

**THE USE OF STUDENT TEAM-ACHIEVEMENT DIVISION (STAD)
TO IMPROVE STUDENTS' READING COMPREHENSION
IN NARRATIVE TEXT**

THESIS

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AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM- BANDA ACEH
2019**

THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry
Darussalam Banda Aceh as a Partial Fulfillment
of the Requirement for Sarjana Degree (S-1)
on Teacher Education**

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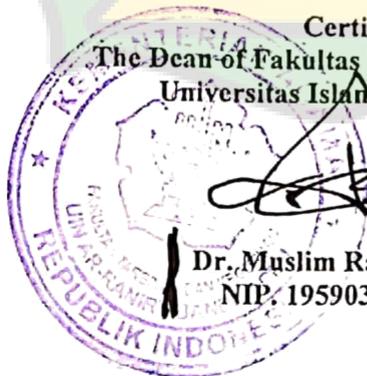

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ACKNOWLEDGEMENT



Praises be to Allah SWT, who has given me mercy and occasion to finish this thesis. Shalawat and Salam are delivered to the prophet Muhammad SAW, who has brought human beings from the darkness into the lightness.

First of all, my deepest gratitude dedicates to my supervisors, Yuni Setia Ningsih, M.Ag and Rita Hermida, M.Pd for supporting me throughout my thesis with the patience, insightful comments knowledge. This thesis would not have been finished without your sincere patient and encouraged guidance.

Then, I dedicate my deepest gratitude to my beloved parents, Duik and Buk Kerati, for their love, patience, attention, support, carring. Wisdom and always inspire me to reach the highest dream. This thesis would not have been finished without their sincere patient and encouraged guidance.

Then, my special thank are directed to all staffs of English Department and all lectures in English Department. Then, my greatest thank also delivers to all of English Department students, for my beloved friends of PBI 2014 especially in unit 3, Ahmad Fadhil, S.Pd, Muhammad Istiqal, S.Pd, Akmalul Basyar, S.Pd, Isnandar Sanusi, Nasrullah, Aulia Akbar, Jufrizal, Muhammad Iqbal, Irfan Fachrizal who have given me support, inspiration, happiness and much spirit in finishing this thesis.

Then, my greatest thank also delivers to my sisters and brother, Asmawati, S.Pd, Bostanil, S.Pd, Rosdawati, S.Pd and Saridawati, who always remind me and give me support and motivation to finish my thesis. Also my greatest thank delivers to all my friend especially Nur Azmiati, S.Pd, Anita Barat,S.Pd, Liza Ashar Fazri Tinambunan, Safrizal Pardosi, Marhaban Lingga, S.T, Sukran Pinem, Jimmi Berutu, Sabarudin Solin who always faithful accompany me to look for the material for my thesis. My greatest thank delivers to the students of XI-IPA¹ and XI-IPA² in SMAN 1 Rundeng who has participated in conducting my research. Thank a lot for everyone who encourages me, may Allah SWT bless you all.

Finally, I believe that this thesis has many mistakes and need to be criticized in order to be useful especially for English Department of UIN Ar-Raniry.

Banda Aceh, 16th April 2019

Rahmansyah

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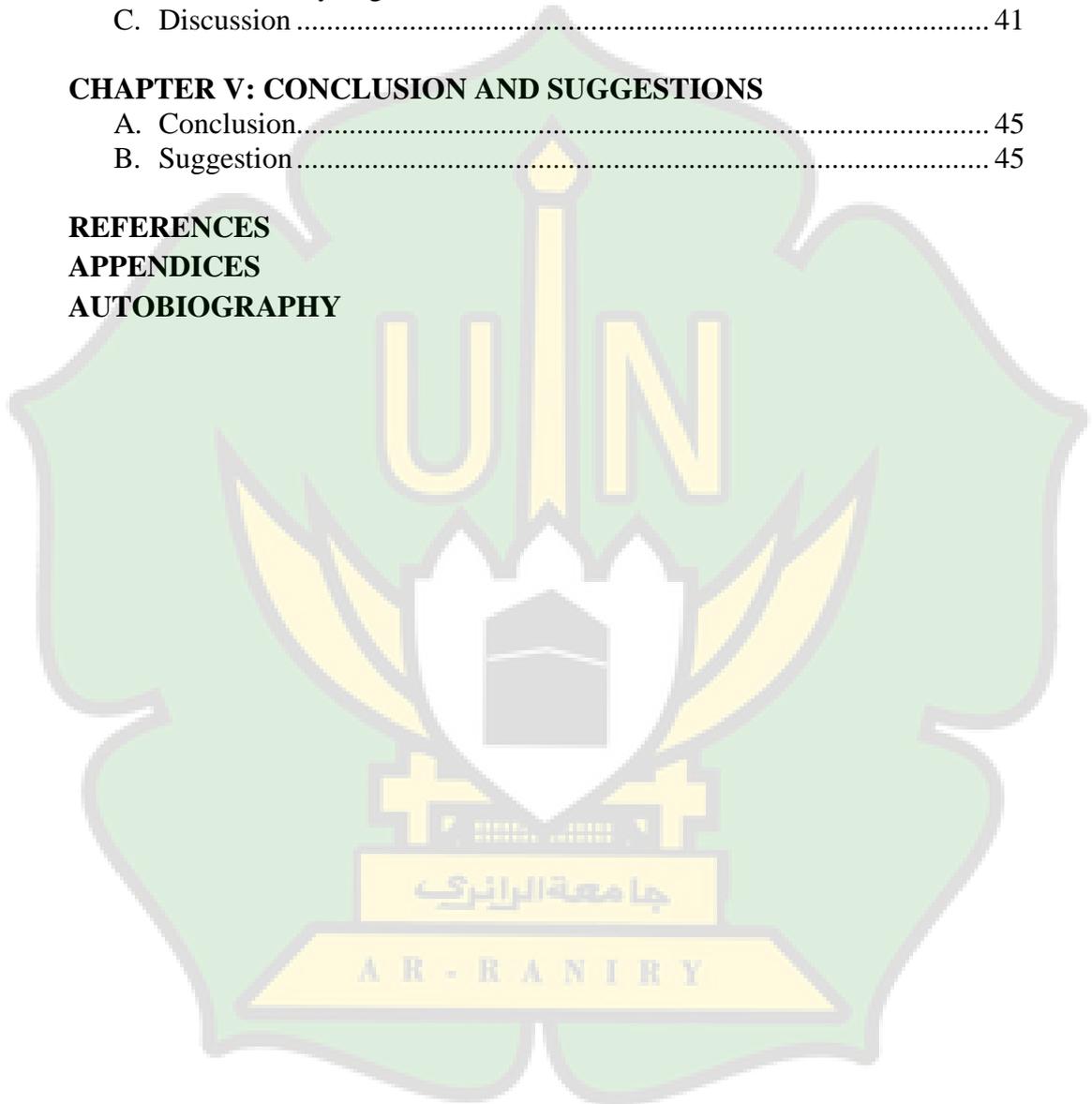
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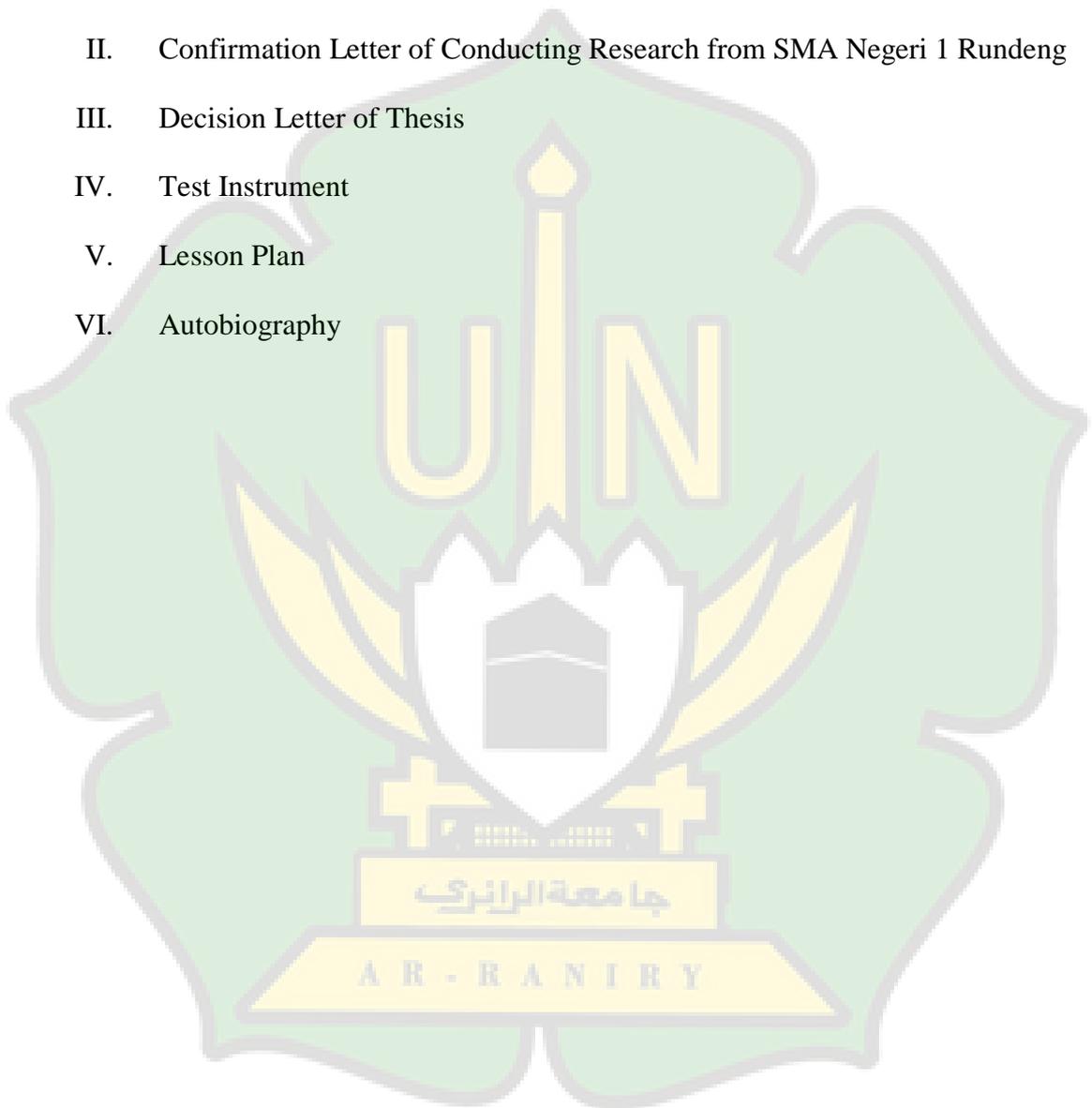
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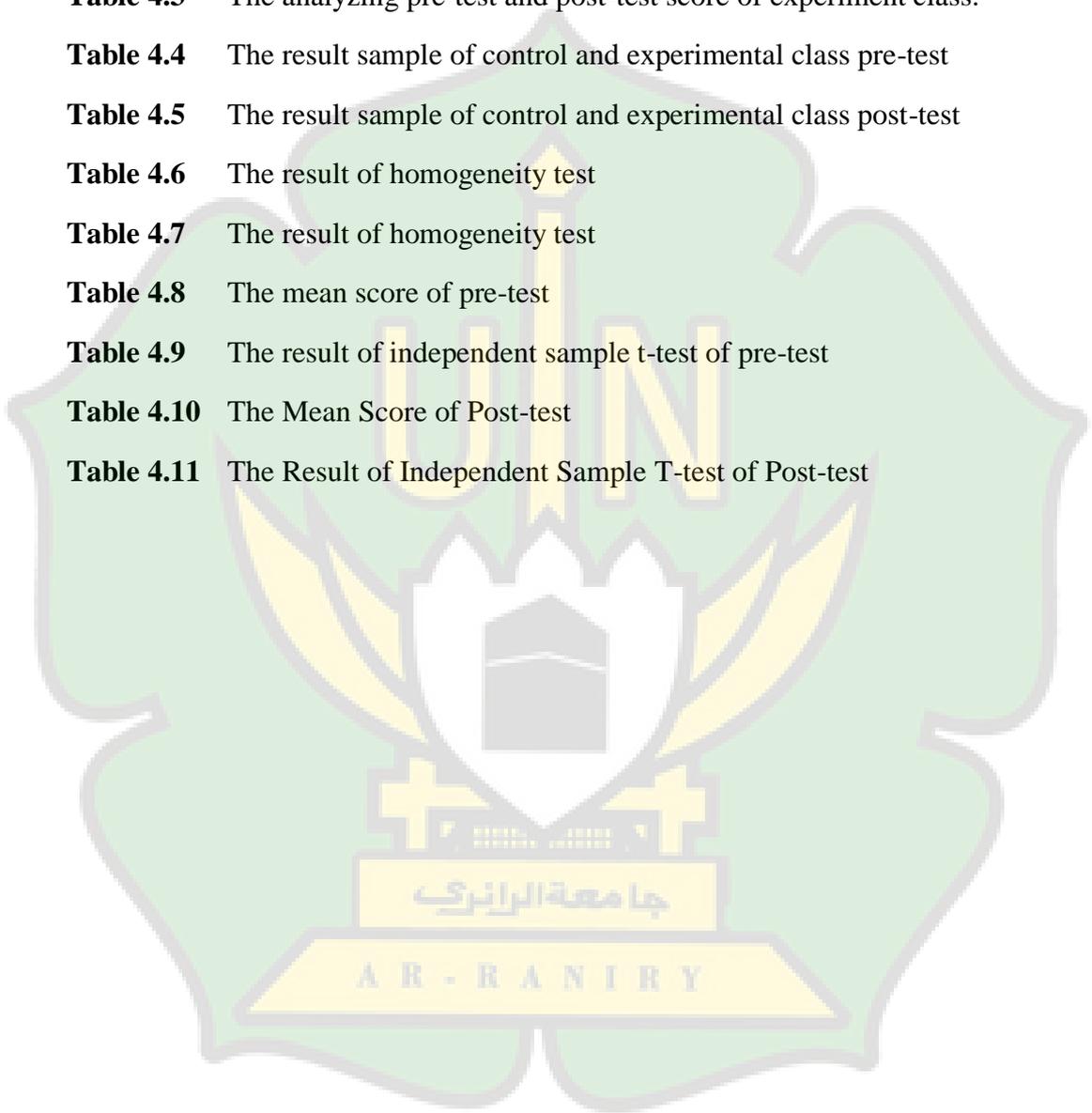
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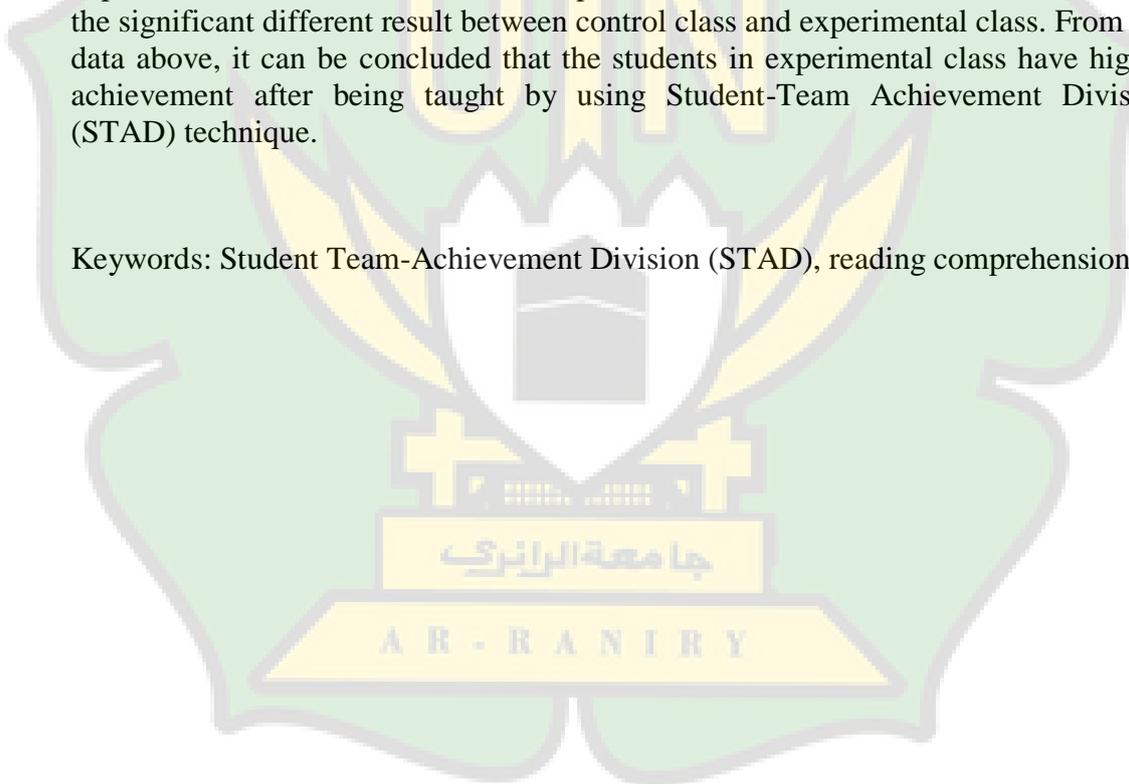



(Rahmansyah)

ABSTRACT

This thesis is entitled “**The Use Student Team-Achievement Division (STAD) to Improve Student Reading Comprehension in Narrative Text**”. The aim of the research is to investigate whether the use of Student Team-Achievement Division (STAD) can help students improve students’ reading comprehension ability. The sample of this research is the second year students of SMAN 1 Rundeng. The researcher took two classes; XI IPA 1 and XI IPA 2. To obtain the data, there are two techniques used during doing research; experimental teaching and test. Based on the data obtained, it is found that students in experimental class have better achievement than students in control class. It is proved by improvement students’ average score from pre-test to post-test in the experimental class. The averages are from 60,95 to 77,14. While the improvement students’ average score in control class from pre-test to post-test are from 55,79 to 63,16. Then, the researcher is conducting the independent t-test from pre-test and post-test. The result of pre-test is $0,47 > 0,05$. It means that there is no the significant different result between control class and experimental class. While the result of post test is $0,004 < 0,05$. It means that there are the significant different result between control class and experimental class. From the data above, it can be concluded that the students in experimental class have higher achievement after being taught by using Student-Team Achievement Division (STAD) technique.

Keywords: Student Team-Achievement Division (STAD), reading comprehension.



CHAPTER I

INTRODUCTION

A. Background of Study

Reading is one of the important aspects of language learning. Reading is an activity of a process of transferring or decoding from the written to oral form. Tennant (2013) states that reading is the recognition of words, from the simple recognition of individual letters and how these letters form a particular word for the meaning of each word not only at the individual level but also as part of the text. Even reading ability has been recognized as the most durable and stable language modality (Bernhardt, 1991). Especially in countries where English as a foreign or second language (EFL/ESL), reading is an important skill in learning English. Reading is necessary when students continue their study, especially at the university level. They need good reading skill for acquiring knowledge and learning new information. Reading is very important to the students because reading helps to solidify the students' grasp of vocabulary, structure, and complements of other language skills.

Reading comprehension is a process in which information from the text and knowledge possessed by the reader acts together to build meaning. Smith and Dale (1980) said that reading comprehension means understanding, evaluating, utilizing information and gaining through interaction between readers and authors. Reading comprehension is a major pillar of reading activity in which a reader builds an understanding of the text. The reader tries to combine logical thinking with the

letters, words, and sentences in the text. So reading comprehension is reading by understanding the meaning of a passage that has been read. A person who reads something by understanding it can be said that he is doing reading comprehension.

Nowadays Senior High School in Indonesia uses the 2013 curriculum. In 2013 curriculum, the teachers have to be creative teacher. The students have to be more active in learning process. So the teachers have to find a unique method for teaching reading.

Simple essay texts that are taught in the Senior High School students are in the form of descriptive, narrative, recount, procedures and report text. From the reading text, students are expected to understand the text by identifying the main idea, detail information, vocabulary, inference and reference.

In fact, there is still a problem faced by students in reading comprehension when they were learning English. This is known based on the interview result with the teacher, the teacher said that one of the big problems in teaching reading comprehension is the students cannot understand reading texts. They cannot understand the sentence context. So they misunderstand the meaning of the whole text. This happens because they translate it word by word. Therefore, the teachers need to improve their ways or techniques in helping students solve the problem one of them is cooperative learning.

Wina (2008: 242) explained that Cooperative Learning is a learning model using a grouping system or a small team, which is between 4-5 people who have different academic backgrounds, gender, race or ethnicity (heterogeneous). It means, the members of the group have many variations in many aspects. In teaching learning

process, there are many cooperative learning methods that can improve students reading skill, one of them is Student Team-Achievement Division (STAD). According to Slavin (1995), there are five main components in the Student Team-Achievement Division (STAD) method: class presentations, team building, quizzes, individual progress scores, and team recognition.

Gross (1991) says that STAD is a technique for effective teaching and learning to improve students' enthusiasm and motivation, and can also develop their responsibilities within their own group. "STAD Technique is based on the idea of having student work in cooperative learning teams to learn academic objectives. However, this technique emphasizes the use of team goals and team success, which can only be achieved if all member of the team learn the objectives being taught. In another word, in student team learning, the student task is not to do something as a team, but to learn something as a team, where the team's work is not done until all team members have mastered the material being studied.

Based on the explanation above, it can be concluded that by using STAD in teaching learning process, the student will learn effectively by sharing with the members of their group, the teacher will easy to manage time for explaining the material, because they will discuss deeper with their members group. But the teachers have to control the class and become a guide for students when the students need a more explanation. Therefore, the writer will do the research in SMA Negeri 1 Rundeng. The writer suggests a method that can be used in teaching reading, it is cooperative learning. Cooperative learning is the method of learning process which the students have to work together learning and to be responsible for their

teammates' learning as well as their own. One of the interesting techniques in teaching reading narrative text is Students Team-Achievement Divisions (STAD). Students Team-Achievement Divisions (STAD) is an effective cooperative learning method in which the students are divided into some groups of four. This technique can help the students to comprehend the material easily because they can share knowledge with their friends.

B. Research Question

The research question of this study is how is the improvement of students' reading comprehension in narrative text by using STAD?

C. Research Aim

The research aim of this study is to know the improvement of students' reading comprehension in narrative text by using STAD.

D. Significance of Study

The researcher hopes that this study would give contribution mainly in theoretical and practical aspects of education. The results of this study can help students to improve reading ability to understand the text. For teachers, this research can give new ideas for teachers in reading teaching that will be applied in their classes. In addition, it provides several resources that can contribute to supporting other research in order to find better results related to this topic.

E. Scope of Study

This research will be conducted to find out whether STAD technique can improve students' reading ability. STAD is considered as an appropriate technique to motivate the students to comprehend English text. This method will increase the activity of teacher and students in the teaching and learning process. The teacher can change the method from teacher-centered to student centered.

F. Terminologies

There are some terms in this study that should be explained in order to avoid misunderstanding, there are:

1. Student Teams-Achievement Division (STAD)

Student Teams-Achievement Division (STAD) is learning that asks students to work in groups and this learning also includes cooperative learning. In this learning, Students should work in groups and solve problems together with their groups. Based on Slavin (1999: 31). STAD has five stages: teaching, study team, individual quiz, assessment, and recognition. all members of the group must have differences in terms of characteristics, intelligence, and gender. So, the learning process at STAD is very focused on the students. STAD is a cooperative teaching method developed by Slavin as part of a student learning approach program along with other cooperative methods such as Team-Game-Tournament, Jigsaw II, and Team Assisted Individualization Slavin (1989: 13). At STAD, students are assigned to four or five member learning teams.

There are four stages of the cycle in learning STAD, namely: teaching, team learning, tests, and recognition. The teaching phase begins with the presentation of the material. The student must be told what is important. In the team study, group members worked closely with teacher worksheets and answer sheets.

Based on statement above, the author's goal of the Student Team-Achievement Division (STAD) is as a method of reading teaching. One of the important skills in English Learning is reading; English exams typically use text to measure students' understanding of the text. Students should have a good understanding in the process of reading in the text and also pass the exam.

One of the materials that are taught in Reading is about Narrative Text. The narrative text is a kind of text to retell the story that past tense. The purpose of this text is to entertain or to amuse the reader or listeners about the story. The generic structures of the narrative text are Orientation, Complication, Resolution and Re-orientation. In Linguistic Features of narrative text usually use Active Verbs, Past Tense and Conjunction.

In this research, STAD technique will be applied to students of second semester of SMA 1 Rundeng to improve students' reading comprehension in Narrative Text.

2. Student Teams-Achievement Divisions (STAD) to Improve Students Reading Comprehension.

There are several reasons why STAD can improve Students Reading Comprehension by Slavin (1995:5), they are:

- a. STAD technique can be very effective in increasing students' motivation in many subjects and grade levels when students groups are rewarded on the basis of the average learning of group' member.
- b. By using STAD, student benefit from sharing ideas rather than working alone. Students have to help one another to learn in order to reach the goal. So the students not only learn from the teacher but also learn from their friends.
- c. Student Team Achievement Division (STAD) emphasizes on mastering the material through student center in which students are active and the teacher is as a facilitator who guides students. Student center means that the students mostly dominate the class by producing a productive talk to their teammates' opinions.

3. Reading Comprehension

Kimberly (1999: 10) states that reading comprehension comes from the word 'read' and 'comprehension'. 'Reading' means a certain way in which the reader understands a book, situation, and activity of a reading person. 'Understanding' which means the ability to decode printed text and recognition is the basis of reading. Understanding reading is one of the pillars of the act of reading. In other words, reading comprehension is an act of reading comprehension. In addition, reading comprehension is the ability to read the text, process it and understand its meaning.

4. Narrative Text

The narrative is story tells about something interesting that has the purpose to amuse, entertain or the reader with actual experiences in different ways either the

reader or authors should concern how the story is told and how the author delivers the story in printed materials. The context of the story should be clear and the readers can get the meaning from how the authors construct the story. According to Marry K. Reutten and Cheryl Pavlik gave definition about narrative, "narrative is to tell a story or describe an incident. In academic writing, and the incident is often used to illustrate a large point".

5. Fable

Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. The example of fable in narrative text are:

- a. Mouse Deer and Crocodile
- b. The Ants and the Grasshopper
- c. The Smartest Parrot
- d. The Story of Monkey and Crocodile

G. Hypothesis

Mahsun (2002: 10) states in Metode Penelitian Bahasa that hypothesis is a tentative answer to a problem that is made through research formulated based on existing knowledge and logic, and whose validity is tested through research. Based on the statement above, the researcher makes the following hypothesis:

Ha : Using Student Team Achievement Divisions (STAD) type can improve students' reading ability in narrative text.

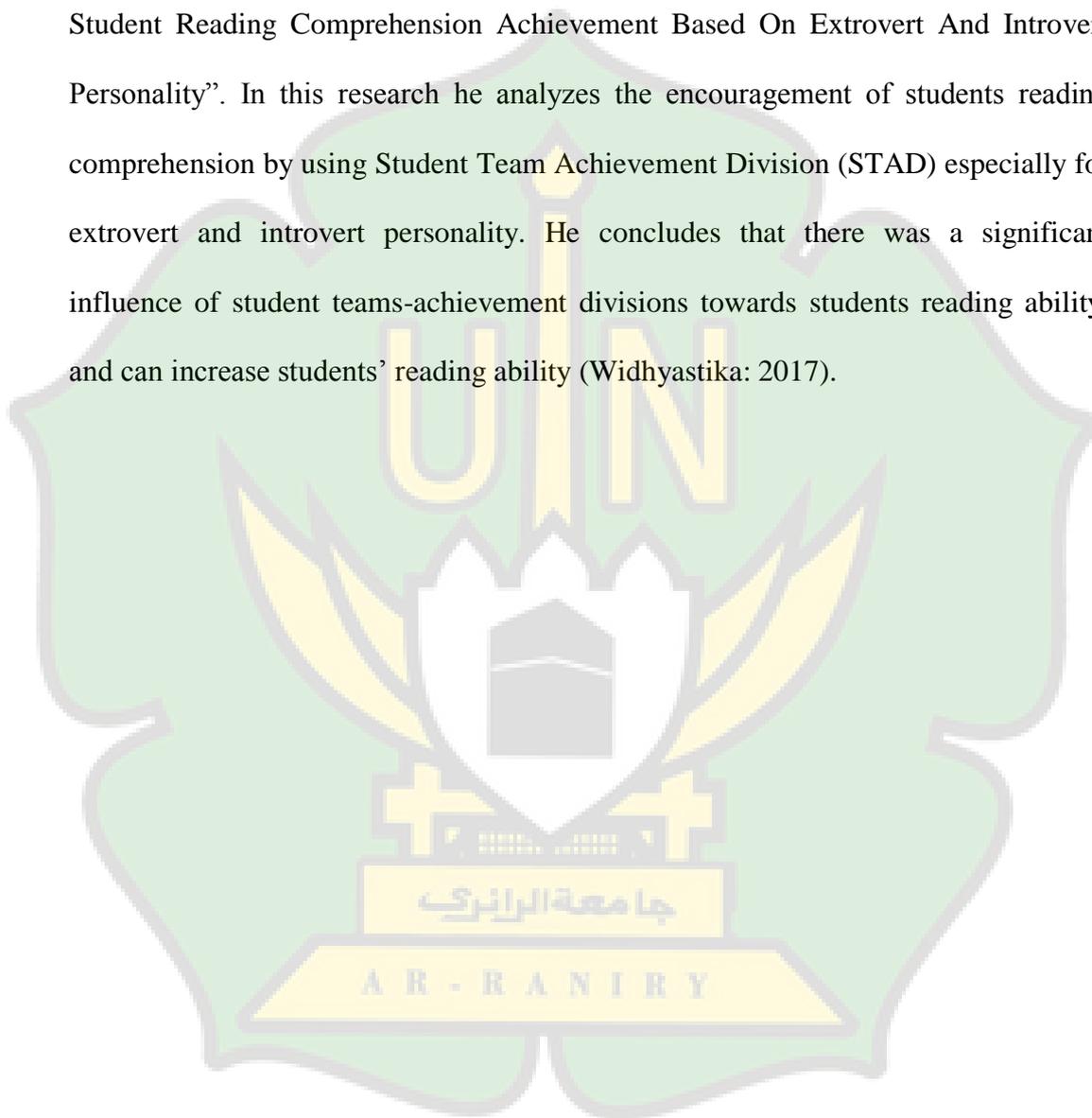
Ho : Using Student Team Achievement Divisions (STAD) type cannot improve students' reading ability in narrative text.

H. Previous Study

There are several previous studies done. The studies were related to STAD implementation. The first, the researchers are Arief Ilhami, Nurbaiti and Rizki Ananda, they are from Syiah Kuala University and Abulyatama University in the academic year 2017, entitled "The Application of Students Team Achievement Division (STAD) Technique to Enhance Students' Reading Comprehension". In this research they analyze the enhancement of students reading comprehension by using STAD technique. They conclude that Student Team-Achievement Division (STAD) technique is an essential technique that entailed the improvement of students' reading ability. (Ilhami, Nurbaiti, Ananda: 2017)

The second, the researcher is Zumrotul Ma'sumah, she is the student of Walisongo State Islamic University in academic year 2016, entitled "The Influence of Student Team Achievement Divisions (STAD) technique In Reading Comprehension in Narrative Text". In this research, she analyzes the influence of Students Team-Achievement Division (STAD) technique in reading comprehension especially in narrative text. She concludes that there was a significant difference in reading comprehension improvement between students who are taught reading the narrative text by using Student Team Achievement Divisions (STAD) method and those who are taught by lecturing without Student Team Achievement Division (STAD) technique (Ma'sumah: 2016).

The third, the researcher is I Dewa Putu Widhyastika, he is the student of Postgraduate Program Lampung University in academic year 2017, entitled “Developing Student-Team Achievement Division (STAD) Technique to Encourage Student Reading Comprehension Achievement Based On Extrovert And Introvert Personality”. In this research he analyzes the encouragement of students reading comprehension by using Student Team Achievement Division (STAD) especially for extrovert and introvert personality. He concludes that there was a significant influence of student teams-achievement divisions towards students reading ability, and can increase students’ reading ability (Widhyastika: 2017).



CHAPTER II

LITERATURE REVIEW

A. Student Team-Achievement Division (STAD)

1. The Definition of Student Team-Achievement Division (STAD)

Students Teams-Achievement Division (STAD) is one of the cooperative learning that asks the learner to work in the group. The learner should work in a group and solve the problem together with their group. So, teaching learning process in the Students Teams-Achievement Division (STAD) is focused on the learners or students. Students Teams-Achievement Division (STAD) is a cooperative teaching method which was developed by Slavin (1978) as part of a student learning approach program along with other cooperative methods such as Teams- Games-Tournaments, Jigsaw II and Team Assisted Individualization. In Students Teams-Achievement Division (STAD), students are assigned to four- or five member learning teams. The teams are composed of high, average, and low achiever, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class.

Students Teams-Achievement Division (STAD) is designed for meeting well-defined instructional objectives. Because of the nature of content for which Students Teams-Achievement Division (STAD) is appropriate, many teachers use a direct instruction model for the presentation of new materials. Students Teams-Achievement Division (STAD) each group will show the best in learning, after

their presentation material as the teacher does. They will answer some questions from their understanding.

2. The Components of STAD

Slavin (1995: 72) states that cooperative learning of STAD technique consists of five major components. They are class presentation, teams, quizzes, individual scores, and team recognitions.

a. Class Presentation

The material in STAD is introduced in a class presentation. In the class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

b. Team

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistakes. The team is the most important feature in STAD. At every point in STAD, the emphasis is placed on the team members, doing their best for the team and on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream

students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

c. Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

d. Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Students should give maximum points to his or her teams in this scoring system. Every student' average past performance on similar quizzes. Then students earn points for their team. And the group improvement scores are got from the individual score of every member.

e. Team Recognition

Teams may earn certificates or another reward if their average score exceeds a certain criterion. Student's team score may also be used to determine up to twentypercent of their grade. The team that has improved the most is given most recognition.

The goal of using Students Teams Achievement Division (STAD) is to create a good relation in teaching learning process, it will teach students how to share each other, try to solve the problem, show the interest in learning and try to be responsible to their group also. This technique not only will help students in learning but also help the teacher in the teaching process.

3. The Advantages and Disadvantages of STAD

According to Richards (2001:193), there are several advantages of Student Teams Achievement Divisions (STAD) in teaching learning. They are:

- a. To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- b. To provide the teacher with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings.
- c. To enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks.
- d. To provide opportunities for learners to develop successful learning and communication strategies.
- e. To enhance learners' motivation and reduce learners' hesitation and to create a positive affective classroom climate.

According to Harmer (2004:116), Student Teams Achievement Divisions (STAD) has some disadvantages. They are:

- a. It favors the group rather than the individual. Everyone is forced to do the same thing at the same time and at the same place.
- b. Individual students do not have much of a chance to say anything and on their own.
- c. Many students are disinclined to participate in front of the whole class since to do bring with it the risk of public failure.
- d. It may not encourage students to take responsibility for their own learning. Whole class teaching favors the transmission of knowledge from the teacher to the students rather than having students discover things or research things for them.
- e. It is not the best way to organize communicative language teaching or especially task-based sequences communication between individuals is more difficult in-group of twenty or thirty than it is in groups of four or five in the smaller groups. It is easier to share material, speak quietly and less formally, and make good contact all of these contribute to successfully task resolution.

In conclusion, the researcher can find the definition of Student Teams Achievement Divisions (STAD) is one of the simplest of all cooperative learning method. It is a good model to begin with for teachers who are new to the cooperative approach. So that it will be useful to help students in learning.

B. Reading Skill

The definition of Reading is given in many books. Therefore, the writer took some references to write what Reading is and how to teach Reading in order to lead to a conclusion.

1. The Definition of Reading Comprehension

Reading is the skill in which the students have a great ability at the end of their language study. Students can do many activities while they are reading such as understand the meaning of the text, they are reading such as to understand the meaning of the text, the students try to discuss about the contexts. Mikulecky (1990) defines that reading is an active process of focusing on the language of a text such as pronunciation, grammar, vocabulary, and discussing the content from the passage or text. It means that reading provides many components that can be used to support other skills. By reading a text, the students can read aloud to check pronunciation, underlying the grammar and vocabulary.

Moreover, Harmer (1997: 28) adds that reading is a way to communicate purposes and as a source of information, in order to identify the uses of language. It means that most reading involves speaking and writing activity. Many activities can be done through this skill such as studying specific subjects and reading news and novels. By having good reading, students can acquire much information to support their language and vocabulary.

Reading comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning. Smith and Dale (1980) State that reading comprehension means understanding,

evaluating, utilizing information and gaining through an interaction between reader and author. It means that reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that causes the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension.

Thus reading comprehension is reading by comprehending the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does reading comprehension. Pearson and Grellet (1998) state that reading is a constant process of guessing, what one brings to the text is often more important than one finds in it. It means that reading is an active skill that constantly involves guessing, predicting, checking and asking oneself questions.

2. The Importance of Reading

Reading is very important in a human's life. By reading people will be able to get information about many kinds of information. Bright (1970) Remarks that further education depends on reading's quality and quality also emphasizes it. All the important study skills require quick, efficient and imaginative reading also. The purpose of reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. However, a person using a scientific article to support an opinion needs to know

the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are present.

According to Harmer (1987), there are two reasons for the readers to find information:

a. Reading in language learning

Reading is an exercise dominated by the eyes and the brain. The eyes receive the message and the brain then has to work out the significance of this message. The reading to confirm the expectation technique is high motivation and successful since it interest students, creates expected and gives them a purpose for reading. In real life, people generally read something because they want to and they have a purpose, which is more fundamental than involved in some language learning tasks seem only to be asking about details at language. People read to language because they have a desire to do so and a purpose to achieve.

b. Reading for pleasure

In most cases, reading for information is relevant to the current study of the reader they read to find out information, to reduce their uncertainties. Reading for pleasure is done without other people's order but according to an individual reader's wish, and taste. Clark and Rumbold state that reading for pleasure refers to reading that we do because of our own free will. Thus students who read for pleasure are those who read a text comfortably.

C. Student Teams Achievement Divisions (STAD) to Improve Students Reading Comprehension.

There are several purposes why STAD can improve Students Reading Comprehension by Slavin (1995:5), they are:

1. Student Team Achievement Division (STAD) is one of the major approaches that are accepted as an effective technique of cooperative learning developed by Slavin. This technique can be very effective in increasing students' motivation in many subjects and grade levels when students groups are rewarded on the basis of the average learning of group' member.
2. Student Team Achievement Division (STAD) also refers to a technique of instruction whereby students work together in groups to reach common goals. Thus, the group has the responsibility of tutoring their members and sharing knowledge with each other. By using STAD, student benefit from sharing ideas rather than working alone. Students have to help one another to learn in order to reach the goal. So the students not only learn from the teacher but also learn from their friend.
3. Student Team Achievement Division(STAD) emphasizes on mastering the material through student center in which students are active and the teacher is as a facilitator who guides students. Student center means that the students mostly dominate the class by producing a productive talk to their teammates' opinions. The group members

should be active in doing the activity, such as: helping each other, communicative interactions between students or sharing knowledge and opinion.

D. The Characteristics of Senior High School Students

Senior high School students or teenager are categorized into adolescent learners. In this period, the teenage like to spend their time for hanging around, making friends, peers and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them.

The characteristics of adolescents' learner according to Harmer (2001:38) are:

- a. They seem to be less lively and humorous than adults,
- b. Identity has to be forged among classmates and friends: peer approval may be considerably more important for the students than attention of the teacher,
- c. They would be much happier if such a problem did not exist,
- d. They may be disruptive in class,
- e. They have a great capacity to learn, have a great potential for creativity and a passionate commitment to things that interest them.

Thus, adolescents are a period of change, new experiences, learning, instability and the most trying times in life school and teacher should provide the adolescent with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be

aware of contrasting ideas and concepts, which they can resolve by themselves though still with the teacher's guidance.

E. Narrative Text

The narrative text is one of the various genres of text. It belongs to non-factual text that is written or listened to entertain the reader or listener. Gerot and Wignell (1995:204) argue that "the social function of narrative is to amuse, entertain and deal with the actual or vicarious experience in different ways." Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

Anderson, M. and Anderson, K. (2003) state that there are four parts of the generic structure of the narrative. They are:

1. an orientation (can be a paragraph, a picture or opening chapter) in which the narrators tell the audience about who is in the story, when the story is taking place and where the action is happening
2. a complication that sets off a chain of events that influences what will happen in the story
3. a resolution in which the characters finally sort out the complication
4. coda that provides a comment or morally based on what has been learned from the story (an optional step).

As a kind of genre, the narrative has its language features. Literacy and Education Research Network and for the Directorate of Studies, NSW Department

of School Education (1991:30) mentions that the language features of narrative are:

1. Focus on specific (usually individualized) participants.
2. Use of past tense.
3. Use of temporal conjunctions and temporal circumstances.
4. Use of material (or action) process.
5. Use of relational and mental.

F. Fable

The word fable is derived from the Latin word *fibula*, which means “a story,” and a derivative of the word *fari*, which means “to speak.” Fable is a literary device that can be defined as a concise and brief story intended to provide a [moral](#) lesson at the end.

Fable Fable is a short allegorical narrative making a moral point, traditionally by means of animal characters that speak and act like human beings. In prose and verse, a fable is described through plants, animals, forces, of nature, and inanimate objects by giving them human attributes wherein they demonstrate a moral lesson at the end.

The features of a fable in narrative text are:

1. A fable is intended to provide a moral story.
2. Fables often use animals as the main characters.
3. Fables personify the animal characters.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Creswell (2014: 3), states that "research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis". The decisions involve the researcher to bring their strategy in conducting study include the methodology approach, the data collection strategy, sample of the participant, and technique in analyzing the data.

This study uses a quantitative approach involving experimental studies. The experimental method focuses on the impact of treatment on the subject or outcome of participants in a study. It follows the standard form of participants, materials, procedures, and measurements (Creswell, 2014).

B. Population and Sample

Creswell (2014) states that "population is all the individuals that refer to the object of the research while the sample is a small part of the total population that is taken for representative research's object". The population of this study was Senior high school students in SMA 1 Rundeng. Then, the Researcher only chose class XI as a sample.

The researcher determined the sample by using purposive sampling. Purposive sampling is the technique of choosing the sample based on previous knowledge of natures or characters that have a close criterion which has been already

known in population (Hardi, 2004: 91). In this study, the researcher would investigate class XI IPA 1 and Class XI IPA 2. The researcher chooses this sample because the students in these classes have a level that almost the same. So the researcher can use the classes as an experimental class and a control class.

C. Data Collection

The design of the pretest-posttest group would be used is a second grade class of high school students would be assigned to the experimental group. This design can be done by pretest size followed by treatment and posttest for one group (Creswell, 2014). A pretest in reading items would be given to participants to estimate their level of ability in the first meeting. Then, participants would participate in 3 session training using STAD technique in reading item. Finally, the researcher would conduct a post-test session to evaluate the exercise process. So this study would be done in 5 meetings and the time allocated for each meeting is 90 minutes.

1. Experimental Teaching

The researcher conducted an experimental teaching in five meetings, including the meeting for pre-test and post-test. The researcher allied the use of Students Team Achievement Division (STAD) in reading comprehension.

2. Test

Pre-test and post-test would be given and assessed consistently. The purpose of this pre-test is to know the students' reading ability to read the Narrative text before providing STAD and post-test methods would be given to identify whether

the exercise provides a significant improvement in their reading ability. Criteria would be set to print both tests.

D. Data Analysis

In this Data Analysis, the researcher used a parametric statistical test to analyze the research variables and the data of this study. A parameter refers to a characteristic of the population. Sheskin (2003: 126) states that in the parametric test, "it makes specific assumptions with regard to one or more of the population parameters that characterize the underlying distributions for which the test is employed". It means that the parametric test is based on the assumption that represents the population which sample is chosen.

One of the statistical tests related to parametric test is *t*-test. According to The Arizona Center for Research and Outreach (2015), "a *t*-test is a type of inferential statistic, that is, an analysis that goes beyond just describing the numbers provided by data from a sample but seeks to draw conclusions about these numbers among populations".

There are two parts of *T*-test. They are Dependent and Independent sample *t*-test. Dependent sample *t*-test is used to compare the mean score for one group while Independent sample *t*-test is used to compare the mean score for two different groups (Arizona, 2015: 2). So, based on the explanation above, the writer compiled the step of analyzing the data into the following ways:

1. Calculating The Scores of Pre-Test and Post-Test

In this step, the researcher calculated the test result of pre-test and post-test from experimental and control class after conducting the research in the field. The pretest contains 10 items and each item is scored 10, and the post-test also contains 10 items, each post-test item was scored 10. After calculating both tests of the experimental class and control class, the next step is conducting the normality test.

2. Conducting the Normality Test

The normality test of this study was processed through software statistical package for social science (SPSS) by using One-Sample Kolmogorov-Smirnov test. In analyzing the test, it was needed to make a hypothesis for testing that both control and experimental classes have a similar condition. The hypotheses were made into;

Ho : $\mu_1 = \mu_2$: There are no differences between control class and experimental class

Ha : $\mu_1 \neq \mu_2$: There are the differences between control class and experimental class

The sig. value of One Sample Kolmogorov-Smirnov test is greater than 0.05 to draw a conclusion that the data is normal. If it is below, the data significantly deviate from a normal distribution (Laerd statistic, 2013,7).

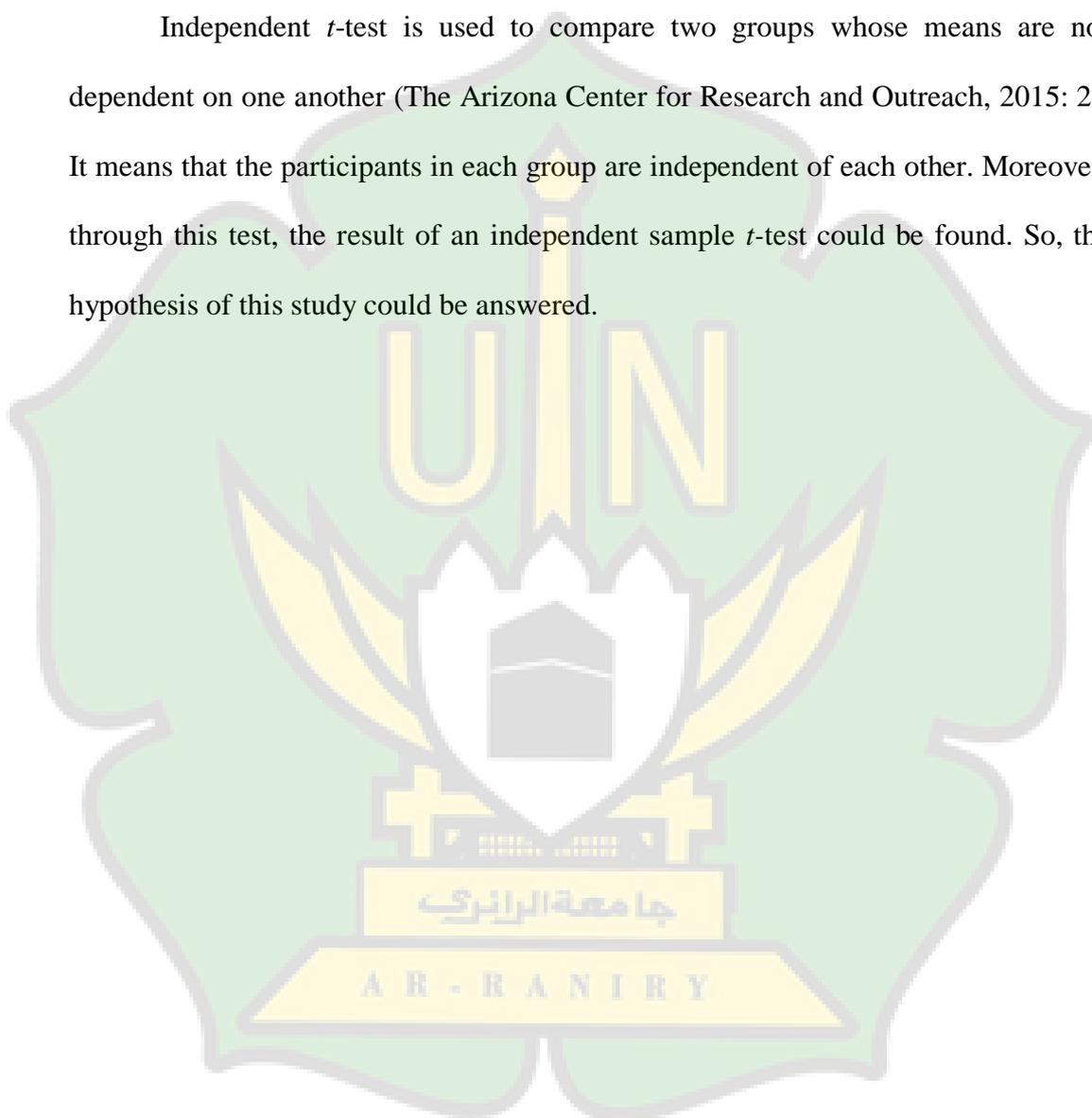
3. Conducting the Homogeneity of Test

The homogeneity test is needed to find out whether the data distributions are homogeneous or not. The homogeneity test of this study analyzes through SPSS by using Levene's test of homogeneity of variance test the assumption that each category of independent variables has the same variance on an interval dependent.

Levene's statistic is significant at the 0.05 level or better in order to reject null hypothesis which the groups have equal variances (Garson, 2012: 36).

4. Conducting the Independent T-Test

Independent *t*-test is used to compare two groups whose means are not dependent on one another (The Arizona Center for Research and Outreach, 2015: 2). It means that the participants in each group are independent of each other. Moreover, through this test, the result of an independent sample *t*-test could be found. So, the hypothesis of this study could be answered.



CHAPTER IV

DATA ANALYSIS

A. The Analysis of Test Results

1. Experimental Teaching

Before coming to the analysis of the test result, the researcher has done research using experimental teaching to know students' achievement in reading ability. Experimental teaching was conducted into five meetings. The allocation time for each meeting was 90 minutes. In this experimental teaching, Student Team Achievement Division (STAD) was applied as a teaching technique. The description of the experimental teaching undertaken will be explained below:

a. First Meeting

The first meeting was conducted on Friday, 01 February 2019. At the first meeting, the researcher entered the classroom and introduced himself to the students. In this session, some students asked about the reason of the researcher chose their class as an experimental class, and how long the research would be conducted. After that, the student's attendance list was checked, and called the names of students one by one and asked the students to introduce themselves. In order to know the students' ability in reading, the pre-test was given. The test was a narrative text contained 10 questions for 40 minutes. And the remaining time, students shared the experience of them and played the game.

b. Second Meeting

The second meeting was conducted also on Friday, 01 February 2019 after the first meeting end. At the second meeting, firstly, the students' attendance list was checked in order to get the valid data of respondent in this research. Secondly, the students were assigned into groups based on their performance (score they got in the pre-test; high, average, low performance) and sex (male and female). There were five groups which were consisted of four or five students. Third, the material related to narrative text was taught by using STAD technique and explained the generic structure of the narrative text and the example of the text. As a result, most of them had lack of vocabularies, so they had to bring a dictionary for every English class. Fourth, the students were given several minutes to ask some questions related to the problem that they faced.

Furthermore, the narrative text sheet was distributed to each student. The title of the text was The Rat and the Elephants. Each group member must work to determine the generic structure and the meaning of the narrative text that has been shared. After that, students must be able to explain to their group members what they understand from the narrative text that has been shared. Students activities were overseen and controlled to ensure that each group member worked properly as a direction. After that, and a representative of each group was called to step forward to explain the result of their discussion. After that, the students answer the questions listed in the narrative text sheet and worked individually. After finishing the task, the students submitted it. The score which was gotten by the group became the group's score, and the group who got the highest score was rewarded.

It motivated the students to study harder to get a higher score. Finally, the material was reviewed and the class was closed.

c. Third Meeting

The third meeting was conducted on Monday, 04 February 2019. In this meeting, the class began by playing the game, the purpose of this game is to make the students enjoy the class and also make the students relax. After that, the attendance list was checked and teaching-learning process conducted as same as the second meeting with different text. In this meeting, the title of the text was Mouse Deer and Mr. Crocodile. Furthermore, the students were asked to do the task about today's material in order to make the students learned and worked together in mastering and comprehending the material that was distributed. After finishing the task, the students submitted it. The score which was gotten by the group became the group's score, and the group who got the highest score was rewarded by the researcher. It motivated the students to study harder to get a higher score. Finally, the material was reviewed and the class was closed.

d. Fourth Meeting

The fourth meeting was conducted on Friday, 08 February 2019. In this meeting, the attendance list was checked in order to get the valid data of respondent in this research. All the students had sat properly with their own team without command from the researcher. Teaching learning process conducted as same as the second and third meeting with different text. In this meeting, the title of the text was A Farmer and a Bird. Furthermore, the students were asked to do the task about today's material in order to make the students learned and worked

together in mastering and comprehending the material that was distributed. After finishing the task, the students submitted it. The score which was gotten by the group became the group's score, and the group who got the highest score was rewarded by the researcher. It motivated the students to study harder to get a higher score. Finally, the material was reviewed and the class was closed.

e. Fifth Meeting

The fifth meeting was conducted on Friday, 08 February 2019. At the last meeting, the attendance list was checked in order to get the valid data of respondent in this research. This meeting was the last meeting then post-test was given to the students by the individual. The post-test which was reading narrative text containing 10 questions was conducted about 40 minutes. Then the students may not help one another during the test, they should do the task by themselves. After students have finished their duties, all the students' papers were submitted. Furthermore, the students who most active in the class were appreciated by giving a reward, and said thanked to all the students and closed the class.

2. Control Class

In control class, the researcher did not use STAD technique. The researcher only used the conventional teaching technique that has been used at SMAN 1 Rundeng. In this research, the control class was students at XI IPA-2. He taught them in five meetings, including the meeting for pre-test, post-test. The allocation of time for each meeting was 90 minutes.

a. First Meeting

The first meeting for control class was conducted on Monday, 28 January 2019. At the first meeting, the researcher came into class XI IPA-2 as control class. He introduced his self and tried to begin a little conversation with the students. Then, student attendant list was checked. the pre-test was conducted and gave time to students to answer the question about the narrative text.

b. Second Meeting

The second meeting was conducted on Wednesday, 30 January 2019. In the second meeting, the class was begun after the bell rang and the attendant list was checked. When students attended to class, the narrative text was distributed. Began the class by explaining what the mean of narrative text, the example of narrative text, and generic structure of the narrative text. After that, asked the students to read the narrative text and answer the question.

c. Third Meeting

The third meeting was conducted on Monday, 04 February 2019. In the third meeting, the class was begun after the bell rang and the attendant list was checked. After all the students attended to the class, the other narrative text distributed to the students and asked the students to read the narrative text and translate it. And the last, asked the students to answer the question.

d. Fourth Meeting

The fourth meeting for control class was conducted on Wednesday, 06 February 2019. In the fourth meeting, the class was begun after the bell rang and the attendant list was checked. After all the students attended to the class, the

other narrative text distributed to the students and asked the students to read the narrative text and translate it. And the last, asked the students to answer the question.

e. Fifth Meeting

The fifth meeting was conducted on Wednesday, 06 February 2019. The fifth meeting was the last meeting for this research. In this last meeting, the post-test question was distributed. It contained a narrative text and it the same as post-test in experimental class. After all the students finished answer the question, the test sheets were submitted and closed the class by saying thanked for students participation and saying Salam.

B. Data Analysis

Data which were collected in this research was pre-test and post-test data, in both for control and experimental class.

Table 4.1 The score of pre-test and post-test in control class.

LIST SCORE OF CONTROL CLASS			
No	Initial Name	Pre-test	Post-test
1	SH	30	50
2	MJ	60	70
3	MZ	70	50
4	RP	80	80
5	BA	90	80
6	ES	20	70
7	RS	50	40
8	IY	30	70
9	DM	60	60
10	RM	80	60
11	HR	50	70
12	TN	20	60

13	SS	50	40
14	KM	20	60
15	MLS	60	70
16	OS	80	80
17	HH	90	60
18	RH	70	60
19	ABT	50	70
Average Score		55.78947368	63.15789474

Table 4.2 The score of pre-test and post-test score in experimental class.

LIST SCORE OF EXPERIMENT CLASS			
No	Initial Name	Pre-test	Post-test
1	YS	60	80
2	RS	20	90
3	DM	90	90
4	IM	70	100
5	AN	90	90
6	RM	70	80
7	EW	30	60
8	MW	70	80
9	MA	60	80
10	HM	50	60
11	SK	20	50
12	NUR	70	100
13	ABB	90	100
14	DP	50	60
15	EW	40	60
16	YS	50	70
17	NA	60	70
18	RL	60	50
19	IS	80	90
20	AL	70	70
21	ML	80	90
Average Score		60.95238095	77.142857

1. The Experimental Class Students Score Before and After the Use of STAD

Table 4.3 The analyzing pre-test and post-test score of experiment class.

LIST SCORE OF EXPERIMENT CLASS			
No	Initial Name	Pre-test	Post-test
1	YS	60	80
2	RS	20	90
3	DM	90	90
4	IM	70	100
5	AN	90	90
6	RM	70	80
7	EW	30	60
8	MW	70	80
9	MA	60	80
10	HM	50	60
11	SK	20	50
12	NUR	70	100
13	ABB	90	100
14	DP	50	60
15	EW	40	60
16	YS	50	70
17	NA	60	70
18	RL	60	50
19	IS	80	90
20	AL	70	70
21	ML	80	90
Average Score		60.95238095	77.14285714
Highest Score		90	100
Lowest Score		20	50

In the table above, there is a significant improvement between pre-test score and post-test score which is the lowest score of pre-test was 20 and post-test was 50. The highest score of pre-test was 90 and the highest score of post-test

was 100. The average score of pre-test was 60.95 and the average score of post-test was 77.14.

2. The Analyzing of Pre Test and Post-Test

In this research, the researcher chose two different classes of study and it was named as experimental and control class. The experimental class was treated by using Student Team Achievement Division (STAD) while the control class was treated by using conventional strategy. The result from the two classes was compared to determine if the using of Student Team Achievement Division (STAD) would make a difference for both classes. Before conducting the research, by choosing the two classes, the writer needed to know that both data of two classes were normal. Moreover, it was also needed to assume that the data have a similar variance.

a. Test Analysis of control and experimental class pre-test

Before conducting the research, the researcher needed to know about the normality of the data. The normal data is the underlying assumption in parametric testing by using T-Test.

a) Test of Normality

Table 4.4 The result sample of control and experimental class pre-test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
English Score	Class A	.139	19	.200 [*]	.924	19	.134
	Class B	.149	21	.200 [*]	.933	21	.155
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

In the table above show that the results from two tests normality, namely the Kolmogorov-Smirnov test and the Shapiro-Wilk Test. In this research, the researcher used Shapiro-Wilk Test. Shapiro Wilk-Test is used to numerical means of assessing normality because the samples of this study is less than 50.

Based on the table, it was found that sig. (2-tailed) value of the Shapiro-Wilk Test in control class is $0,13 > 0,05$ which mean the data was normal. And it was found also that sig. (2-tailed) value of this experimental class is $0,15 > 0,05$ which mean the data was normal.

Table 4.5 The result sample of control and experimental class post-test

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
English Score	Class A	.189	19	.073	.909	19	.072
	Class B	.168	21	.126	.923	21	.101
a. Lilliefors Significance Correction							

Based on the table, it was found that sig. (2-tailed) value of the Shapiro-Wilk Test in control class is $0,07 > 0,05$ which mean the data was normal. And it was found also that sig. (2-tailed) value of this experimental class is $0,10 > 0,05$ which mean the data was normal.

b. Analysis of Variance

a) Test Homogeneity of Variance

Table 4.6 The result of homogeneity test

Test of Homogeneity of Variances			
Pre-test			
Levene Statistic	df1	df2	Sig.
.532	1	38	.470

In the table above, it shows that the test of homogeneity of variance from Levene's Test for Equality of Variance. The sig value is $0,47 > 0,05$. It means that the variance of both samples were equal.

Furthermore, it was needed to make a hypothesis for testing that both control and experimental classes have a similar condition.

$H_0 : \mu_1 = \mu_2$: There are no differences between control class and experimental class

$H_a : \mu_1 \neq \mu_2$: There are the differences between control class and experimental class

Table 4.7 The result of homogeneity test

Test of Homogeneity of Variances			
Post-test			
Levene Statistic	df1	df2	Sig.
3.025	1	38	.090

In the table above, it shows that the test of homogeneity of variance from Levene's Test for Equality of Variance. The sig value is $0,09 > 0,05$. It means that the variance of both samples were equal.

Table 4.8 The mean score of pre-test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Pre-test Result	Class A	19	55.7895	23.40840	5.37026
	Class B	21	60.9524	20.95346	4.57242

Table 4.9 The result of independent sample t-test of pre-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre-test	Equal variances assumed	0.532	0.47	0.736	38	0.466	-5.16291	7.0133	-19.3606	9.03478
	Equal variances not assumed			0.732	36.3	0.469	-5.16291	7.05313	-19.46241	9.13659

Based on the table above, it was found that sig. (2-tailed) value is 0.47. It was concluded that H_a was rejected and H_0 was accepted. It means that there is no difference between control class and experimental class.

Post-test	Equal variances assumed	3.025	0.09	3.075	38	0.004	-13.98496	4.54763	23.19115	4.77877
	Equal variances not assumed			3.121	36.71	0.004	-13.98496	4.48131	23.06737	4.90256

Based on the table above, it was found that sig. (2-tailed) value is 0.004. it was concluded that H_0 was rejected and H_a was accepted. It means that there are a difference between control class and experimental class. The summary of this table is Student Team Achievement Division (STAD) technique can improve students' reading comprehension in narrative text.

C. Discussion

In this research, the research question in this research was how is the improvement of students' reading comprehension in the narrative text by using STAD. There are the significant improvement between pre-test score and post-test score in experimental class which is the post-test score higher than pre-test score. The lowest score of pre-test was 20 while the lowest score post-test was 50. The highest score of pre-test was 90 while the highest score of post-test was 100. The average score of pre-test was 60.95 while the average score of post-test was 77.14. The hypothesis of this research question was accepted as the result indicated that sig. tailed value of independent T-test of post-test result was $0.004 < 0.05$. So, it can be concluded that H_0 was rejected and H_a was accepted.

The tests were given by the researcher before reading activity using Students Team Achievement Division (STAD) in the class and the last test was

given after the treatment. The comparison between the results of these two tests is the way to find the improvement of students' reading comprehension. After finding the results of the test, the results were compared. It could be seen that the post-test score was higher than the pre-test score. It means that there is a significant improvement of the Post-test score after the researcher using Students Team Achievement Division (STAD). In short, the result of the data proved that the Students' Team Achievement Division (STAD) technique can improve students' reading comprehension.

In this research, the researcher not only compared both of the score pre-tests and post-test in experimental class, but also the researcher compared the pre-test and post-test between control class and experimental class. The researcher needed to make a comparison between control class and experimental class.

In reading comprehension, there are several purposes of Student Team Achievement Division (STAD) by Slavin (1995:25), they are:

1. STAD technique can be very effective in increasing student achievement and students motivation.

In this research, the researcher proved that this technique is very effective to improve student achievement. The researcher proved it by comparing the pre-test and post-test score and also by comparing control class and experimental class. The results are there are the significant improvement score between pre-test and post-test score and between control and experimental class.

2. STAD techniques also refer to a technique of instruction whereby student work together in groups to reach a common goal.

In this research, the researcher got the data that the score of post-test in experimental class students were 50 to 100. It happens because before conducting the post-test, the students worked together in the group. So they have almost the same knowledge.

3. STAD emphasizes on mastering the materials through student-centered in which students are active and the teacher is a facilitator who guides students.

Throughout learning, the researcher as a facilitator and students are more active than the teacher. The students work together and the researcher gives the instructions and guide them.

Another research conducted by Arief Ilhami, Nurbaiti and Rizki Ananda in 2017. The title of the thesis was The Application of Students Team Achievement Division (STAD) Technique to Enhance Students' Reading Comprehension. This research found that the implementation of Students Team Achievement Division (STAD) technique could improve students' reading comprehension. This was proven by the improvement of students' scores in the post-test after the treatment. The mean score of post-test for the experimental class was higher than of that of the pre-test ($70 > 53$), indicating that there was an improvement of students' scores after the treatment using STAD. Therefore, the researchers concluded that Students Team Achievement Division (STAD) technique is an essential technique that entailed the improvement of the students' reading ability. (Ilhami, Nurbaiti, Ananda: 2017).

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in the previous chapter, the researcher tries to conclude to result of the study:

1. There are a significant improvement between pre-test score and post-test score. The finding can be proved by the average score of pre-test and post-test of experimental class. The average score of pre-test is 60.95 and post-test is 77.14.
2. Students Team Achievement Division (STAD) technique can improve students reading comprehension to students at SMAN 1 Rundeng. The finding can be proved by the result of post-test mean score. The sig. 2 tailed of experimental post-test is $0.004 < 0.05$. Its mean that there are a significant improvement between pre-test and post-test score, where post-test score higher than pre-test score.

B. Suggestion

After conducting this study, the researcher proposed some suggestion that would be useful for teacher and another researcher who are interested in applying STAD technique to improve reading comprehension in their study or teaching:

1. For the teachers
 - a. The English teacher should make the situation of teaching and learning process interesting and enjoyable, so that the students learn at ease and comfortable in their class. Select and present material according to the students' level and need. Therefore, need assessment is needed before deciding to what sort of material will be given.
 - b. In using Student Team Achievement Division (STAD) to teach the students, the teacher must follow the suggested steps in Student Team Achievement Division (STAD) technique. It can be given the optimal result.
2. For the other researchers
 - a. This study discusses the implementation of Student Team Achievement Division (STAD) technique to teach English especially reading comprehension. It was conducted on senior high school students. The researcher hopes that this technique can be applied by another researcher in different level of students.
 - b. Considering that this study still lacks and it just one of the efforts in increasing students' reading comprehension, so the researcher hopes that the finding of this study will be used as starting point of the future research on similar problems.

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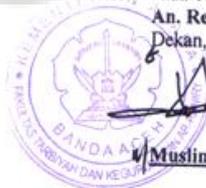
SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10381/UN.08/FTK/KP.07.6/10/2018
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 September 2018
- Menetapkan
PERTAMA : **MEMUTUSKAN**
Menunjuk Saudara:
1. Yuni Setianingsih, M.Ag
2. Rita Hermida, M.Pd
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : **Rahmansyah**
NIM : **140203099**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Use of Student Team Achievement Division (STAD) to Improve Students' Reading Comprehension in Narrative Text**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2018;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Oktober 2018

An. Rektor
Dekan,



Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-550/Un.08/FTK.1/TL 00/01/2019

17 Januari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Rahmansyah
N I M : 140 203 099
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t : Jl.Tgk.Chik Dipineung No.26 Gp.Pineung Kec.Syiah Kuala B.Aceh

Untuk mengumpulkan data pada:

SMA Negeri I Rundeng

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Student Team Achievement Division (STAD) to Improve Students' Reading Comprehension in Narrative Text

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



Kode 6908



PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 1 RUNDENG



Jl. Perjuangan No. 14 Kampung Pasar Rundeng Kode Pos 24782 Kota Subulussalam Email sman1rundeng2002@gmail.com

SURAT KETERANGAN
Nomor. 421.3 / 154 / 2019

Yang bertanda tangan dibawah ini:

Nama : **ABDULLAH, S.Pd.I**
NIP : **19791028 200701 1 022**
Jabatan : **Kepala Sekolah SMA Negeri 1 Rundeng**

Menerangkan bahwa mahasiswa Universitas Islam Negeri Ar-Raniry Banda Aceh yang bernama :

Nama : **Rahmansyah**
NIM : **140 203 099**

Benar telah melakukan penelitian/ pengumpulan data pada SMA Negeri 1 Rundeng dalam rangka penyusunan skripsi dengan judul : **“ The Use of Student Team Achievement Division (STAD) to Improve Students’ Reading Comprehension in Narrative Text“**.

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Rundeng, 09 Maret 2019



ABDULLAH, S.Pd.I

NIP. 19791028 200701 1 022

Identitas Responden

Nama :

Jenis Kelamin :

Kelas :

Pre Test

A Fox and a Goat

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

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

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

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

Answer the questions based on the text above!

1. The text tells the story of
 - a. A fox
 - b. A goat
 - c. An old man and the fox
 - d. A fox and a goat
 - e. The goat and an old man

2. Paragraph 2 mainly tells....
 - a. Why the fox got into the well
 - b. The fox's idea of how to get out of the well
 - c. How the fox got out of the well
 - d. How the fox helped the goat
 - e. How the fox and the goat got out of the well

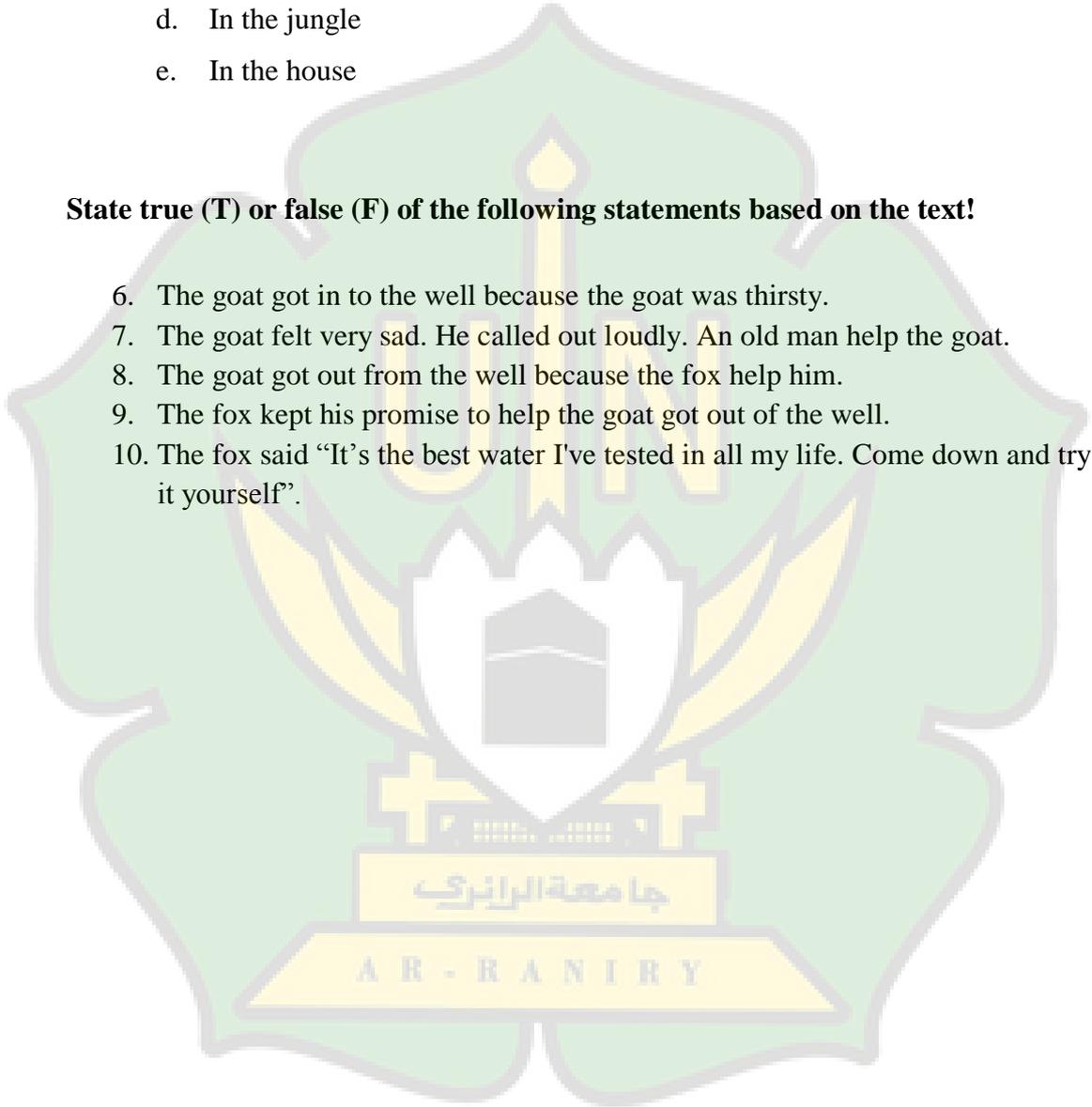
3. "The goat did as he was asked..." (Paragraph 3). What does the sentence mean?
 - a. The goat came down to the well and drank.
 - b. The goat waited someone who might help him.
 - c. The goat stood on his hind legs and put his forelegs against the side of the well.
 - d. the goat called out loudly after the fox got out.
 - e. The goat drank enough and looked around.

4. The text above is in the form of...
 - a. Analytical Exposition
 - b. Narrative
 - c. Descriptive
 - d. Recount
 - e. Spoof

5. Where was the story happen?
- In the well
 - In the city
 - In the village
 - In the jungle
 - In the house

State true (T) or false (F) of the following statements based on the text!

- The goat got in to the well because the goat was thirsty.
- The goat felt very sad. He called out loudly. An old man help the goat.
- The goat got out from the well because the fox help him.
- The fox kept his promise to help the goat got out of the well.
- The fox said “It’s the best water I’ve tested in all my life. Come down and try it yourself”.



Identitas Responden

Nama :

Jenis Kelamin :

Kelas :

Post Test

The Lion and the Mouse

One day, a lion lay asleep in the jungle. A tiny mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The lion awoke with a loud roar and down came his paw over the little mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O king, I beg of you," cried the frightened mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb your majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me?" And he shook with laughter. "Oh well" he shrugged, looking down at the frightened mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the mouse quickly scampered away. Sometime after this, some hunters trying to capture the lion alive so they could carry him to their king set up rope nets in the jungle. The lion, who was hunting for some food, fell into the trap. The lion roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter

The unhappy lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny mouse, scurrying about far

away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise, and he ran to whether he could help.

Discovering the sad state the lion was in, the mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."

Moral of the story: Even the strong sometimes need the friendship of the weak.

Answer the questions based on the text above!

1. What is the title of the text?
 - a. when the lion sleep
 - b. The strong mouse
 - c. An old man and the mouse
 - d. The lion and the mouse
 - e. An old man and the lion

2. Where was the story happen?
 - a. In the jungle
 - b. In the city
 - c. In the village
 - d. In the well
 - e. In the house

3. Who is the main character of the story?
 - a. The lion and the mouse
 - b. The lion and the hunter
 - c. The mouse and the hunter
 - d. The lion, the mouse and the hunters.

- e. The lion
4. When was the lion captured by some hunters?
- a. When he was sleeping in the jungle
 - b. When he was hunting for some food.
 - c. When he was walking together with the mouse
 - d. When he was eating in the jungle
 - e. When he was running to kill the mouse
5. What was the moral value of the text above?
- a. Even the strong sometimes need the friendship of the weak.
 - b. The lion is the king in the jungle
 - c. The mouse stronger then the lion
 - d. The lion stronger the mouse
 - e. The lion and the mouse were best friend forever

State true (T) or false (F) of the following statements based on the text!

- 6. A tiny mouse, running over the lion head without noticing.
- 7. The mouse wanted to disturb the lion again.
- 8. The lion finally didn't eat the mouse.
- 9. Lion could escape from the rope net.
- 10. The mouse asked the lion to roar loudly to escape.

جامعة الرانيري

AR - RANIRY

Treatment Pertama

The Rats and the Elephants

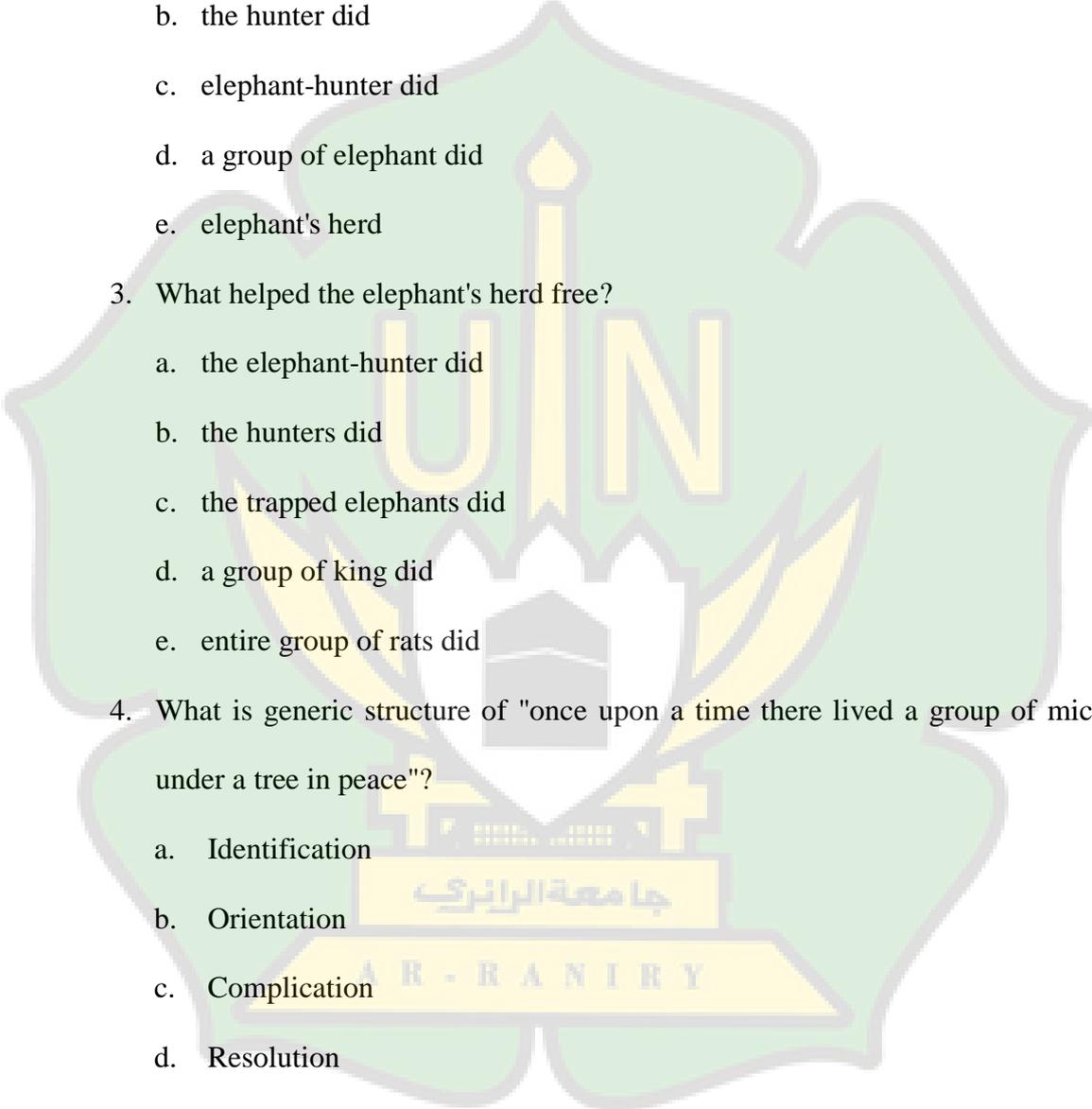
Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text?
 - a. a narrative text
 - b. a description text
 - c. a recount text
 - d. an anecdote text

- e. an expository text
2. What destroyed the homes of all rats?
- a. a group of mice did
 - b. the hunter did
 - c. elephant-hunter did
 - d. a group of elephant did
 - e. elephant's herd
3. What helped the elephant's herd free?
- a. the elephant-hunter did
 - b. the hunters did
 - c. the trapped elephants did
 - d. a group of king did
 - e. entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- a. Identification
 - b. Orientation
 - c. Complication
 - d. Resolution
 - e. Description
- 
- The image contains a large, semi-transparent watermark of the logo for UIN Ar-Raniry. The logo is circular and features a central yellow and white emblem with a minaret-like structure. The letters 'UIN' are prominently displayed in the center. Below the emblem, the name 'جامعة الرانيري' (UIN Ar-Raniry) is written in Arabic script, and 'AR-RANIRY' is written in English. The entire logo is set against a light green background with a stylized floral or leaf-like border.

5. At the end of the story, how was the elephant's herd?

- a. Angry
- b. Sad
- c. Happy
- d. Dead
- e. Disappointed



Treatment Kedua

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh.. I hate this branches, I don't like it!". Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, "aha", he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river. "But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer. "Oh great, good idea. But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged them selves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

State true (T) or false (F) of the following statements based on the text!

1. The mouse deer want to go across the river because he was very hungry.
2. The mouse deer want to go across the river because he was very Thirsty.

3. The mouse deer jumped to the body of one crocodile to the others while he was counting, one, two, three; and so forth up to ten.
4. The mouse deer cheats the crocodile and reaches across safely.
5. There are twenty crocodiles in the river.



Treatment Ketiga

A Farmer and a Bird

A farmer came across a bird with a broken wing. He picked it up, took it home and looked after it lovingly, even though his wife complained bitterly about his wasting too much time on the creature.

After that, the wing mended and, because the bird did not want the farmer to have kept on arguing with his wife all the time, it decided to go back to its nest.

When the farmer discovered that the bird was gone, he was so upset that he went out to look for it. Eventually, he found it again, and was greeted happily by the whole family of the bird. As a sign of their thanks for his care and attention, the birds gave him a little box, and told him not to open it until he got home.

To his surprise, the farmer found the box full of precious stones. When his wife saw them, she decided that she too deserved a reward, and she went to see the birds. The birds give her a little casket, but this one was full of devils. The devils jumped on her as soon as she opened the casket and chased her away.

Left alone, the farmer went to live near his friend, the bird. There he built a hut of perfumed wood, and the birds decorated it with flowers of every kind.

1. Which of the following statements do you agree with?
 - a. The farmer chased his wife away.
 - b. The farmer lived happily with his wife.
 - c. The farmer's wife took care of the bird.
 - d. The bird was very thankful to the farmer.
 - e. The farmer's wife was a very kind woman.

2. The farmer's new hut was....
 - a. Well furnished
 - b. Built by the birds
 - c. a gift from the birds

- d. decorated luxuriously
- e. built of perfumed wood

3. What do we learn from the text?

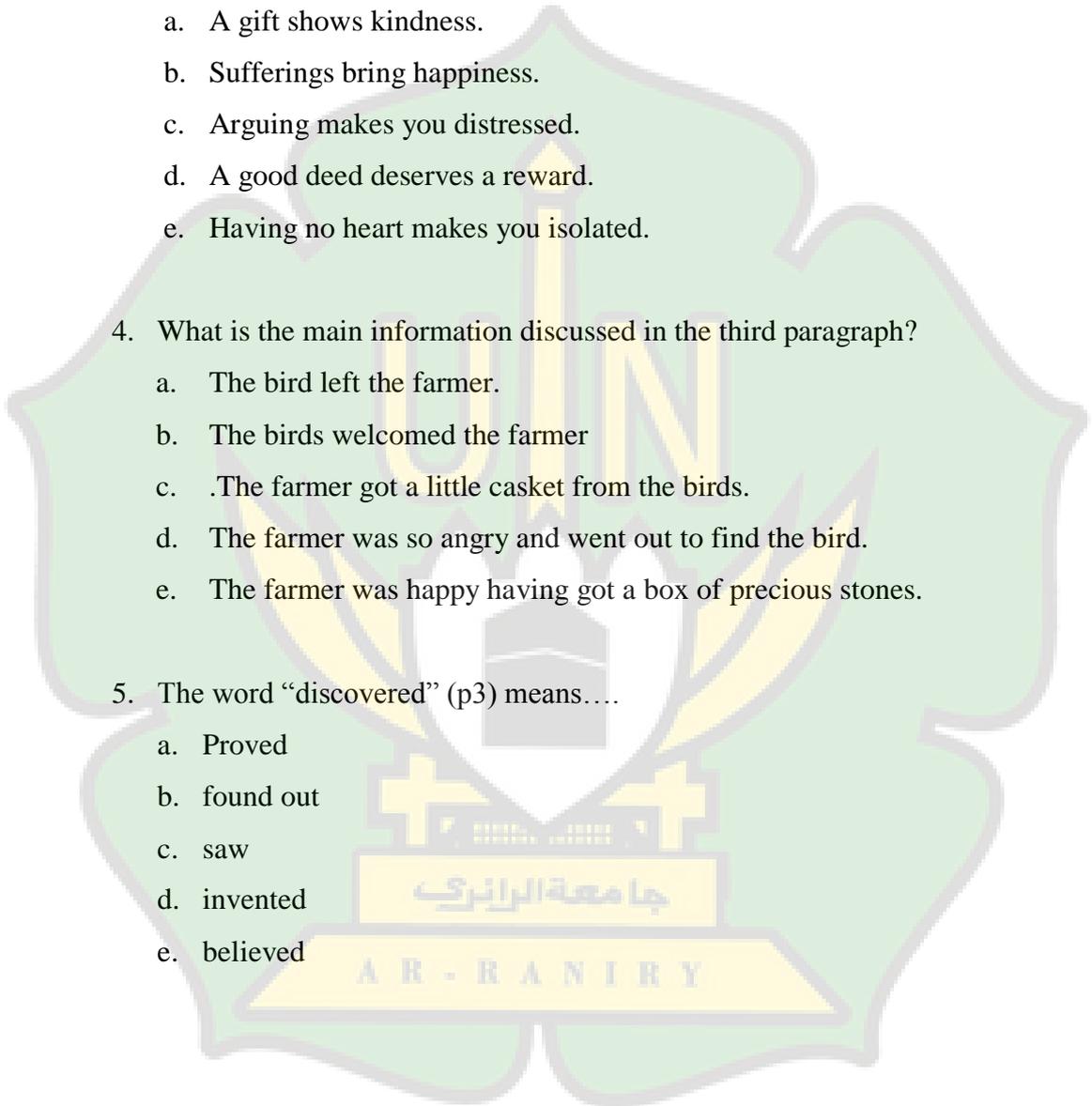
- a. A gift shows kindness.
- b. Sufferings bring happiness.
- c. Arguing makes you distressed.
- d. A good deed deserves a reward.
- e. Having no heart makes you isolated.

4. What is the main information discussed in the third paragraph?

- a. The bird left the farmer.
- b. The birds welcomed the farmer
- c. .The farmer got a little casket from the birds.
- d. The farmer was so angry and went out to find the bird.
- e. The farmer was happy having got a box of precious stones.

5. The word “discovered” (p3) means....

- a. Proved
- b. found out
- c. saw
- d. invented
- e. believed



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama satuan pendidikan	: SMA Negeri 1 Rundeng
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: XI/II
Materi Pokok	: Teks Narrative
Alokasi waktu	: 10 x 45 menit (5 Pertemuan)
Tahun Ajaran	: 2018/2019

A. Kompetensi Inti (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:

Kompetensi Dasar (KD)

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Mengembangkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks narrative berbentuk manual dan kiat-kiat (tips), sesuai dengan konteks penggunaannya.

Indikator:

1. Siswa dapat mengidentifikasi teks narasi
2. Siswa dapat menjelaskan teks narasi
- 4.6 Menangkap makna teks narasi, lisan dan tulis, berbentuk manual dan kiat-kiat (tips)
- 4.7 Menyunting teks narasi berbentuk manual dan kiat-kiat (tips), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Indikator:

1. Siswa dapat mengungkapkan teks narasi sesuai dengan konteks
2. Siswa dapat merespon teks narasi
3. Siswa dapat memberikan/mengungkapkan teks narasi sesuai dengan konteks secara tepat
4. Siswa dapat membuat teks narasi

C. Materi pembelajaran

Menanyakan tentang keharusan melakukan suatu tindakan/kegiatan pada waktu yang akan datang, saat ini, atau waktu lampau.

- Fungsi Sosial

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai moral melalui cerita pendek.

- Struktur teks

- 1) Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya
- 2) Evaluasi: terhadap masalah yang dihadapi tokoh
- 3) Komplikasi: muncul krisis
- 4) Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh

- Unsur kebahasaan

- 1) Will dengan *simple, continuous, dan perfect tense*
- 2) Adverbia penghubung waktu.
- 3) Adverbia dan frasa preposisional penunjuk waktu.
- 4) Ucapan, rujukan kata, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

1. Short story is a short prose fiction usually depicting a single incident.
2. A short story belongs to a narrative text type, so it has a text structure of :
 - Orientation
 - Complication
 - Resolution
 - Re-Orientation
3. To social function of a short story is to entertain the reader.
4. When dealing with a short story, we have to pay attention to its elements:
 - Setting
 - Theme
 - Character
 - Point of view
 - Plot
 - Conflict

D. Metode pembelajaran

Teknik : Student Teams-Achievement Divisions (STAD),
diskusi, tanya jawab, penugasan.

E. Media, Alat, dan Sumber pembelajaran

- a. Media : Teks Bacaan
- b. Sumber belajar : <https://englishahkam.blogspot.com/2013/07/contoh-text-narrative-dan-pembahasan.html>

F. Langkah-langkah pembelajaran

Pertemuan Pertama

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	Pra Pembelajaran <ol style="list-style-type: none">1. Salam2. Berdoa3. Mengecek kehadiran siswa4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	10 Menit

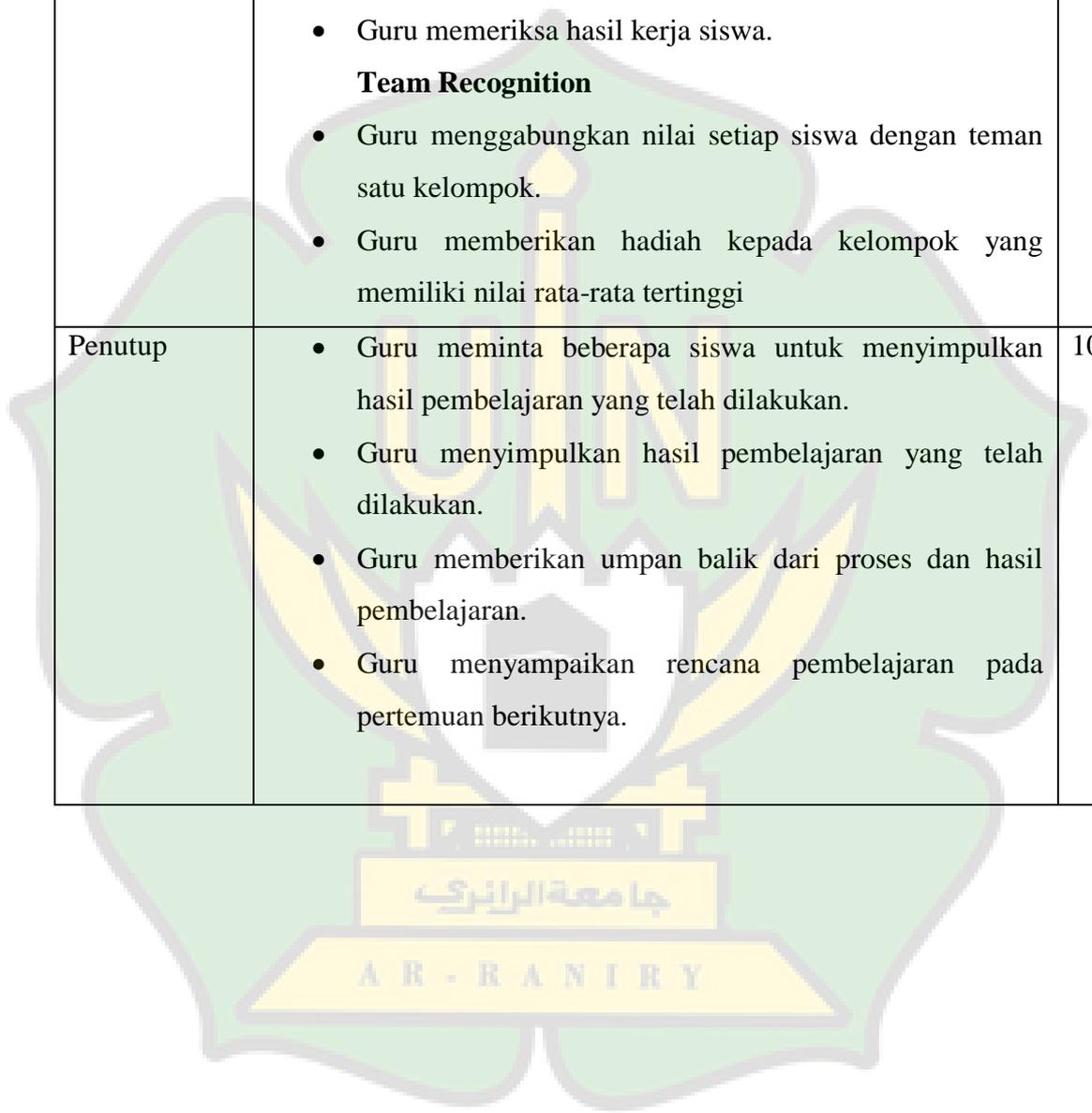
Inti	<ul style="list-style-type: none"> • Membagikan kepada siswa soal Pre-test. • Meminta kepada setiap siswa untuk menjawab pertanyaan-pertanyaan Pre-test yang telah dibagikan. • Guru meminta siswa untuk mengumpulkan lembar jawaban yang telah dikerjakan. 	70 Menit
Penutup	<ul style="list-style-type: none"> • Guru menyampaikan rencana pembelajaran untuk pertemuan kedua. 	10 Menit



Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Pra Pembelajaran</p> <ol style="list-style-type: none">1. Salam2. Berdoa3. Mengecek kehadiran siswa4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	10 Menit
Inti	<p>Team</p> <ul style="list-style-type: none">• Guru membentuk kelompok yang beranggotakan 5 orang, setiap kelompok memiliki latar belakang siswa yang berbeda.• Guru membagikan teks narrative yang sama kedalam setiap kelompok.• Guru meminta siswa dengan berkelompok untuk dapat membaca dan memahami teks narrative.• Guru meminta untuk siswa bekerja sama dalam kelompok untuk bisa memahami teks narrative.• Guru mengawasi siswa untuk aktif bekerja sama dengan anggota kelompok. <p>Quizzes</p> <ul style="list-style-type: none">• Setelah belajar bersama dengan kelompok, guru meminta kepada setiap masing-masing siswa untuk mengerjakan soal yang telah dibagikan secara individu.• Guru mengawasi kegiatan siswa dalam menjawab soal,	70 Menit

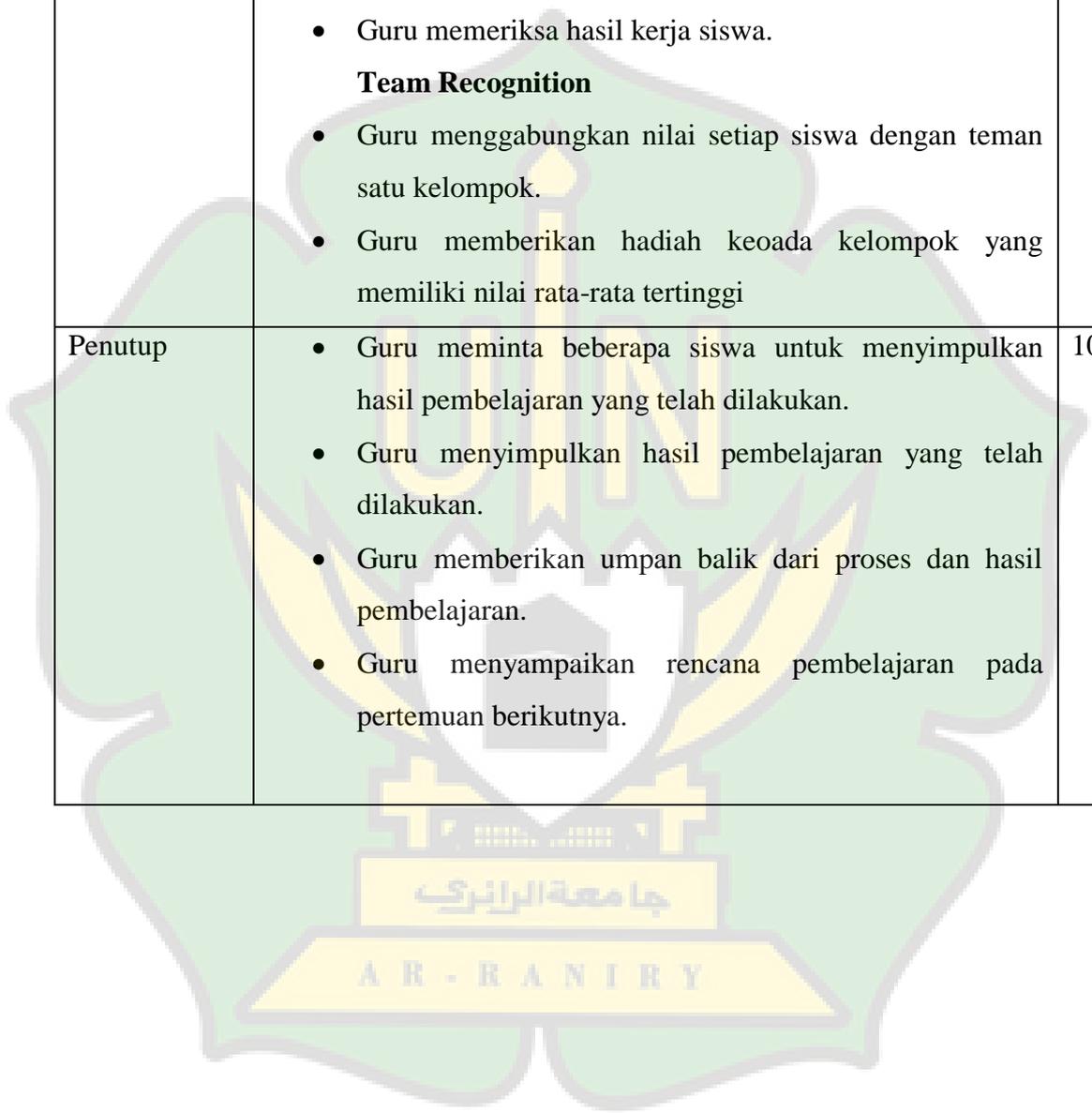
	<p>agar tidak ada diantara siswa yang saling bekerja sama.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan oleh siswa. <p>Individual Improvement Score</p> <ul style="list-style-type: none"> • Guru memeriksa hasil kerja siswa. <p>Team Recognition</p> <ul style="list-style-type: none"> • Guru menggabungkan nilai setiap siswa dengan teman satu kelompok. • Guru memberikan hadiah kepada kelompok yang memiliki nilai rata-rata tertinggi 	
Penutup	<ul style="list-style-type: none"> • Guru meminta beberapa siswa untuk menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru memberikan umpan balik dari proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit



Pertemuan Ketiga

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Pra Pembelajaran</p> <ol style="list-style-type: none">1. Salam2. Berdoa3. Mengecek kehadiran siswa4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	10 Menit
Inti	<p>Team</p> <ul style="list-style-type: none">• Guru membentuk kelompok yang beranggotakan 5 orang, setiap kelompok memiliki latar belakang siswa yang berbeda.• Guru membagikan teks narrative yang sama kedalam setiap kelompok.• Guru meminta siswa dengan berkelompok untuk dapat membaca dan memahami teks narrative.• Guru meminta untuk siswa bekerja sama dalam kelompok untuk bisa memahami teks narrative.• Guru mengawasi siswa untuk aktif bekerja sama dengan anggota kelompok. <p>Quizzes</p> <ul style="list-style-type: none">• Setelah belajar bersama dengan kelompok, guru meminta kepada setiap masing-masing siswa untuk mengerjakan soal yang telah dibagikan secara individu.• Guru mengawasi kegiatan siswa dalam menjawab soal,	70 Menit

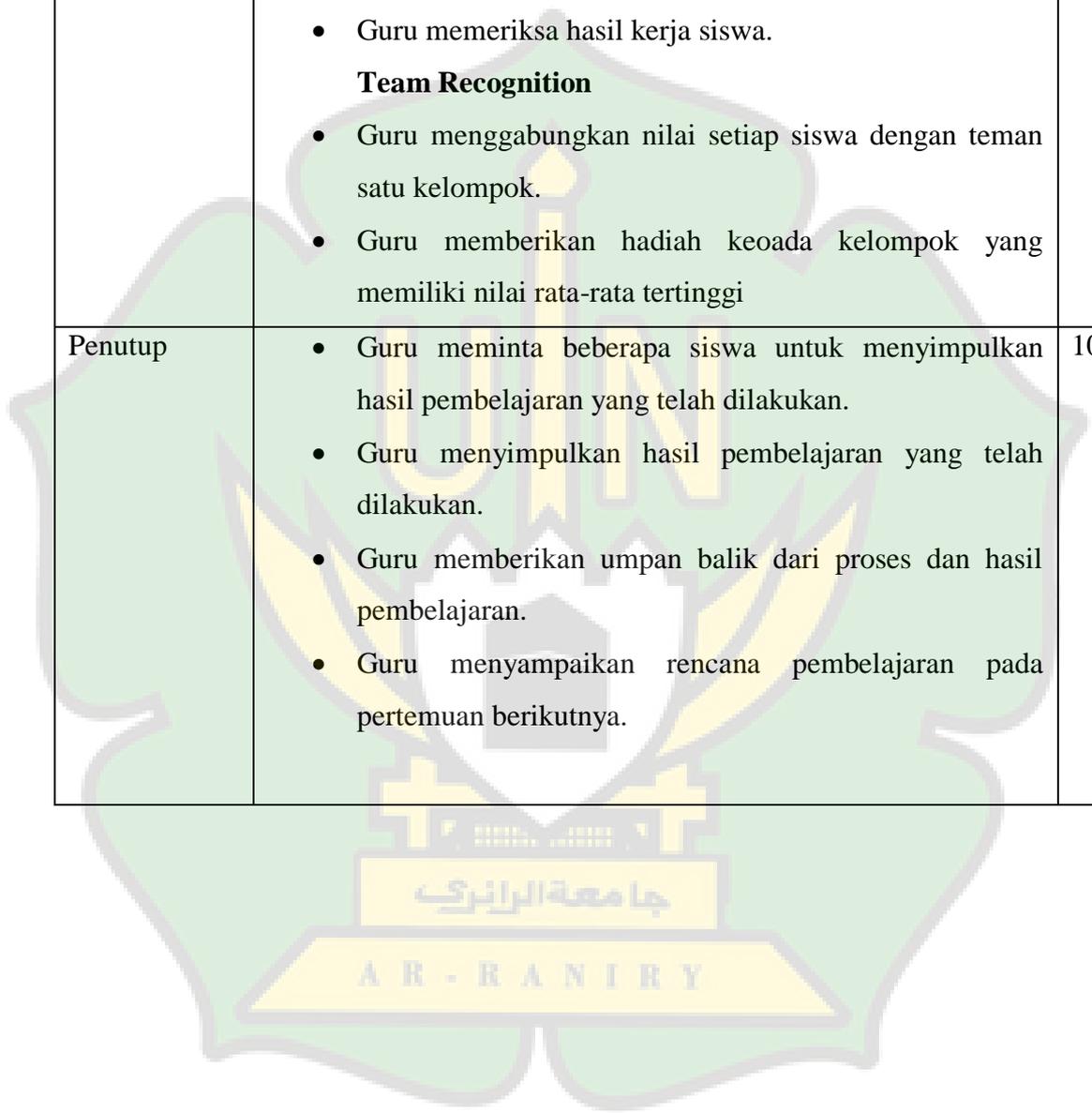
	<p>agar tidak ada diantara siswa yang saling bekerja sama.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan oleh siswa. <p>Individual Improvement Score</p> <ul style="list-style-type: none"> • Guru memeriksa hasil kerja siswa. <p>Team Recognition</p> <ul style="list-style-type: none"> • Guru menggabungkan nilai setiap siswa dengan teman satu kelompok. • Guru memberikan hadiah kepada kelompok yang memiliki nilai rata-rata tertinggi 	
Penutup	<ul style="list-style-type: none"> • Guru meminta beberapa siswa untuk menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru memberikan umpan balik dari proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit



Pertemuan Keempat

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Pra Pembelajaran</p> <ol style="list-style-type: none">1. Salam2. Berdoa3. Mengecek kehadiran siswa4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	10 Menit
Inti	<p>Team</p> <ul style="list-style-type: none">• Guru membentuk kelompok yang beranggotakan 5 orang, setiap kelompok memiliki latar belakang siswa yang berbeda.• Guru membagikan teks narrative yang sama kedalam setiap kelompok.• Guru meminta siswa dengan berkelompok untuk dapat membaca dan memahami teks narrative.• Guru meminta untuk siswa bekerja sama dalam kelompok untuk bisa memahami teks narrative.• Guru mengawasi siswa untuk aktif bekerja sama dengan anggota kelompok. <p>Quizzes</p> <ul style="list-style-type: none">• Setelah belajar bersama dengan kelompok, guru meminta kepada setiap masing-masing siswa untuk mengerjakan soal yang telah dibagikan secara individu.• Guru mengawasi kegiatan siswa dalam menjawab soal,	70 Menit

	<p>agar tidak ada diantara siswa yang saling bekerja sama.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan oleh siswa. <p>Individual Improvement Score</p> <ul style="list-style-type: none"> • Guru memeriksa hasil kerja siswa. <p>Team Recognition</p> <ul style="list-style-type: none"> • Guru menggabungkan nilai setiap siswa dengan teman satu kelompok. • Guru memberikan hadiah kepada kelompok yang memiliki nilai rata-rata tertinggi 	
Penutup	<ul style="list-style-type: none"> • Guru meminta beberapa siswa untuk menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru menyimpulkan hasil pembelajaran yang telah dilakukan. • Guru memberikan umpan balik dari proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	10 Menit



Pertemuan Kelima

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>Pra Pembelajaran</p> <ol style="list-style-type: none">1. Salam2. Berdoa3. Mengecek kehadiran siswa4. Guru mengkondisikan kelas dalam suasana kondusif untuk berlangsungnya pembelajaran.5. Siswa mendengarkan informasi tentang proses pembelajaran yang akan dilakukan termasuk aspek-aspek yang dinilai selama proses pembelajaran berlangsung.	10 Menit
Inti	<ul style="list-style-type: none">• Membagikan kepada siswa soal Post-test.• Meminta kepada setiap siswa untuk menjawab pertanyaan-pertanyaan Post-test yang telah dibagikan.• Guru meminta siswa untuk mengumpulkan lembar jawaban yang telah dikerjakan.	70 Menit

Penutup	<ul style="list-style-type: none"> • Guru menanyakan kepada siswa tentang kesan dan pesan selama pembelajaran berlangsung. • Guru mengucapkan terima kasih kepada siswa yang ikut berpartisipasi dalam setiap pembelajaran. • Guru menutup pembelajaran dengan mengucapkan salam. 	10 Menit
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a. Penilaian hasil pembelajaran

1. Teknik penilaian

- a. Pengetahuan : Penugasan
- b. Keterampilan : Membaca Teks Naratif dan Cerita Pendek
- c. Sikap : Observasi, Penilaian Diri.

2. Instrument Penilaian :

- a. Test Tertulis : Answer the question about narrative text
- b. Test Praktik : Read the short story and retell to another friends and teacher.

b. Pedoman Penilaian

- 1. Teknik Penilaian : Tes
- 2. Bentuk Instrument : Penilaian Tes Tulis

Rubrik Penilaian Reading

No	Uraian	Skor
1.	Jawaban benar.	1
2.	Jawaban salah.	0

Skor maksimal = 10

Nilai siswa = $\frac{\text{Skor perolehan}}{\text{Skor maksimal}} \times 100 = \dots$

Skor maksimal

$$= \frac{\text{Skor perolehan}}{10} \times 100 = \dots$$

Lampiran

1. Instrumen penilaian lengkap dengan soal dan jawaban
2. Hand out materi



AUTOBIOGRAPHY

1. Name : Rahmansyah
2. Place/Date of birth : Dah, 17 Mei 1995
3. Religion : Islam
4. Nationality : Indonesian
5. Sex : Male
6. Marital status : Single
7. Occupation : Student
8. NIM : 140 203 099
9. Address : Jl. Tgk. Chik Dipineung Raya No.26 Gampong
Pineung, Syiah Kuala Kota Banda Aceh
10. Email : rahmansyah662@gmail.com
11. Parents' names
 - a. Father's name : Duik
 - b. Mother's name : Buk Kerati
12. Educational Background
 - a. Elementary School : SD Negeri Dah (2002-2008)
 - b. Junior High School : SMP Negeri 1 Rundeng (2008-2011)
 - c. Senior High School : SMA Negeri 1 Rundeng (2011-2014)
 - d. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, 14th Mei 2019

Rahmansyah