

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

**THESIS**

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**THESIS**

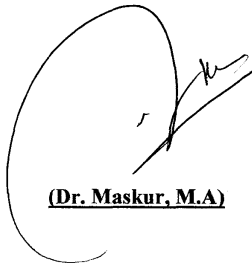
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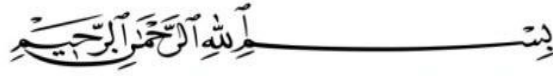
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**The Writer**

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>i</b>
<b>CONTENTS.....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>v</b>
<b>LIST OF APPENDICES.....</b>	<b>vi</b>
<b>DECLARATION OF ORIGINALITY.....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
 <b>CHAPTER I: INTRODUCTION</b>	
A. Background of Study.....	1
B. Research Questions .....	3
C. The Aims of Study .....	4
D. Terminology.....	4
E. Hypothesis .....	6
F. Significance of the Research.....	6
G. Population and Sample .....	6
 <b>CHAPTER II: LITERATURE REVIEW</b>	
A. The Scope of Reading .....	8
B. Definition of Reading Comprehension .....	8
C. Definition of STAD .....	12
 <b>CHAPTER III: RESEARCH METHODOLOGY</b>	
A. A Brief Description of Research Location .....	21
B. Research Design.....	22
C. Population and Sample.....	23
D. Technique of Data Collection .....	24
E. Technique of Data Analysis .....	25
 <b>CHAPTER IV: DATA ANALYSIS</b>	
A. Procedure of Data Collection .....	29
B. Data Analyzing of Test .....	35
C. Data Analyzing of Questionnaires .....	44
D. Discussion .....	48
 <b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusions .....	51
B. Suggestions .....	52
 <b>BIBLIOGRAPHY</b>	
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

## **LIST OF TABLES**

Table 4.1 Frequency of pre-test and post-test data in both for control and experimental class .....	23
Table 4.2 Frequency of questionnaire for experimental class .....	42

## **LIST OF APPENDICES**

- Appendix I** : Appointment letter of supervisor
- Appendix II** : Recommendation letter for conducting research in  
Faculty of Tarbiyah and Teacher Training UIN Ar-Raniry
- Appendix III** : Recommendation letter of conducting research from  
Education Department of Banda Aceh
- Appendix IV** : The replied letter of conducting research from SMPN 8  
Banda Aceh
- Appendix V** : Test instrument
- Appendix VI** : Lesson Plan
- Appendix VII** : Autobiography



## ABSTRACT

This thesis is entitled "**The Implementation of Student Team Achievement Division (STAD) Technique to Improve Students' Reading Comprehension**". The aim of the research is to investigate whether the use of Students Team-Achievement Divisions (STAD) technique can help students overcome students' reading comprehension ability. The sample of this research is the second year students of SMPN 8 Banda Aceh and took two classes; VIII-6 and class VIII-2. To obtain the data, there are two techniques used during doing research; experimental teaching and test. Based on the data obtained, it is found that students in experimental class have better achievement than students in control class. It is proved by the improvement of students' mean score of post test in the experimental class from 33.25 to 58.79, while the improvement score in control class is from 11.36 to 27.42. Then, those scores are calculated to get the t-test too. The t-test is  $0.953 > 0.05$  and t-table is  $0.204 > 0.05$ . The data showed that t-test is higher than t-table. This indicates that there is a significant difference of score between the experimental class and the control class. From the data above, it can be concluded that the students in experimental class have higher achievement after being taught by using (Students Team-Achievement Divisions) STAD technique.

## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of the Study**

Reading is one of four language skills and an important aspect in learning English. Reading itself is complex and complicated process because it involves the internal and external factors of students. Tohir (2005, p. 62) states that reading is a transmitting of information process where the author tells all the readers about his ideas or message. Indeed, reading for general comprehension requires very efficient and automatic processing of word.

Reading is defined as a complex system of deriving meaning from printed words that requires all of the skills and knowledge to understand how phonemes or speech sounds. Understanding reading text is the most important thing to get more information in learning. Reading is one of the subjects which have been taught in every school. A national curriculum sets out the body of knowledge. Countries typically structure their national curriculum around aims and values, subject content and skills, but do so in varying levels of detail. In Indonesia, many schools with English subject develop communication competence in oral and written form Depdikbud (2004, p. 11). It means that the students have progress in listening, speaking, reading and writing.

The purpose of reading is not only for saying out words, but the important thing is to comprehend the meaning of the message from the written text. In senior high school curriculum in particular covers transactional and interpersonal

dialogues, short functional texts, monologues, and essays in the forms of various genres of texts. Reading comprehension is a process that students do to understand content of the text generally.

Hirawasa and Markstein (1983, p. 9) show that reading skill can develop other skill involves decoding and comprehension the meaning from the context, and to see the words which have different meanings in different of context. It means that reading is a process to get the meaning of the text. The reader tries to understand the message delivered by the writer. Furthermore, Haris (2004, p. 17) states that reading is a meaningful interpretation of printed or written verbal symbols. It means that reading is a process of constructing the meaning through printed words messages. Therefore, reading can involve sensing perceiving, achieving meaning and reading the ideas that is intended by the writer.

Teaching reading is one of the important things in English Class. River (1999, p. 26) says that reading is the most important activity in any language class, not only a source information, but a means of extending one's knowledge of the language. Hence, reading also has a lot of advantage in human life to get more knowledge. In many cases, the students can not understand from the teacher's explanation. Many students will be passive in the classroom as long as teaching and learning process. Based on the problem, it cause students' have low achievement in reading comprehension as well.

Based on writer's experience as a student in Junior High School, the writer faced some problems in learning and teaching reading. *First*, the students had lack of vocabulary, it caused them had difficulties to identify the meaning of

unfamiliar words. *Second*, the learning process of reading seemed boring. The teacher commonly explained and introduced some materials, asked the students to read some paragraphs in textbook, and pushed students to do exercises to measure their understanding, without tell them how to comprehend the text also. The next problem that student faced in learning reading is they can not translate the text based on the contextual sentences. The understanding about the text generally is bad, because they do not know how to translate correctly.

Considering the problems, the writer will do the research in SMPN 8 Banda Aceh. The writer suggests a method that can be used in teaching reading, it is cooperative learning. Cooperative learning is the method of learning process which the students have to work together learning and to be responsible for their teammates' learning as well as their own. One of the interesting techniques in teaching reading descriptive text is Students Team Achievement Divisions (STAD). Students Team Achievement Divisions (STAD) is an effective cooperative learning method in which the students are divided into some groups of four. This technique can help the students to comprehend the material easily because they can share knowledge with their friends.

## **B. Research Questions**

Based on the above explanation, the research questions could be formulated as follow:

1. Is the use of Student Team Achievement Division (STAD) technique effective to improve students' reading comprehension?

2. How does Student Team Achievement Division (STAD) helps students of SMPN 8 Banda Aceh for the second year deal with their problems in reading?

### **C. The Aims of Study**

To investigate whether the use of Students Team-Achievement Divisions (STAD) technique can help students to overcome their reading comprehension ability. In this case, the writer attempts to find out if there is the increasing score of students in reading comprehension after they were taught by using STAD technique.

### **D. Terminology**

#### **1. STAD (Students Teams – Achievement Divisions)**

Students Teams Achievement Division (STAD) is one of the cooperative learning that ask the learner to work in group. The learner should work in a group and solve the problem together with their group. Based on Slavin (1999, p. 31). STAD is one of cooperative learning which have five phases those are teach, study team, individual quiz, scoring, and recognition. In STAD, each group consists of four to five students with different characteristic, intelligent, and gender. So, teaching learning process in STAD is focus on the students. STAD is a cooperative teaching method which was developed by Slavin as part of a student learning approach program along with other cooperative methods such as Teams-Games-Tournaments, Jigsaw II, and Team Assisted Individualization Slavin (1989, p. 13). In STAD, students are assigned to four- or five-member learning teams.

Cooperative learning using STAD type consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet.

According to the statement above, the writer purposes the Student Teams Achievement Division (STAD) as the method of teaching reading. We know that reading is one of important skills in the school; the exams of English usually use text to measure of students' understanding about the text. The student should have good comprehension in the process of reading in order to understand the text and also pass the exam.

In this research, STAD technique will be given to the students of SMPN 8 of the second year in Banda Aceh in the second semester in teaching reading to improve students' reading comprehension.

## **2. Reading Comprehension.**

Kimberly (1999, p. 10) shows that reading comprehension is derived from the word 'reading' and 'comprehension'. 'reading' which means a particular way in which the reader understand a book, situation, and activity of somebody who reads. 'comprehension' which means ability to decode printed text and recognition is a foundation of reading. Reading comprehension is one of pillars of the act of reading. In other word, reading comprehension is the act of understanding of reading. In addition, reading comprehension is the ability to read

text, process it and understand its meaning. Reading is important in teaching – learning process also.

### **E. Hypothesis**

Mahsun (2002, p. 10) states in *Metode Penelitian Bahasa* that hypothesis is a tentative answer to a problem that is made through a research formulated based on existing knowledge and logic, and whose validity is tested through research. Hypothesis is a temporary answer to research questions, the truth remains to be tested empirically. Based on the statement above, the writer makes the following hypothesis: Using Student Team Achievement Divisions (STAD) type can improve students' reading ability in comprehending texts.

### **F. Research Significance**

There are two significances of the research; theoretically and practically. Theoretically, it explores some literatures, statements, theories, research findings, and any resources related to reading text by using Students Team – Achievement Divisions (STAD) model. For practically significance, the writer hopes that it can give positive contributions toward English teachers thus they can use Students Teams – Achievement Divisions (STAD) model in teaching reading in order to make students can overcome their reading problems.

### **G. Population and Sample**

#### **1. Population**

According to Fraenkel and Wallen (1990, p. 22) population means the group interest to the writer that would like to generalize the result of the study.

Population of the present study was the students for the second year of SMPN 8 Banda Aceh which consists of 113 students.

## 2. Sample

The sample of this study were students at SMPN 8 Banda Aceh and took two classes, there were VIII-2 and VIII-6. The writer determined the sample by using purposive sampling.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Scope of Reading**

##### **1. Definition of Reading Comprehension**

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

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

Reading comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning. Smith and Dale (1980) state that reading comprehension means understanding, evaluating, utilizing of information and gaining through an interaction between reader and author. It means that reading comprehension is such a kind of dialogue between reader and author in which the written language becomes the medium that cause the dialogue happen when the two persons communicate through the medium of print reading comprehension refers to reading with comprehension. Thus reading comprehension is reading by comprehend the meaning of a passage or what is or has been read. One who reads something by understanding it can be said that he does a reading comprehension.

Pearson and Grellet (1998) state that reading is a constant process of guessing, what one brings to the text is often more important than one finds in it. It means that reading is an active skill that constantly involves guessing, predicting, checking and asking oneself questions.

## **2. The Importance of Reading**

Reading is very important in human's life. By reading people will be able to get information about many kinds of information. Bright (1970) remarks that further education depends on reading's quality and quality also emphasizes it. All the important study skills require quick, efficient and imaginative reading also.

The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information

provided on the menu, but does not need to recognize the name of every appetizer listed. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences that are presented, and recognize ideas that are present.

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

*a) Reading in language learning*

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

*b) Reading for pleasure*

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

## **B. Definition of Cooperative Learning**

Cooperative learning (formerly called student – teams learning) is the term used to describe instructional procedures by learners work together in small groups and are rewarded for their collective accomplishments Cruickshank (2006, p. 17).

The other definition, Burden and Byrd (1999) state that cooperative learning is a means of grouping student in small mixed – ability learning teams. Cooperative or collaborative learning essentially involves student learning from each other in groups. But it is not configuration that makes cooperative learning distinctive. It is the way that teacher and student work together. Cooperative learning is a method that students have to work together in teams, usually with the goal of completing specific task. Panitz (2004) remarks that cooperative learning as a general concept that includes students work together in groups. While, Kagan (2002) states that cooperative learning is a teaching arrangement that refers to small and heterogeneous groups of students working together to achieve a common goal. Furthermore, he adds that cooperative learning will be effective to improve student's ability in learning. Based on the statement above, it means that cooperative learning is study together in a small group to solve problems that emerge, complete a task and accomplish a common goal in group.

Cooperative learning is a learning process that students working after teacher divide them into a small group or team. Student in one group with a different level and skill use a variety of learning activities to improve their

understanding and different way understanding the subject work together in one group. The most important point in cooperative learning is positive dependence of each member.

Najamuddin (2009) states that points out of cooperative learning can help students develop leadership skill and the ability to work with others as a team with instructional use small groups, so students work together to maximize themselves and each other learning. Hence, cooperative learning groups can easily work form a task-based approach to language instruction.

### **1. Students Teams Achievement Division (STAD) Overview**

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

Students Teams Achievement Division (STAD) is designed for meeting well-defined instructional objectives. Because of the nature of content for which Students Teams Achievement Division (STAD) is appropriate, many teachers use a direct instruction model for the presentation of new materials. Students Teams Achievement Division (STAD) each group will show the best in learning, after their presentation material like teacher do. They will answer some questions from their understanding.

## **2. Components of Students Teams Achievement Division (STAD)**

According to Slavin (1995), there are five major components in Students Teams Achievement Division (STAD), those components consist of : (1) Teach (Class presentation), (2) Team study, (3) Quizzes, (4) Individual improvement scores, and (5) Team recognition.

### **1. Teach (Class presentation)**

The class presentation is a teacher-directed presentation of the material that he/she is going to teach about. Carefully written and planned objectives should be stated and used to determine the nature of the class presentation, and the team study to follow. In this section, students must pay attention carefully, because doing so will help them to do well on the quizzes.

### **2. Team study**

In this section, teams are composed of four or five students who represent a balance in terms of academic ability, gender, and ethnicity. The goal is

to achieve similarity of value among the teams in the class. Students have the responsibility to make sure that their teammates have learned the material. No one is finished studying until all teammates have mastered the subject. They must ask all teammates for help before asking the teacher. The student may talk to each other softly.

### 3. Quizzes

After the team study is completed, the teacher administers a test to measure the knowledge that student have gained. Students take the individual tests and are not permitted to help each other.

### 4. Individual improvement scores

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

### 5. Team recognition

Teams will get reward or special words to describe the teams' performance such as: *the stars*, *geniuses*, and so on.

Herdiana (1995) states that student in junior and senior high school will be interest in learning competed, they will do the best to get high score, especially when teacher appreciated and recognize them in front of class.

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

### **3. The Process of Students Teams Achievement Division (STAD) Technique in the Classroom**

According to Rusman (2011, p. 212) there are six phases in the steps of Students Teams Achievement Division (STAD), they are:

Step 1: Delivering the aim and giving motivation

Teacher delivers the aim of lesson which wants to get in the lesson and motivate the student in studying.

Step 2: Dividing group

Students are divided in every group. It consists of four to five students, has different ability, gender and ethnic.

Step 3: Teacher's presentation

Teacher explains the material and motivates the students in order to study actively and creatively.

Step 4: Group working



The students study in group. The teacher prepares working worksheet to each group and teacher monitors the students when they work in group. This step is important of Students Teams Achievement Division (STAD) technique.

#### Step 5: Giving evaluation

Teacher evaluates result of studying about the material has learned or every group does the presentation their result.

#### Step 6: Giving score and rewarding to each group

Teacher looks for the ways to respect either attempt or result of studying individual and group.

Ningrum (1997, p. 49) also provides the process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of STAD technique.

#### 1) Preparation

Before using STAD technique, we need some preparation in order to make the learning process run successfully. They are: (1) Material STAD. It can be used with curriculum material specifically design for the student's team learning or it can be used with material that adopted from textbook. (2) Assigning students to teams. A good team has higher performer, a low performer and two average performers. (3) Determining initial base score. Base score represent students' average score on the past quizzes. (4) Team building. Before starting

STAD program, give members a chance to do something funny and to get know each other.

## 2) Schedule of Activities

According to Diana (2011), the presentation should cover: opening, development, and guide practice and assessment respectively.

### a. Opening

1. Tell the students what they want to learn and why it is important.
2. The teacher may have students work in their team to lesson
3. Briefly review any prerequisite skills or information

### b. Development

1. Stick close to the objectives that the teacher wants the students..
2. Focus on meaning, not memorization.
3. Actively demonstrate concept skills.
4. Frequently assess students' comprehension by asking many questions.
5. Explain why and answer is correct or incorrect.
6. Maintain momentum by eliminating interruptions, asking many questions, and moving rapidly through the lesson.

### c. Guided Practice

1. Have the students work problems or example to answer the questions.
2. Call the students randomly. The students will prepare themselves to answer.

#### **4. The Advantages of Students Teams Achievement Division (STAD) Technique**

According to Harmer (1990), there are some advantages of using STAD:

- a. Increasing scoring of academic achievement. Students motivated in learning after they make contributions from their friend and get best score.
- b. Responsible with their friend. Grouping in Students Teams Achievement Division (STAD) give good affect for student progress and understanding each other.
- c. Students will more active than teacher to find information. It will give positive condition in teaching-learning process.
- d. Increasing individual achievement. The students will be motivated and more be active to talk and give opinion to teacher.
- e. Students can choose their level of participation more readily than in a whole class, promote leadership skill and develop their oral communication skill.

#### **5. The Weaknesses of Students Teams Achievement Division (STAD) Technique**

According to Karmawati Yusuf (2010) STAD also has disadvantages as follows:

- a. Require a longer time for the students, so it is difficult to achieve the target curriculum.
- b. Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
- c. Require special skills of teachers so that not all teachers can do cooperative learning.
- d. Specific nature of students' demands, such as the nature of love to work together.

Additionally, Ruffino (1997, p.77) mentions that learning by grouping enriches the students experience and provides lots practice in many areas leading to free communication which is the teacher aim. The imagination of the teacher and students can suggest endless possibilities for group learning that can lead the students toward a good comprehension.

River (2008) explains that STAD can create a social and motivational environment and help raise the maximum goal, increase the students performance in conducting the tasks and comprehend the difficult concept academically, actively asking and answer the question, respecting to others opinion, and enticing to ask and to explain the ideas, opinions, and cooperation in group.

This technique not only will help students in learning, but also the teacher. Students Teams Achievement Division (STAD) helps the teacher to become more cooperative in interacting with the students. By using Students Teams Achievement Division (STAD) the teacher awareness not to be a dictator

and the truest in the class, because everything can be discussed and the students can solve their problems with their friends.

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## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The purpose of this study was to observe the implementation of student team achievement division (STAD) technique to improve students' reading comprehension for the students of SMPN 8 Banda Aceh for the second year student. The writer collected the data by using a quantitative research. To support this research, the writer applied statistical formula to analyze the data. This chapter discussed about the location and time of the research, research design, population and sample, techniques of data collection.

#### **A. A Brief Description of Research Location**

##### **1. The School**

SMPN 8 Banda Aceh is one of Junior High School in Banda that is managed by Department of Education Affairs. It is located on Hamzah Fansuri street No. 1 Kopelma Darussalam Banda Aceh. The school was established in 1979.

The school has aims to contribute in the development of human resources and create perfect human (Insan Al - Kamil) who processes intellectual and spiritual intelligence for the development of religion, nation, and state.

The school has a number of classes and rooms. It has one room for principal's office, one room for the administration staff, and two rooms for the teachers. For teaching learning process, this school has one laboratory, instructional media room, skill room and library where the students can read and borrow the books they need. In order to complete the facility, the school also built

two courts for sport facilities and four canteens. SMPN 8 also has mushalla and school health facility.

## 2. The Teacher

SMPN 8 Banda Aceh has 50 teachers which 5 of them are English teachers. Teachers' responsibility are not only teaching various subjects but also supporting students to achieve the goal of the study. The head master of SMPN 8 Banda Aceh recruits the managers to handle several daily activities. Thus, the goals of education can be reached as expected.

## 3. The Students

The total number of students in the academic year 2015/2016 is 427 students; 228 male and 199 female students. There are 20 classes which are classified into three grades. In this research, the writer took the students of VIII-1 and VIII-2 class as research sample.

## **B. Research Design**

The writer performed a quantitative research and experimental teaching as the technique to collect the data and used some methods such as: pre-test, post-test and questionnaire. In this study the writer used quantitative approach in conducting experimental design and analyzed test by using Software Statistical Package for Social Science (SPSS). Experimental design (also called intervention studies or group comparison studies) is "procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants" (Creswell, 2012, p. 21). The writer

conducted pre-test and post-test before and after applying student team achievement division (STAD) technique. Questionnaire was given after learning to figure out the students' perception about learning reading comprehension by using student team achievement division technique. To support this research, the writer applied statistical formula to analyze the data and took two classes as participants, one class is experimental class, and another one is controlling class. The test will give in the first and last meeting to compare the students' ability in comprehending the text before and after treatment.

### **C. Population and Sample**

#### **1. Population**

According to Fraenkel (1999), population means the group interest to the writer that would like to generalize the result of the study. Population of the present study was the students for the second year of SMPN 8 Banda Aceh .The second grade divided into five classes, VIII-1 (18 students), VIII-2 (18 students), VII-3 (18 students), VIII-4 (18 students) and VIII-5 (18 students) VIII-6 (18 students).

#### **2. Sample**

Sample is the group in the research on which the information is obtained, preferably selected in such a way that the sample represents the larger group (population) from which it was selected. The sample of this study are students in two class as well. For the sample the writer choose VIII-2 (18 students), VIII-6



(18 students), The writer determined the sample by using purposive sampling. Purposive sampling is the technique of choosing the sample based on previous knowledge of natures or characters that have a close criterion which have been already known in population (Hadi, 2004, p. 91). Before the writer choose that two classes, the writer asked to teacher during doing observation.

According to William (2008) purposive sampling can be very useful for situations where the researcher need to reach a targeted sample quickly and where sampling for proportionality is not primary concern.

#### **D. Techniques of Data Collection**

In gaining data needed in the research, the writer conducted experimental teaching, test, and questionnaire.

##### **1. Experimental Treatment**

The writer conducted an experimental teaching for four meetings, including the meeting for pre-test and post-test. The writer allied the implementation of student team achievement division in reading comprehension. For pre-test, and the writer taught about descriptive text with the title *Petruk Cave* and for the post-test taught about *Orchard Road* and for quizzes is *Paris*.

##### **2. Test**

The pre-test and post-test was conducted in this study, which the pre-test was given before experimental and post-test was given after the experimental

teaching. In analyzing the data that were collected from the test, the writer used some statistical analysis formulas.

Post-test was conducted a week after the treatment done and it was consisted of 30 items but in post-test, 15 items were revised from pre-test items into new one as distracters.

### **3. Questionnaire**

The researcher used questionnaire in order to know about student's perception about STAD technique and it was distributed at the end of this research. The writer adapted the questionnaire from Junaidah Munawarah's thesis entitled "Using STAD to Increase Students' Reading Comprehension" and the writer modified it in order to investigate students' perception about using STAD technique in increasing their vocabulary and also to find out the obstacles faced by students in understanding the text through using STAD technique. The result of questionnaires was analyzed by using quantitative data analysis. In analyzing the questionnaire, the writer used thematic analysis to interpret various aspects of the research topic. The questionnaires are consisted of ten questions and used close-ended questionnaire. All of the questionnaires were addressed to only experimental group.

### **E. Technique of Data Analysis**

The writer used parametric statistical test to analyze the research variables and the data of this study. A parameter refers to a characteristic of population. According to Sheskin (2003), in parametric test, "it makes specific assumptions

with regard to one or more of the population parameters that characterize the underlying distributions for which the test is employed” (p. 126). So, it means that parametric test is based on the assumption that represents the population which sample is chosen.

In using parametric statistical test, Bryman and Cramer (2005, p.144), stated three conditions that require in this test;

- 1) The level or scale of measurement is categorized as interval or ratio data.
- 2) The data distribution is normal
- 3) The variances of variables are homogeneous or equal.

There are some statistical tests that related to parametric test. One of them is *t*-test. *T*-test gives an opportunity to compare two groups on score. According to The Arizona Center for Research and Outreach (2015), “a *t*-test is a type of inferential statistic, that is, an analysis that goes beyond just describing the numbers provided by data from a sample but seeks to draw conclusions about these numbers among populations” (p. 2).

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

### 1) Calculating The Scores of Pre-Test and Post-Test

After conducting the research in the field, the writer calculating the test result of pre-test and post test from experimental and control class. The pre-test contained 30 items and each item were scored 3.3 while post-test contained 30 items but only 15 items were score because another 15 items count as distractor. Each post-test items were scored 6.6. After calculating both tests from experimental and control class, the next step is conducting normality test.

### 2) Conducting The Normality Test

The normality test of this study was processed through Software Statistical Package for Social Science (SPSS) by using *One Sample Kolmogorov-Smirnove* test. In analyzing this test, it was needed to make a hypothesis for testing that the both control and experimental classes have the similar condition. the hypothesis were made into;

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

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

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

### **3) Conducting The Homogeneity of Test**

The Homogeneity test is need to to find out whether the data distributions are homogeneous or not. The homogeneity test of this study analyze through SPSS by using *Levene's Test*. *Levene's test* of homogeneity of variance tests the assumption that each category of independent variables has the same variance on an interval dependent. Levene's statistic is significant at the 0.05 level or better in order to reject null hypothesis which the groups have equal variances (Garson, 2012, p.36).

### **4) Conducting The Independent T-Test**

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



## **CHAPTER IV**

### **DATA ANALYSIS**

In this chapter, there are some points to analyze. It is the analysis of pre-test, post-test score and questionnaire result from the class. Post-test and pre-test is used to know whether by using Student Team Achievement Division (STAD) technique improve or not. Meanwhile, procedure of data collection is showed in this chapter. In addition, questionnaire is used to know students' opinion after learning reading comprehension by using Student Team Achievement Division (STAD) Technique.

#### **A. Procedure of Data Collection**

##### **1. Experimental Class**

In experimental class, the writer conducted the experimental teaching at VIII-6 for six meetings, including the meeting for pre-test, post-test and questionnaire. The allocation of time for each experimental teaching was 30 minutes and it was divided into 15 minutes for test and 15 minutes for the treatment. It was conducted after bell rang and the students started to study in the class. In addition, the allocation of time for pre-test and post-test was an hour.

##### **a. The First Meeting**

The first meeting was conducted on Monday, 02 May 2016. At the first meeting, the writer came into class VIII-6 as the experimental class. After that, she introduced herself to them and tried to have a little conversation with the students to make them relaxed and ready to study. After having conversation, she checked student's attendant list. All students come at the first meeting.

After that, the writer explained about her research in the classroom, such as about the purpose and technique that would be used in this study. She also explained to students about Student Team Achievement Division (STAD) technique, what Student Team Achievement Division (STAD) technique was, how it would be implemented in the classroom, what students role were and how it would be assessed. Then she distributed pre-test answer sheet in order to measure students' ability in reading comprehension before she implemented the experimental teaching. Students were given an hour to answer it then she collected it all.

#### b. The Second Meeting

The second meeting was conducted on Tuesday, 03 May 2016. In this meeting, the writer came earlier than students in class VIII-6. Before students come to the class, she stuck 1 poster on the wall in front of the classroom. It contained a descriptive text.

After students came into the class, the writer said greetings to them and checked the attendance list. Then, the writer started the main activity and explained about descriptive text by using Student Team Achievement Division (STAD) technique. gave to each student a flashcard. After all students have understood, then the writer divided the students into 4 groups. This is for team-study or group working section. In this section, teams are composed of four or five students with different gender. The goal is to achieve parity among the teams in the class. After that, the writer gave evaluation or quiz for the students. While the students were answering the quiz, she checked students' answer of team-recognition. After gave



score, the writer gave reward to each group. Then the writer concluded the material and suggested the students to prepare themselves for next meeting.

c. The Third Meeting

The third meeting was conducted on Wednesday, 04 May 2016. In this meeting, the writer said greetings to all students in the class, and checked the attendance list. Then, the writer started the main activity explaining about descriptive text. Then, the writer divided the students into 4 groups, they were asked to group working. The writer gave the time to the students to comprehend it. And then, one of member of group had to perform in front of the class. Then, she distributed test one to measure the descriptive text that were given before on Tuesday for the individual improvement score. The test was a paper test. In the test, students were asked to answer 5 questions which were given by the writer. After gave score, the writer gave reward to each group. The students were given 15 minutes to complete the test. After that she collected it all and said thanks to the students for their cooperation.

d. The Fourth Meeting

The fourth meeting was conducted on Thursday, 5 May 2016. In this meeting, the writer said greetings to all students in the class, and checked the attendance list. Then, the writer started the main activity explaining about descriptive text. After that, the writer gave example how to the best way to understand and answer for descriptive text. After all students have understood, the writer divided the students into 4 groups, they were asked to group working.

The writer gave the time to the students to comprehend it. And then, one of member of group had to perform in front of the class. Then, she distributed test to measure the descriptive text and for the individual improvement score. After gave score for individual improvement test, the writer gave reward to each group. After that she collected it all and said thanks to the students for their cooperation and suggested the students to prepare themselves for the post-test.

e. The Fifth Meeting

The fifth meeting was conducted on Friday, 6 May 2016. In this meeting, the writer the writer said greetings to all students in the class, and checked the attendance list. Then, the writer gave post-test. The allocation time for post-test was an hour.

The writer asked one of students to describe a descriptive text in front of the class. Then, the writer concluded the material and asked the students to prepare themselves for answered some questions in questionnaire sheet about their opinion in learning reading comprehension by using Student Team Achievement Division (STAD) technique.

f. The Sixth Meeting

The sixth meeting was conducted on Saturday, 6 May 2016. It was the last meeting. the writer the writer said greetings to all students in the class, and checked the attendance list. After the writer checked student attendant list, she informed them if that day was the last day for the writer to conduct the research in their class. Then, the students were asked to give their responses about Student Team Achievement Division (STAD) technique in questionnaire forms. The students were asked to

answer the list of questionnaire which consisted of ten questions. Finally, the writer said thanks to the students for their cooperation.

## **2. Control Class**

In control class, the writer did not give any kind of treatment like in experimental class. She only used reading comprehension teaching technique that has been used at SMPN 8 Banda Aceh. The control class of this research was students at VIII-2. She taught them in six meetings, including the meeting for pre-test, post-test and questionnaire. The allocation of time for each meeting was 20 minutes. It was divided into 15 minutes for test and five minutes for giving descriptive text to students. Furthermore, it took an hour for each pre-test and post-test. The tests were given in 15 minutes after bell rang to start the class.

### **a. The First Meeting**

Monday, 02 May 2016. The writer conducted the first meeting in control group. At the first meeting, the writer came into class VIII-2 as control group. She introduced herself and tried to have a little conversation with students. Then, she checked student attendant list. After having conversation with students and checked student attendant list, she explained the purpose of her coming and told them about her planning in class VIII-2. After that, she distributed to the students the pre-test that she had prepared. Students were given an hour to answer the questions from descriptive text.

b. The Second Meeting

Tuesday, 03 May 2016. The second meeting conducted. In this meeting the writer come to class in early morning and waited for students after bell rang. When students attended to class, she wrote a descriptivetext on white board and then she asked the students to read and write and. In the second meeting there were four students who did not come to class

c. The Third Meeting

Wednesday, 04 May 2016. In this third meeting, the writer also came to the class in early morning and waited for students after bell rang. She wrote another descriptive text on white board before students come to the class. After all students attended to the class, she gave test. They were given 15 minutes to finish it all. There were five students who did not come to class in that day.

d. The Fourth Meeting

Thursday, 05 May 2016. The fourth meeting, the writer gave them test two and they were given 15 minutes to answer. After that she asked the students to read and understand the meaning of descriptive text.

e. The Fifth Meeting

Friday, 6 May 2016. This is the last meeting of the treatment. In this meeting, the writer kept coming to class in early morning and waited for students after bell rang. After all students attended to the class, she distributed test three to them. She collected the students' answer 15 minutes later. She checked student attendant list and there were four students who did not come.

f. The Sixth Meeting

Saturday, 7 May 2016. It was the last meeting and there were four students who did not come. In this last meeting, the writer gave to the students post-test. It contained a descriptive text and it the same as post-test in experimental class. They were given an hour to complete the post-test.

**B. Data Analyzing of Test**

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

Table 4.1: the pre-test and post-test score of control class.

<b>No.</b>	<b>Student's Initial</b>	<b>Pre-Test Score</b>	<b>Post-Test Score</b>
1.	YN	30%	30%
2.	RS	30%	40%
3.	MN	20%	40%
4.	MR	30%	30%
5.	NM	10%	40%
6.	NH	10%	20%
7.	RZ	20%	10%
8.	MT	10%	40%
9.	MH	10%	30%
10.	AZ	30%	50%
11.	DN	30%	40%
12.	HF	20%	30%
13.	FQ	30%	20%

14.	RW	20%	20%
15.	DI	30%	30%
16.	ZL	10%	40%
17.	FZ	30%	50%
18.	ZZ	30%	40%

Table 4.2 Pre-test and post-test score of experimental class

No.	Student's Initial	Pre-Test Score	Post-Test Score
1.	MN	10%	40%
2.	FG	30%	50%
3.	AJ	20%	50%
4.	CC	30%	40%
5.	JH	10%	40%
6.	PO	10%	50%
7.	UY	20%	50%
8.	IK	20%	30%
9.	NJ	10%	20%
10.	NL	30%	50%
11.	KD	10%	40%
12.	YW	10%	40%
13.	NN	40%	50%
14.	HU	20%	50%
15.	LW	30%	40%
16.	YH	20%	40%

17.	JK	10%	50%
18.	QC	30%	50%

### 1. Analyzing of Pre-Test

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

#### a. Test Analysis of control class pre-test

Before conducting the research, the writer needed to know about the normality of the data. The normal data is underlying assumption in parametric testing and a pre-requisite for many statistical tests such as hypothesis testing by using *t*-test.

##### 1) Test of Normality

Table 4.3: The result of One-Sample Kolmogorov-*Smirnov Test* of control class pre-test

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.172	14	.200*	.936	14	.162

a. Lilliefors Significance Correction

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.172	14	.200*	.936	14	.162

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

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

Based on the table, it was found that sig. (2-tailed) value of the Shapiro-Wilk Test is  $0,162 > 0,05$  which means the data was normal.

### b. Test Analysis of experimental class pre-test

#### 1) Test of Normality

Table 4.4: The result of One-Sample Kolmogorov-Smirnov Test of experimental class pre-test

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest2	.179	19	.112	.937	19	.173

a. Lilliefors Significance Correction

From the table above, it was found that sig. (2-tailed) value of the Shapiro-Wilk Test is greater than 0,05 ( $0,173 > 0,05$ ), so the data was normal.



### c. Analysis of Variance

#### 1) Test of Homogeneity of Variance

Table 4.5: The result of Homogeneity test

#### Test of Homogeneity of Variances

Pretest

Levene Statistic	df1	df2	Sig.
1.506	2	4	.261

In the table above, it shows that the test of homogeneity of variances from *Levene's* Test for Equality of Variances. The sig value is  $0,261 > 0,05$ . It means that the variances of both samples were equal.

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

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

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

Table 4.6: The Mean Score of Pre-Test

#### Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Nilai 1	14	20.5714	3.71513	.99291
2	19	20.6316	6.73474	1.54506

Table 4.7: The Result of Independent Sample T-Test of Pre-Test

Independent Samples Test									
Pre-Test	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	6.091	.018	-.030	31	.976	-.06015	1.99633	-4.13169	4.01239
Equal variances not assumed			-.033	27.072	.974	-.06015	1.83659	-3.82600	3.69570

Based on the output, it was found that sig. (2-tailed) value is  $0,953 > 0,05$ . It was concluded that  $H_a$  was rejected and  $H_o$  was accepted. It means that there are no differences between control class and experimental class.

After the data have good condition for both control and experimental classes, then the treatment was conducted in experimental class.

## 2. Analyzing of Posttest Data

### a. Test Analysis of Control class post-test

#### 1) Test of Normality

The normal data is underlying assumption in parametric testing and a pre-requisite for many statistical tests such as hypothesis testing by using  $t$ -test.

Table 4.8: The result of One-Sample Kolmogorov-Smirnov Test of control class post-test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest1	.154	14	.200*	.953	14	.215

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

From the table above, the result shows it was found that sig. (2-tailed) value of the Shapiro-Wilk Test was  $0,215 > 0,05$  which means the data is normal.

#### b. Test Analysis of Experimental Class post-test

##### 1) Test of Normality

Table 4.9: The Result of One-Sample Kolmogorov-Smirnov Test of Experimental class post-test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Posttest2	.182	19	.100	.918	19	.101

a. Lilliefors Significance Correction

From the table it can be seen that sig. (2-tailed) value of the Shapiro-Wilk Test is  $0,101 > 0,05$ . It indicated that the data was normal.

#### c. Test of Homogeneity of Variances

Table 4.10: The Result of Homogeneity test of post-test

##### Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
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### Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
.935	2	5	.204

In the table above, it shows that the test of homogeneity of variances from Levene's Test for Equality of Variances. The sig value  $0,204 > 0,05$ . It shows that the variances of both classes were equal.

#### 4. Hypothesis Testing

Table 4.11: The Mean Result of Post-Test

#### Group Statistics

Kelas		N	Mean	Std. Deviation	Std. Error Mean
Nilai	Control Class	14	32.6129	11.54064	3.36205
	Experiment Class	19	58.7857	15.52268	3.50432

The table above shows that the mean Control Class was 32.62. The mean for experimental class was 58.79. The standard deviation for control class was 11.54 and for experimental class was 15.52. The numbers of participants were similar. In control class were 14 and experimental class were 19.

$H_o : \mu_1 = \mu_2$  : Student Team Achievement Division (STAD) technique is the same as other techniques in reading comprehension to SMPN 8 students.

$H_a : \mu_1 > \mu_2$  : Student Team Achievement Division (STAD) technique is more effective than other techniques in reading comprehension to SMPN 8 students.

Table 4.12: The Post-Test Result of Independent Sample T-Test

**Independent Samples T-Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai Equal variances assumed	.203	.656	-5.167	31	.000	-26.25188	5.08100	-36.61464	-15.88912
Equal variances not assumed			-5.342	30.701	.000	-26.25188	4.91434	-36.27869	-16.22507

Based on the table, it was found that sig. (2-tailed) value is 0,000. Because SPSS output just provide statistical testing for 2-tailed. In this case of hypothesis offered, it needs to divide the sig.(2-tailed) 0,000 by 2. It means that sig.(1-tailed) 0,000  $0 < 0,00$ . It is concluded that  $H_o$  is rejected and  $H_a$  is accepted. The summary is Student Team Achievement Division (STAD) technique is more effective than other techniques in reading comprehension to SMPN 8 students.

### C. Data Analysis of Questionnaires

The questionnaires were designed to help the researcher get more information about students' interest and their perceptions of implementing Student Team Achievement Division (STAD) technique in reading comprehension. The questionnaires were consisted of ten close-ended questions. It was given in the sixth meeting after post-test. Based on the formula in the previous chapter, this is the results of the questionnaires are given to the respondents in this study.

Furthermore, the data can be seen in following tables and description:

**Table 4.13: Students' interest in learning English through Student Team Achievement Division (STAD).**

Option	Frequency	Percentage
Yes	16	94,4%
No	2	16,6%
Total	18	100

Based on the table above, it can be explained that almost 95% students like to study English in discussion group through Student Team Achievement Division (STAD), and 16,6% of students said that they are less like to study English in discussion group through Student Team Achievement Division (STAD). We conclude that most of students like to study English in discussion group through Student Team Achievement Division (STAD).

**Table 4.14: The study by using Student Team Achievement Division (STAD) make students easy to understand.**

Option	Frequency	Percentage
Yes	17	94,6%
No	1	12,60%
Total	18	100

From the data above, we can see the variant answer from one student. 12,6% said that using Student Team Achievement Division (STAD) not make easy to comprehending the materials, but almost 95% said that the study by using Student Team Achievement Division (STAD) make the students are easy to understand the materials.

**Table 4.15: The students always ask to the teacher if they get difficulties in learning English.**

Option	Frequency	Percentage
Yes	4	19,5%
No	14	81,8%
Total	18	100

The data shows that above, 4 (19,5%) students think that ask to the teacher if get difficulties in learning English. But, it indicates that almost 81,8% students are not always ask to the teacher if get difficulties in learning English process.

**Table 4.16: The students give my responses in every discussion group.**

Option	Frequency	Percentage
Yes	16	94,4%
No	4	16,6%
Total	18	100

From the table above, it shows that 94,4% students give responses in every discussion group. 16,6% students said that they do not give responses in every discussion group. It means that almost all students from VIII-6 give their responses in every discussion group.

**Table 4.17: The students' agreement toward Student Team Achievement Division (STAD) technique as an appropriate technique in reading comprehension.**

Option	Frequency	Percentage
Yes	16	94,4%
No	2	16,6%
Total	18	100

From the data above, the result shows 94,4% of students are happy of the rewarding that raised by their group through Student Team Achievement Division (STAD). Only 16,6% that the students are not happy of the rewarding that raised by their group through Student Team Achievement Division (STAD).

**Table 4.18: The students understand about text after studying by using Student Team Achievement Division (STAD).**

Option	Frequency	Percentage
Yes	17	94,4%
No	1	12,60%
Total	18	100

Based on the table above, it can be explained that almost 95% students understand about text after studied by using Student Team Achievement Division (STAD), and just 12,60% of students said that they do not understand about text after studied by using Student Team Achievement Division (STAD). We conclude that



most of students understand about text after studied by using Student Team Achievement Division (STAD).

**Table 4.19: The students often do not know the meaning of phrases or words in the text.**

Option	Frequency	Percentage
Yes	15	92,7%
No	3	18,30%
Total	18	100

From the table, it can be explained that 92,7% students often do not know the meaning of phrases or words in the text, and 18,30% of students not often to do not know the meaning of phrases or words in the text. It is hard to know the meaning of phrases or words in the text for them.

**Table 4.20: The students get obstacles in learning English.**

Option	Frequency	Percentage
Yes	12	84,4%
No	6	12,80%
Total	18	100

From the table, we can see that 84,4% students not confidence if they become the representative of my group in learning English, and 12,80% of the students feel confidence if they become the representative of my group in learning English.

**Table 4.21: The students prefer to ask their friends if they face difficulties in learning English.**

Option	Frequency	Percentage
Yes	17	94,4%
No	1	16,60%
Total	18	100

Based on the table above, it can be explained that almost 95% students prefer to ask their friend if they face difficulties in learning English, and just one student (16,60%) said not. We can see that most of students prefer to ask their friend if they face difficulties in learning English.

**Table 4.22: The students' agreement toward the applying of STAD in learning English.**

Option	Frequency	Percentage
Yes	16	94,4%
No	2	16,6%
Total	18	100

From the data above, 94,4% of students are really happy with discussion group in learning English. Only 16,6% that the students are not really happy with discussion group in learning English.

#### **D. Discussion**

Based on the data obtained during the research, the research questions are examined. There were two research questions in this study. The first research question was whether Student Team Achievement Division (STAD) technique effective to improve student's reading comprehension. The hypothesis of this research question was accepted as the result indicated that sig. tailed value of Independent T-test of post-test result was  $0.000 < 0.00$ . So, it can be concluded that  $H_o$  was rejected and  $H_a$  was accepted.

kinds of test were given before reading activity using Student Team Achievement Division (STAD) in the class and another test was given after the

treatment. The comparison between the result of these two tests is the way to find the improvement of students' reading comprehension. After finding by using statistical formula, the result was compared. It could be seen that the post-test mean is higher than the pre-test mean score. This indicates that the students' reading ability after using Student Team Achievement Division (STAD) technique in the classroom has effectively improved. In short, the result of data proved that Student Team Achievement Division (STAD) technique is effective to improve students' reading comprehension.

The second research question is about how STAD technique can help students deal with their problems in reading. By using the STAD technique, students learn to develop human resources. It can motivate the students to work together and enable them to solve their problem they could not solve alone. The students who have not understood the text yet, can ask other students who already understand. After that, based on the steps of STAD, it can help students to have the confidence to express their opinions to present the materials. Therefore, they are not bored and can focus on learning. In addition, STAD provides alternatives to the students in understanding the meaning and vocabulary in the text with their friends in a group. This makes it possible for them to share ideas with each other. So, STAD can help solve their problems in reading.

Moreover, the students agree that using student Team Achievement Division (STAD) technique will make it easier for them to understand the text in reading comprehension. After that, they can improve the reading ability and increase their bravery to share their opinion and explanation to their group discussion.

Nevertheless, they feel that student Team Achievement Division (STAD) technique could make them confidence in reading comprehension and these technique have been effective in English class. In addition, it can enhance their achievement in reading ability.

The writer uses Yes and No for optional answer in some questions on the questionnaire. Yes is to show that someone totally 100% agree. In contrast to No option, it shows that students totally disagree. The percentage is 0%. The percentage is more than 0% and less than 100%.

In addition, the writer also found that some students were not serious in doing the strategy. Sometimes, they cheated by looking their friends' answers, thus make this study a bit bias. But the writer tried to minimize it by keeping observing the students and make them do it by their own.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

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

1. Student Team Achievement Division (STAD) technique is effective to improve students' reading comprehension to students at SMPN 8 Banda Aceh. The finding can be proved by the result of post-test mean score. In experimental class, the students get 58.79 mean score. It increases 33.25 point from pre-test score. Meanwhile, in control class, the students get 27.42 mean score. It only increases 11.36 point from pre-test score.
2. Based on the data from questionnaire analysis, the writer finds the problems faced by the students of SMPN 8 Banda Aceh for the second year in reading comprehension in understanding the text. They assume that there are limited vocabularies, lack of ideas, difficulty language and unknown phrases or words in learning reading comprehension. Nevertheless, they feel that student Team Achievement Division (STAD) technique can make them confidence in reading comprehension and these techniques is effective in English learning. In addition, it can enhance the achievement in reading ability.

## **B. Suggestion**

Based on the finding of this study, the writer would like to offer some suggestions that hopefully could be beneficial for students, teacher and institution and other researcher who are willing to use this strategy.

### **1. Student**

In order to perform this strategy well, the students are asked for their seriousness. This technique emphasizes repetition that is done in several times. So, the writer hopes that students should to focus and re-doing the activity that they asked for seriously.

### **2. Teacher and Institution**

Teachers and school need to involve and help their students to fulfill the school regulation. Based on the result of students' problems faced by the students of SMPN 8 Banda Aceh for the second year in reading comprehension in understand the text, the writer recommended that the teacher and school institution to use this strategy in support the activities to enrich students' reading comprehension by provide the facilities rather than only giving them the list of short text. For example, the school can provide English short text list in some boards and place it at strategies area in the school.

### **3. Researcher**

The researcher suggested that there should be a training of Student Team Achievement Division (STAD) before applying the practice for the students so that they will feel more comfortable to assess their knowledge.

However, students need to become more motivated and active during Student Team Achievement Division (STAD) process, so that the Student Team Achievement Division (STAD) can be done effectively.

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**PEMERINTAH KOTA BANDA ACEH  
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Kode Pos 23111

**SURAT KETERANGAN PENELITIAN**

Nomor : 074/ 201 / 2016

Kepala SMP Negeri 8 Banda Aceh dengan ini menerangkan bahwa

**nama** : Amira Morabi Octarifa  
**induk mahasiswa** : 231 324 367  
**jurusan** : Pendidikan Bahasa Inggris  
**jenjang** : S-I

benar telah mengadakan penelitian pada SMP Negeri 8 Banda Aceh dari tanggal 02 Mai s.d  
07 Mai l 2016

Demikian surat keterangan ini diperbuat agar dapat dipergunakan seperlunya, terima kasih



Banda Aceh, 12 Mai 2016

Muhammad, S.Pd., M.Pd

NIP. 19630210 198902 1 001



**PEMERINTAH KOTA BANDA ACEH**  
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**IZIN PENELITIAN**  
**NOMOR : 074/A.2/2998**

**TENTANG**

**PENGUMPULAN DATA PADA SMP NEGERI 8 KOTA BANDA ACEH**

**Dasar** : Surat Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri AR-Raniry Darussalam Banda Aceh Nomor : UN.08/FTK1/TL.00/5327/2016 Tanggal 15 April 2016, Hal Izin Pengumpulan Data.

**MEMBERI IZIN**

**Kepada** :  
**Nama** : AMIRA MORABI OCTARIFA  
**NIM** : 231 324 367  
**Prodi** : Pendidikan Bahasa Inggris  
**Jenjang** : S-1  
**Untuk** : Mengumpulkan data dalam rangka penyusunan Skripsi dengan judul :  
**"THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION".**

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan kepala sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi Mahasiswa yang bersangkutan supaya menyampaikan foto copy hasil, Penelitian sebanyak 1 (satu) eksemplar ke Dinas Pendidikan Pemuda dan Olahraga Kota Banda Aceh.
3. Surat ini berlaku sejak tanggal 21 April s.d 21 Mei 2016.

Demikian surat ini di sampaikan untuk dapat dipergunakan semestinya.

Banda Aceh, 21 April 2016  
KEPALA DINAS PENDIDIKAN PEMUDA  
DAN OLAHRAHA KOTA BANDA ACEH.



NIP. 19720424 199702 1 001

**Tembusan :**

1. Dekan FTK UIN Ar-Raniry B.Aceh
2. Mahasiswa/i yang bersangkutan
3. Arsip.



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
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Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
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Nomor : Un.08/FTK1/TL.00/ 5327 /2016  
Lamp : -  
Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Kepada Setraah SMPN 8 Banda Aceh

Di -

Tempat

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

N a m a : **Amira Morabi Octarifa**  
NIM : 231 324 367  
Prodi / Jurusan : Pendidikan Bahasa Inggris  
Semester : VIII  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam  
A l a m a t : Jl. Tgk. Di Blang Perum Ruzi Indah No.11 Darussalam

Untuk Mengumpulkan data pada:

**SMPN 8 Banda Aceh**

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

**The Implementation of Student Team Achievement Division (STAD) Technique to Improve Students' Reading Comprehension**

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

Banda Aceh, 15 April 2016

An. Dekan

Kepala Bagian Tata Usaha,

**M. Said Farzah Ali, S.Pd.I., MM**

NIP. 196907032002121001

### Identitas Responden

Nama : .....

Jenis kelamin : .....

Kelas : .....

### Petunjuk:

Berilah skor pada butir – butir pertanyaan berikut dengan member tanda √ pada kolom berikut dengan criteria setuju dan tidak setuju

No	Indikator	Skor Penilaian	
		Setuju	Tidak Setuju
1	Saya menyukai pembelajaran Bahasa Inggris dengan teknik diskusi melalui student team achievement division		
2	Pembelajaran dengan teknik diskusi melalui student team achievement division memudahkan saya dalam memahami materi pelajaran		
3	Saya selalu bertanya kepada guru jika mengalami kesulitan dalam pelajaran bahasa Inggris		
4	Saya memberikan pendapat saat kerja kelompok		
5	Saya senang dengan penghargaan yang diraih kelompok saya		
6	Saya lebih faham tentang teks bacaan setelah mengikuti program belajar dengan teknik student team achievement division		
7	Saya sering tidak mengetahui arti dari sebuah kalimat/kata		
8	Saya merasa tidak percaya diri jika menjadi perwakilan kelompok untuk persentasi		
9	Saya lebih suka bertanya kepada teman jika mengalami kesulitan dalam pembelajaran Bahasa Inggris		

10	Saya sangat senang dengan adanya kelompok dalam proses pembelajaran		
----	---	--	--

### Identitas Responden

Nama : .....

Jenis kelamin : .....

Kelas : .....

### Team - Recognition

#### Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

#### Answer the following questions:

1. The text mainly focuses on?

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall

d. Orchard road as business and entertainment center

2. Which statement is TRUE?

a. Orchard road became business and entertainment center since 1974

b. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction

c. Orchard road is infamous place at Singapore

d. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

a. The location of Orchard Road

b. The things that we can see at orchard road

c. The direction to get to Orchard Road

d. The history of Orchard Road

4. Words “it” in line 4 refers to?

a. The plantation

b. Luxury branded things

c. The plaza

d. Singapore

5. The word “satisfy” in line 8 has the closet meaning with?

a. Pleased

b. Free

c. Frighten

d. Threat

Source :

Stepping Stone Book for Junior High School



## **Identitas Responden**

Nama : .....

Jenis kelamin : .....

Kelas : .....

## **Pre-test**

### **Petruk Cave**

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

### **Answer the following questions:**

1. What is the text purpose?
  - a. To inform readers about tourism in Kebumen
  - b. To entertain reader about Petruk Cave

c. To explain the reader about floors in Petruk Cave

d. To describe Petruk Cave

2. Why did Petruk cave named as one of character in Punokawan puppet?

a. Because the cave is belong to Petruk

b. Because Petruk is the first explorer of the cave

c. Because Petruk is buried at the cave

d. Because the cave's length is as long as Petruk's nose

3. Which part of Petruk Cave which used for place to put foods for ancestor?

a. In petruk cave

b. In Hindu cave

c. In front of the cave

d. Inside the cave

4. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

5. What is "lead" means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

Source :

Highlight Book For Junior High School

**Identitas Responden**

Nama : .....

Jenis kelamin : .....

Kelas : .....

**Post – test****Paris**

Paris is the capital city of France. It is also one of the most beautiful and famous city in the world. Paris is called as the city of light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Education, Scientific and Cultural Organization.

There are other many other famous places in Paris, such as the famous museum the louvre as well as the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame located. Today around eight million people live in the Paris area.

**Answer the following questions:**

1. What is the communicative purpose of the text?
  - a. to present two points of views about Paris
  - b. to explain Paris, the capital city of France
  - c. to describe Paris
  - d. to retell Paris, the capital of France

2. What are famous places in Paris?
  - a. Pisa Tower and The louvre museum
  - b. The cathedral of Notre Dame and Pisa Tower
  - c. The louvre museum, Eiffel Tower, and Pisa Tower
  - d. The louvre museum, Eiffel Tower, and the cathedral of Notre Dame
3. How many people live in Paris?
  - a. eight million people
  - b. seven million people
  - c. six million people
  - d. five million people
4. What is the capital city of France?
  - a. Italy
  - b. Paris
  - c. Singapore
  - d. America
5. What is the name of Paris before a group of people called “Paris” ?
  - a. Parisii
  - b. Paradiso
  - c. Paracis
  - d. Parasit

Source :

Stepping Stone Book for Junior High School

**Lesson Plan**  
(Experimental Group)

School : SMPN 8 Banda Aceh  
Subject : Descriptive Text (Using Student Team Achievement Division)  
Class : VIII-2  
Meeting : 6 meetings

**Meeting I (1 x 60 minutes)**

- Pre activities
  - Greeting
  - Introducing self and explaining the purpose of study
  - Checking students' attendant list
- Main activity
  - Giving pre-test to the students
- Post activities
  - Explaining the activities in the next meeting
  - Leave taking

**Meeting II (1 x 30 minutes)**

- Pre activities
  - Greeting
  - Checking students' attendant list
- Main activities
  - Giving descriptive text to students by hanging the cardboard in front of the class
  - Distributing descriptive text to each student
- Post activities
  - Explaining the activities in the next meeting
  - Leave taking

**Meeting III (1 x 30 minutes)**

- Pre activities
  - Greeting
  - Checking students' attendant list
- Main activities
  - Giving test 1
  - Giving descriptive text to students by hanging the cardboard in front of the class

- Distributing descriptive text to each group
- Post activities
  - Explaining the activities in the next meeting
  - Leave taking

#### **Meeting IV (1 x 30 minutes)**

- Pre activities
  - Greeting
  - Checking students' attendant list
- Main activities
  - Giving test 2
  - Giving descriptive text to students by hanging the cardboard in front of the class
  - Distributing descriptive text to each group
- Post activities
  - Explaining the activities in the next meeting
  - Leave taking

#### **Meeting V (1 x 30 minutes)**

- Pre activities
  - Greeting
  - Checking students' attendant list
- Main activity
  - Giving test 3
- Post activities
  - Explaining the activities in the next meeting
  - Leave taking

#### **Meeting VI (1 x 60 minutes)**

- Pre activities
  - Greeting
  - Checking students' attendant list
- Main activity
  - Giving post-test to the students
- Post activities
  - Giving reward to students as research participant
  - Giving Questionnaire
  - Leave taking





## **AUTOBIOGRAPHY**

1. Name : Amira Morabi Octarifa
2. Place/Date of birth : Pangkalan Susu, 29 Oktober 1994
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  - b. Mother's Name : Fauziah Zainuddin, A.md
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  - b. Junior High School : SMPN 1 Pangkalan Susu (2006-2009)
  - c. Senior High School : MAN 3 Banda Aceh (2009-2012)
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Banda Aceh, July 17<sup>th</sup>, 2016

(Amira Morabi Octarifa)