

IMPROVING STUDENTS' READING COMPREHENSION THROUGH
STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE
AT SMAN 5 BANDAR LAMPUNG

A Script

By :
Rani Tri Aprella



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

BANDAR LAMPUNG

2019

ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE AT SMAN 5 BANDAR LAMPUNG

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This research was aimed at finding out whether there was a significant improvement of students' reading comprehension achievement after the implementation of STAD technique. This research was conducted at SMAN 5 Bandar Lampung. The sample of this research was the second grade students. The reading pretest and post test were administered to collect the data. One group pre-test post-test was used as the design of the research. The test consisted of 30 items taking the forms of multiple choices. The results of this research showed that there was a statistically significant improvement of students' reading comprehension achievement after the implementation of STAD technique. It could be seen from the mean score of the students' pretest and posttest. The results showed that the mean score of pretest was 51.97 and the mean score of posttest was 66.82, in which the gain amounted 14.85. From the result of the tests analyzed by *Paired Sample T-Test*, it showed that the value of two tails significance (0.00) smaller than the alpha ($0.00 < 0.05$). This suggests that STAD technique facilitated the students to improve their reading comprehension achievement. Therefore, the researcher recommends STAD Technique to be applied as a technique in teaching reading.

Keywords: *STAD technique, reading comprehension, aspect of reading.*

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A Script

Submitted in a Partial Fulfillment of
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In

The Language and Arts Department of
Teacher Training and Education Faculty



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

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2019

Research Title : **IMPROVING STUDENTS' READING
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AT SMAN 5 BANDAR LAMPUNG**

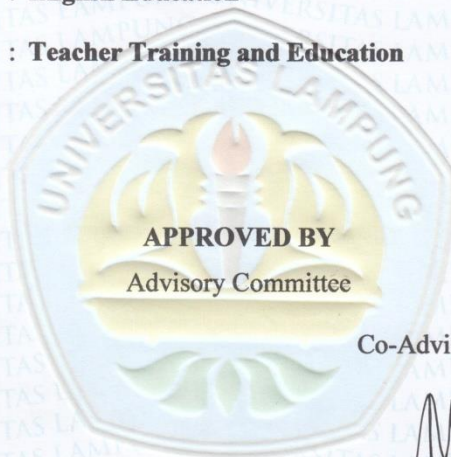
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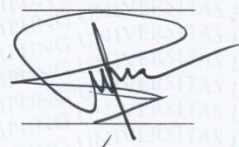
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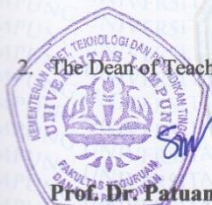
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SURAT PERNYATAAN

Sebagai civitas akademik Universitas Lampung, saya yang bertanda tangan di bawah ini:

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CURRICULUM VITAE

The researcher's name is Rani Tri Aprella. She was born on April 15th 1995 in Bandar Lampung, Lampung. She is the last child of Seno Susanto (Almarhum) and Nurhayati.

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MOTTO

It always seems impossible, until it's done.

(Nelson Mandela)

DEDICATION

Alhamdulillah, this script is humbly dedicated to:

My beloved parents: Seno Susanto (Almarhum), Nurhayati, and Darwoto

My beloved siblings, Hertika Dewi, S.Pd., and Nur Arif Sugandi, S.T.

My friends in English Education Study Program 2013

My almamater, University of Lampung

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In this case, the writer would like to express her deep gratitude and respect for those who have valuable contribution in helping and supporting her to finish this script.

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Finally, the writer believes that her writing is still far from perfection. There might be weakness in this research. Thus, comments, critiques, and suggestions are always opened for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Bandar Lampung, January 2019

The writer,

Rani Tri Aprella

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I. INTRODUCTION

This chapter presents a brief explanation of introduction which consists of the background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background

Four basic language skills in English that should be mastered by the students are listening, speaking, reading, and writing. Basically, reading is important to succeed in international communication. Reading is the ability to understand the written texts. Reading is a process of understanding ideas in the written text. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the texts. Besides that, English has been a compulsory subject in all levels of education from elementary to university. The need for reading and taking out the information from various texts above seems to be extremely important. Reading skill is needed to get information from books, magazines, novels, essays, an article on the internet.

Reading is one of four skills which are faced by students when they learn English. The teacher has an important role to choose appropriate methods and techniques to attract students' passion in improving this skill. Reading as a

receptive skill should be applied in the classroom in order to give new information to widen the students' knowledge.

Reading is the language skill which learners usually find the most difficult. They feel under pressure to understand every word because they are the lack in their vocabulary. It influences their ability in making inferences, finding information detail and finding the main idea. Based on the English curriculum, the purpose of teaching reading especially teaching reading comprehension is to find the main idea of a text, to find implicit and explicit information, mastering new vocabularies, to be able to get the meaning of words, phrases, and sentences, and to determine types of the text. Those objects convince us that reading is a process which needs more serious attention. Through reading students will be able to receive information both in oral or written forms.

Based on the researcher's pre-observation in SMAN 5 Bandar Lampung, the second-grade students have the difficulties in comprehending a text especially narrative text, and also supported by the statement of an English teacher of SMAN 5 Bandar Lampung named Mrs. Yun Annis, M.Pd.. She said that, generally, the students had difficulty in comprehending an English reading text. In terms of finding the main idea, of the text, finding the implicit and explicit information, mastering new vocabularies, be able to get the meaning of words, phrases, sentences, and to determine the text. In addition, the result in reading comprehension skill was lower than the ideal result, their reading comprehension test scores were mostly lower than the minimal mastery criterion (KKM) of that

school which requires the students to get at least 70.

Another problem is that during teaching and learning process in the classroom, the students do not enjoy reading activities because the teacher used the conventional technique in teaching and also make the students feel bored in the classroom atmosphere. The students difficult in comprehend the kinds of the text of reading, these make students less motivated in the learning process. Since the students bored with the technique that the teacher used, the teacher should change the strategy or technique to change the classroom condition to be more challenging and interesting. Many reading techniques need to be used to make students active in doing reading comprehension activity.

A good technique can be a way to deal with this kind of problem. The teacher needs to provide techniques which can motivate students in reading comprehension. One of the techniques is cooperative learning. According to Cinelli (1994), Cooperative learning motivates the students to learn and encourages students to work together to maximize learning. Richard and Renandya (2002:49-50) also state that cooperative learning promotes better learning because of some advantages such as it has a greater motivation for learning, a more relaxed atmosphere, more negotiate of meaning, and a greater amount of comprehensible input. In addition, Alwasilah (2007: 44) states dividing a big class into some small groups can help the students to develop their own potential in reading mastery.

One kind of cooperative learning is the Student Team Achievement Division (STAD). Student Team Achievement Division (STAD) is a cooperative learning method developed by Slavin and his colleagues at John Hopkins University. Palmer (1998:1) describes that STAD is the easiest technique to be applied in the classroom among the other cooperative learning techniques. In STAD approach, students are divided into a small group consisting of four-five members who have different levels of ability and different gender to work together to accomplish a shared learning goal. Newman and Thompson (1987) claim that STAD is the most successful cooperative learning technique to improve students' achievement.

Kristina (2014) conducted research using STAD to investigate the speaking skill through STAD at one senior high school in Bali. The findings of this research revealed that STAD technique is effective to improve students' speaking skill. The data showed that STAD was improved significantly in students' speaking skill.

Novitarini (2009) conducted a research to see the effectiveness of Student Team Achievement Division (STAD) technique to improve students' ability in writing Descriptive Text. The findings of this research showed that students' progress during the teaching and learning process by using STAD technique was good. Since this research used Junior High School students as the subject, the researcher applied STAD to teach first year students of senior high school.

Moreover, Wafa (2013) also conducted research using STAD to investigate the effectiveness of the technique in teaching listening comprehension at one of senior high school in Salatiga. And the result of the research showed that the students' listening comprehension skill improves significantly and the students also enjoyed in teaching listening comprehension using STAD.

Referring to the explanations above, this research will try to apply STAD as a technique in teaching reading for first year students of senior high school. The research tries to find out whether there is a difference of students' reading comprehension which is significantly improved or not after being taught by using STAD, and also to see the aspects of reading which most improved after STAD technique applied in the teaching learning process.

1.2 Research Questions

As a reference for the explanation of the background above, the research question will be presented by the researcher as follows:

Is there any improvement of students' reading comprehension achievement after the students were taught by using Student Team Achievement Division (STAD) technique?

1.3 Objectives

From the statement of the research question above, the objective of this research is:

To find whether there is an improvement of students' reading comprehension achievement after the students were taught by using Student Team Achievement Division (STAD) technique.

1.4 Uses

The findings of this research can be useful for both theoretically and practically:

1. Theoretically, this research will support the theory about the use of Student Team Achievement Division (STAD) as a technique in improving students' reading comprehension achievement.
2. Practically, the findings of this research are expected can be used as a consideration for English Teacher to use STAD as a good technique in teaching reading and as the contribution to the further educational research development.

1.5 Scope

This research was conducted in SMAN 5 Bandar Lampung to the first year students. There are 8 classes and the researcher used one class which consists of 33 students as the experimental class. This research was focused on the use of Student Team Achievement Division (STAD) technique in improving students' reading comprehension. This research measured five aspects of reading such as main idea, vocabulary, specific information, reference and inference. The material will be taken from students' handbook. The material will only focus at a kind of reading text which is narrative text.

1.6 Definition of Terms

As prevention of such a misunderstanding from the reader, the definitions of terms which are used in this study are provided as follows:

1. Reading

Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension).

2. Narrative Text

Narrative text is a text to amuse, entertain and to deal with actual or vicarious experience in a different way (Gerrot and Wignel : 1994)

3. STAD Technique

Student Team Achievement Division (STAD) is a kind of cooperative learning technique in which the learners are divided into a small group to work cooperatively to master the material.

4. Reading Comprehension

Reading comprehension means relating to what someone does not know or new information to what he already knows through printed messages being read. It may be regarded as relating aspects of the world around human being including what is being read to the knowledge, intentions, and expectations in readers' head (Smith, 1982:15)

That is all about the explanation of this chapter which consists of Background, Research Questions, Objectives of the Research, Uses of the Research, Scope of the Research, and Definition of Terms.

II. LITERATURE REVIEW

This chapter discusses the literature review used in this study. It consists of writing, aspects of writing, teaching writing, recount text, Student Team Achievement Division (STAD), the procedure of STAD, teaching writing recount text using STAD, advantages, and disadvantages of STAD, and theoretical assumption, hypothesis testing.

2.1 Reading

Reading skill is important in language skills. Every student must study and become master on it. Reading is a basic tool of learning. Reading is an accurate tool nfor promoting life-long learning. By mastering the reading skill, learner shaves a technique to explore "world" and a chance to achieve their goals in life (Sugiarto: 2002).

There are many definitions of reading. Reading is the cognitive process of understanding a written message. Reading is a process of retrieving and comprehending from of stored information or ideas are usually some sort of representation of language, such as symbols to be examined by sign or by touch Reading is approached as thinking—a process of infracting with textual material

and sorting, evaluating and reacting to its organization and context (Katleent et. Al 2005). Reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Reading is one of the skills that is considered the best way to get information. People are known that they are better in understanding and remembering what they have read than what they have heard. Suparman (2007:13) states that the most important keywords in the definition of reading are to take in, to understand, to interpret, and to attribute an interpretation. According to Suparman (2005:1) there are two major reasons for reading; those are reading for pleasure and reading for information. The readers do not only see the printed symbols but they have to understand the text in order to find out something or do something with the information that the readers get. Dallman (1982:23) adds that reading is more than knowing what each letter of the alphabet stands for, and it involves more than word recognition.

In order to get the information, the reader should have comprehension ability. While the readers are in the process of reading, actually they attempt to understand what is written through this ability. Comprehension always follows reading because there will be no reading without comprehension. There are three levels of reading comprehension according to Grellet (1985) he divides comprehension into three levels of comprehension:

a. Literal comprehension

Literal comprehension is a process of understanding the ideas and information that is explicitly stated in the passage, such as identifying the meaning of the word, recalling direct-stated details, paraphrasing, and understanding the grammatical clues like subjects, verbs, pronouns, conjunction, etc. In this level, the reading comprehension question is factual and detailed.

b. Interpretative comprehension

Interpretative comprehension refers to the understanding of the ideas or information that is not explicitly stated in the passage. It includes the understanding of the author's tone, purpose, and attitude; inferring the factual information, main ideas, comparisons, cause-effect relationships; and summarizing the story content.

c. Critical comprehension

Critical comprehension refers to the analyzing, evaluating, and personally reacting to the information presented in a passage, for instance; indicating the overall meaning to the reader and analyzing the quality of the written symbols and/or information in terms of established standards.

Those three kinds of comprehension are needed in order to understand the texts. The researcher realizes that each of them helps the readers to apprehend the texts. Basically, the readers are started their interactive process that involves the readers' background knowledge. Background knowledge is a knowledge that the reader has known before reading the text. Therefore it can support the reader in order to comprehend the text.

2.2 Aspects of Reading

According to Nuttal (1985:2) in reading, there are five aspects which help the students to comprehend the text deeply: main idea, specific information, reference, and vocabulary. These aspects are explained below:

1. Main Idea

The main idea is called the topic sentence. It tells what the rest paragraph is about. In some paragraphs, the main idea is not explicitly stated in any one sentence. It is left to the reader to infer or reason out. So, the main idea is the very important idea that the author develops throughout the paragraph.

2. Specific Information

Supporting sentence or specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation. A paragraph contains facts, statements, examples specifics which guide us to a full understanding of the main idea.

3. Determining Reference

Determining References are used to give a signal to the reader to find the meaning elsewhere in the text. The reader can find the meaning of the unknown words or phrases by themselves. The unknown word might represent the other word that is written in the sentence before that word.

4. Making Inference

The inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or known and what he does not know.

5. Understanding Vocabulary

Vocabulary is the stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.

Therefore, reading comprehension involves respectively: determining main ideas, determining specific information, drawing references, making inference and understanding vocabulary.

2.3 Teaching Reading

The aim of teaching reading is to develop students' skills that they can read English text effectively. Alyousef (2005:143) says that in teaching reading, contemporary reading tasks, unlike the traditional materials, involves three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps in activating the relevant schema. For example, the teacher can ask students some questions that may arouse their interest while previewing the text. The aim of the while-reading stage (or interactive process) is to develop students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities, which enhance learning comprehension using matching exercises, cloze exercises, cut-up sentences, and comprehension questions.

According to Hedge (2003) reading component of an English language teaching may include a set of learning goals for:

1. Developing the language range goal through independent readers outside EFL/ESL classroom is the most teachers seek in reading English texts.
2. Building knowledge of the language which will facilitate reading ability.
3. Building schematic knowledge.
4. Adapting the reading technique according to its reading purposes.
5. Developing an awareness of the structure of written texts in English.
6. Taking a critical stance on the contents of the texts.
7. It is important to build up students' ability to adapt the reading strategy according to reading purpose (jigsaw learning strategy in teaching reading).

The aim of teaching reading is to develop students' skills that they can read English texts effectively and efficiently. To be able to do so the readers should have particular purposes in their mind before they interact with the texts. Effective and efficient reading always purpose full and tends to focus mainly on the purpose of the activity. Then the purpose of reading is implemented into the development of different reading techniques: scanning, skimming, mapping, CTL Strategy, and jigsaw learning strategy. These can be real when the students read and interact with various types of texts, i.e. functional and monologue texts. In addition in teaching reading the teacher should provide the strategy to students with a purpose for reading to anticipate the different type of reading texts. Therefore, reading technique should be matched to reading purpose to read efficiently and effectively.

2.4 Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD) is a kind of cooperative learning proposed by Slavin and his colleagues at John Hopkins University which demands the students to work cooperatively to learn and accomplish a shared learning material. Referred to the statement that STAD as a teaching technique is based on the idea of having the students to work cooperatively as a team to learn and master the material presented by the teacher, then the students' task is not to do something as a team but to learn something as a team. The emphasizing of the STAD as a teaching technique is also on the use of team goal and team success. It can be achieved if all members of the team learn the objectives being taught. So that the students will work cooperatively until all members of the team understand well about the material being studied. Slavin (1995: 33) states:

STAD system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, the students are assigned to four or five members in groups with each mirroring the others to make up the class in terms of ability, background, and gender.

Based on that statement, the team in STAD technique must be formed heterogeneously. The group consisting of four-five members should be mixed in the different level of performance and different gender. One of the aims of mixing the students in different level is that the smart students are expected to share his/her knowledge to the average students until they understand well and master

the material presented. In STAD, the students are not permitted to choose their team by themselves.

Richard and Rodgers (2001) define cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. So, when cooperative learning is applied in the classroom, the students had responsibility for themselves and their group.

Johnson & Johnson (1998) says that cooperative learning has demonstrated the academic, social, affective and psychological growth of students who work together in groups. So, cooperative learning grounded in the belief that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

According to McCafrety, et al (2006) cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members. Slavin (1990) writes that cooperative learning techniques adaptable to the most subject and grade levels. It means that cooperative learning can also be applied in teaching vocabulary. There are some techniques in cooperative learning that can be used by the teacher, such as Student Team Achievement Division (STAD), Team Games Tournament (TGT) and Jigsaw.

Based on the statement from Richards in Renandya (2011), the objective of cooperative learning is to enhance learning and achievement by encouraging

peer-to-peer interaction and cooperation. Cooperative learning requires students to be active in the group and achieved the main goal of every member of the group. It means that if students want to succeed as a team, they will encourage their teammates and do the best for their team.

From the several statements above, the researcher concluded that the STAD is one of the cooperative learning techniques that students are assigned to four or five-member learning teams that are mixed in performance level, gender, and ethnicity. Students will have equal opportunity to learn and students are rewarded for doing better than they have in the past, they will be more motivated.

2.5 Components of STAD

In applying STAD, there are five components proposed by Slavin (1995: 72), they are Class presentation, Teams, Quizzes, Individual improvement score, and team recognition.

1. Class Presentation

The first stage of applying STAD in the teaching-learning process is the class presentation. Class presentation is done by the teacher about the material. Actually, the class presentation is just the same as the usual teaching. The difference is that the teacher must be clearly focused on the STAD unit. Then, as the result, the students will pay attention during the class presentation because they know it will help them to do well while discussing in the team and do the quizzes and also their team score will be determined by their individual score.

2. Teams

The team is the most important features in STAD since this technique is about cooperative learning. The team will be composed into four-five members with a different level of ability and gender. The team meets to study the worksheet given by the teacher after the teacher presents the material. The study involves students' discussion of problems together, comparing answers and corrections of any misconception if their teammates made mistakes. As a team, each member should ensure that all the members are learning and understand about the material and it will help them to do well on quizzes because their team score will be determined by their quiz score. These following steps are made to assign the students to the team:

- a. Make copies of team summary sheets: Copy the sheets for every team.
The students have worksheet and answer sheet in their team to practice the material being taught.
- b. Rank students: The students are ranked from the highest to the lowest for mixing the students into the team. The researcher uses whatever technique to do this.
- c. Decide on the number of teams: To decide the number of teams, it depends on the number of students in the class. The team should consist of 4-5 students.
- d. Assigning students to the team: The team should be balanced. Each team should consist of the student with high performance.

- e. Fill out the summary sheet: Fill the name of students on each team summary sheet in the blank space.

3. Quiz

In this stage, the students will be given an individual quiz after experiencing the teacher presentations and team practice. This is aimed to prove that each member of the team was responsible for mastering the material. The students are not permitted to help one another in taking the quiz.

4. Improvement Individual Work

The idea about individual improvement work is to give a chance to each student to reach a higher performance goal than before if they work harder and perform better in the quiz. Each student will be given a 'base score' based on their average score of the previous quiz. The points which will be contributed for their team based on the degree to which their quiz score exceed their base score. Any students can contribute maximum points for their team in this scoring system. The rule is as follows:

5. Team Recognition

The team will be received the rewards if their reading average score exceeds a certain criterion.

In conclusion, there are five components of the STAD technique which will be applied in the teaching-learning process. They are the class presentation, teams, quizzes, improvement individual score, and team recognition.

2.6 Teaching Reading through STAD

STAD will be described as the simplest group of cooperative learning technique refers to as Student Team Learning Method. In the STAD, students will assign 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. 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 design 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 the problem as a group, or (d) use whatever strategies they which to learn the assigned material.

Following this team practice, students will 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. This scoring methods reward students for improvement (Slavin, 1986). The use of improvement points has been shown to increase student's academic performance even without teams (Slavin, 1986), and it is an important component of student team learning (Slavin 1986; 1995).

2.7 Narrative Text

According to Anderson and Anderson (1997: 8), narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. From these statements, it can be inferred that narrative texts is concerning with a story. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Meanwhile, Parera (1993:5) states that a narrative is one of the forms of developing writing, for example, characters told the history of something based on the development of writing from time to time. In addition, Gerot and Wignell (1994: 204) argue that narrative deals with the action of the characters or problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. From these opinions, it can be said that narrative text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past.

Derewianka (1990: 32) states that the steps for constructing a narrative are:

- 1.) Orientation, in which the writer tells the audience about who the character in the story is, where the story is taking place, and when the action is happening.
- 2.) The complication, where the story is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main character(s) and often serves to (temporally) toward them, for

reaching their goal. Narratives mirror the complications we face in life and tend to reassure us that they are resolvable.

3.) Resolution

In a "satisfying narrative", a resolution of the complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this is, of course, possible in certain types of narrative, which leave us wondering (how the end of the story is).

From the general structure above, the narrative should have three components such as orientation, complication, and resolution. The three components support the story that is organized as narrative.

There are many types of narrative. Generally, it can be categorized into the fictional narrative or imaginary, the nonfictional narrative, or combination of both.

- 1.) A Fictional Narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fictions.
- 2.) A Nonfictional Narrative (also factual narrative) presents a real-life person's account of a real-life story. It includes historical narratives, ballads, the slice of life, and personal experience

Similarly, a test has also language feature that can be described as follows:

- a. Focus on specific usually individualized participants, e.g. *Ali Baba*,

b. The Use of Simple Past (*come - came, open - opened, etc*).

1.) The example of using the word “came”.

Incidentally, he came upon an old cabin house.

2.) The example of using the word “knocked” and “opened”.

He knocked on the door and ugly woman, Nancy, opened it.

c. The use of temporal conjunction (*when, then, etc*).

1.) The example of using the word “when”

When he opened his eyes, he found himself in a luxurious castle.

2.) The example of using the word “then”

d. The use of noun phrases:

1) *a poor young man, a thick dense forest, a muscular scar robber.*

e. Adverb of time (*Once upon a time, early in the morning, etc*).

1.) The example of using “once upon a time”

Once upon a time, there was a poor young man named James.

2.) The example of using “early in the morning”

Early in the morning, James turned to become a monkey.

f. Action verbs. A verb that shows action. (*looked, stole*).

1.) The example of using “looked”

He looked at his image in the mirror, closed his eyes and said a wish.

2.) The example of using “stole”

The princess stole the mirror and prayed that James became a monkey.

g. Direct speech. It is to make the story lively.

(*She said, “The mirror could grant anything we wish”*). The direct speech uses the present tense.

Here is the example of the organization of the narrative text.

The Magic Mirror

Orientation: *Once upon a time, there was a poor young man named James. He got lost in a thick dense forest when he was collecting firewood. Incidentally, he came upon an old cabin house. He knocked on the door, and an ugly woman, Nancy opened it. Tears were falling down from her eyes and cheeks. She told him that a robber who lived in a nearby cave had stolen her magic mirror. She said, "The mirror could grant anything we wish" James promised to get the mirror for her.*

Complication: *James went into the cave. There was a muscular scary robber there, but he was sleeping soundly. So, James could take the Magic Mirror easily. He does not want to give the mirror back to Nancy, he kept it for himself instead. He looked at his image in the mirror, closed his eyes and said a wish. He wished to be in a beautiful place. When he opened his eyes, he found himself in a luxurious castle. There was a birthday party there. It was the princess birthday. James used the mirror to make a wish again. This time he wanted to marry the beautiful princess. The princess married him the next day. In his joyful moment, James told a story about his past time and the magic mirror. Realizing her husband a bad man, the princess stole the mirror and mirror and prayed that James became a monkey.*

Resolution: *The princess' wish came true. In the early morning, James turned into a monkey. Then, the monkey escaped from the castle into the wood.*

(<http://www.narrativemagazine.com/archive/stories>)

To be clearer, below is the explanation of the organization of *The Magic*

Mirror presented earlier.

1. Orientation is in the first paragraph because the narrator introduces the characters and tells the events that will begin a chain of events and these events will affect the characters. The first paragraph introduces James. It also tells when he got lost in a thick dense forest and met an ugly woman, Nancy, in an old cabin house. James promised to get her mirror that could grant anything we wish which had been stolen by a robber.
2. The complication is in the second paragraph because the narrator tells the problem of the story and how the main character solves them. The second paragraph tells that James could take the Magic Mirror from the scary robber easily but he did not want to give the mirror back to Nancy. He used the mirror to wish everything he wanted. Until one day,

he married a beautiful princess because of the magic mirror, but the princess realized her husband a bad man. The princess stole the mirror and mirror and prayed that James became a monkey.

3. Resolution is in the third paragraph because the narrator shows the way of the participant to solve the crisis, better or worse. The third paragraph tells when James turned into a monkey and escaped from the castle into the wood.

2.8 Procedure of Teaching Reading Using STAD

According to Lie (2003) procedure of STAD implementation consists of several steps, there are:

1. Dividing the students into groups from different academic levels, sexes, and Background ethnics. According to Lie (2007: 41-42), 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 based on the students' pre-test scores.
2. 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 as call teammates before asking the teacher.
3. Explaining the individual scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.

4. Delivering the lesson. The teacher explains the lesson and asks the number of questions to the students.
5. Arranging a 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.
6. Giving an individual quiz. The aim of an individual quiz is to measure how far the students understand the lesson. The seventh step is counting students' improvement score.
7. Giving rewards for group achievement.

2.9 Advantages and Disadvantages of STAD

Nichols and Miller (2007) write that there are some advantages and disadvantages of using STAD, they are:

2.9.1 Advantages of STAD

- a. Students feel better about themselves and to be more accepting of others.
- b. Students will have an equal opportunity to learn.
- c. Students with lower abilities are more likely to improve their achievement in the mixed group.
- d. Students will be active in the teaching learning process.

2.9.2 Disadvantages of STAD

- a. Taking much time in organizing the group.

- b. The class situation becomes noisy because students work in the group, so the teacher needs to control the student often.
- c. Wasting instructional time. The teacher has to state clear instruction, sometimes she has to repeat the instruction often because they concern with their group and they ignore the teacher.
- d. It needs more time for the teacher to implement STAD well in class. Because for the first time, students need to adapt to their teammates.

It is concluded that STAD technique gave greater information resources and make students faster to master the material. STAD will bring a relaxed environment to the class so that the students will enjoy the process of teaching-learning activities. While the limitations of STAD is that some students tend to dominate the discussion or may rely too much on others since it is a kind of cooperative learning method.

2.10. Theoretical Assumptions

A good technique is necessary for helping the teacher to achieve the aims of the teaching-learning process. Based on the theory that has been explained above, cooperative learning technique can help the students in developing their potential in reading a text especially in developing their ideas since by learning cooperatively the students will get greater information. In this case, STAD is a kind of cooperative learning technique which is considered as a good technique to be applied in teaching learning activities because STAD emphasizes the use of team success, so the students will help each other in mastering the material. Besides that, STAD also brings a relaxed environment to the students which can

motivate the students to learn and increase their interest. So, the researcher assumes that STAD is good to be applied in teaching-learning activities and can improve students' reading comprehension.

2.11. Hypothesis

In reference to the theories and the theoretical assumptions that have been discussed in this study, the hypotheses formulated by the researcher are as follows:

H1: There is an improvement of students' reading comprehension after the students were taught by using STAD.

III. RESEARCH METHODS

This chapter presents the explanation of research design, population and sample, variables, data collecting technique, research procedure, instrument, scoring criteria, validity and reliability, data analysis, data treatment, and hypothesis testing of the research. All of the subtopics describe the method used in this research.

3.1 Research Design

This research is a quantitative study using *one group pretest-posttest design*. The design used one class only as the experimental class. This class was given treatment through STAD technique. This class had pretest, posttest, and three times treatments. The pretest is used to find out the students' preliminary ability and the posttest is used to look how far the increase of the students' vocabulary achievements after the treatments. The aim of this research is to investigate whether there is an increase in students' vocabulary achievement after being taught using STAD technique. The design is presented as follows:

T1 X T2

T1 refers to the pretest before treatment

T2 refers to the posttest after treatment

X refers to the treatments which the teacher teaches reading comprehension using Student Team Achievement Division (STAD) technique. (Setiyadi, 2006: 143).

3.2 Population and Sample

1. Population

The populations in this research were all the second year students at SMAN 5 Bandar Lampung in academic year 2018/2019.

2. Sample

The researcher selects one class as the sample of the research by using random sampling technique which was using a lottery and the result was class XI MIPA 6 as the experimental class.

3.3 Variables

According to Hatch and Farhady (1982), the variable is an attribute of the person or an object which varies from person to person or from object to object. In this study, the variables are divided into two they are the dependent variable (Y) and the independent variable (X). Which is the STAD technique as the independent variable (X) where it was investigated? Then reading skill is considered as the dependent variable (Y) because this variable is measured to see the effect of STAD as a teaching technique.

3.4 Data Collecting Technique

The researcher should gain the data from students in order to see the use of Student Team Achievement Division (STAD) technique in improving students'

reading comprehension achievement and the students' opinion of STAD technique itself. The data will be collected from:

1. Pre-test

The pretest was conducted to find out the students' basic reading comprehension before treatments. The test was administered in 60 minutes with 30 items of multiple choices reading test.

2. Post-test

Post-test was conducted at the end of treatments in order to find out the significant improvement in students' reading comprehension achievement. The test was administered in 60 minutes with 30 items of multiple choices reading test.

3.5 Instrument

Arikunto (2006:160) states that an instrument is a tool or facilities used in collecting data in order to make the work easier and better result. In other words, the result is complete and systematic, so it will be easy to be processed. The instrument used in this research is the reading test. The test is used to see the students' improvement in reading comprehension. The data is gained by comparing the pretest and posttest. Then the students' improvement in reading comprehension will directly be revealed.

3.6 Research Procedure

These following steps are the procedure in collecting the data. They are:

1. Determining the Population and Sample

The researcher chose the second grade students of SMAN 5 Bandar Lampung as the population and sample of this research.

2. Selecting the materials

The material is used in this research as samples of reading text which taken from students' handbook and internet. This research researcher use narrative text.

3. Administering Pretest

The pretest is given in the first meeting which means before being given the treatment. It was conducted to see the basic ability of students' reading comprehension achievement. In this stage, the students are assigned to read a text based on the topic given. The test was administered in 60 minutes with 30 items of multiple choices reading test.

4. Conducting Treatment

After giving pretest, the researcher has conducted treatment by using STAD technique for the experimental class. The treatment will be held three times. Each treatment lasted for 90 minutes.

5. Administering Posttest

The posttest was administered in the last meeting or after the treatment given. The aim of the posttest is to see the improvement of students' reading comprehension achievement. In this stage, the test was administered in 60 minutes with 30 items of multiple choices reading test.

6. Analyzing the test result

After conducting the pretest and posttest, the score of students' pretest and posttest are revealed. Certainly, the improvement of students' reading comprehension achievement was appropriately found out. Then, after delivering the questionnaire, the students' reflection about STAD is revealed.

3.7 Scoring Criteria

In scoring the students' result of the test, below the formula will be used by the researcher. The ideal high score is 100. The researcher has calculated the average of the pre-test and post-test by using this formula:

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

That formula can be further expressed as follow:

S stands for the score of the test

R denotes total of correct answers

N denotes total items

(Arikunto, 1997:212)

3.8. Validity and Reliability

The instrument used in this study is valued in terms of validity and reliability.

3.8.1 Validity

A test is said to be valid if it measures the object to be measured and suitable with the criteria (Hatch and Farhady, 1982: 250). According to Setiyadi (2006), he says that "validity is used to measure perception, language

behavior, motivation, even the language ability”. A valid instrument has a high validity.

On the other hand, the instrument which is lack of goodness has a low validity.

An instrument can be called valid if it can show the data of variable are researched correctly. There are two types of validity can be used in this research: namely construct validity and content validity.

1. *Content validity* is intended to know whether the test items are good reflection of what was covered or not. The test items which were adopted from the materials that have been taught to the students should be constructed as to contain a representative sample of the course (Heaton, 1988). To get the content validity of reading comprehension, the observer try to arrange the materials based on the standard competence in syllabus for second grade of senior high school students. In order to establish the content validity of measuring instrument, the researcher identifying the overall content to be represented.

Table 3.1. Table Specification of Try-out Test

No.	Skills of Reading	Item numbers	Percentage of Items
1.	Identifying Main Idea	1, 7, 16, 17, 26,31, 33, 38	20%
2.	Finding Specific Information	3,10, 11, 13, 23, 24, 27, 28	20%
3.	Making Inference	4, 9, 15, 19, 21, 22, 35, 37,	20%
4.	Determining Reference	2, 6, 8, 14, 29, 30, 32, 36, 40	22,5%
5.	Understanding Vocabulary	5, 12, 18, 20, 25, 34, 39	17,5%
Total		40 items	100%

2. *Construct validity* Regarding the construct validity, it measures whether the construction had already referred to the theory, meaning that the test construction had already in line with the objective of learning (Hatch & Farhady, 1982;251). To find out the construct validity of the pretest and posttest, the theory of reading ability identifying the specific information, generic structure of the text, determining inference, and vocabulary were formulated the test items.

Therefore the researcher concluded that the test used was valid. Because the validity instruments was referred to the content and construct validity in which the question represents five sort reading skill, i.e. determining main idea, finding the detail information, reference, inference, and vocabulary (Nuttal, 1982). All test item which has good validity was used to collect the data for this research and the bad one should be revised.

3.8.2 Reliability

According to Hatch and Farhady (1982:244), the reliability of the test can be defined as the extent to which a test produces a consistent result when administrated under similar conditions. Reliability of the test in this research used the *split-half* method in order to estimate the reliability of the test and to measure the coefficient of the reliability between odd and even group, *Pearson Product Moment formula* used as the followed.

$$rl = \frac{\sum xy}{\sqrt{[\sum x^2 \sum y^2]}}$$

rl refers to the coefficient of reliability between first half and second half group.

x stands for the total number of the first half group.

y stands for the total number of the second half group.

x^2 denotes square of x

y^2 denotes square of y

xy relates to the total number of the first and half group.

And then to find out of reliability of the test, the researcher use “*Spearman Brown prophecy formula*” (Hatch and Farhady,1982: 256). The following formula is as follows:

$$rK = \frac{2rl}{1 + rl}$$

The above formula can be further described like the following.

rK states the reliability of the test

rl states reliability of half test

The criteria of the reliability as follow:

0.80–1.00 is classified as high

0.50–0.79 is classified as moderate

0.00–0.49 is classified as low

High and low reliability, empirically indicated by a number called the value of the reliability coefficient. High reliability is indicated by the value of rK approaching the number 1. The general agreement is considered to be quite satisfactory if \geq

0.700. If the value of $\alpha > 0.7$ means that reliability is sufficient (sufficient reliability) while if $\alpha > 0.80$ this suggests all items are reliable and all tests consistently have strong reliability.

Based on the criteria of reliability, it is found that the test items that researcher used have high reliability that is 0.982. Therefore the researchers concluded that the test used was reliable because the $\alpha > 0.80$.

3.9 Data Analysis

The researcher was computed the students' score in order to find out the students increasing in reading comprehension ability of narrative text by using STAD technique. Here are some steps to analyze the data:

1. Scoring the pretest and posttest.
2. Tabulating the results of the tests and calculating the scores of the pretest and posttest.
3. Determining the conclusion from the tabulated result of the test given that statistically analyzing the data by using statistical computerization .i.e. Repeated Measure t-test of Statistical Package For Social Science (SPSS) version 15.0 for windows to test whether the improvement of students' gain is significant or not, in which the significance is determined by $p > 0.05$.

3.10 Hypothesis Testing

The use of hypothesis testing is to see whether the hypothesis is accepted or not.

The hypothesis is:

H1: There is an improvement of students' reading comprehension achievement after being taught by using STAD technique.

H0: There is no improvement of students' reading comprehension achievement after being taught by using STAD technique. Content is the most improved aspect after the implementation of Student Team Achievement Division.

From the explanation, the hypothesis is accepted if $p < 0.05$ which means the probability of error is only 5%. Then, content is the most improved aspect after the implementation of this technique if the content aspect has the highest gain score.

Briefly, research design, population and sample, variables, instrument, data collecting technique, research procedure, scoring criteria, validity and reliability, data analysis, and hypothesis testing are the components of this chapter.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents 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

After conducting the research at the second grade of SMAN 5 Bandar Lampung and analyzing the data, the researcher draws the conclusions as follows.

1. There was a significant difference in students' reading comprehension achievement after the students were taught by using STAD Technique the second grade of SMAN 5 Bandar Lampung. It can be seen from the result of the hypothesis test which showed that a significant level of $p < 0.05$ ($p = .000$), t-value (17.641) was higher than t-table (2.042). The students' mean score in the pre-test was 51.97, and 66.57 in the post-test. The gain is 14.6%, it means that there is an increase. It can be concluded that STAD Technique can be used to improve students' reading comprehension.

2. STAD Technique could improve all aspects of reading. It can be seen from the result of the improvement of the aspect computed by SPSS 16 as shown below.

Firstly, the main idea increased 6.83 points from pre-test to post-test, because the students could develop a mental representation of the story by determining the main information of each paragraph.

Secondly, specific information increased 5.14 points from pre-test to post-test, because the students could analyze the specific information by using the organizational framework provided in STAD Technique instruction.

Third, inference increased 3.33 points from pre-test to post-test, because the students only sometimes could guess the implicit information in the text.

Fourth, reference increased 5.00 points from pre-test to post-test, because the students could connect one object to another object in the text.

Last, vocabulary increased 3.67 points from pre-test to post-test, because the students could match the synonym or the antonym of the word which related to the context of the text.

In sum, STAD technique is effective to increase the students' reading comprehension achievement.

5.2. Suggestions

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

1. For the students

The suggestion for students is about the students' activity, because they need to be involved in the lesson, so they know what they learn and how to implement what they have learned.

2. For the teacher

Applying STAD will be difficult at first. The teacher should consider about time allocation in the implementation in the classroom. Because since STAD needs more time, therefore the teacher should make the time as efficient as possible. The teacher should explain the activity clearly. It is better to make sure that the students know exactly what they have to do with the material and the media used in teaching and learning process. If the students find the difficulties to understand about the material or the activities, the teacher should also give a chance to them to ask some questions.

3. For the future researchers

Since there was a difficulty on applying this technique, that is teaching through STAD needs longer time than 2x45 minutes. It might be caused by the activities in team building phase that were too much time consuming, the future researcher needs to learn how to simplify the students' assignments. Hopefully, there will be further research of how to apply STAD technique more effectively.

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