

**THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT
DIVISION (STAD) TECHNIQUE IN IMPROVING STUDENTS' READING
COMPREHENSION**

THESIS

Submitted by:

HARI MUCHTAR

The Student of English Education Department

Faculty of Tarbiyah and Teacher Training

Reg. No. 231222637



FACULTY OF TARBIYAH AND TEACHER TRAINING

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By:

HARI MUCHTAR

The Student of English Education Department

Faculty of Tarbiyah and Teacher Training

Reg. No. 231 222 637

Approved by:

Main Supervisor,

Co Supervisor,

(Dr. Maskur, MA)

(Yuni Setianingsih, M.Ag)

THESIS APPROVAL

Name : Hari Muchtar
Reg.No. : 231222637
Title : The Implementation of Student Team Achievement
Division (STAD) Technique in Improving Students'
Reading Comprehension

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Requirements for Sarjana Degree S-1 on Teacher Education

On:

Wednesday, 10th Agustus 2016
7 Dzulkaidah 1437 H

Darussalam – Banda Aceh

THE COUNCIL OF EXAMINERS

Chairperson,

Secretary,

Dr. Maskur, MA

Miftahul Jannah, S.Pd.I

Member,

Member,

Yuni Setianingsih, M.Ag

Syamsul Bahri, MA. TESOL

Certified by:

The Dean of Faculty of Tarbiyah and Teacher Training
Universitas Islam Negeri Ar-Raniry

Dr.Mujiburrahman, M.Ag
NIP.19710908 2001121 001

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The writer

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Surat Pernyataan

Saya yang bertanda tangan di bawah ini:

Nama : Hari Muchtar

NIM : 231 222 637

Tempat/Tanggal Lahir : Jakarta, 14 November 1990

Alamat : Jl. Persatuan No.16 Geuceu Komplek
Banda Aceh

Menyatakan Dengan Sesungguhnya Bahwa Skripsi Yang Berjudul **“The Implementation of Student Team Achievement Division (STAD) Technique in Improving Student’s Reading Comprehension”** adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 5 Agustus 2016

Saya yang membuat pernyataan,

(Hari Muchtar)

ABSTRACT

Nama : Hari Muchtar
NIM : 231222637
Fakultas/Prodi : Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Judul : The Implementation of Student Team Achievement Division (STAD) Technique in Improving Students' Reading Comprehension
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Pembimbing II : Yuni Setianingsih, M.Ag
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Reading comprehension has become an important skill for students to avoid from irrelevant information. Reading comprehension usually relates to reading material. In order to improve students' reading comprehension, the writer preferred to use STAD as the technique. Therefore, this thesis entitled "**The Implementation of Student Team Achievement Division (STAD) Technique in Improving Students' Reading Comprehension**". The aim of this research is to find out whether Student Team Achievement Divisions technique effective to improve students' achievement in reading comprehension. The sample of this research is the second year students of SMA Kartika XIV-1 Banda Aceh in the academic year 2015/2016. To obtain the data, there are two techniques used during doing research; experimental teaching including test and questionnaire. The result of the implementation showed that after the researcher had conducted the actions, the students' reading comprehension improved as shown in the result on the students activities during the actions and their pre-test and post-test mean scores. Through the reading comprehension test, the mean score of the pre-test was 61 and the mean score of post-test was 76. STAD can improve the students' reading comprehension. The improvement can be identified from students' reading comprehension achievement in term of main idea, detail information, references, inference and vocabulary. Based on the result above, it could be concluded that STAD technique really improved the students' achievement in reading comprehension and their motivation in reading comprehension.

CHAPTER ONE

INTRODUCTION

A. Background of the Study

Reading is the process of comprehending the text. It needs the student's ability in understanding the meaning of the text that they are reading. Grabe and Stoller (2002:9) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. It means that they are not only expected to read the whole of the text but also to comprehend the meaning of the text and understand what happen with the text.

Moreover, Silbestein (1987:7) defines "reading an active cognitive process of interacting with printed symbol to establish meaning". Moreover, he explains reading as meaningful interpretation of printed or written symbol. Thus, the reader should be able to acquire such as idea from the text to he reads. Reading is instantaneous association of these symbol with existing knowledge and comprehension of the information or ideas communicated.

Pang et al (2003:6) states that learning to read is an important educational goal. For both children and adults, the ability to read opens up new worlds and opportunities. It enables readers to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspaper, job listings, instructional manuals, maps and so on.

According to Nuttal (1985:9), there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inference, and vocabulary. Reading with comprehension

one will recognize the purpose and the important point of the text besides understanding the surface meaning of the text. Comprehending a text is an interactive process between the readers' background knowledge and the text itself. Bondaza et al (1998:8) who argues that reading comprehension refers to the act of thinking or processing in which the reader construct meaning before, during, after reading by incorporating the text information with the prior knowledge. Reading comprehension is the ultimate goal of learning to read and it is the foundations for education.

In general, the writer found that students still had difficulty in comprehending the idea of the text. Reading activities and the teaching learning process in reading class have been dominated by the teacher, while the students tend to be passive. It means that during the process of study in class the teacher only gives the material to the students after that students do the work individually. It was about 20 minutes teacher asked to the students to answer the questions. This type of teaching reading activity did not create the students to be active to respond the text. Consequently, not all of the students take in part in this learning process. Based on the writer experiences in PPL, there are some factors that cause the students' difficulties in comprehending the text: (1) students' lack of vocabulary and grammar, (2) students' interest in the reading text, (3) teachers' inability to guide and manage their class, and (4) students' inappropriate reading strategy.

Therefore, in order to minimize the problems above, the writer tries to create situation where the students can be active in reading process. Cooperative

learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible, not only for learning what is taught, but also for helping his or her teammates learn—thus creating an atmosphere of achievement. One of the cooperative learning techniques that are expected to be useful in teaching reading is Student Team Achievement Division (STAD). STAD is the simplest method of cooperative learning method. The main idea of STAD is to motivate the students in order to they can support and help each other (Slavin, 2009:12).

Based on the explanation, the writer is corrious to conduct the research to minimize the problems above. Thus, the writer is interested to do research under the title "*The Implementation of Student Team Achievement Division (STAD) Technique in Improving Students' Reading Comprehension*".

B. Previous Study

There are many studies about the implementation of STAD technique in teaching reading. In this section some related studies are discussed briefly to give clear foundation and support to the present study.

First Previous study was done by Ni Putu Therisa Aprianti (2014) from English Education Study Program Faculty Teacher Training and Education of Mahasaraswati Denpasar University conducted the research under the title Improving Reading Comprehension Through Student Teams Achievement Division (STAD). The result clearly pointed out that the students' ability in reading comprehension especially in finding specific information was categorized

low. Thus, the present study was proposed to answer the research questions: can reading comprehension of the seventh grade students of SMPN 3 Kediri in academic year 2013/2014 be improved through STAD? The classroom action research was carried out through implementing STAD in two planned cycles. The result of the post-test in each cycle obviously showed that there was significant improvement concerning the subjects' ability in reading comprehension especially in finding specific information genre. This result can be seen from the progressing mean score of pretest (48.21), post-test 1 (59.82) and post-test 2 (76.42). To support this research, the researcher was administering the questionnaire and it showed that the quantity of the subjects who strongly agreed with the implementation of the technique. To sum up, the present classroom action study proved that STAD could improve students reading comprehension of the seventh grade students of SMP N 3 Kediri in academic year 2013/2014; in addition, the subjects also responded positively the implementation of STAD. The second previous study was done by Erika Citra Resmi, Bambang Wijaya, Luwandi Suhartono (2012) from English Education Study Program, and Languages and Arts Education Department, Teacher Training Education Faculty of Tanjungpura University in Pontianak who conducted research under the title Improving Students' Reading Comprehension Of Recount Text Through Student Teams Achievement Division (STAD) Technique. This research is held to improve the students' reading comprehension on recount text, especially main idea, supporting detail, vocabulary, and making inference through STAD technique. It is a Classroom Action Research which is conducted in three cycles. The subject of

this research is Grade VIII B SMP 10 Pontianak, numbering 32 students. The data is collected by using observation checklist, field note, and test. The data is analyzed by describing the observation checklist and field note, and by using formula of mean score. The results indicate the students' reading comprehension on recount text improve in three cycles through STAD technique. And the last previous research was done by Lutfia Hanum (2014) from Study Program of English Language Education Faculty of Teacher Training and Education Syiah Kuala University Darussalam Banda Aceh who conducted research under the title The Use of STAD Technique in Improving Reading Comprehension. This study was conducted at SMPN 12 Banda Aceh. The purpose was to find out whether the implementation of STAD technique by the English teacher of the school in teaching reading was based on the procedures by Shaban and Ghaith (2005) and to figure out the teacher's stance on the use of STAD. In the result the writer elaborated clearly all the collected data that was found in the classroom. The data was obtained from the class observation and the teacher's interview about his stance on implementing STAD technique in teaching reading. In the result based on observation, it can be concluded that the teacher did not use one procedure based on theory by Shaban and Ghaith (2005) and five procedures with a few modifications. Nonetheless, STAD technique is considered as suitable to be implemented in teaching reading at SMPN 12 Banda Aceh. Despite the students in the school being very heterogeneous thus this brought benefit to implement STAD where they can learn from each other with group work. Now the writer is interested to do research under the title The Implementation of Student Team

Achievement Division (STAD) Technique in Improving Students' Reading Comprehension. The subject of this research is Second Grade Students at SMA Kartika XIV-1 Banda Aceh. In do research the writer use data from test and questionnaire analysis.

C. Research Question

Based on the previous explanation, the writer focuses on two research questions:

1. Does STAD technique improve the students' reading comprehension?
2. What are the problems faced by students in reading comprehension by using STAD Technique?

D. Research Aim

The purposes of this research are as follows:

1. To find out whether STAD technique improve the students' reading comprehension.
2. To identify the problem faced by students in reading comprehension by using STAD Technique.

E. Research Terminology

There are some terms used in this thesis which need further description in order to avoid readers' confusion.

1. Reading Comprehension

Caldwell (2008:177) states reading comprehension is about relating background knowledge to new knowledge contained in the written texts. Readers' ability to understand what readers read is highly

dependent upon the background knowledge that readers bring to the act of reading. In this study, reading comprehension is described as English subject that must be taken by students to read and comprehend the new knowledge contained in the written texts at school.

2. Student Team Achievement Division (STAD) Technique

STAD stands for (S is student, T is team, A is achievement, and D is Divisions). STAD is made up of five interlocking components: class presentations, teams, quizzes, individual improvement scores, and team recognition, (Slavin in Kagan 1994, p.17). In this study, STAD Technique is one of the cooperative learning in which students work in groups of four or five. The groups consist of students from different academic levels, gender, and background ethnics.

3. Implementation

Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen (Kessler and Kagan, S. 1992). In this study, implementation refers to STAD technique that apply to SMA Kartika XIV-1 student to improve their reading comprehension.

CHAPTER II

LITERATURE REVIEW

A. A Brief Discussion on Reading Comprehension

1. The Understanding of Reading

The definition of reading is important to understand before starting to discuss reading comprehension its self. Brown (2004:189) states that reading is process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reach their understanding about the meaning of the texts they read.

According to Oxford dictionary (1991:209), "Reading is an activity to look at and to understand the meaning of the written on printed word or symbol". So, reading generally in ability to achieve meaning from a written material or it might be from of communication between a reader and a writer. It is one of the important activities in human life. By reading, people not only can get a knowledge and meaningful information but also increase his knowledge.

Another definition of reading is given by Grellet (1998:7) that reading is a constant process of guessing, what one brings to the text is often more important that one finds in it. Further, Grellet defines that reading is an active skill that constantly involves guessing, predicting, checking and asking oneself questions.

Based on theories above, it can be concluded that reading is an active process of constructing a set of meanings by the reader toward the text by involving the ability to find what the writer's purpose. Reading is actually a sort conversation between a writer and a reader. Author's message will be means of

communication if only the reader can reach and interpret what the author actually says or means.

2. The Understanding of Reading Comprehension.

White (1997:22) defines that the comprehension involves more than simple decoding. It involves recognizing the significance of the message, understanding the intentions of the writer, and going beyond what is written to guess at hidden, unstated or implied meanings. Related to reading comprehension, Tonjes (1999:99) defines the term comprehension as facts, meanings or knowledge gained from reading. They add that comprehension is the end of comprehending. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally, evaluating the significance of the message.

Grellet (1998:3) presents that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible. According to Farris (2004:321) reading comprehension is the process of understanding the message that the author is trying to convey.

Another definition comes from Adams (1993:182). He defines that reading comprehension is an interactive process, through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive control strategies, to understand text.

From all definitions above, it can be concluded that reading comprehension is someone's ability in understanding the message from the written text. The readers who are good in comprehending can organize between their background knowledge and the message in the text and deciding on the process needed to meet their purpose of reading. The comprehending process which is focused on how (the way) it works guides the readers to comprehend a reading text systematically. During this process, the reader combines his language skills, background knowledge and strategies to determine the meaning. Besides that, the reader emphasizes the importance of prior knowledge and reading skills in order to find information in the text.

3. The Purpose of Reading Comprehension

Reading printed words has different purposes. Reader can know and satisfy within if they read the information, as they need. It means that, the reader will have expectation of what they are going to read before them actually to do so.

The purposes of reading comprehension according to Grabe and Stoller (2002:13), it have been classified into four purposes. They are:

1. To search for simple information and to skim

It is common reading comprehension. Here the readers can the text to find out a specific piece of information or specific word. Meanwhile, reading to skim is the strategy to form the general idea using basic reading comprehension and guesses the important point.

2. To learn form text

It happens in academic and professional context. It also requires remembering the main idea and the supporting idea, making a relation with the reader's knowledge. This activity could bring stronger inference because it is to help remember information.

3. To Integrate information, write and critique text

This skill needs critical evaluation where the reader integrate and decide the information that she/he wants. Then, it involves abilities such as composing, selecting, and making critique from the material.

4. For general comprehension

It can be done by fluent readers very fast and automatically in the processing word, and effective coordination in many process of the text.

Briefly, the purpose of reading comprehension is varies. The reader has some purposes to achieve it. Based on those purposes, it is also necessary to look kinds of reading in which there is a relationship about the kinds of reading.

4. Factors Influence Reading Comprehension

Dawson and Bamman (1967:220-223) stated five factors which influence the reading comprehension. They are:

a. Intelligence

The number of ideas that the students understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning students cannot be expected to show the same reactions nor gained the same appreciation as the fast learners when they read together for pleasure or

to gain information. The rate at which the learners associate what they read with their knowledge or experience will be influenced by this thing which is called intelligence.

b. Experience

Learners differ in the depth and breadth of their experience. Much of the teaching of comprehension skills is concerned with providing experiences for the learners through whom they may respond to books. Learner with limited experiences may have difficulty in comprehending many of the ideas and activities with which other learner are familiar before they come to school.

c. Mechanics of Reading

Comprehension will be easier for the learners who have mastered the skills of word attack and word meaning, have learned to handle books properly, and have learned to read from left to right on a line to print. On the other hand, of the learner must pause frequently to figure out word, pronounce them stumble ahead to the next words. If he has not developed the visual skill of following the of print without hesitation and frequent regression, then his chances are poor for comprehension of the sentences or the paragraph. The smooth flow of the words into phrases in sentences, and sentences into paragraph is essential in comprehension.

d. Interest and Interest Span

It cannot be denied that a person will respond quickly to what he reads if he is interested in the topic or last familiar with it. One of the most fascinating tasks in teaching is aiding the learner to develop new and broad interns. Interest

span is related to personality factors. For the children, their interest span is almost directly related to the purposes they have for reading at early stages of reading, so the teacher must establish those purposes carefully through discussion of children's experience, visual aids and relating to immediate needs.

e. Skill of Comprehending

Another factor, which influences the depth and amount of comprehension, is the skills which the learner has developed for the purpose. Like all reading skills, the ability to comprehend what the learners reads develops gradually from the simple to the complex skill.

In conclusion, the writer can found that different between reading and reading comprehension. Reading can be concluded that it is an active process of constructing a set of meanings by the reader toward the text by involving the ability to find out what the writer's purpose. While reading comprehension can be concluded that reading comprehension is someone's ability in understanding the message from the written text. The readers who are good in comprehending can organize between their background knowledge and the message in the text and deciding on the process needed to meet their purpose of reading.

B. A Short Discussion on STAD Technique

1. The Understanding of STAD

According to Arends (1997:119) Student Teams Achievement Divisions (STAD) is one of the simplest and most straight forward of the cooperative learning approaches. Slavin (1995:71) also states that Student Teams Achievement Divisions (STAD) is one of the simplest of all cooperative learning

method, and is a good model to begin with for teachers who are new to cooperative approach.

Ornstein (2000:325-327) states that Students Teams Achievement Divisions (STAD) team membership consists of four students, based on the heterogeneous abilities. The teacher presents the lesson to the whole group in one or two sessions, and then the class was divided into teams for mastery. Students who have mastered the material help slower teammates. Drill and practice are stressed in groups, although students can engage in discussion and questioning. Class quizzes are frequent, and student scores are averaged into a team score to ensure cooperation and assistance within groups. Quizzes are scored in terms of progress so that slow performing groups have the opportunity to gain recognition and improve. Team rewards are given based on the performance of their team as a “good”, “great” or “super” team. Teams are changed every five or six weeks to give students an opportunity to work with other students and give members of low scoring teams a new chance.

The main idea behind STAD is to motivate students, to encourage, and to improve each other’s skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates learn the material. They must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun.

2. The Purpose of STAD

There are several purposes by Slavin (1995:25) why Student Teams Achievement Divisions (STAD) can improve students reading comprehension. They are as follows:

1. Student Teams Achievement Divisions (STAD) is one of the major approach that is accepted as an effective technique of cooperative learning developed by Slavin. This technique can be very effective in increasing students' achievement and students' motivation in many subject grade levels when students group are rewarded on the basic of average learning of the groups' member.
2. Student Teams Achievement Divisions (STAD) also refers to a technique of instruction whereby student work together in groups to reach common goals. Thus, the group has respond ability in tutoring their members, and sharing knowledge each other. By using Student Teams Achievement Divisions (STAD), students 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 Teams Achievement Divisions (STAD) emphasizes on mastering the materials through student-centered in which students are active and teacher is as a facilitator who guides students. Student-centered 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

3. Using STAD Technique

According to Slavin (1995:71-73) Student Teams Achievement Divisions (STAD) consists of five major components, as follows:

1. Class Presentation

The teacher is presented the material to the whole group using Verbal presentation or text. Material in Student Teams Achievement Divisions (STAD) is initially introduced in a class presentation. Class presentations in Student Teams Achievement Divisions (STAD) differ from usual teaching only in that they must be clearly focused on the Student Teams Achievement Divisions (STAD) unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

2. Teams Study

Students are assigned to four or five member learning teams. The team members should represent a cross section of the class in term of academic performance, gender, and ethnicity. Team members work together to study worksheet or other study devices to master the academic material, which consist of problems and information to be mastered. Then help each other learn the material on team discussions.

The major function of the team is to make sure that all the team members are learning, and more specially, to prepare its members to do well on the quizzes.

After the teacher presents the material, the team meets to study worksheets or other materials. Most often, the study involves students discussing problems together, comparing answers, and correcting any misconceptions if teammates make mistakes.

3. Quizzes

After the team practices, the students assess individual quizzes that include many of questions, then the students may not help one another during the quizzes.

4. Individual Improvement Scores.

The idea behind the individual improvement scores is to give each student a performance goal than can be attained if she or he works harder and performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students than earn points for their teams based on the degree to which their quiz scores exceed their base scores.

5. Team Recognition

Certificates or rewards are given to groups whose average scores on the test are higher than their base scores. According to Ornstein and Lasley (2000:325) Team reward are given based on the performance of their team as a “good”, ”great” or “super” team.

4. The Advantages and Disadvantages of STAD

Richards (2001:193) lists the advantages of Student Teams Achievement Divisions (STAD) as below:

- a) to provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities.
- b) to provide 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 advantages, but beside that it has disadvantages. The disadvantages are:

- a) It favors the group rather than the individual. Everyone is forced to do the same thing at the same time and the same pace.
 - 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 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 writer can found 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 cooperative approach. So that it will be useful to help students in learning.

C. Reading Comprehension at SMA Kartika XIV-1 B.Aceh

Based on Curriculum 2013 at SMA Kartika XIV-1 B. Aceh, especially reading material for second grade involve narrative text, procedure text, invitation text, personal letter, report text, exposition text analysis and biography text. In curriculum 2013, reading material analyzing social function, the structure of the text, and linguistic elements from the short and simple text about famous people, events, history and stories appropriate to the context usage. Now the writer is interested to do research in teaching reading comprehension at SMA Kartika XIV-1 B. Aceh with Student Teams Achievement Divisions (STAD) technique and use narrative text material.

D. Teaching Reading Comprehension by Using STAD Technique

Slavin (1995:75) states that Student Teams Achievement Divisions (STAD) consists of regular cycle of instructional activities, as follows:

1. Teach

The teaching learning process in Student Teams Achievement Divisions (STAD) begins with a class presentation. The presentation should cover the opening, development and guided practice components of the local lesson.

2. Team Study

During team study, the students work on worksheets in their teams to master the material presented by the teacher. Only two copies of the worksheets and answer sheets are given to each team, this forces teammate to work together.

Before beginning team work, students discuss the following team rules:

- a. Students have a respond ability to make sure that their teammates have learned the materials.
- b. No one finishes studying until all teammates have mastered the subject.
- c. Ask all teammates for help before asking the teacher.
- d. Teammates may talk to each other softly.

3. Test

Students take individual quizzes or other assessments (such as essays or performances). The teacher gives students adequate time to complete it. The students must do work individually on the quiz. At this point they must show what they have learned as individuals.

4. Figuring Individual and Team Scores.

As soon as possible after each quiz, the teacher should compute individual improvement scores and team scores. Team scores are computed on the basis of team members' improvement scores, certificates, a class newsletter, or a

bulletin board recognizes high scoring teams. If it is possible, announcing team scores in the first period after the quiz is required to increase their motivation to do their best. There are three components which influence the scores:

a. Improvement Points

Students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base score. The purpose of base scores and improvement points is to make it possible for all students to get maximum points to their teams, whatever their level of past performance, students understand that it is fair to compare each student with his or her own level of performance.

b. Recognizing Team Accomplishment

Three levels of awards are given. These are based on average team scores. Slavin (1995:80) also suggested the criterion of recognizing team accomplishment.

In conclusion, the writer can found that Student Teams Achievement Divisions (STAD) consists of regular cycle of instructional activities, such as teach, team study, test and figuring Individual and Team Scores.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research method is concerned with how the design is implemented and how the research is carried out. The method is often used to determine the quality of data collection. This study used a quantitative method. According to Evelyn (2001), quantitative method suggest investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the writer. It involves answering questions concerning the current status of the subjects of the study.

In doing this study,an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. Wireman (1991) explains that an experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest.

In this study, one group pre-test and post-test design was used to collect the data. This study was measured by pre-test before giving the treatment and post-test after giving the treatment. Evelyn (2001) proposes the procedure used in pre-experiment one group pre-test-post-test design as in the following:

Participant selection → Pre-test → Treatment → Post-test.

This method collects numerical data through evaluation sheet that administrated by the writer. It is aimed to answer questions concerning the current status of the subjects of the study. Questionnaire sheets are used to find out the students' responses toward using Student Teams Achievement Divisions in promoting their reading skill. The writer also used field research. Field research is a quantitative method of data collection aimed at understanding, surveying, and interacting with people in their natural settings.

B. Population and Samples

1. The Population

According to Arikunto(2010:186), population is the entire group of entities or persons to whom the results of a study are intended to apply. The population of this study is all students of the second year students who study at SMA Kartika XIV-1 Banda Aceh. The number of population of this study is 50 students who are composed of two classes; class XI IPA and class XI IPS. Every class consists of around 25 students.

2. The Sample

The sample was the small unit of population that was taken as representative of all population. In this case, the sample of this is students in class XI IPA in SMA Kartika XIV-1 Banda Aceh. This is based on Suharsimi(2003) that said that if the subject is less than 100, it is suggested to take the whole population. The numbers of students were 25 students. All samples that had enrolled were in class XI IPA. The technique of taking sample was purposive sampling. The researcher stated that the students of XI IPA class of SMA

KartikaXIV-1 Banda Aceh have reading ability lower than the other classes. Therefore, the sample of this study is students in class XI IPA which consists of 25 students.

C. Technique of Data Collection

To support this study, the writer needs to collect data. To carry out the data needed, the writer will apply some technique which is considered appropriate, they are: pre-experimental teaching, test and questionnaire. The explanation would be discussed as follows:

1. Pre-experimental teaching

The writer used pre-experimental research. The writer used one group pretest-posttest design and chose one class to be the sample of this study. One group pretest-posttest design was not allowed to use control class. That was why the writer only took XI IPA class as the sample. Pre-experimental teaching was one of the techniques used by the writer to get the data. It was held six meetings to teach the students how to promote their reading ability by STAD technique as materials. This technique was essential in this study to give a treatment as it was expected to promote students' reading ability. In the first meeting and the last meeting were used for conducting tests, while the third one the writer gave some treatments to the students.

2. Test

Tests in this research were given to measure the students' skill before and after the treatment given. The tests were divided into two categories; pretest and posttest. The function of pretest is to find out students' skill before giving treatment. On the other hand, posttest is to find out whether their reading ability

improve or not after the treatment.

3. Questionnaire

To get additional data, the writer also distributed questionnaires for students. Questionnaire is the list of questions given to the respondents. It is simply a 'tool' for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details (Lisa, 2006). It was given to gain students' opinion. The questionnaires were given for students in the last meeting and they had 15 minutes to answer all questions. The result of this test will be analyzed and discussed.

D. Technique of Data Analysis

1. Test

In analyzing the data of pre-test and post-test, the writer used 10 questions and each question is score 10 points. The writer used the statistical formula by following the steps below:

- a. To find out the range of the data

Sudjana (2002) stated that range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score

b. The number of interval class

According to Sudjana (2002) the number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula Sudjana (2002):

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

d. To find out the mean score

Sudjana (2002) stated that the mean of students' score was calculated by using the formula as follow:

$$X = \frac{\sum fix_i}{\sum f_i}$$

Where:

f_i : refers to frequency

x_i : refers to the middle score interval class

$f_i x_i$: the amount of multiplication between the frequencies and the middle scores of interval class

2. Questionnaire

The questionnaires would be analyzed by using the following formula as stated by Anas (2002):

$$P = \frac{F}{N} \times 100\%$$

Where:

P : percentage

F : frequency

N : the number of sample

E. Brief Description of Research Location

The writer conducted a research at senior high school of SMA Kartika XIV-1 Banda Aceh. This school is one of the private schools under the Yayasan Kartika Army of the Republic of Indonesia in Banda Aceh. The school is located in Jalan T.Nyak Adam Kamil IV 1 Peuniti Banda Aceh. The school was established in July 1999.

SMA Kartika XIV-1 has a badminton court, praying, teaching space, administrative space and supporting laboratory space. Had one room for the headmaster, one large room for teachers. There are also six classrooms used for teaching and learning process. The first class has two classrooms, a second class

has two classrooms and grade three has two classrooms. To support the teaching and learning activities, the school also has a multimedia room, and a library where students can read and borrow books during their spare time. There are several English textbooks for high school students are available at the library. Other books of different subjects such as natural sciences and social sciences are also available. In addition, the library also has books for children's encyclopedia, which is very interesting for the students.

The number of students in the academic year of 2015/2016 is 19 students for the first year, 50 students for the second year and 40 students of the third year (SMA Kartika XIV-1 administration 2015). For more detail of the distribution of the students, the following table can be exposed.

Table 3.1. The distribution of students at SMA Kartika XIV-1 Banda Aceh

Classes	Male	Female	Total
X MIPA	4	6	10
X IPS	6	3	9
XI MIPA	10	15	25
XI IPS	19	6	25
XII IPA	12	14	26
XII IPS	10	4	14

Teacher is one of the important elements in the school. There are 23 permanent teachers work in SMA Kartika XIV-1 Banda Aceh. For English subject, this school has 2 teachers. Some of them are graduated from university (bachelor degree).

The following table shows us details of English teacher who teach in SMA Kartika XIV-1 Banda Aceh.

Table 3.2. name of english teacher who teach in this school.

Classes	Name of Teacher	Graduated from
X-MIPA,XI MIPA, XI IPS and XII IPA	Rita Elisa,S.Pd	UniversitasSyiah Kuala
X IPS and XII IPS	Johanna Albar, S.Pd	UniversitasSyiah Kuala

Some school still used KTSP curriculum and 2013 curriculum. Curriculum plays an important role in formal education. It will determine or instruct the teacher on how and what to teach to the students. This curriculum also helps teachers in designing learning objective and selecting appropriate materials.

English curriculum at SMA Kartika XIV-1 Banda Aceh is based on K13 curriculum. Specifically for the second year students, the textbook used is Bahasa Inggris for XI, this textbook based on Ministry of National Indonesian Education 2014. The allocated time is 86 hours for one semester. One hour takes 45 minutes long. The materials for this level are applied step by step from a very simple to a complex one.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. The Analysis of Test Results

1. Experimental Teaching

Before coming to the analysis of test result, the researcher has done research using experimental teaching to know students' achievement in reading ability. Experimental teaching was conducted into six meetings. The allocation time for each meeting was 45 minutes. In this experimental teaching, Student Team Achievement Division was applied as a teaching technique. The description of the experimental teaching undertaken will be explained below:

1. First Meeting (April 23rd, 2016)

In the first meeting, all students attended to the class. Firstly, the researcher did observation and asked information to the English teacher about student ability especially in reading. Then, the researcher entered the classroom and introduced himself to the students. After five minutes, the student's attendance list was checked and their names were called one by one to know them further. The students were happy and interested in accepting the new materials. To know the students ability in reading, the pre-test was given. The test was narrative text contained of 10 questions for 40 minutes. Once the test finished, the class was closed.

2. Second Meeting (April 25th, 2016)

In the second meeting, the researcher continued several steps. 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 five students. Before starting the lesson, the researcher checked whether the students had sat with teams or not. Thirdly, the researcher began teaching by using STAD technique and explained the material related to narrative text, its generic structure and the example of the text. As the result, most of them had lack of vocabularies, so the researcher advised them to bring dictionary for every English class. Fourthly, the students were given several minutes to ask some questions related to the problem that they faced.

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. At that time, every student was supervised by the researcher to work actively in their groups. After finishing the task, the students submitted it to the researcher. 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 researcher reviewed the material and closed the class.

3. Third Meeting (April 26th, 2016)

In this meeting, the researcher asked the students to study together outside the classroom. The aim was to make them know that normally class is not only in the classroom but also can be conducted outside the room, like in the school yard, library, and school garden. It was also to make them relax and enjoy the lesson. The outside class was conducted under the biggest tree in the school yard.

Students sat on the grass and made a circle in each group. At the centre point, firstly, the researcher greeted and checked attendance lists and so on. Secondly, the researcher did teaching learning process as same as the second meeting with different text. 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 to the researcher. 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 researcher reviewed the material and closed the class.

4. Fourth Meeting (April 27th, 2016)

For the fourth meeting, the researcher kept checking attendance list 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. In this meeting, the researcher did teaching learning process as same as the second and third meeting with different text. 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 to the researcher. 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 researcher reviewed the material and closed the class.

5. Fifth Meeting (April 28th, 2016)

For the fifth meeting, the writer kept checking attendance list in order to get the valid data of respondent in this research. In this meeting, the researcher did teaching learning process as same as the fourth meeting with different text. 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 to the researcher. 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 researcher did not forget to remind all students to attend the next meeting for individually quiz and closed the class.

6. Sixth Meeting (April 29th, 2016)

At last meeting, the researcher kept checking attendance list in order to get the valid data of respondent in this research. Then post-test was given to the students by individual. The post-test which was reading narrative text containing 10 questions was conducted about 40 minutes. The researcher told the students that the test did not influence their score, it was just a test for the researcher's research. Then the students may not help one another during the quizzes, they should do the task by themselves. After students have finished their duties, the writer collected all students' papers. Then the score got by every student. Furthermore, the researcher was given a reward for the students who got the highest score in the class. And also the researcher was distributed the questionnaire to the students. Finally the researcher thanked and appreciated for

students for those who helped researcher by using STAD technique for six meetings in the class and closed the class.

2. Test Result

Table 4.1 The Score of Pre-test and Post-test in Pre Experimental Class

No	Initial	Pre-test	Post-test
1	RJ	60	80
2	YS	60	70
3	GW	60	70
4	RZ	80	80
5	RH	50	80
6	ST	70	90
7	PT	80	90
8	AL	70	80
9	AY	40	60
10	FN	50	70
11	AM	80	80
12	DN	70	70
13	SY	60	80
14	DV	80	90
15	AD	70	70
16	DI	50	70
17	ML	80	80
18	CP	80	90
19	DS	30	70
20	AN	60	70
21	MD	50	70
22	DR	60	80
23	AY	60	70
24	SS	60	60
25	AT	50	60
	Lowest Score	30	60
	Highest Score	80	90

a. The Result of Pre-test

$$\begin{aligned}
 \text{Range (R)} &= \text{Highest Score} - \text{Lowest Score} \\
 &= 80 - 30
 \end{aligned}$$

$$= 50$$

$$\text{Many Class (K)} = 1 + (3.3) \text{ Log } N$$

$$= 1 + (3.3) \text{ Log } 25$$

$$= 1 + (3.3) (1.398)$$

$$= 1 + 4.6134$$

$$= 5.6134$$

$$= 6$$

$$\text{Interval Class (I)} = \frac{\text{Range}}{\text{ManyClass}}$$

$$= \frac{50}{6}$$

$$= 8.333 \approx 8$$

Based on the data above, the writer made table of frequency as follows:

Table. 4.2. Table of Frequency of Pre-test

Score	Frequency (f_i)	Median (x_i)	$(x_i)^2$	$f_i \cdot x_i$	$f_i(x_i)^2$
30 – 37	1	33,5	1122,5	33,5	1122,5
38 – 45	1	41,5	1722,3	41,5	1722,3
46 – 53	5	49,5	2450,3	247,5	12251,5
54 – 61	8	57,5	3306,3	460	26450,4
62 – 69	0	65,5	4290,3	0	0
70 – 80	10	74	5476	740	54760
Total	25	-	-	1522,5	96306,7

Based on the table, the writer found means score (x_1) and standard deviation (S_1) as follows:

$$\text{Mean Score } (x_1) = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

$$= \frac{1522,5}{25}$$

$$= 61$$

Based on the result of the pre-test, it was found that the mean score was 61, the writer found that the students' ability in reading lower than standard average score (65).

b. The analysis of post-test scores

After tabulating the data of pre-test, the writer did some steps to analyze the data of post-test as follows:

$$\text{Range (R)} = \text{Highest Score} - \text{Lowest Score}$$

$$= 90 - 60$$

$$= 30$$

$$\text{Many Class (K)} = 1 + (3.3) \text{ Log } N$$

$$= 1 + (3.3) \text{ Log } 25$$

$$= 1 + (3.3) (1.398)$$

$$= 1 + 4.6134$$

$$= 5.6134$$

$$= 6$$

$$\text{Interval class (I)} = \frac{\text{Range}}{\text{ManyClass}}$$

$$= \frac{30}{6}$$

$$= 5$$

Based on the data above, the writer made table of frequency as follows:

Table. 4.3 Table of Frequency of Post-test

Score	Frequency (<i>f_i</i>)	Median (<i>x_i</i>)	(<i>x_i</i>) ²	<i>f_i.x_i</i>	<i>f_i(x_i)²</i>
60 – 64	3	62	3844	186	11532
65 – 69	0	67	4489	0	0
70 – 74	10	72	5184	720	51840
75 – 79	0	77	5929	0	0
80 – 84	8	82	6724	656	53792

85 – 90	4	87.5	7656,3	350	30625,2
Total	25	-	-	1912	147789,2

Based on the table, the writer found means score (x_i) and standard deviation (S_i) as follows:

$$\begin{aligned}
 \text{Mean Score } (x_i) &= \frac{\sum f_i \cdot x_i}{\sum f_i} \\
 &= \frac{1912}{25} \\
 &= 76
 \end{aligned}$$

The result shows that the mean score of post-test was higher after the treatment was given. It was 76 meanwhile in pre-test it was only 61.

Then, the writer categorized the score into the standarization score used as a by English teacher at SMA Kartika XIV-1 Banda Aceh as the following:

Table 4.4 Scores Standardization

Score	Standard
86-100	Excellent
71-85	Very Good
61-70	Good
50-60	Fair
0-49	Failure

Based on the standardization above, the writer found the students' score categories as follows:

Table 4.5: Frequency of Pre-test and Post-test

Standard	Number of Students	
	Pre-Test	Post-Test
Excellent	0	4
Very Good	6	8
Good	4	10
Fair	13	3

Failure	2	0
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The differences between the score before and after giving treatment were showed in the data. The result showed that 2 got failure in the pre-test, 13 students got fair score, 4 students got good, 6 students got very good and no student got excellent. It means that 8% students failed in the pre-test, 52% almost passed the pre-test, 16% got good score and 24% got very good score. On the other hand, in the post-test 4 students got excellent score, 8 students got very good, 10 students got good score and 3 students got fair score. It shows that, 16% students got excellent score, 32% got very good score, 40% got good score and 12% students almost passed in the post-test. To sum up, it shows that students' ability in reading comprehension got a better result after the writer gave the treatment by using STAD technique in teaching reading comprehension to the students.

B. The Analysis of Questionnaire

As mentioned in chapter III, in evaluating the data the writer applied two techniques; test and questionnaire. The questionnaire was given to students after giving test consisting 20 questions. The data was obtained from distributions of questionnaire to the students. It used simple statistic with cumulative frequency distribution method to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula used that is:

$$P = \frac{F}{N} \times 100\%$$

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

Furthermore, the data can be seen in the following tables.

Table 4.6 Learning in group can increase motivation in reading

Question	Option	Frequency	Percentage
1	a. Strongly Agree	12	48%
	b. Agree	13	52%
	c. Disagree	0	0%
	d. Strongly Disagree	0	0%
Total		25	100%

Based on the table 4.6, it is known that all of students frequently agreed learning in group increase the motivation in reading. It means each student could motivate each other friend to study harder in reading the text.

Table 4.7 Learning in group can provoke troubles

Question	Option	Frequency	Percentage
2	a. Strongly Agree	0	0%
	b. Agree	8	32%
	c. Disagree	13	52%
	d. Strongly Disagree	4	16%
Total		25	100%

It can be seen that most of students disagreed learning in group can provoke troubles. There are 32% students stated that they agreed learning in group can provoke troubles. It means half of them felt uncomfortable each other in the group. Some students felt anxiety working in group.

Table 4.8 The student's frequency to learn to read individually

Question	Option	Frequency	Percentage
3	a. VeryHappy	2	8%
	b. Happy	13	52%
	c. Less Happy	9	36%
	d. Unhappy	1	4%
Total		25	100%

Table 4.8 shows that half of students (60%) stated that they were happy to learn reading individually. While half of students (40%) stated they were less happy to learn reading individually. It means half of them read individually better than in the group. And half of them read in the group better than individually.

Table 4.9 Learning in group can help to solve problems in reading

Question	Option	Frequency	Percentage
4	a. Very helpful	6	24%
	b. Helpful	19	76%
	c. Unhelpful	0	0%
	d. Very unhelpful	0	0%
Total		25	100%

Table 4.9 indicates that All of students really helped learning in group can help to solve problems in reading. It means each student found the problems in reading, and learning with others can help them to solve problems in reading.

Table 4.10 The Students working on tasks begin from the difficult task

Question	Option	Frequency	Percentage
5	a. Strongly Agree	3	12%
	b. Agree	13	52%
	c. Disagree	8	32%
	d. Strongly Disagree	1	4%
Total		25	100%

It points that almost all students stated agree the students working on tasks begin from the difficult, 36% students disagreed the students working on tasks begin from the difficult. It means half of students working on difficult task better than easy task, and half of students working on easy task better than difficult task.

Table 4.11 The Teacher gives a quiz to train student's independence

Question	Option	Frequency	Percentage
6	a. Strongly Agree	6	24%
	b. Agree	19	76%
	c. Disagree	0	0%
	d. Strongly Disagree	0	0%
Total		25	100%

Table 4.11 represents all of students stated agree the teacher gives a quiz to train student's independence. It means the quiz given by teacher made students learn individually.

Table 4.12 The Students do their own quizzes provided by the teacher

Question	Option	Frequency	Percentage
7	a. Strongly Agree	4	16%
	b. Agree	19	76%
	c. Disagree	2	8%
	d. Strongly Disagree	0	0%
Total		25	100%

Table 4.12 tells that almost all of students agreed students did their own quizzes provided by the teacher and only 2 students disagreed students did their own quizzes. It means the two students still could not do their own quiz individually.

Table 4.13 The students feel lazy do their own quizzes provided by the teacher

Question	Option	Frequency	Percentage
8	a. Strongly Agree	0	0%
	b. Agree	0	0%
	c. Disagree	21	84%
	d. Strongly Disagree	4	16%
Total		25	100%

Based on table 4.13, all of students stated that disagree the students feel lazy do their quizzes provided by the teacher. It can be concluded that the students were happy and enthusiastic about their quizzes.

Table 4.14 The students cheat answers quiz

Question	Option	Frequency	Percentage
9	a. Strongly agree	0	0%
	b. Agree	4	16%
	c. Disagree	18	72%
	d. Strongly disagree	3	12%
Total		25	100%

Based on table 4.14 that most of students disagreed the students cheat answer quiz. There are 16% students stated agreed the students cheat answer quiz. It means the students still could not be honest of their quizzes.

Table 4.15 The students happy to help friend in learning reading skill

Question	Option	Frequency	Percentage
10	a. Strongly Agree	8	32%
	b. Agree	17	68%
	c. Disagree	0	0%
	d. Strongly Disagree	0	0%
Total		25	100%

Table 4.15 represents that all of students agreed the students happy to help friend in learning reading. It means the students believed that learning by doing is the best way to enhance reading skill.

Table 4.16 The students always look at dictionary when they find difficult words

Question	Option	Frequency	Percentage
11	a. Strongly agree	10	40%
	b. Agree	15	60%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.16, all of students agreed the students always look at dictionary when they find difficult words. It can be concluded that the students still needed learn to gather many more vocabulary gradually.

Table 4.17 The students always read in detail to obtain information in reading text

Question	Option	Frequency	Percentage
12	a. Strongly agree	11	44%
	b. Agree	14	56%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.17, all of students agreed the students always read in detail to obtain information in reading text. It means the students must read and understand to get more information.

Table 4.18 The students have difficulties in reading and understanding the text

Question	Option	Frequency	Percentage
13	a. Strongly agree	5	20%
	b. Agree	15	60%
	c. Disagree	5	20%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.18, most of students agreed the students have difficulty in reading and understanding the text. There are 20% students stated disagree the students have difficulty in reading and understanding the text. It means the student needed to learn more to read and understanding the text.

Table 4.19 Learning in group can help to find main idea in the text

Question	Option	Frequency	Percentage
14	a. Very helpful	10	40%
	b. Helpful	15	60%
	c. Unhelpful	0	0%
	d. Very Unhelpful	0	0%

Total		25	100%
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Based on table 4.19, all of students stated learning in group can help to find main idea in the text. It means the student should have habit in reading comprehension to get the main idea.

Table 4.20 Learning in group can increase understanding in reading

Question	Option	Frequency	Percentage
15	a. Strongly agree	11	44%
	b. Agree	14	56%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.20, all of students agreed learning in group can increase understanding in reading. It can be concluded that the students should have learning habit in group to increase understanding in reading.

Table 4.21 Learning in group can help conclude the content of reading

Question	Option	Frequency	Percentage
16	a. Very Helpful	10	40%
	b. Helpful	15	60%
	c. Unhelpful	0	0%
	d. Very Unhelpful	0	0%
Total		25	100%

Based on table 4.21, that all of students stated learning in group can help conclude the content of reading. It means that the students should have learning habit in group to help conclude the content of reading.

Table 4.22 Learning in group can increase knowledge of vocabulary

Question	Option	Frequency	Percentage
17	a. Strongly agree	10	40%
	b. Agree	15	60%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.22 that all of students agree learning in group can increase knowledge of vocabulary. It means that students should have learning habit in group because it can increase knowledge of vocabulary.

Table 4.23 Learning in group more difficult than individual learning

Question	Option	Frequency	Percentage
18	a. Strongly agree	0	0%
	b. Agree	3	12%
	c. Disagree	22	88%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.23 that most of students disagree learning in group more difficult than individual learning. There are 12% students stated agree learning in group more difficult than individual learning. It means that half of them learning in group better than individual learning. And half of them said that individual learning better than learning in group.

Table 4.24 Learning in group can make you lazy in reading

Question	Option	Frequency	Percentage
19	a. Strongly agree	0	0%
	b. Agree	2	8%
	c. Disagree	16	64%
	d. Strongly disagree	7	28%
Total		25	100%

Based on table 4.24, that most of students disagree learning in group can make you lazy in reading. There are 8% students stated agree learning in group can make you lazy in reading. It means that student felt uncomfortable learning in group. Some students felt anxiety working in group.

Table 4.25 The students agree STAD technique can be implemented in learning reading process

Question	Option	Frequency	Percentage
20	a. Strongly agree	25	100%
	b. Agree	0	0%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		25	100%

Based on table 4.25, all of students agreed STAD technique can implemented in the learning process. It means that students accepted new technique to apply in learning process.

C. Discussion

This study examined the students' improvement of students' reading comprehension by using STAD technique. The researcher successfully collected the data using pre-experimental teaching, tests, and questionnaire as instruments in order to answer the research questions.

The first research question asked about the students' reading comprehension can be improved by using STAD technique. As one of Cooperative Learning (CL)'s part, Student Teams Achievement Divisions (STAD) has some goals in language teaching. Dealing with academic achievement, it could be seen that the implementation of Student Teams Achievement Divisions (STAD) in teaching reading could improve the students' achievement. This statement is supported by Kessler (1992:1) Cooperative Learning provides increased interactions between students. It offers ways to organize group work to enhance learning and increase academic achievement. The improvement could be shown from the students' achievement score. From the analysis of the test, found that all of the students' reading comprehension improved such as scores, students' interest and attendance list. It based on the result of the pre-test and the post-test where students' mean scores were improved from 61 in pre-test to 76 in post-test. In addition, based on score standardization used by English teacher at that school, in the pre-test, 2 students got worst score, 13 students got fair score, 4 students got good score and only 6 students got very good score. Whereas in the post-test, there were 4 students got highest score, 8 students got very good score, and 10 students got good score. It can be concluded that the students' scores after treatment by using STAD technique in teaching of

reading comprehension were higher than without the use of STAD technique (see Table 4.5). From these calculations, it can be inferred that there was difference of students' scores before and after getting the treatment. The total students who had improved their ability in reading comprehension were 25 students.

The second research question was to know the problem faced by students in reading by STAD technique. Firstly, from the questionnaire result as shown on table 4.14 that there are 16% students stated agreed the students cheat answer quiz. It means the students still could not be honest of their quizzes. Secondly, the questionnaire result as shown on table 4.16, all of students agreed the students always look at dictionary when they find difficult words. It can be concluded that the students still needed learn to gather many more vocabulary gradually. Thirdly, the questionnaire result as shown on table 4.18, there are 80% students stated agree the students have difficulty in reading and understanding the text. It means the student needed to learn more to read and understanding the text. Fourthly, based on table 4.23 that there are 12% students stated agree learning in group more difficult than individual learning. It means some of them said that individual learning better than learning in group. Finally, the questionnaire result as shown on table 4.24 that some of students agreed learning in group can make they were lazy in reading. There are 8% students stated agree learning in group can make them lazy in reading. It means that student felt uncomfortable learning in group. Some students felt anxiety working in group.

Also, based on questionnaire analysis, it was found that there are number of reasons why the post test score is higher than pre-test score. It means that using STAD technique could increase students' motivation and made students enjoy the

learning process in reading class. The students' curious in reading the text is enthusiastically . It helped them to establish a reading routine. It was a good habit for students to improve their reading skill. Then, STAD technique gave students the power of perspective. It means that they recall their past times and old memories. So that it will help them to realize that day to day life has changed, so that the students need to improve their ability, especially in reading.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research and analyzing the data, the researcher draws some conclusions as follows:

1. Based on the data analysis, the students' post-test scores (76) were higher than pre-test (61). It means that the use of STAD technique can be applied in teaching reading skill as it can help the students to improve their reading comprehension by employing new habits to read frequently in English.
2. STAD technique can improve the students' competence in learning reading for the senior high school especially in SMA Kartika XIV-1 Banda Aceh. The students who learn reading comprehension by using STAD technique get more understanding about the reading material.
3. The students had positive responses toward the use of STAD technique during teaching and learning process. Based on questionnaire result, using STAD technique in teaching reading skill encouraged the students to learn reading attractively.

B. Suggestions

After conducting this study, the writer proposed some suggestions that would be useful for teachers and other researchers 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 comfortably 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 Teams Achievement Division (STAD) to teach the students, the teacher must follow the suggested steps in Student Team Achievement Divisions (STAD) technique. It can give the optimal result.
2. For the other researchers
 - a. This study discusses the implementation of Student Team Achievement Divisions (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 other researcher in different level of students.
 - b. Considering that this study still any lack and it is just one of 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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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMA KARTIKA XIV-1 BANDA ACEH
Kelas/Semester : XI/ 2 (genap)
Alokasi Waktu : 6 x 45 Menit (6 Pertemuan)
Topik : Teks Narasi

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta 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

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 naratif 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. METODE PEMBELAJARAN

Model : Cooperative Learning (STAD)

D. ALAT, DAN SUMBER PEMBELAJARAN

Sumber : Buku paket

E. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan Pertama

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2 menit
Inti	<ul style="list-style-type: none"> • Membagikan kepada siswa soal pre-test • Meminta setiap siswa untuk menjawab pertanyaan-pertanyaan pre-test yang telah dibagikan • Guru meminta siswa untuk mengumpulkan lembar jawaban siswa yang telah dikerjakan. 	40 Menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Penutup	<ul style="list-style-type: none"> Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	3 menit

Pertemuan kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2menit
Inti	<p>Teams:</p> <ul style="list-style-type: none"> Guru membagikan siswa menjadi lima kelompok; lima kelompok terdiri atas 5 siswa. Guru membagikan text narrative kepada siswa dalam setiap kelompok. Guru meminta siswa untuk membaca dan memahami teks dengan anggota kelompok masing-masing. Guru meminta siswa untuk bekerjasama dengan kelompok masing-masing dalam memahami text. Guru mengawasi siswa untuk aktif bekerjasama dan berdiskusi dalam memahami text. <p>Quizzes:</p> <ul style="list-style-type: none"> Setelah belajar bersama dalam kelompok, guru meminta setiap siswa untuk menjawab pertanyaan-pertanyaan yang berkaitan dengan text yang telah diberikan secara individu. Guru mengawasi siswa dalam menjawab pertanyaan-pertanyaan agar tidak ada yang saling membantu. Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan siswa. <p>Individual Improvement Score:</p> <ul style="list-style-type: none"> Guru memeriksa hasil kuis masing-masing siswa. 	40Menit

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	Team recognition: <ul style="list-style-type: none"> • Guru menggabungkan dan menjumlahkan nilai setiap siswa dengan nilai anggota kelompoknya masing-masing. • Guru memberikan penghargaan kepada kelompok yang mendapatkan nilai tertinggi. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	3menit

Pertemuan Ketiga

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<i>Pra Pembelajaran</i> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2menit
Inti	Teams: <ul style="list-style-type: none"> • Guru membagikan siswa menjadi lima kelompok; lima kelompok terdiri atas 5 siswa. • Guru membagikan text narrative kepada siswa dalam setiap kelompok. • Guru meminta siswa untuk membaca dan memahami teks dengan anggota kelompok masing-masing. • Guru meminta siswa untuk bekerjasama dengan kelompok masing-masing dalam memahami text. • Guru mengawasi siswa untuk aktif bekerjasama dan berdiskusi dalam memahami text 	40Menit

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
	<p>Quizzes:</p> <ul style="list-style-type: none"> • Setelah belajar bersama dalam kelompok, guru meminta setiap siswa untuk menjawab pertanyaan-pertanyaan yang berkaitan dengan text yang telah diberikan secara individu. • Guru mengawasi siswa dalam menjawab pertanyaan-pertanyaan agar tidak ada yang saling membantu. • Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan siswa. <p>Individual Improvement Score:</p> <ul style="list-style-type: none"> • Guru memeriksa hasil kuis masing-masing siswa. <p>Team recognition:</p> <ul style="list-style-type: none"> • Guru menggabungkan dan menjumlahkan nilai setiap siswa dengan nilai anggota kelompoknya masing-masing. • Guru memberikan penghargaan kepada kelompok yang mendapatkan nilai tertinggi. 	
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	3menit

PertemuanKeempat

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2menit

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Inti	<p>Teams:</p> <ul style="list-style-type: none"> • Guru membagikan siswa menjadi lima kelompok; lima kelompok terdiri atas 5 siswa. • Guru membagikan text narrative kepada siswa dalam setiap kelompok. • Guru meminta siswa untuk membaca dan memahami teks dengan anggota kelompok masing-masing. • Guru meminta siswa untuk bekerjasama dengan kelompok masing-masing dalam memahami text. • Guru mengawasi siswa untuk aktif bekerjasama dan berdiskusi dalam memahami text. <p>Quizzes:</p> <ul style="list-style-type: none"> • Setelah belajar bersama dalamkelompok, guru meminta setiap siswa untuk menjawab pertanyaan-pertanyaan yang berkaitan dengan text yang telah diberikan secara individu. • Guru mengawasi siswa dalam menjawab pertanyaan-pertanyaan agar tidakada yang saling membantu. • Guru meminta siswa untuk mengumpulkan kuis yang telah dikerjakan siswa. <p>Individual Improvement Score:</p> <ul style="list-style-type: none"> • Guru memeriksa hasil kuis masing-masing siswa. <p>Team recognition:</p> <ul style="list-style-type: none"> • Guru menggabungkan dan menjumlahkan nilai setiap siswa dengan nilai anggota kelompoknya masing-masing. • Guru memberikan penghargaan kepada kelompok yang mendapatkan nilai tertinggi. 	40Menit
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	3menit

Pertemuan kelima

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2menit
Inti	<p>Teams:</p> <ul style="list-style-type: none"> • Guru membagikan siswa menjadi lima kelompok; lima kelompok terdiri atas 5 siswa. • Guru membagikan text narrative kepada siswa dalam setiap kelompok. • Guru meminta siswa untuk membaca dan memahami teks dengan anggota kelompok masing-masing. • Guru meminta siswa untuk bekerjasama dengan kelompok masing-masing dalam memahami text. • Guru mengawasi siswa untuk aktif bekerjasama dan berdiskusi dalam memahami text. <p>Quizzes:</p> <ul style="list-style-type: none"> • Setelah belajar bersama dalam kelompok, guru meminta setiap siswa untuk menjawab pertanyaan-pertanyaan yang berkaitan dengan text yang telah diberikan secara individu. • Guru mengawasi siswa dalam menjawab pertanyaan-pertanyaan agar tidak ada yang saling membantu. • Guru memintasiswa untuk mengumpulkan kuis yang telah dikerjakan siswa. <p>Individual Improvement Score:</p> <ul style="list-style-type: none"> • Guru memerikhasahilkuismasing-masing-siswa. <p>Team recognition:</p> <ul style="list-style-type: none"> • Guru menggabungkan dan menjumlahkan nilai setiap siswa dengan nilai anggota kelompoknya masing-masing. • Guru memberikan penghargaan kepada kelompok yang mendapatkan nilai tertinggi. 	40Menit

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Penutup	<ul style="list-style-type: none"> • Guru bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran. • Guru melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram. • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. • Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya. 	3menit

Pertemuan Keenam

Kegiatan	DeskripsiKegiatan	Alokasi Waktu
Pendahuluan	<p><i>Pra Pembelajaran</i></p> <ol style="list-style-type: none"> 1. Salam 2. Berdoa 3. Mengecek kehadiran siswa 4. 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. 	2menit
Inti	<ul style="list-style-type: none"> • Guru membagikan kepada siswa soal post-test yang telah dipersiapkan. • Guru meminta siswa untuk menjawab soal post-test secara individu. • Guru meminta siswa untuk mengumpulkan lembar jawaban siswa yang telah dikerjakan. 	40Menit
Penutup	<ul style="list-style-type: none"> • Guru menanyakan kesan siswa terhadap pembelajaran selama ini. • Guru mengucapkan terimakasih kepada siswa atas partisipasi mereka selama proses belajar mengajar berlangsung. • Guru mengakhiri pembelajaran dan mengucapkan salam. 	3menit

F. PENILAIAN

1. Teknik penilaian : Tes tulisan

2. Bentuk instrument penilaian :
 - a. Answer the following questions!
 - b. Decide whether the statements are true (T) or false (F) based on the text!

3. Scoring:
 - a. Pedoman Penilaian

Nilai =
$$\frac{\text{Skor yang diperoleh}}{100} \times 100\%$$

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 the king 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.

A. Answer the following questions.

1. What is type of text the above text? It is ...

- 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
- B. The hunter
- C. Elephant-hunter
- D. A group of elephant
- E. Elephant's herd

3. What helped the elephant's herd free?

- A. The elephant-hunter
- B. The hunters
- C. The trapped elephants
- D. A group of king

E. Entire group of rats

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

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

- A. Angry
- B. Sad
- C. Happy
- D. Dead
- E. Disappointed

B. Decide whether the statements are true (T) or false (F) based on the text !

- 1. The elephant herd was totally set free. ()
- 2. On hearing the good story, the elephant's king apologized. ()
- 3. The elephant king suddenly remembered the king of the rat. ()
- 4. He summoned on of the rats of his herd. ()
- 5. The elephant's king immediately took his entire group of rats. ()

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.

The dwarfs said, "What is your name?"

Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.

The dwarfs said, "If you want, you may live here with us."

Snow White answered, "Oh, could I? Thank you."

Finally, Snow White and the seven dwarfs lived happily ever after.

A. Answer the following questions.

1. What type of the text is used by the witer?

- A. Narrative
- B. Report
- C. Anecdote
- D. Comparative
- E. News item

2. To tell the plot, the writers uses.....

- A. A rhetorical question and an exclamation
- B. Time sequences
- C. Contrastive evidences
- D. Past tense
- E. Concessive conjunctions

3. Why Snow White ran away to the woods?

- A. Her parents passed away
- B. Her uncle was angry with her
- C. Her uncle and aunt would go to America
- D. Snow White was happy to run away
- E. Snow White liked playing in the woods.

4. When did Snow White run away to the woods?

- A. In the afternoon
- B. In the morning
- C. In the evening
- D. In the full moon
- E. In the middle of night

5 Where did Snow White live after she ran away to the woods?

- A. She lived in the cave
- B. She lived in the lion nest
- C. She lived everywhere in the woods
- D. She lived in the dwarfs' cottage
- E. She lived on the street

B. Decide whether the statements are true (T) or false (F) based on the text !

- 1. This morning she ran away into the woods. ()
- 2. Snow White and the seven dwarfs lived happily ever before. ()
- 3. She lived everywhere in the woods. ()
- 4. Her parents passed away. ()
- 5. She lived with her aunt and uncle because her parents were dead. ()

Four Little Rabbits

Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

A. Answer the following questions

1. Who was the naughtiest rabbit ?
 - A. Flopsy
 - B. Mopsy
 - C. Cotton-tail
 - D. Peter
 - E. Mr. McGregor

2. What did Flopsy, Mopsy and Cotton-tail eat?
 - A. Carrot
 - B. Blackberries
 - C. Lettuce
 - D. Strawberry
 - E. French beans

3. What did Peter lose while he was running?
 - A. One of his shoes
 - B. A book
 - C. Vegetable
 - D. Medicine
 - E. A pair of shoes

4. Why did Peter get sick? Because
 - A. He was so tired
 - B. He did not eat
 - C. He caught a cold
 - D. He was eating to much
 - E. He was naughty

5. Whom did Peter meet at the garden?
 - A. His mother
 - B. Flopsy

- C. Mr. McGregor
- D. Mrs. McGregor
- E. His father

B. Decide whether the statements are true (T) or false (F) based on the text !

1. Their names were Flopsy, Mopsy, Cotton-tail and Alex. ()
2. Flopsy, Mopsy, and Cotton-tail were bad little rabbits. ()
3. Once upon a time there were five little rabbits. ()
4. He ran straight away to Mr. McGregor's garden. ()
5. He ate some lettuces, French beans, and radishes. ()

The Princess and the Pea

Once upon a time there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came; lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful !suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her ! The water streamed down her hair and her clothes, and yet she said she was a real princess.

“It won’t take long to find that out,” thought the old Queen. Without saying anything, she went into bed chamber, took off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

“Oh, dreadfully!said the princess. “I hardly slept a wink all night. Whatever could have been in the bed ? I was lying on something so hard that I’m black and blue all over.”

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

A. Answer the following questions

1. What kind of the text is it?

- A. Report
- B. Recount
- C. Narrative
- D. Descriptive
- E. News item

2. The generic structure of the text is.....

- A. Orientation > Complication > Resolution > Re-Orientatation
- B. Orientation > Events > Re- Orientation
- C. General Classification > Description
- D. Identification > Description
- E. Newsworthy Events > Background Events > Sources

3. What is the purpose of the text ?

- A. To inform about princess and the pea
- B. To describe the story of the princess and the pea
- C. To give information that the prince looked for the real princess
- D. To amuse the reader with the story of the princess and the pea

E. To describe how the princess could feel the pea on the bottom boards of the bed

4. What is the dominant structure used in the text ?

- A. The simple present tense
- B. The simple past tense
- C. The present continuous tense
- D. Passive voice
- E. Imperative

5. No one but a real princess could have such a tender skin as that. The SYNONYM of 'tender' is ...

- A. Hard
- B. Light
- C. Weak
- D. Strong
- E. Soft

B. Decide whether the statements are true (T) or false (F) based on the text !

- 1. Once upon a time there was a prince he wanted to get himself a princess. ()
- 2. There was a princess standing inside, but what a sight the rain. ()
- 3. The prince took her for his wife, and they lived happily ever after. ()
- 4. He came home feeling very happy, for really wanted to find a true princess. ()
- 5. The water streamed down her hair and her clothes. ()

Jack and Beans

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them, happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a pan of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?"

Hastily the giantess opened a very big cupboard and hid Jack there.

A. Answer the following questions

1. Where did Jack sell his cow ?

- A. At a castle
- B. At the market
- C. At the giants castle
- D. At the butchers house
- E. On the way to the market

2. What is the story about

- A. Jack and a butcher
- B. Jack and the giantess
- C. A poor widow and his son
- D. Jack and the bean stalk
- E. The giantess and her husband

3. Oh ! It's my husband !" cried the giantess (paragraph 7) from the sentence we know that the giantess is ... her husband

- A. Afraid of
- B. Angry with
- C. Fed up with
- D. Annoyed with
- E. Displeased with

4. Jack's mother looked very furious when jack told that
 - A. The beans were precious
 - B. The butcher bought his cow
 - C. He traded his cow for the beans
 - D. He had sold his cow to a butcher
 - E. He met a butcher an the way to the market

5. What do learn from the text ?
 - A. Jack's mother was a furious mother
 - B. Poverty makes people hopeless
 - C. The giantess pity on jack
 - D. Jack was innocent boy
 - E. Sincerity makes jack get something precious

B. Decide whether the statements are true (T) or false (F) based on the text !

1. They were so poor that they didn't have anything except a chicken. ()
2. Jack met a butcher who had some beautiful beans in his hand. ()
3. When Jack woke up in the morning, he felt the sun shining into a pan of his room. ()
4. While looking around, he saw a very small castle. ()
5. There was a big tail woman on the doorstep. ()

The Rabbit Revenge

Long, long ago a rabbit and lion were neighbors. The lion was very proud, and was fond of boasting about his strength. And thought they were such close neighbors, the lion look down upon the rabbit, and use to bully and frighten her. Finally, the rabbit could stand it no longer and wanted to get her own back.

One day she went to the lion and said, "Good day, respected elder brother. Image it, I met an animal over there who looked exactly like you, and he said to me, 'Is there anyone in the world who dares stand up to me? If there is, let me come and have a duel with me. If there is no one, all of you have to submit to my rule and be my servants!'" "Oh, he was an intolerable braggart! He is so puffed up with pride that his eyes can't even light on anymore!" added the rabbit.

"Oho," the lion said. "Didn't you mention me to him?"

"Yes, indeed," the rabbit replied. "But it would have been better if I hadn't. When I described how strong you were, he just sneered and said dreadfully rude things. He even went so far as to say that he wouldn't take you for his attendant!"

The lion flew into a rage and roared, "Where is he? Where is he?"

Soon the rabbit took the lion a hill and, not going to near herself, pointed to a well from a distance, and said, "He is down there, in the well."

The lion hastened to the well and glared angrily into it. Yes there was his rival who even glared back at him angrily. The lion roared, and his enemy roared back. The lion become so furious that his hair stood on end. So did his enemy on the well. The lion show his teeth and lashed out with his paws to scare his rival and his enemy in the well retaliated! In a fit of anger the lion sprang into the air with all his might and then flung himself at the enemy in the well. The result was that the proud lion was instantly drowned.

A. Answer the following questions

1. What do you thing of the animal on the well?
 - A. The image of the lion himself.
 - B. An intolerable braggart.
 - C. A stronger animal.
 - D. Another lion.
 - E. His neighbor.
2. The lion was proud of his...
 - A. Hair
 - B. Eyes
 - C. Teeth
 - D. Paws
 - E. Strength
3. What can we learn from the story?
 - A. Be a good neighbor.
 - B. Don't be so arrogant.
 - C. We must help each other.

- D. An enemy can be a good friend.
- E. A friend in need is a friend indeed.

4. What is the type of the text above?

- A. Report
- B. Descriptive
- C. Narrative
- D. Recount
- E. Procedure

5. The generic structure of the text is.....

- A. Orientation > Complication > Resolution > Re-Orientation
- B. Orientation > Events > Re- Orientation
- C. General Classification > Description
- D. Identification > Description
- E. Newsworthy Events > Background Events > Sources

B. Decide whether the statements are true (T) or false (F) based on the text !

- 1. The lion was very proud, and was fond of boasting about his strength. ()
- 2. The rabbit hastened to the well and glared angrily into it. ()
- 3. The lion roared, and his enemy roared back. ()
- 4. The lion show his mouth and lashed out with his paws to scare his rival. ()
- 5. The result was that the angry lion was instantly drowned ()

Source:<https://alfurqoncell.wordpress.com>

<https://www.academia.edu>

BukuPaketKelas XI SMA

BahasaInggris/KementerianPendidikandanKebudayaan. Jakarta, 2014

Questionnaire

Nama :
 Usia :
 JenisKelamin :

Petunjuk :

1. Pada kuesioner ini terdapat 20 pernyataan. Pertimbangkan baik-baik setiap pernyataan dalam kaitannya dengan kegiatan yang kalian alami. Berilah jawaban yang benar-benar cocok dengan pilihanmu.
2. Pertimbangkan setiap pernyataan secara terpisah dengan orang lain dan tentukan kebenarannya. Jawabanmu jangan dipengaruhi oleh jawaban oranglain.
3. Berilah tanda \sqrt pada setiap jawaban yang kamu anggap cocok dengan pilihanmu.

Pilihan jawaban tersebut adalah:

SS : SANGAT SETUJU

S : SETUJU

TS : TIDAK SETUJU

STS : SANGAT TIDAK SETUJU

No	Pernyataan	SS	S	TS	STS
1	Belajar secara berkelompok menambah motivasi belajar membaca				
2	Belajar secara berkelompok dapat memancing keributan				
3	Saya senang belajar membaca secara individu				
4	Belajar secara kelompok membantu memecahkan masalah dalam membaca				
5	Saya mengerjakan tugas mulai dari yang sulit				
6	Guru memberikan kuis untuk melatih kemandirian siswa				
7	Saya mengerjakan sendiri kuis yang diberikan guru				
8	Saya malas mengerjakan kuis yang diberikan guru				
9	Saya suka melihat jawaban kuis yang dikerjakan teman				
10	Saya senang membantu teman dalam belajar				
11	Saya selalu melihat kamus ketika menemukan kata-kata yang sulit				
12	Saya selalu membaca detail untuk mendapatkan informasi di dalam bacaan/teks				
13	Saya kesulitan dalam membaca dan memahami teks				
14	Belajar secara berkelompok dapat membantu saya menemukan ide utama dalam bacaan/teks				
15	Belajar secara berkelompok dapat meningkatkan pemahaman dalam membaca				
16	Belajar secara kelompok dapat membantu saya menyimpulkan isi bacaan				
17	Belajar secara kelompok dapat meningkatkan pengetahuan kosa kata				
18	Belajar secara kelompok lebih sulit dibandingkan belajar sendiri				
19	Belajar secara kelompok membuat kita malas membaca				
20	Saya setuju teknik STAD ini diterapkan terus dalam kegiatan proses belajar				

AUTOBIOGRAPHY

1. Name : Hari Muchtar
2. Place/Date of Birth : Jakarta, November 14th 1990
3. Sex : Male
4. Religion : Islam
5. National/ethnic : Indonesia/ Acehnese
6. Marital Status : Single
7. Address : Jln. Persatuan No.16 Desa Geuceu Komplek
Kec. Banda Raya Kota Banda Aceh
8. Registration No. : 231 222 637
9. Parents
 - a. Father's Name : (Alm) Makmur Kamaruddin
 - b. Mother's Name : (Almh) Ramayulis
10. Education Background
 - a. SD : SDN 50 B.Aceh, Graduated in 2003
 - b. SMP : SMPN 7 B.Aceh, Graduated in 2006
 - c. SMA : SMAN 7 B.Aceh, Graduated in 2009
 - d. University : English Department, Faculty of Tarbiyah and Teacher Training, UIN Ar-Raniry 2012-2016

Banda Aceh, July 2016
The writer

Hari Muchtar