

**DEVELOPING
STUDENT-TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE
TO ENCOURAGE STUDENT READING COMPREHANSION
ACHIEVEMENT BASED ON EXTROVERT AND INTROVERT
PERSONALITY**

Thesis

By

I DEWA PUTU WIDHYASTIKA



**ENGLISH EDUCATION STUDY PROGRAM
POSTGRADUATE PROGRAM
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2017**

ABSTRACT

DEVELOPING STUDENT-TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO ENCOURAGE STUDENT READING COMPREHANSION ACHIEVEMENT BASED ON EXTROVERT AND INTROVERT PERSONALITY

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I DEWA PUTU WIDHYASTIKA

English is important in our country. We may consider one of the objective of English instruction is to give the students knowledge which can be used as a means to continue their study at colleges or universities. As we know many kind of books are written in English, which can suport their skills such as listening, speaking, reading, and writing. Based on the preliminary research at the eleventh class of SMA Mulia Plus Lampung Selatan, the writer found that students are difficult to comprehend the texts and get information from the texts. The writer also found that the teacher needs to be increased his teaching technique. To solve the problem above, the writer is interested in implementing and Developing Student Teams-Achievement Divisions (STAD) based on extrovert and introvert personality.

The objectives of this research are to know the average score of the students who are taught of Students Teams-Achievement Divisions higher than who are taught communicative technique, and to know the influence of Students Teams-Achievement Divisions towards students' reading ability.

In this research, the writer used experimental method. The sample was taken by using total sampling technique. In data collecting technique, it was used objective test that is multiple choice test. And in data analysis, the writer used formula as follows:

$$t_{test} = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Based on the data analysis t_{test} in testing $t_{ratio} = 3.15 \geq t_{table} = 2.00$. It means that $t_{ratio} \geq t_{table}$, so there is significant influence of student teams-achievement divisions towards students reading ability, and can increase students' reading ability.

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I DEWA PUTU WIDHYASTIKA

**A Thesis
Submitted in A Partial Fulfilment of
The Requarment for S-2 Degree**



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**Research Title : DEVELOPING STUDENT-TEAM
ACHIEVEMENT DIVISION (STAD)
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EXTROVERT AND INTROVERT
PERSONALITY**

Student's Name : I Dewa Putu Widhyastika

Student's Number : 1423042013

Study Program : Master in English Language Teaching

Department : Language and Arts Education

Faculty : Teacher Training and Education

APPROVED BY

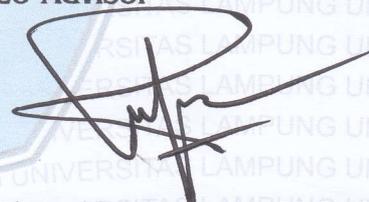
Advisory Committee

Advisor



Prof. Dr. Cucu Sutarsyash, M.A.
NIP. 19570406 198603 1 002

Co-Advisor



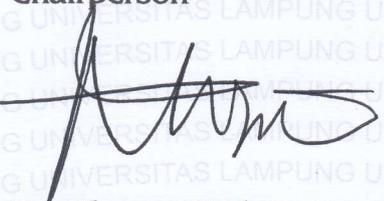
Ujang Suparman, M.A., Ph.D.
NIP 19570608198603 1 001

**Language and Arts Education Department
Chairperson**



Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

**Master in English Language
Teaching Study Program
Chairperson**



Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

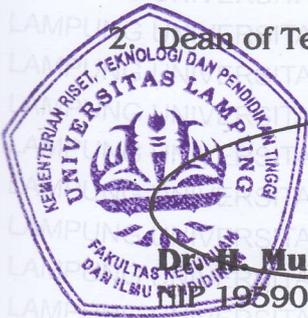
Chairperson : Prof. Dr. Cucu Sutaryash, M.A

Secretary : Ujang Suparman, M.A, Ph.D

Examiners : Prof. Ag. Bambang S., Ph.D

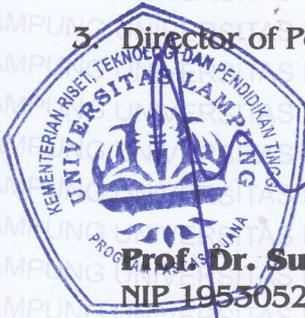
II. Dr. Flora, M.Pd.

2. Dean of Teacher Training and Education Faculty



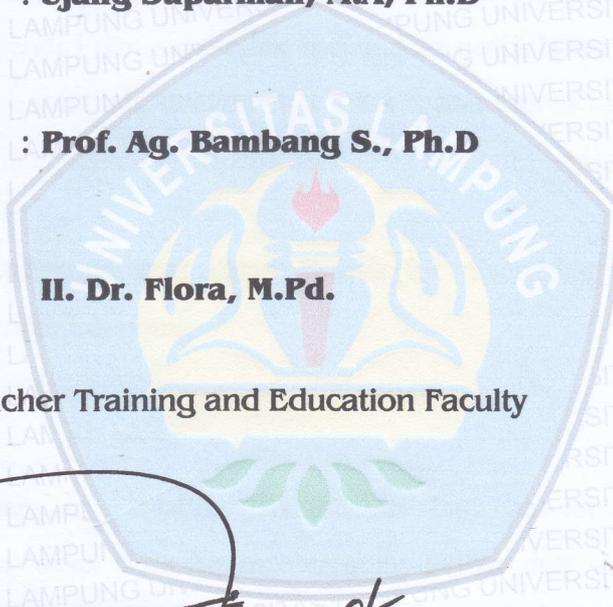
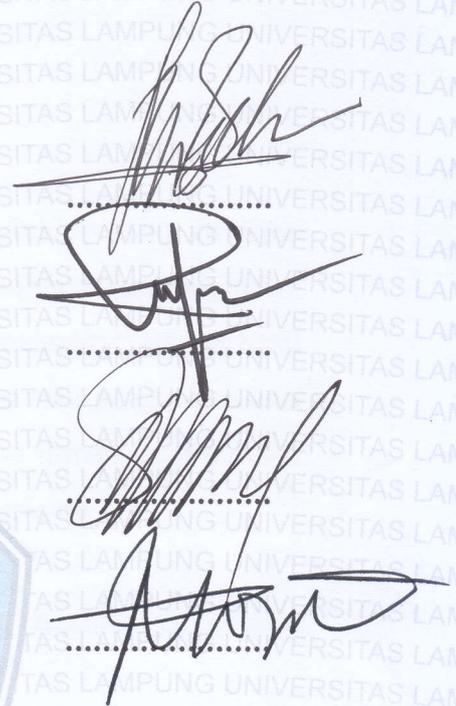
Dr. H. Muhammad Fuad, M.Hum.
NIP 19590722 198603 1 003

3. Director of Postgraduate Program



Prof. Dr. Sudjarwo, M.S.
NIP 19530528 198103 1 002

4. Graduated on : Juni 22th, 2017



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Bandar Lampung, 05 Oktober 2017



I Dewa Putu Widhyastika
NPM 1423042013

MOTTO

“The profesional Theacher make complicated and difficult things to be simple and easy to understand not the opposite off.”

“God knows you can pass, so never give up of your dreams”

(The writer)

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Praise is merely in The Ide Sanghyang Widiwasa for mercy so that the writer can finish this thesis entitled “Developing Student-Team Achievement Division (stad) Technique To Encourage Student Reading Comprehension Achievement Based on Extrovert and Introvert Personality”. This thesis is presented as a partial fulfillment for obtaining S-2 degree in English Education Study Program, Teacher Training and Education Faculty, University of Lampung.

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Bandar Lampung, 05 Oktober 2017

The Writer

I Dewa Putu Widhyastika

DEDICATION

By offering my praise and gratitude to Ide Sanghyang Widiwasa for the abundant blessing to me, I would proudly dedicate this piece of work to:

- My beloved parents, I Dewa Putu Alit Swastika, S.Ag., M.Si and Ketut Saliyati, S.Pd
- My beloved Sister, Dewa Ayu Kade Rai Santika
- My fabulous friends of the 1st batch of Master of English Education.
- My almamater, Lampung University.

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I. INTRODUCTION

This chapter elaborates background of the study, identification of the problems, limitation of the problems, formulation of the research questions, objective of the research, uses of the research, scope of the research and definition of terms.

1.1 Background of Study

The importance of English Language acquisition for proficiency in all school subjects cannot be overemphasized because there is hardly any school subject that the instructions are not written in English Language (Chukwuyenum, 2014: 70). As one of English language skill, reading arguably is the most essential skill for success in all educational contexts. Reading is crucial language skill since it enables students to read textbook or other references written in English; students' success and failure in school depends on the ability to read. Noryanfar (2014: 2326) that reading is the most important skill of all for most students of English throughout the world. It means that building English literacy through developing learner's capability of reading written information is urgently required nowadays.

In addition, the goal of Curriculum used by schools in Indonesia is that the students are expected to increase their knowledge which is mostly written in textbook. It means that comprehension over various genres in the textbook is the most important things to learn for students. However, based on the writer's pre-

observation at the second year students of SMA Mulia Plus, South Lampung, teaching reading skill was far from the expectation. Most of students had low reading comprehension and it was found that some students were unmotivated to participate in reading activities. In addition, the teaching learning process of reading class was still dominated by the teacher, while some students tended to be passive. As a result, only few students achieved good marks in doing the task as those students was found actively involved in the class. It happens because there are many factors that influence the result of a study beside the treatment given by the teacher.

One of the factors which have much influence in language learning is dealing with psychological factor. Related to the psychological factor, personality is the first facet of the consideration. Personality is considered to be a pattern of unique characteristics that give a person's behavior a kind of consistency and individuality. It is within a person that contributes in some way to one's success in language learning because it can encourage the second language learning (Suliman, 2014: 1).

Extraversion is one of the variables in classifying type of personality. It refers to the relationship of extrovert-introvert personality. In this category, personality can be classified into two types, they are extroversion and introversion. Valmari (2014: 14-15) says that extrovert is talkative, active and is not scared to take risks and chances. Whereas introvert prefers solitary activities to being in a crowd, likes planning ahead and keeps to the familiar. Furthermore, Extrovert type has the ability to socialize better than the introvert type due to the ability to build a communication.

In relation to both variables, English classroom practice may consist of students who belong to both personalities. Therefore the writer assumes that the failure of teaching reading was caused by teacher's inability to cope with those factors. In order to minimize the problems above, this research was focused on how to create situation where the students can engage in the reading process. According to Mohseny and Jamour (2012: 106), one of learning strategies which enables students to display more positive attitudes and helps them to increase motivation to learn is cooperative learning. One of the cooperative learning techniques supposed to be useful in teaching reading is STAD.

Mohseny and Jamour (2012: 110) also pointed out that STAD is one of the most highly used in cooperative learning techniques to increase students' academic achievement. STAD is a cooperative learning method for mixed-ability groupings involving team recognition and group responsibility for individual learning. Students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Based on the assumption above, it is believed that STAD can facilitate the students who belong to introvert and those who belong to extrovert. It can also motivate students in reading activities because it can be an interesting activity in which the students work within their teams. It is assumed that if the students have been already motivated in reading activity, they may like reading and may enjoy

the activity. Therefore, if they enjoy reading activity, it may be easy for them to comprehend the text.

At last, in relation to the aforementioned issue, the writer will attempt to find out whether there is any significant difference of students' reading comprehension achievement between introvert and extrovert students before and after being taught through STAD. This research may uncover the design of learning model that fits to both categories of student through STAD technique.

1.2 Identification of the Problems

Based on the background above, the following problems can be identified:

1. The students are still poor in finding out the main ideas, supporting ideas and details in reading text.
2. The students tend to be passive.
3. The students' lack of reading motivation because they lack of vocabulary.
4. The teacher still applied the same old teaching strategy for teaching reading.
5. The teacher might not be sensitive to serve several types of student's personality.

1.3 Limitation of the Problems

Based on the background or problem stated above, the problems are limited to several components as follows:

1. The achievement of students' reading comprehension at the second year of senior high school level
2. The extent of students' involvement in classroom activity.

3. The effectiveness of teaching technique used to facilitate several types of students' personality, extrovert and introvert particularly.

1.4 Formulation of Research Questions

Based on the problem that has been discussed above, the problem that can be launched is as follows:

1. Is there any significant difference of reading comprehension achievement of the students who are categorized as extrovert before and after being taught through modified STAD technique?
2. Is there any significant difference of reading comprehension achievement of the students who are categorized as introvert before and after being taught through modified STAD technique?
3. Is there any difference of reading comprehension achievement between students who are categorized extrovert and introvert before and after being taught through modified STAD technique?

1.5 Objectives of the Research

In relation to the problem formulated above, the objectives of the research are:

1. To find out whether there is any significant difference of reading comprehension achievement of the students who are categorized as extrovert before and after being taught through modified STAD technique.
2. To find out whether there is any significant difference of reading comprehension achievement of the students who are categorized as introvert before and after being taught through modified STAD technique.

3. To find out whether there is a difference of reading comprehension achievement between students who are categorized extrovert and those who belong to introvert before and after being taught through STAD technique.

1.6 Uses of the Research

The uses of the research are:

1. Theoretically, it can be used to confirm the previous theories concerns the implementation of STAD technique for teaching reading.
2. Practically, it may be a consideration for English teachers that STAD technique can be used as an alternative technique in teaching reading.

1.7 Scope of the Research

This research focused on how is the effect of STAD technique in increasing students' reading comprehension achievement at the second year of SMA Mulia Plus, Tanjung Sari, South Lampung, particularly for extroverted and introverted students. The writer chose narrative text to be taught since it is in line with the syllabus that is currently used at school program. The learning process deals with the understanding of students regarding content of the text, social function, text's generic structure and feature of text that are used in the narrative text. The increase of students' comprehension achievement could be seen in the score of pre-test and post-test.

1.8 Definitions of Terms

There are some definitions of terms used by the writer as follows:

Reading Comprehension

Reading comprehension is a process of understanding text. It is not only about read the word but also how a reader constructs or derives the text meaning. So, in this process, there is interaction required between what the reader knows as his knowledge and experience (Yusuf, et.al, 2015: 101).

STAD

It is one of cooperative learning technique in which students are given the opportunity to collaborate with peers in the form of group discussions aims in having the students of all levels of performance in small groups work together toward a common goal (Syafiee, 2017: 11).

Extrovert

Extrovert can be seen as the extent to which a person has a deep-seated to receive ego enhancement, self-esteem, and a sense of wholeness from other people as opposed to receiving that directed towards the external world and that of the introvert inward upon himself or herself (Noryanfar, et.al, 2014: 2328).

Introvert

Introvert refers to the personality to which a person derives a sense of wholeness and fulfillment apart from reflection of this self from other that look to the inner world for energy and meaning (Noryanfar, et.al, 2014: 2328).

II. LITERATURE REVIEW

This chapter is written to describe several components such as: review of previous research and fundamental concepts related to the research such as concept of reading comprehension, concept of teaching reading comprehension, concept of narrative text, concept of STAD technique, teaching reading through STAD technique, concept of personality, characteristics of introvert-extrovert personality and hypothesis.

2.1 Review of Previous Researches

There have been several studies conducted to seek the difference of students' achievement between those who possess extrovert and introvert personality in relation to foreign language or second language mastery.

Araghi (2011: 11) stated that the most researched personality aspect in language studies has been the extroversion–introversion dimension which is relatively easy to produce a reliable measure of this trait and there are also several obvious commonsense relationships between extroversion and language use. Extroverts are found to be more fluent than introverts both in L1 and L2 and particularly in formal situations or in environments characterized by interpersonal stress. Extroverted L2 speakers tended to use colloquial words freely whereas introverts tended to avoid them.

Some researchers have traditionally claimed that extroverts are better language learners because of their willingness to speak out and their greater desire to communicate, which help to increase the amount of input and comprehensible language output. There were also the claims that extroverts have superior L2 communicative ability and are more successful as second or foreign language learners. This ease at oral communication may positively affect the attitudes of extroverts towards target languages , which facilitates their second or foreign language learning.(Araghi, 2011: 12)

Busch cited by Tabrizi (2015: 107) explored the relationship between introversion-extroversion and English language proficiency of 105 adult school and 80 junior college learners in Japan. A Japanese version of EPI and a nationally standardized English test, consisting grammar / vocabulary, reading, aural comprehension, and dictation, were used to collect the data. In general, no significant relationship was found between extroversion and language measures. Only, pronunciation, a subcomponent of the oral test, was significantly and negatively correlated with extroversion. Many classroom teachers believe that in second or foreign language learning, extroverts are more successful than introverts, particularly in their communicative ability. In a study, Dewaele and

Furnham cited by Tabrizi (2015: 107) found that extroversion is inextricably linked with fluency in second language (L2) production. Also, based on the findings of several studies, extroverts were found to be superior to introverts in short-term memory. This difference could be driven from the overarousal of the introverts. He concluded that introverts would not get the advantage in conducting the tasks that involve processing of several items of information.

Ehrman and Oxford cited by Tabrizi (2015: 107) did a study investigating the relationship between personality type and language learning strategies with a larger sample. This study also showed that extroverts are different from introverts because of using more social strategies. Furthermore, they found that extroverts preferred social strategies such as asking for clarification, and functional practice strategies such as seeking practice opportunities outside of class while introverts preferred to learn alone and avoid social contacts and spontaneous situations.

Therefore in order to confirm these studies the present study try to replicate those studies and explore more regarding which type of personality that contribute significantly in foreign language learning. This research will try to seek the extent of students' involvement in reading activity through STAD techniques.

2.2 Concept of Reading Comprehension

Reading, whether in first language (L1) or second/foreign language (L2), has drawn a considerable degree of pro and con debates among experts over its interpretation during the past forty years. It has been conceptualized and defined in numerous ways; however, the areas of commonality outweigh the differences. In the meantime, so much attention has also been directed toward comprehension in reading now and in years past. There is a general consensus of opinions concerning the definition that views reading comprehension as the process of unlocking meaning from connected text. However, the probing of the relevant literature encourages one to infer that less attention has been devoted in empirical investigations carried out to date on poor comprehension of EFL learners.

Reading is an important skill for most students of English throughout the world, especially in countries where foreign language learners do not have the opportunity to interact with native speakers but have access to the written form of that language. In the past reading was considered as a language learning process in which the teacher used reading materials to teach vocabulary and grammar, but nowadays it is considered as a communicative process in which reading for meaning is the core objective.

Reading comprehension is defined as "the ability to interact with a text to construct meaning or to convey the author's message through employing an integrated process that involves cognitive and Meta cognitive strategies. Reading comprehension implies processing efficiency, language knowledge, strategic awareness, extensive practice in reading, cognitive resources in working memory to allow critical reflection, and appropriate purposes for reading (Noryanfar, et.al, 2014: 2326). Reading in English is becoming increasingly important for the students. They need to be able to read texts in English, not only for academic purposes, but also for their careers. Reading has many beneficial effects in language acquisition. Some researchers believe that reading facilitates language development.

If one wants to understand the reading text completely, he must use the clues in the text for inferential understanding and creative and critical reading, which means figuring out literary terms, deciding the author's intention, evaluating the stated views and putting those views in real conditions. People like to read more and more and teacher uses this opportunity to encourage learners to choose for themselves what they read and they are also encouraged to do the reading for

pleasure and general language improvement which is called extensive reading (Noryanfar, et.al, 2014: 2326).

Reading is more than knowing what each alphabet stands for; reading involves more than word recognition; that comprehension is an essential of reading, without comprehension no reading takes place. 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.

Reading arguably is the most essential skill for success in all educational contexts. Reading is crucial language skill since it enables students to read textbook or other references written in English; students' success and failure in school depends on the ability to read. However, understanding text is not a simple matter. Textbooks contain unfamiliar words, unfamiliar concepts, and have structures particularly germane to instructional textbooks. In addition, textbooks tend to have numerous cohesion gaps, posing additional hurdles for many students. Cohesion gaps occur when there is little conceptual overlap or explicit connections between sentences. Cohesion gaps force readers to access knowledge to make connections between sentences (McNamara, 2009: 34)

Furthermore, Wolfie (2007: 541) stated that the point of comprehension is how to deliver content to readers so that they can process it in a meaningful way. According to Jacobson (2007) in Noryanfar (2014: 2326), reading consists of four core components: alphabetic, fluency, vocabulary, and comprehension.

Nevertheless, the aim of reading is comprehension whether the individuals read for pleasure or for going information.

Based on the definitions above, readers should comprehend the text when they are reading. It can be said that reading comprehension is the readers' ability in gaining meaning from the content of the text. Reading and comprehension are one activity to extract the meaning of written materials with fully understanding. There is no reading without comprehension and background knowledge is involved in the process of building up the comprehension.

2.3 Concept of Teaching Reading Comprehension

As it has been mentioned previously, reading has been claimed as one of skills that can determine the students' success in learning English. In this case, they do not only understand the structure of the texts but also comprehend the meaning of the text. Some students learn how to read and comprehend what they read fairly well. But, there are many students who have difficulty in learning how to read and comprehend what they have read.

Noryanfar (2014: 2326) stated that inSLA teaching situations, reading receives a special focus because many language foreign language students often consider reading as one of their most important goals. They want to be able to read for information and pleasure, for their career, and for study purposes. In fact, in most EFL situations, the ability to read in a foreign language is all the learners ever want to acquire. Moreover, written texts serve various pedagogical purposes. Extensive exposure to linguistically comprehensible written texts can enhance the purpose of language acquisition. Good reading texts also provide good models for

writing and provide opportunities to introduce new topics, to stimulate discussion, and to study language. Reading, then, is a skill which is highly valued by students and teachers .

Reading is vital for academic achievement and is an important and necessary skill for successful functioning as a competent adult in today's society. Reading is a way of communication. It is an interactive process of communication. It is also a means to comprehend the meaning the writer intends to convey. Reading plays crucial role in promoting learning and serving as an instrument by which students, could study subjects in the curriculum. Moreover, students' general educational achievement depends mainly on their ability to read. Therefore, the reading comprehension should be improved by instruction or strategies that can helps in understanding the information (Armbruster, et.al, 2010: 41). In this case, the teacher can teach the students to use some strategies to improve their reading comprehension and language performance (Merhpour, 2012: 109).

Reading comprehension is the process of making meaning from text; hence it has the goal to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Therefore, this skill is an effort to understand a text, to expand the reader's knowledge and information. Its essential goal is to comprehend the content of message in the written text. To teach reading in an EFL class, the teacher should not only have knowledge on the reading subject but also on the appropriate technique needed by the students to achieve the teaching and learning goals. When individual learning does not enhance the students to accomplish the anticipated results, teachers must make

decisions and move on to a technique where teamwork may facilitate reinforcement for the weak individual learners (Yusuf, et.al, 2015: 101).

According to the explanation above, it can be inferred that the use of reading strategy is really essential in reading comprehension. The teacher must use the most appropriate teaching reading strategy in order to increase students' reading comprehension. It means that the appropriate reading strategy may assist the comprehension of reading. The reading strategy should not only develop the students' thinking and creativity but also develops the students' social ability.

2.4 Concept of STAD Technique

Cooperative learning has been a major use for teachers in administering their teaching. It is inevitable that a teacher need an effective technique that could make learning more lively and motivating. STAD (Students Team Achievement Division) is a technique requires the cooperation of students in a group consisted of students from different academic levels, gender, and background ethnics. Each student is responsible for discussing and working in group before answering quiz individually.

Collaborative learning is defined as a philosophy of personal responsibility and attitude of respect for others. Learners are responsible for their own learning and trying to find information to answer the questions which given by the teacher. The teacher acts as a facilitator, providing support but do not steer the group towards the results that had been prepared beforehand. The forms of assessment by fellow students used to see the results of the process. Cooperative learning is a broader concept that includes all kinds of group work including more forms led by a

teacher or directed by the teacher. Generally considered to be more cooperative learning directed by the teacher, which teachers assign tasks and questions as well as provide materials and information designed to help students solve the problem in question. Teachers usually assign a specific test form at the end of the task (Rahman, 2015: 75).

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 to learn the material, they must encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Cooperative learning using the STAD model help students gain more knowledge and improvement more comfortable in learning in learning to read comprehension (Phiwpong, 2016: 147).

Cooperative learning model developed to achieve three learning goals: 1) academic achievement, 2) receipt and 3) development of social skills. Cooperative learning model Student Team Achievement Division (STAD) developed by Robert Slavin and his friends at the Johns Hopkins University is the simplest cooperative learning, and suitable for use by teachers who are just beginning to use cooperative learning (Noviati, 2013: 272).

There are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing. The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other word, when one

student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependence in competitive situations, it means when one student achieves, others loss. Examples of negative interdependence are grading on the curve, posting only a few (the “best”) papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have directly eye-to-eye contact and face-to-face academic conversation. In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other’s success orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one’s knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quiz regularly, but the students work in group must be accountable for achieving its goals and must be accountable for contributing each member’s work to achieve the common goal. Grouping students to work together is becoming a more and more accepted practice by teachers. Dividing students into small groups provides them the opportunity to engaged in learning. Various roles are assumed by teachers in group activities. They may assume the role of an engineer, facilitator,

director, resource person, and judge. Leadership functions are transferred from the teacher to the students. During group activities the following are assumed: a). Help teachers deal with differences among learners, b). Provide opportunity for students to plan and develop special projects on which groups can work together, and c). Increase students interaction and socialization (Ocampo, 2015: 112).

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills in order to gain knowledge of the subject matter. Further, the students must be given how they analyze their learning group in order to maintain effective working relationships among the group's master. They also added that social skills for effective cooperative work do not only appear when cooperative lessons are employed but also must be taught, such as in leadership, decision-making, trust building, communication and conflict-management, and students should be motivated to use the perquisite skills successfully.

The fifth element is group processing. Group processing is important to make cooperation work by structuring group processing. It only occurs when students are able to achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to improve the effectiveness of the group's member in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

From the descriptions above, it can be stated that STAD technique gives students the opportunity to collaborate with peers in the form of group discussions to solve

a problem each group member. Thus, STAD is worth a try as one of techniques in teaching reading comprehension.

2.5 Teaching Reading through STAD Technique

2.5.1 Novelty and New procedure in developing STAD

STAD has been described as the simplest group of cooperative learning technique referred to as Student Team Learning Method. In the STAD, students are assigned to four or five members that team reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds and different genders. As one of cooperative learning instruction, it aims in having the students of all levels of performance in small groups work together toward a common goal (Syafiee, 2017: 11). Each week the teacher introduces new material through a lecture, class discussion, or some form of a teacher presentation. Team members then collaborate on worksheets designed to expand and reinforce the material taught by the teacher. Team members may (a) work on the worksheets in pairs, (b) take turns quizzing each other, (c) discuss problem as a group, or (d) use whatever strategies they which to learn the assigned material.

Following this team practice, students take individual quizzes on the assigned material. Teammates are not permitted to help one another on these quizzes. The quizzes are graded by the teacher and individual scores are then calculated into team scores by the teacher. The amount each student contributes to the team score is related to a comparison between the student's prior average and base score. If the student's quiz score is higher than the base score, then that student will contribute positively to the team score. The procedure of STAD implementation

consists of several steps. The first step is dividing the students into groups from different academic levels, sexes, and background ethnics. According to Boudehane (2015, 55), the composition of each group is one student with high achievement level, two students with average achievement level, one student with low achievement level. The achievement level bases on the students' pre-test scores.

The second step is explaining STAD rules to the students. Every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher. The third step is explaining individual scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.

The fourth step is delivering the lesson (Boudehane, 2015: 55) The teacher explains the lesson and asks number of questions to the students. The fifth step is arranging group discussion. The students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.

The sixth step is giving individual quiz. The aim of individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score. The last step is giving rewards for group achievement. These steps can be described as follows

Table 1. Eight Steps of STAD Technique (Rahman, 2015: 74-75)

Step	The Teacher's Act
Step I Organize the students into small of study group.	The teacher explains how to make a study group to the students, then he organizes the students into group consist of 4-5 students and it should be heterogeneous by the sex and capability.
Step II Explain STAD rules to the students.	The teacher tells that every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson.
Step III Explain individual scoring.	The teacher explains that the students will collect points for their group based on the level in which their quiz score exceed their starting score.
Step IV Deliver the lesson.	The teacher explains the lesson and asks number of questions to the students.
Step V Arranging group discussion.	The teacher gives the assignment and advises the work groups while do the task.
Step VI Evaluation	The teacher evaluates the students' findings about the lesson or asks the students to present their works in front of the class and discuss it together. Then teacher gives an individual quiz (posttest) conducted in the end of the material.
Step VII Count the students' improvement score.	The teacher counts students' improvement score between individual quiz (posttest) and their starting point (pre-test).
Step VIII Give the reward.	The teacher gives the rewards to the best students in order to appreciate their work, in individual or groups.

In this research, the STAD technique has been modified into group oriented activity. In the previous STAD, the teacher only gives oportunities to some of the representatives of the group to report their group work infront of the class. However, in the modified STAD, the teacher asks all of the members of group to

have the presentation of their work, then begins the question and answer session to optimize the students' outcome. The resume of the modified STAD can be described below:

Table 2. The Steps of Modified STAD Technique

Step	The Teacher's Act
Step I Organize the students into small of study group.	The teacher explains how to make a study group to the students, then he organizes the students into group consist of 4-5 students and it should be heterogeneous by the sex and capability.
Step II Explain STAD rules to the students.	The teacher tells that every group has to discuss the material, do the assignments, and make sure all members of the group understand the lesson.
Step III Explain individual scoring.	The teacher explains that the students will collect points for their group based on the level in which their quiz score exceed their starting score.
Step IV Deliver the lesson.	The teacher explains the lesson and asks number of questions to the students.
Step V Arranging in-group discussion.	The teacher gives the assignment and advises the work groups while do the task.
Step VI Performing group presentation.	The teacher asks all member of group to have a presentation of the result of their works. In this step, every student has a chance to present the group ideas
Step VII Arranging question and answer session.	The teacher open the question and answer session which allow the other grup to ask some question or critics on the presentation
Step VIII Evaluation	The teacher evaluates the students' findings about the lesson or asks the students to present their works in front of the class and discuss it together. Then teacher gives an individual quiz (posttest) conducted in the end of the material.

Step IX Count the students' improvement score.	The teacher counts students' improvement score between individual quiz (posttest) and their starting point (pre-test).
Step X Give the reward.	The teacher gives the rewards to the best students in order to appreciate their work, in individual or groups.

Further, in classroom practice STAD bears some advantages in learning. One of them is that students can share the idea that they work together to learn and responsible for their own teammates' learning to achieve a goal. In addition, in this student-centered learning, the students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions.

For classroom teacher, the biggest problem may be the crowded classrooms. Because of the numbers of the students, some teachers worry that the noise may be higher than acceptable during Cooperative Learning Activities.

2.6 Concept of Personality

There is a consensus that personality might generally affect learner's performance in mastering language. This is reasonable since a class of student with different types of personality will respond or perform differently towards certain condition, environment, and treatment they are dealing with. Personality also might also affect on how learners maintain their strategy in learning a language. Therefore, considering personality in this research is greatly important since it will affect the learning outcome.

Individual differences are the variables that describe learners and donate each one his/her individual singularity. The aim of probing individual differences is to

investigate the variety of intellect, shapes of cognitive procedure, and various intellectual functions. Personality is recognized as a very influential category of individual differences because the individual is often assessed based on her/his personality. Researchers who investigate human personality are often curious about individual differences (Jafarigofar, 2013: 212). They believe that there are substantial individual differences in personality and they will be shown by differences in treating and responding in a granted occasion. Because of this point, one characteristic similar to the most of personality theories is the focus on the individual.

Personality is one of the main topics in psychology. Personality type and affective factors are therefore regarded as the essential factors which influence the second or foreign language acquisition. They are also complicated notions which can be affected by different factors, such as ethnic background, culture, and environment, and others. Although many investigators, as mentioned before, have made a lot of attempts to study this issue and especially extroversion and introversion, it is not surprising that the results of so many experiments are unclear, and that a very definite and absolute conclusion may not be drawn (Omidvari, 2016: 92).

As one of aspect of individual difference, personality has been measured by some long term research (Farley and Troug, 1970: 29). Personality is called as a factor which determines, it means that personality consists of determinant tendencies which play active roles in behavior of an individual. Allport explains that there are no two individuals who are really alike in adapting themselves toward the environment. That is why there are no individuals who share the same personality.

There is no doubt that personality is one of the important factors which impact the second language acquisition, and it is a complicated aspect which is affected by different factors, such as ethnic background, culture, and environment, and so on. Although many researches, as mentioned before, have made a lot of endeavors to study this, it is not surprising that the results of so many experiments are unclear, and that any conclusions can only be viewed as tendencies, not absolutes. More new findings are expected to come up with further development in the personality research area, and to put them into teaching practice of second language in order to the rapid development of second language teaching (Amiri, 2013: 18).

2.6.1 Notion of Extrovert and Introvert Personality

This research is mainly focused on two types of personality: extrovert and introvert since these types of personality have been a major concern in second language or foreign language study. It is important for teacher to be sensitive to individual difference of students as it may give significant effect to their learning performance. Extrovert and introvert personality are among those individual differences that can be recognized and influence the degree of success in acquiring second or foreign language. Dealing with these two types of student may require the teacher to develop and carefully use his or her teaching techniques. Therefore, this section is written to seek the distinctive point between extrovert and introvert personality.

In case of social life, perhaps extrovert people are considered more desirable. Extrovert are more open with other and introvert as usually keep themselves and sometimes difficult to open themselves. However, this does not necessarily

signify that introverts tend to be least person to converse with, since they are bad people for instance. It is just the way they express themselves differ from those who are extroverts.

The activity of the extrovert is seen as directed towards the external world and that of the introvert inward upon himself or herself. Extroverts are sociable, like parties, have many friends and need excitement in everything they do; they are sensation-seekers and are lively and active. Extroverts are easily distracted from studying, partly as a result of their gregariousness and partly because of their weak ability to concentrate for long periods. On the other hand, introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement. In other words, extroverts are motivated from without and their attention is directed outward. They are people who appear relaxed, confident, and have trouble understanding life until they have lived it. When they are feeling bad, low in energy, or stressed, they are likely to look outside themselves for relief. They get energized from the outside world, and they look for meaning outside of themselves. Introverts, on the other hand, are motivated from within and they are oriented towards the inner realm of ideas, imagery, and reflection. They get their energy from within rather than from the outside world (Noryanfar, et.al, 2014: 2328).

An introvert values quiet time alone for thinking while an extrovert wants time with others for action. Introverts believe that they cannot live life until they have understood it. They are seen as reserved, quiet, shy, aloof, and distant. When an introvert is tired, stressed or feels bad he is likely to withdraw to a quiet place and

engage in reflective activity that only involves herself/himself. Introverts look to the inner world for energy and meaning (Noryanfar, et.al, 2014: 2328).

In a second language class, where students are required to speak or respond in the target language, introversion may not be desirable and can hold back a learner's progress in improving language skills. Therefore, to be successful in a second language class, an introverted learner may need to adapt to the communicative nature and demands of the course by possibly altering his or her learning strategies (Zafar, 2017: 687).

Brown cited by Amiri (2013: 18) claims that extroversion may be a factor in the development of general oral communicative competence, which require face to face interaction, but not in listening, reading, and writing. But, The more outgoing adventurous students in a one-year late (grade 7) French immersion program performed better on tests of listening comprehension and oral production than did the quieter students. Busch cited by Amiri (2013: 18) tried to determine whether there would be any relationship between extroversion/introversion and English proficiency among the EFL students in Japan. The study came out to reject the hypothesis that the extraverts are more proficient than the introverts. The study clarified that extroversion had negative correlation with proficiency and the introverts had better reading comprehension and grammar proficiency than the extraverts.

Being extrovert or introvert has said to have an important part in learning in general and language learning in particular. Extrovert learners are mainly characterized as sociable, active, risk taking, impulsive, and expressive, and enjoy

participating in groups; whereas, introverts tend to be, quiet, introspective and reserved except to intimate friends. Extroversion and introversion are potentially important factors in second language acquisition. Extroverts are mostly known as good learners who usually have something to say. This viewpoint leads many educators to categorize introvert students as passive students who are not as bright as extroverts. However, introverts' better ability to consolidate learning, their less distractibility and better study habits may help them to obtain better results in learning compared to extroverts. While extroverted learners do better in acquisition of basic interpersonal communication skills, introverted learners show a better performance at developing cognitive academic language ability (Amidvari, 2016: 91).

There is no doubt that personality is one of the important factors which impact the second language acquisition, and it is a complicated aspect which is affected by different factors, such as ethnic background, culture, and environment, and so on. Although many researches, as mentioned before, have made a lot of endeavors to study this, it is not surprising that the results of so many experiments are unclear, and that any conclusions can only be viewed as tendencies, not absolutes. More new findings are expected to come up with further development in the personality research area, and to put them into teaching practice of second language in order to the rapid development of second language teaching.

2.7 Theoretical Assumption

From the literature review above, the researcher comes to the assumption that there is a difference of students' reading comprehension achievement before and

after being taught through STAD technique. In line with this, it also assumes that STAD is an effective technique in increasing students' reading comprehension achievement because it can be applied to deal with heterogeneous student ability. In STAD, students are given the opportunity to collaborate with peers in the form of group discussions to solve a problem each group member who have heterogeneous academic ability, gender and others. However, it is necessary to find out which type of personality that fits to the nature and purpose of the use of STAD. In addition, none of the previous study tried to find the difference of extrovert and introvert students significantly. Therefore, this research is conducted in order to explore thoroughly about it.

2.8 Hypothesis

Based on the problem and the literature review above, there are three hypothesis which can be described as follows:

- 1) Ho : There is no significant difference of reading comprehension achievement of the students who are categorized as extrovert before and after being taught through modified STAD technique.
Ha : There is significant difference of reading comprehension achievement of the students who are categorized as extrovert before and after being taught through modified STAD technique
- 2) Ho : There is no significant difference of reading comprehension achievement of the students who are categorized as introvert before and after being taught through modified STAD technique.
Ha : There is any significant difference of reading comprehension achievement of the students who are categorized as introvert

before and after being taught through modified STAD technique

3) Ho : There is no significant difference of reading comprehension achievement between students who are categorized extrovert and introvert before and after being taught through modified STAD technique.

Ha : There is any significant difference of reading comprehension achievement between students who are categorized extrovert and introvert before and after being taught through modified STAD technique.

III. RESEARCH METHOD

This chapter elaborates the setting of the research, research design, the population and the samples used in the present study, data collecting techniques, research procedure, research instruments, validity and reliability of instruments, data treatment and data analysis.

3.1 Setting of the Research

This research is carried out at senior high school where classes are heterogeneous in terms of gender, ethnic, and academic ability. In order to maintain the practicality, this research is situated at school where the writer works. Second year students are chosen as the participants in this research since it is assumed that they have sufficient English language knowledge and rules. Thus, this condition will serve to the purpose of the research where the students are mostly required to deal with certain materials independently in groups since the treatment are based upon the principle of STAD technique.

In addition, considering the duration of the research, the writer plan to make considerable time allocation where try out test, pre-test, treatment, and post-test can be effectively administered. Therefore, the duration of the research will also serve the objective of the research.

3.2 Research Design

This study used quantitative research design which will investigate the statistical values and their relationship between a set of variables and is used to help explain important phenomena or to predict likely outcomes. The research question is formulated to find out whether there is any significant difference of reading comprehension achievement between extrovert and introvert students after they are taught through STAD. In order to answer the research question *control group pretest-posttest* design with two experimental classes are employed. It is used since the research question is about comparing extrovert students' achievement and introvert students' achievement in reading comprehension test. Therefore, before giving three times treatment, pretest is carried out to determine the preliminary ability of both types of student in comprehending the text. Meanwhile posttest is conducted to find out the improvement of students' reading comprehension achievement. These plans are applied to both groups. Thus, the research design can be presented as follows:

$$\mathbf{G1 = T1 X T2}$$

$$\mathbf{G2 = T1 X T2}$$

Note:

G1 = Experimental Class I (Extrovert group)

G2 = Experimental Class II (Introvert group)

T1 = Pretest

T2 = Post test

X = Teaching reading by using STAD

It is suggested from the design above that the both type of students will be given same treatment in order to reveal which group will get the most advantage from the use of STAD.

3.3 Population and Sample

The population of this research was students in the first semester of the second grade, academic year 2015-2016, at SMA Mulia Plus, Tanjung Sari, South Lampung. There are only two classes; each class consists of 30 students. The writer used the already existing classes at school as the basis in picking the participant of the research. The writer decided to take those two classes as the sample of the research and purposively divided those classes into two groups. Those existing 30 students in each class will be attributed either as extrovert or introvert category by using questionnaire. The first group is chosen as Experimental group 1 and the second group is chosen as Experimental group 2.

3.4 Data Collecting Techniques

Since this research uses mixed approach in collecting the data, the writer employ several kind of data collecting techniques divided into two categories: (a) test and (b) non-test. The description of both data collecting techniques can be seen as follows:

3.4.1 Test

Test is intended to measure learner's ability in particular subject. In this research, the test employed is multiple-choice test administered to find out students' reading comprehension achievement before and after they have the treatment. In order to know the significance of the treatment this test will consist of pre-test and posttest. The pre-test will be conducted before the treatment is administered. It is used to know the students' preliminary achievement in reading by using STAD. The students are asked to answer 35 items of multiple choices related to narrative text in 90 minutes. The items in pre-test will be selected from 50 items of tryout test. The post test will be conducted after treatment is administered. It is used to know the improvement of students' reading achievement in comprehending narrative text by using STAD. The post-test has the same items as the pre-test. It will be conducted in 90 minutes.

3.4.2 Non-test

a. Questionnaire

Questionnaire is a data collecting technique which is used to gather information from big number of respondent. In this research, the writer will employ questionnaire in order to classify students' personality. The result of questionnaire will be the basis for categorizing the students into two types of personality namely extrovert and introvert.

b. Observation

Since this research requires to explore how the process of teaching reading through STAD in both classes, observation is regarded as the best technique in

gaining the picture of the teacher's effort in applying STAD to two different kinds of student: extrovert group and introvert group. In this case, non-participant observation will be administered during the treatment. The use of observation check-list is considered important aspect for the writer since it will guide the writer to find the model of teaching reading through STAD for both categories of student. This classroom observation will be conducted several times until the data collected is sufficient to answer the initial research questions.

3.5 Research Procedures

In collecting the data, the researcher carried out the following procedures which can be described as follows:

1. Determining problem of the research

This research is carried out based upon the initial problem occurred in the classroom in the pre-observation done before the empirical process began. The problems are determined on the basis of students' learning achievement and the classroom learning process. In this case, the writer found out that some students achieved considerably low performance in terms of reading comprehension. In addition to that problem, the students tend to be passive due to ineffective teaching technique used by the teacher.

2. Determining population and sample

The population of this research will be the third year students of SMA Mulia Plus, Tanjung Sari. The subject of this research will be two superior classes at IX A and IX B.

3. Selecting and determining the materials

In selecting the reading test, the writer looks at the syllabus used by the teacher of the sample class. Any material being taught which is corresponding with reading can be taken into the reading test to see their achievement. The writer decides to choose narrative text as the reading test.

4. Administering Try-Out Test

The try-out test will be administered in X. Students will be given advertisement texts with 40 items of multiple choices in 90 minutes.

5. Distributing questionnaire

The writer gives the students questionnaire for them to answer. The questionnaire consisted of 42 items. Students are given 30 minutes to answer the questionnaire. The result of this questionnaire is used to group the students based on their type of personality.

6. Administering Pre-Test

Pre-test will be administered to reveal the students' basic reading comprehension before treatments. The test will be administered in 90 minutes with 30 items of multiple choices reading test.

7. Conducting the Treatments

The treatments will be employed in two experimental classes. The first experimental class will get Information Transfer Technique while the second experimental class will get translation technique. Each class will be taught three times by the researcher.

8. Administering Post-Test

Post-test will be given at the end of treatments in order to find out the significant increase in students' reading comprehension achievement. The test will be administered in 90 minutes with 30 items of multiple choices reading test.

9. Analyzing the result of the Test

The data will be analyzed by comparing the average score (mean) of the pretest and posttest to know whether there is a difference of reading comprehension achievement between extrovert and introvert students before and after being taught through STAD. Then, the observation sheets from both observers will be analyzed to investigate teaching learning process by counting the percentage of students' activities. The data are divided into two group based on the students type of personality.

3.6 Research Instruments

The instruments used for collecting data are as follows:

3.6.1 Questionnaire Items

In order to collect the data, the writer uses questionnaire. The questionnaire is taken, and translated into Bahasa order to minimize the misinterpretation by the students.

The Questionnaire is originally consisted of 42 items. A try out test to test the reliability of the questionnaire is conducted prior the data collecting sequences. SPSS 15 is used to see the reliability coefficient of the questionnaire. 14 items

were dropped from the questionnaire in order to get more reliable set of questions in the questionnaire.

The questionnaire has 4 options in each question. It consists of positive and negative wordings (Appendix 1). The positive wordings are written in bold form.

The scoring system used is as follow:

- Positive wording : STA = 1, TA = 2, A = 3, SA = 4
- Negative Wording : STA = 4, TA = 3, A = 2, SA = 1

Further insight can be seen by looking at the following table:

Table 3.1 Table of Specification (Questionnaire)

Items Number	Personality				Total Items	Percentage of Items
	Extroversion		Introversion			
	Sanguine	Chole-ric	Phleg-matic	Melan-cholic		
3,4,7,9,10, 12,14,15, 18,21, 24	√				11	39%
1,13,25, 26,27		√			5	18%
2,5,17, 20,22			√		5	18%
6,8,11, 16,19,28				√	6	25%

Table of Specification (Questionnaire)

By using the result of the questionnaire, the writer classified the students based on their extraversion level. The higher their scores are, the more extroverted they are.

Those whose scores are lower than 56 are classified into introvert group.

3.6.2 Reading Comprehension Test

The writer gives narrative text to test reading achievement in multiple choices. The test consisted of 40 items. The result was showing the ability of the introvert and extrovert students.

Table 3.2 Table of specification of Data Collecting Instrument

No.	Objective		Percentage	Try Out Number
1.	Comprehension Inferences	Determining the main idea	20 %	2, 9, 17, 21, 25, 36, 37,41, 47
		Identifying supporting detail	37.5 %	3, 5, 8, 18, 19, 20, 22, 24, 26, 27, 28, 30, 31, 33, 38, 42, 43, 48
		References		7, 23, 49, 45
		Inferences	20 %	6, 10, 12, 29, 32, 34, 40, 44, 50
2.	Critical Thinking	Feature of the text	22.5 %	1, 4, 11, 13, 14, 15, 16, 35, 39, 46
Total			100%	50

3.6.3 Observation Sheet

Observation sheet is used to guide the writer in exploring the classroom process deeper. In this research, the writer develops two observation sheets based upon the theoretical foundation related to concept of teaching reading through STAD previously stated in Chapter 2. In addition, the writer also develop observation sheet for students' activity

3.7 Validity of the Instrument

Validity is a matter of relevance; it means that the test measures what is claimed to measure. To measure whether the test has a good validity, it can be analyzed from its face validity, content validity and construct validity. There are four basic types of validity: face validity, content validity, construct validity and empirical or

criterion-related validity. To measure whether the test has good validity, the writer use content and construct validity since the other two were considered be less needed. Face validity only concerns with the layout of the test. Face validity concerns with how the test looks. Meanwhile, content validity is concerned whether the test is sufficiently representative for the rest of test or not. While construct validity focuses on the relationship between indicators within the test.

3.7.1 Questionnaire

Face validity of the questionnaire is achieved by arranging the questionnaire into the form of multiple choice-like arrangements. It makes it easier to the students to understand when they are trying to answer the questionnaire. That is why the writer uses face validity in the questionnaire.

The content validity of the instrument used by the writer is questionnaire, is already achieved by simply looking at the table of specification. It is clear there that the questionnaire really wants to measure the extraversion level of the students.

Meanwhile, the construct validity of the questionnaire is achieved by looking at the relationship between indicators. If the indicators measure the same aspect, they would have positive association. While negative association would be shown among indicators that measure different aspects.

The try out test was administered on April 7th, 2016 in class XI B. This test was conducted to determine the quality of the data collecting instrument of the research, that is, reliability, validity, level of difficulty, and discrimination power. Students were given 40 items of multiple choices test in 80 minutes. After

analyzing the data, the researcher got that 28 items were good and 12 items should be droppe.

Statistical formula namely Spearmen Brown's Prophecy Formula was used to find out the reliability of the test. If the reliability test reach 0.50 the researcher considered that it has been reliable. The result of the reliability found through this research was 0.98. According to the criteria of the reliability, the test has high reliability in the range 0.90-1.00. It indicated that the instrument of this research was reliable and good.

3.7.2 Reading Comprehension Test

Validity refers to the extent to which the test measures what is intended to measure. This means that it relates directly to the purpose of the test. A test can be said valid if the test measures the object to be measured and suitable with the criteria.

To know whether the test is good reflection of what taught and of the knowledge which the teacher wants the students to know, the researcher compares this test with table of specification. If the table represents the material that the researcher wants to test, then it is valid from that point of view. A table of specification is an instrument that helps the test constructor plans the test.

Construct validity is concerned with whether the test is actually in line with the theory of what reading comprehension means. To know the test is true reflection of the theory in reading comprehension, the researcher examines whether the test questions actually reflectss the means of reading comprehension or not.

The result of try out test showed that 11 of 40 items were poor on the difficulty level (see Appendix 5). They could be classified into two categories: 5 items (12, 13, 14, 15, 16) of 11 items scored less than 0.30 (< 0.30). It means that the items were difficult for the students. Then, there were 6 items (1, 18, 20, 24, 29, 35) scored higher than 0.70 (> 0.70). This showed that the items were too easy.

From the computation of discrimination power, it was found that 28 items were good (has higher than 2.00 index). Then, there were 12 items has less than 2.00 index which indicated that the items were poor because they could not discriminate higher and lower students.

Based on the result of the try out test, 20 items which met the criteria of a good test were administered in pre test and post test. The same items were given in pre test and post test. The numbers of items and arrangement of the text in pre test were changed randomly in order to use the items in post test.

3.7.3 Observation sheet

The validity of the observation sheet is considered satisfying since the writer develop observation check-list based upon the theory of teaching reading through STAD by Slavin (2000) as cited in Amalia (2012). The observation measure the teaching procedure done by the teacher and to evaluate whether the teacher has effectively used STAD in teaching reading, The observation sheet consists of seven steps of teaching reading through STAD.

3.8 Reliability of the Instrument

Reliability refers to the consistency of the measure. A test is said to be reliable if its scores remain relatively stable from one administration to another (Hatch and Farhady, 1982:144).

3.8.1 Questionnaire

First, the result of the questionnaire is scored based on Likert scale with range of score is 1 to 5. Then, in order to measure the consistency of items in the questionnaire, the writer uses Cronbach Alpha Coefficient since it is the most commonly used one. The alpha ranges between 0 and 1. The higher the alpha, the more reliable the questionnaire is.

And for knowing the classification of reliability, the following scale is used:

- a. Between 0.800 to 1.00 = very high reliability
- b. Between 0.600 to 0.800 = high reliability
- c. Between 0.400 to 0.600 = moderate reliability
- d. Between 0.200 to 0.400 = low reliability
- e. Between 0.000 to 0.200 = very low reliability

From the calculation above (using SPSS 15), it is found that the alpha is 0.840. It means that the questionnaire has very high reliability. The analysis of each item shows that if any of the items is deleted, it would make the alpha lower. For example, if item no 2 is deleted, the alpha lessened into 0.832 (very high reliability). With alpha, the writer reported that the questionnaire is reliable to be administered.

3.8.2 Reading Comprehension Test

a. Discrimination Power

The discrimination power is the proportion of the high group students getting the items correct minus the proportion of the low-level students who getting the items correct.

The formula of the discrimination power is:

$$D = \frac{U - L}{1/2 N}$$

Notes:

D : discrimination power

U : the number of students from the upper who answer correctly

L : the number of student from the lower who answer correctly

N : the number of the students

There are some criteria of discrimination power of an item. An item is excellent if the discrimination index ranges from 0.10 to 1.00. A good item ranges from 0.41 to 0.70. A satisfactory item ranges from 0.21 to 0.40. An item is poor if the discrimination index range from 0.00 to 0.20 and an item is bad if the discrimination index is negative.

b. The Level of Difficulty

The difficulty level of an item shows how easy or difficult that particular item done by the participants. Level of difficulty is generally expressed the percentage of the students who answered the item correctly.

It is calculated by the following formula:

$$LD = \frac{R}{N}$$

Notes:

LD : the level of difficulty

R : the number of the students who answer correctly

N : the total of the students in the higher and lower group

The criteria of the difficulty level are:

< 0,30 = difficult

0,30-0,70 = average

> 0,70 = easy

3.9 Data Treatment and Analysis

This research is mainly analyzed by using computer software program called SPSS. In order to analyze the mean score of students' reading comprehension achievement, t-test is mainly used in this case. There are three underlying assumptions that need to be fulfilled if we are going to use t-test, namely:

1. The data is interval or ratio.
2. The data is taken from random sample in a population.
3. The data is distributed normally.

Therefore, the writer used the following procedures to treat the data:

3.9.1 Scoring System

The researcher in scoring the students work, the researcher will be used the following formula. The ideal highest score will be 100. The score of pretest and posttest are calculated by using the following formula:

$$S = \frac{R}{N} 100$$

Where:

S : the score of the test

R : the total of the right answer

N : the total items

3.9.2 Random Test

The random test was conducted on the students score to find out if he data is random or not. The writer used SPSS 15 to analyze the data. The hypotheses for the random test are as follow:

H_0 : the data is not random

H_1 : the data is random

The criteria for the hypothesis is H_1 is accepted if $\text{sign} > \alpha$, with the level of significance 0.05.

3.9.3 Normality Test

The normality test was used to measure whether the data from students score were normally distributed or not. The writer used SPSS 15 to analyze the data. The hypotheses for the normality test are as follow:

H_0 : the data is not distributed normally

H_1 : the data is distributed normally

The criteria for the hypothesis is H_1 is accepted if $\text{sign} > \alpha$, with the level of significance 0.05.

3.9.4 Homogeneity Test

This test was used to know whether the data of both groups were homogeneous or not. The data was tested by Independent Sample Test (SPSS 15). The criteria for the homogeneity of the test are:

H_0 : There is a significant difference in the level of ability (not equal)

H_1 : There is no significant difference in the level of ability (equal)

The criterion for the hypothesis is: H_1 is accepted if the result of Homogeneity test is higher than 0.05 ($\text{Sign} > \alpha$).

3.9.5 Hypothesis Test

Last, the writer tests the hypothesis proposed to prove the hypothesis whether it is accepted or rejected. First, the writer analyzed the data from the questionnaire to categorize the students into three groups. Two groups (Introvert and Extrovert) were analyzed further. Their data from the writing test was analyzed to find out if the hypothesis is accepted or rejected by using the statistical analysis t-test with the level of significance $\alpha = 0.05$. The formulation is as follow:

$$t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With :

$$S^2 = \frac{(n_1 - 1) S_1^2 + (n_2 - 1) S_2^2}{n_1 + n_2 - 2}$$

- x_1 : the arithmetical mean of the introvert group.
 x_2 : the arithmetical mean of the extrovert group.
S : standard deviation
 n_1 : the number of students in extrovert group.
 n_2 : the number of students in introvert group.

The proposed hypotheses are as follows:

H_0 : There is no significant difference of reading comprehension achievement between extroverted students and introverted students

H_1 : There is a significant difference of reading comprehension achievement between extroverted and introverted students

The criteria are:

If the t-ratio is higher than t-table : H_1 is accepted

If the t-ratio is lower than t-table : H_0 is accepted

V. CONCLUSIONS AND SUGGESTIONS

This chapter describes the conclusions of the result of the research and also the suggestions from the researcher for the other researchers and English teachers who want to try to apply modified STAD technique in teaching reading comprehension.

5.1 Conclusions

In reference to the result and discussion of the research the following conclusions are put forward:

1. This research reveals that the difference of students' reading comprehension achievement between pretest and posttest shows that STAD has positive effect toward the students score both in extrovert and introvert personality of the students.. This could be seen from the pretest and post test scores which showed that the students' mean score of post test in was higher than that in the pre test. It's significance value was determined by $p < 0.05$. The t-test revealed that the result was significant ($p = 0.000$). Thus, the alternative hypothesis was accepted. It means that STAD technique is effective to increase the students' reading comprehension achievement.
2. This research also reveals that the extrovert students has higher score than introvert students especially in group discussion and presentation. It might be

because extrovert learners tend to have ‘functional practice strategies’ and ‘social affective strategies’. By implementing these strategies, extrovert people like to ask questions to other persons, or in other words, they communicate more with their surrounding..

5.2 Suggestions

By considering the conclusions above, the researcher proposes some suggestions as follow:

1. For the students

This research suggests the students to be more active in the teaching learning process especially for introvert students to improve their learning outcomes.

2. For the teacher

Since STAD technique requires students to be actively involved in reading practice, The teachers are supposed to make classroom atmosphere more comfortable and enjoyable to encourage students to participate in the class. Moreover, the English teachers is suggested to control the teaching learning process well since the biggest problem for the teacher when using this technique may be the crowded classrooms and time consuming

3. For the future researchers

It is suggested to replicate the similar research while consider the time allocation for the treatments. Because of the limitation of time, the target material may not be explained fully when the class is in crowded.

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