – 35 + 1

R= 46

$I = \frac{46}{6}$

$I = \frac{46}{6}$

I= 7,6 ≈ 8

The total of class interval of this result pretest research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

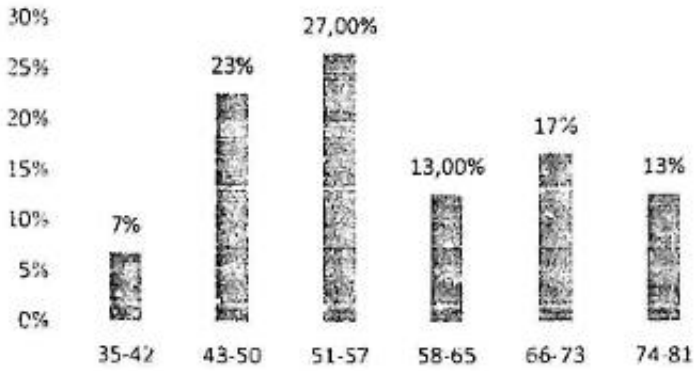
Table 10

The Table of Frequency Distribution of Pretest Score

Class	Interval	Frequency	Percentage
1.	35-42	2	7%
2.	43-50	7	23%
3.	51-57	8	27%
4.	58-65	4	13%
5.	66-73	2	7%
6.	74-81	7	23%
Total		**30**	**100%**

[1]Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2012), p. 36

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided:

1) For the class interval of 35-42, there was only 2 student or 7%.
2) For the class interval of 43-50, there were 7 students or 23%.
3) For the class interval of 51-57, there were 8 students or 27% .
4) For the class interval of 58-65, there were 4 students or 13% .
5) For the class interval of 66-73, there were 2 students or 7% .
6) For the class interval of 74-81, there was only 7 student or 23% .

The standard value of English in Junior High School 2 Metro was 72.5 or nearby 73, so the students who passed the test was the students who got score more than 73. it was only 7 students or 23%.

b. Post-test Result

After analyzing the weakness and understanding of students in reading text, the writer conducted the treatment to help the students in understanding of reading comprehension. The writer asked to the students about the difficulties in answering the exercise and gave more

explanation about the reading comprehension by using Student team achievement division technique until the students understood. After the students in this class have been given the treatment and they have understood, further the writer gave the post test to measure their knowing of reading comprehension. The result of post test can be shown as follows:

Table 11

The Post-test Score of Students Reading Comprehension at th Seventh Grade of Junior High School 2 Metro

No	Initial Students	The Score of Post-test
1	AAZ	65
2	AP	80
3	AA	75
4	AA	60
5	ANY	80
6	BAW	65
7	BAW	55
8	CW	80
9	CZW	75
10	DAZ	80
11	DME	75
12	DAY	70
13	EBP	75
14	FR	80
15	FTS	85
16	H	90
17	JN	55
18	NAR	75
19	NA	75
20	NA	90
21	PH	80
22	RFND	70
23	RAH	75
24	RAR	75
25	SPP	85
26	SE	90
27	TASF	65
28	TAYP	60
29	VPN	80
30	WNAR	65

Taken on January 14 th, 2017.

Based on the data above, it can be found that the highest score was 90 and the lowest score was 55. Based on the data, the writer then measured the class interval by using the formula as follows:

K = 1 + 3,3 log n

K = 1 + 3,3 log 30

K = 1 + 3,3 x 1,47

K = 1 + 4,87

K = 5,87 = 6

R = highest score – lowest score + 1 [2]

R = 90 - 55 + 1

R = 36

$I = \frac{36}{6}$

$I = \frac{36}{6}$

I = 6

The total of class interval of this result pretest research was 6. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

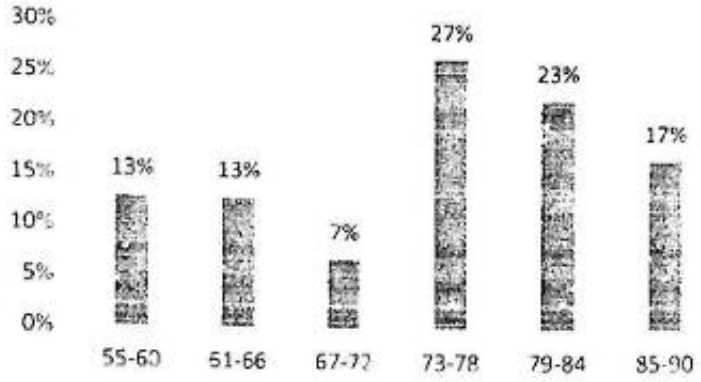
Table 1.2

The Table of Frequency Distribution of Post-test Score

Class	Class Interval	Frequency	Percentage
1	55-60	4	13%
2	61-66	4	13%
3	67-72	2	7%
4	73-78	8	27%
5	79-84	7	23%
6	85-90	5	17%
	Total	**30**	**100%**

[2] Sugiyono, *Statistika untuk Penelitian*, .

If the data was put into graphic, it can be seen as follow:



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

1) For the class interval of 55-60, there were 4 students or 13%.
2) For the class interval of 61-66, there were 4 students or 13%.
3) For the class interval of 67-72, there were 2 students or 7% .
4) For the class interval of 73-78, there were 8 students or 27% .
5) For the class interval of 79-84, there were 7 students or 23% .
6) For the class interval of 85-90, there were 5 students or 17% .

Based on the table above, it can be seen that the students who passed the test was the students who got score more than 73, there were 20 students or 67%.

C. Hypothesis Testing

After applying the test and getting the documentation, the writer analyzed the data by using analysis of t-test in order to prove whether there is the influence of using student team achievement division (STAD) technique toward students'

reading comprehension at the seventh grade of Junior High School 2 Metro, as follows:

1. Preparing the table in order to prove whether there is the influence of using student team achievement division (STAD) technique toward students' reading comprehension at the seventh grade of Junior High School 2 Metro.

Table 13

The List of Pretest Score and Post test Score Students' Reading Comprehension at the seventh Grade of Junior High School 2 Metro

No	Initial Students	The Score of Pre-test	The Score of Post-test	D	D^2
1	AAR	45	65	20	400
2	AS	70	80	10	100
3	AAN	60	75	15	225
4	ANS	55	60	5	25
5	ASK	75	80	5	25
6	EC	55	65	10	100
7	ER	40	55	15	225
8	FD	55	80	25	625
9	FS	50	75	25	625
10	GBB	60	80	20	400
11	HS	50	75	25	625
12	IM	55	70	25	625
13	KAW	60	75	15	225
14	KIP	50	80	30	900
15	LS	75	85	10	100
16	MRF	80	90	10	100
17	MR	35	55	20	400
18	MS	60	75	15	225
19	MRP	70	75	5	25
20	MNA	80	90	10	100
21	MDR	55	80	25	625
22	MI	50	70	20	400
23	MR	55	75	20	400
24	NT	55	75	20	400
25	NH	80	85	5	25
26	PD	75	90	15	225
27	SW	55	65	10	100
28	SZ	45	60	15	225
29	SA	75	80	5	25
30	TA	45	65	20	400
				$\sum D$ 460	$\sum D^2$ 8500
				15,6	

The average of D = (460:30) = 15.3

2. Putting the data above into the formula of t-test in order to get "$t_{observed}$"

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{15,3}{\sqrt{\frac{8500 - \frac{(460)^2}{30}}{30(30-1)}}}$$

$$t = \frac{15,3}{\sqrt{\frac{8500 - (211600 : 30)}{30 \times 29}}}$$

$$t = \frac{15.3}{\sqrt{\frac{8500 - 7053.3}{870}}}$$

$$t = \frac{15,3}{\sqrt{\frac{1446.7}{870}}}$$

$$t = \frac{15.3}{\sqrt{1.6628}}$$

$$t = \frac{15,3}{1.2894} = 11.865$$

To know the critical value of t-test (t_{table}), the writer firstly counted df. *df* is degree of freedom. The formulation of *df* = N-1. N is the number of research population:

df = N-1

= 30-1

= 29

Furthermore, the writer demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 14

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	30	35	80	59.00	12.553
Posttest	30	55	90	74.33	9.714
Valid N (listwise)	30				

The table above demonstrated that the total sample of pretest or before treatment was 30 with the minimum value was 35 and maximum 80, mean of pretest was 59.00 with the standard deviation was 12.553. Meanwhile the total sample of post test or after treatment was 30 with the minimum value was 55 and maximum 90, its mean of post test was 74.33 with the standard deviation 9.714.

Moreover, the table below illustrated the result of the calculation of t test in SPSS.

Table 15

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 pretest - posttest	15.331	7.06294	1.28951	17.97068	12.69599	11.865	29	.000

The table above illustrated that the mean of pretest X1 and post test X2 result was 1.5331 and it's the standard deviation was 7.0629 with standard error mean was 1.2895, t observed was 11.865 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29, so it can be found that :

Level of significant	5 %	1 %
df 29	1.699	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 1.699
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

Based on all the data analysis above, it can be found that:

1. "$t_{observed}$" = 11.865
2. " t_{table} " level of 5% = 1.699

   " t_{table} " level of 1% = 2.462

Its mean that "$t_{observed}$" higher than "t_{table}" or it can be written as 1.699<11.865>2.462. From the value above, it can be inferred that there is positive and signficant influence of using Student team achievement division technique on the students' reading comprehension at the seventh grade of Junior High School 2 Metro.

D. Interpretations

In this research, all of the tests had done individually by the students. Its benefit was to know the influence of using Student team achievement division technique toward the students' reading comprehension from the result of those test, there was different score of students. It can be seen from the result of the students' pretest and post test.

- If $t_{observed} > t_{table}$, Ha is accepted and Ho is rejected.

The writer has formulated the Alternative Hypothesis (Ha) such as:
"There is a positive and significant influence of Student team achievement division technique on the students' reading comprehension at the seventh grade of Junior High School 2 Metro.

Finally, the data confirmed that "$t_{observed}$" = 11.865 was higher than "t_{table}" level of significant 5% = 1.699 and "t_{table}" level of significant 1% = 2.462. Therefore, it can be concluded that Ha is accepted and Ho is rejected. It means that there was a positive and significant influence of Student team achievement division technique on the students' reading comprehension at the seventh grade of Junior High School 2 Metro.

E. Discussion

This research contains two variables. The independent variable is Student team achievement division Technique (X) and the dependent variable is Reading Comprehension (Y). The variables were tested by using calculation T-test analysis to investigate whether there is influence of independent variable (Student team achievement division Technique) toward dependent variable (Reading Comprehension). The calculation demonstrated that there is any positive and significant influence of using Student team achievement division technique toward students' reading comprehension

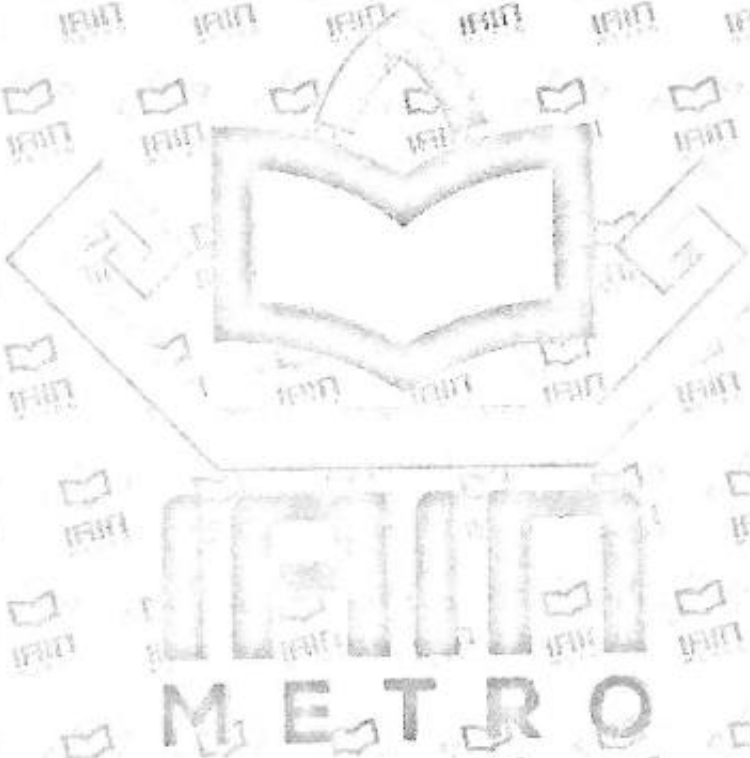
Moreover, the positive influence was clarified by the result of T-test that confirmed that "$t_{observed}$" is higher than "t_{table}". Based on the result of research, the class that has been gave the treatment had a high value more than before the researcher gave the treatment.

Moreover, based on the result of hypothesis testing result demonstrated that $t_{observed}$ is higher than t_{table} with N = 30, it can be looked at significant either for level 5 % or 1 %. In the table also demonstrated that the level of significant was "$t_{observation}$" > "t_{table}" or 1.699<11.865>2.462.

It means that there is a positive and significant influence of using student team achievement division technique toward students' reading comprehension at seventh grade of Junior High School 2 Metro. So, the Alternative Hypothesis (Ha) is accepted.

F. Limitations

This research was conducted at Junior High School 2 Metro. The subject of the research were the seventh grade at the first semester. The result of this research did not discuss all of the problem that faced by the students but focus on students' reading comprehension problem in learning English as a foreign language.


METRO

CHAPTER IV

RESULT OF THE RESEARCH

A. Result of the Research

1. The Brief of Junior High School 2 Metro

Junior High School 2 Metro is one of State Junior High Schools in Metro. It is located on street of Ki Hajar Dewantara 91/15A Iring Mulyo, sub district of East Metro, Metro. It was built on the land area of ±12.850m^2 with the following borders: East side bordering by STAIN Jurai Siwo Metro, north side bordering by Muhammadiyah Metro University, south side bordering by SMK Negeri 3 Metro, west side bordering by separation bridge between Metro and East Lampung.

Junior High School 2 Metro that existed first time on 1976 was filial school of SMPN 1 Metro which was led by Mr. D. Soewardi, BA with the number of class seven consist of 3 classes, 12 teachers and 1 official employee. At that time, Hasan Benguh,SH was chosen to be the temporary principals. A year passed by, in 1977 SMPN 1 Metro Filial changed to be Junior High School 2 Metro definitive based on the Decree of the Minister of Education Republic of Indonesia number 0364/C/1977 dated August 25, 1977 and Decree of the Departmen of Education and Culture of the Lampung Province Number : 930/I. 12-4/I.6/1978, dated March 13, 1978.

B. Suggestion

Due to the result of the research, the researcher gave some suggestions to the side that related as the considered as follows:

1. For the Headmaster
   a. The headmaster should support the English learning process by preparing the facilitation and instrument completely.
   b. The headmaster suggested to adapt and to improve the English syllabus based on the real problems faced by the students.

2. For the English teachers:
   a. The English teachers should motivate the students to be more active in learning English by helping them of expand their knowledge by comprehending the reading text.
   b. The English teachers are suggested to help the students increase their ability in reading skill.
   c. The English teachers are recommended that they should apply Student team achievement division technique as a variation in comprehending the reading text which can help them to reading well.

3. For the Students:

   a. The students should expand the knowledge by comprehending the reading text well.

   b. The students are suggested to increase their ability in comprehending the reading text.

   c. The students recommended that they should improve their ability in reading text by using Student team achievement division technique in the class.

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CURRICULUM VITAE



The name of the writer is Hidayat Adi Widia. He was born in Metro, on October 25th, 1993. He is the second child of happy couple, Mr. Drs.Zuhairi, MPd and Mrs. Maspiroh.

He was graduated from SDN 1 Metro in 2005. He continued his study at SMPN 2 Kota Metro, and graduated in 2008. He studied in MAN 1 Metro and graduated in 2011.

He was registered as an S-1 student of English education study program at State Islamic College (STAIN) of Jurai Siwo Metro.