



**THE EFFECT OF USING STAD TECHNIQUE ON THE TENTH GRADE
STUDENTS' READING COMPREHENSION ACHIEVEMENT**

THESIS

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**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



**The Effect of Using STAD Technique on the Tenth Grade Students' Reading
Comprehension Achievement**

THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department,
The Faculty of Teacher Training and Education ,
Jember University

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MOTTO

“The more that you read, the more things you will know. The more that you learn,
the more places you’ll go.”

(Dr. Seuss)



DEDICATION

This thesis is dedicated proudly to the following people:

1. My beloved parents, Hasan Afandi and Soly Hatun, S.H. Thanks for your love, sacrifice, support and suggestions. You have given the best to take care of me. This thesis is proudly dedicated to you for your everlasting love.
2. My beloved brothers, Hisyam Zein Ubaidillah and Hakim Anshar Abdillah. Thanks for your willingness to support me.
3. My teachers and lecturers from kindergarten to university. Thank you for your suggestion and support.
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7. My second family, Paranada 2014; Billa, Fira, Cece, Cahyo, Udin, Novi, Hayyu, Mega, Zahra, Ubait, Frenza, Rahmad and Stenley.

STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, March 2019

The writer,

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CONSULTANTS' APPROVAL

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, 13th March 2019

The Writer

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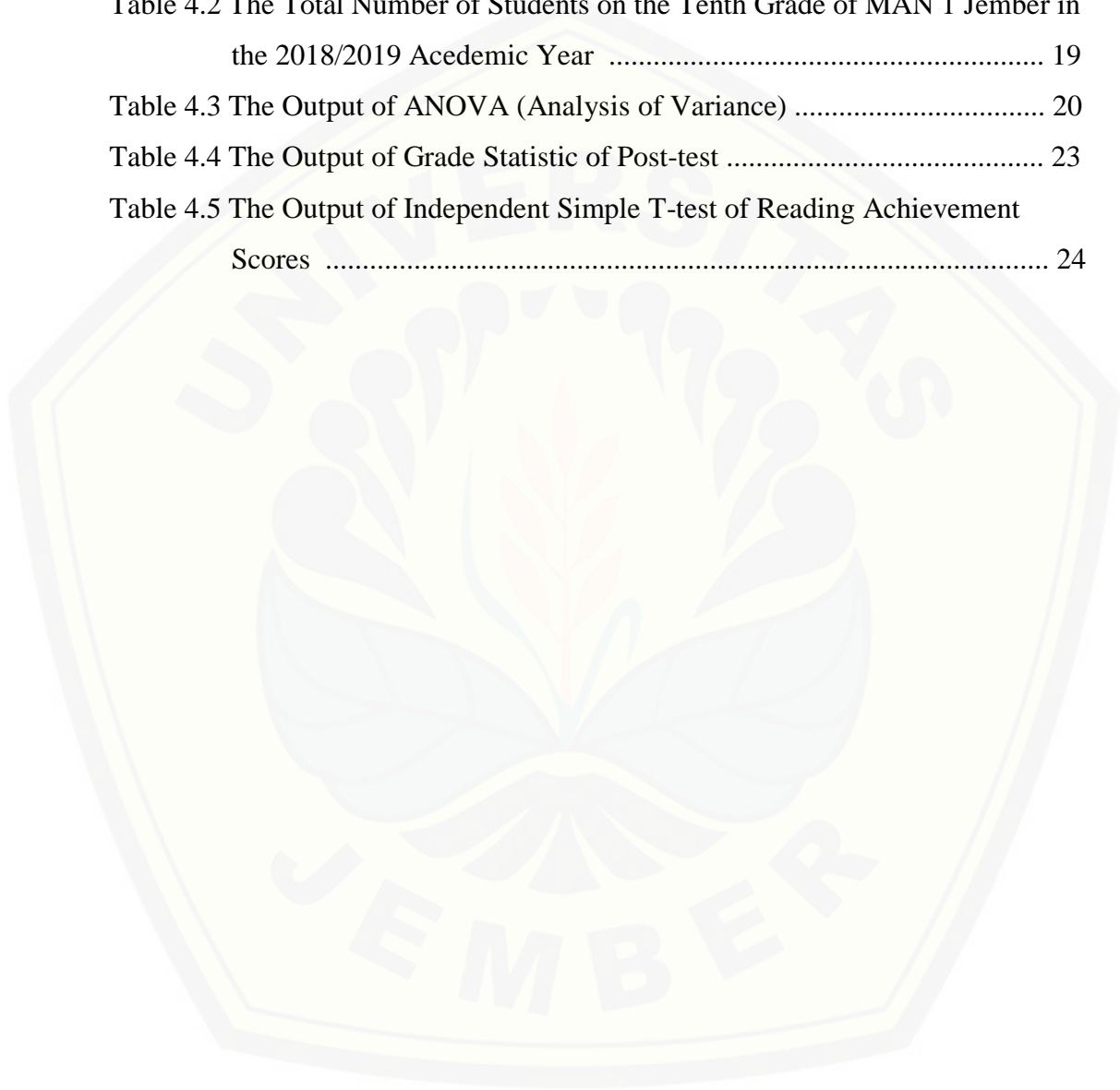
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SUMMARY

The Effect of Using STAD Technique on the Tenth Grade Students' Reading Comprehension Achievement; Hesty Maslahatus Sofa, 140210401061, 2019; 64 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

Quasi experimental research with post-test only design was used in this research as the purpose of this research was to know whether there was a significant effect of using STAD technique on the tenth grade students' reading comprehension achievement at MAN 01 Jember or not. The researcher chose MAN 01 Jember as the research area because STAD technique have never been used as technique by the English teacher in teaching reading comprehension for the tenth grade students in the 2018/2019 academic year. The number of the respondents was 68 in total. The experimental group consisted of 35 students and the control group consisted of 33 students. The respondents of this research were selected by choose two classes that had the closest mean score to be the experimental and the control groups; X IPS 1 as the experimental group and X IPS 2 as the control group. The experimental got treatment by using STAD technique, while the control group used Q-A technique.

There were two kinds of data used in this research, those are the primary data and the supporting data. The primary data were gained from the students' reading scores on post test, while supporting data were collected from the result of interview and documentation. Before the research was conducted, the researcher had conducted a homogeneity test to know whether the population was homogeneous or not by using ANOVA (Analysis of Variance) on SPSS (Statistically Package for Social Science). The homogeneity test result showed that the population was heterogeneous, as the value of the variance was 0.002 which was lower than 0.005.

The primary data were collected from the post test, and then the researcher analyzed the result of the test by using independent sample T-test on SPSS to find the significant difference of the experimental group and the control group. The result of the t-test formula analysis showed that the value of the significant 2

tailed was 0.02, which means that it was lower than the significant degree (0.05). Therefore, the null hypothesis said that “there is no significant effect of using STAD technique on students’ reading comprehension achievement” was rejected. Consequently, the alternate hypothesis said that “there is a significant effect of using STAD technique on students’ reading comprehension achievement” was accepted.

Regarding to the result of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant effect of using STAD technique on students’ reading comprehension achievement. Consequently, it is suggested that the English teacher of MAN 01 Jember uses STAD technique since it can foster the students’ enthusiasm in learning English and create enjoyable atmosphere in the classroom. For the students, it is suggested to participate well when the teacher applies STAD technique in teaching reading. For future researchers, hopefully it can be used as a consideration to conduct a further research dealing with a similar topic by using a different research area and different research design such as a classroom action research to improve the students’ reading comprehension achievement by using STAD technique at other schools.

CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the topic of the research. They are the research background, the research problem, research objective and research significance.

1.1 Research Background

Reading is one of the most important skills to gain information or new knowledge from the written form, such as textbook and internet. It means that reading is a way to understand the information from the material gained. (Van Dijk and Kintsch: 1983) in Sabouri, 2016) define reading comprehension as the process of creating meaning from text. In line with this, Grellet (1996:3) states that understanding a written text means extracting the required information from it as efficiently as possible. It means that the more people read written forms, the more knowledge they will have. But, actually it is hard to make people reading a lot, that is why the success of implementing reading programs will depend on the students' interest. In line with this, Sabouri (2016) states that reading is an interactive process in which readers construct a meaningful representation of text using effective reading strategies. Most of us think that reading is a simple activity to do. In addition, reading is actually a complex process that requires an active participation of the reader.

As reading skill is important in language learning, teacher should use an appropriate technique in order to make the teaching learning process become more attractive. In addition, reading comprehension should be addressed from a new perspective of teaching approach which is more to a students centered approach which engages students actively in the learning process (Ambigapathy, 2007). Based on the issue, there is a technique that can be applied in teaching reading namely Student Team Achievement Division (STAD) technique. According to Slavin (1978), STAD technique can be fully exploited by teachers in the classroom to facilitate students' reading comprehension skills. STAD can be applied for students at the class which has

various abilities on reading comprehension. In line with this, Nair and Periasamy (2015) conveyed that STAD technique helps students in mixed ability classes to motivate each other to develop meaning concepts and ultimately to experience meaningful learning in a conducive learning environment. In STAD, students foster collaboration when they work together to achieve a common goal or solve problems. In other words, team members support each other to learn material by working together with their group.

The effect of using STAD technique has been investigated by some international and national researchers. Most researchers about STAD conducted in senior high school usually deal with other language skill achievement, especially writing achievement. Some research results concerning with STAD gave evidence about the effectiveness of this technique. Rahimi (2015) investigated the effectiveness of STAD on EFL learners' reading comprehension at Iran and a similar study was also conducted by Periasamy (2015) at secondary school in Malaysia. Those two researchers examined STAD technique with two different kinds of participants, namely EFL learners and secondary students, but both of the researchers has similarity about investigating the significant effect of STAD technique on reading comprehension and the results show that there is a significant effects of using STAD technique. However, there is still no researcher who has been using STAD technique in teaching reading comprehension at *Madrasah Aliyah Negeri (MAN)* until now. Due to the positive results, this research aimed to fill in the gap and focus on investigating the effect of using STAD technique on students' reading comprehension achievement on the tenth grade students.

Based on the explanation above, an experimental research entitled "The Effect of Using STAD Technique on the Tenth Grade Students' Reading Comprehension Achievement" was conducted.

1.2 Research Problem

Based on the research background above, the problem is formulated as: “is there any significant effect of using Student Teams Achievement Division (STAD) technique on the tenth grade students’ reading comprehension?”

1.3 Research Objective

Based on the research problem, the objective of the research is: “to know whether or not there is a significant effect of using Student Teams Achievement Division (STAD) technique on the tenth grade students’ reading comprehension.”

1.4 Research Significance

The result of this research is expected to give contribution for the English teacher, the students, and future researchers.

1.4.1 The English Teacher

The result of this research is expected to be useful for the English teacher as information about the implementation of STAD as a technique for teaching reading comprehension.

1.4.2 The Students

The students are hopefully expected to have an experience in interesting teaching and learning reading comprehension by using STAD technique. Therefore, students will become active and motivated in reading the written form.

1.4.3 Future Researchers

The result of this research is expected to be useful for future researchers as a source and information in conducting future research. Future researchers with similar topic may get some important information about STAD in the teaching reading comprehension.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents literature review related to the research topic (student team-achievement division). They cover theoretical framework, conceptual framework and previous research review.

2.1 Theoretical Framework

2.1.1 Student Teams Achievement Division (STAD)

Student Team Achievement Division (STAD) is one of the techniques that help students in team learning. STAD is a kind of cooperative learning developed by Slavin (1991) which refers to a student team learning technique. The main idea behind STAD is motivating students to encourage and help each other master skills presented by the teacher (Slavin: 1994) in Wyk, 2010:84). It means that the students will be more motivated during learning activity and it also gives students more opportunity to help each other within their group in learning activity.

Moreover, Slavin (1991:9) notifies several dramatic changes in the classroom after following the steps of STAD, they are as follow:

1. The students begin helping each other instead of presenting those who know the answers and making fun of those who do not.
2. The students begin to see the teacher as a resource person, more like an instructor than a boss.
3. The students begin to see learning activities as social instead of isolated, fun instead boring, under their own control instead of teacher control.
4. The students begin to feel a friendship toward their classmates.

In this research, the researcher applied STAD technique because of several reasons. First, STAD is the simplest of the Cooperative Learning strategy. Second, STAD is useful to be used in teaching materials that require single correct answers such as language rule and mechanics. STAD is the simplest and effective technique that can be used to teach reading. Third, previous researchers found that STAD had a significant effect on students' team achievement. Therefore, the

researcher will be used the STAD technique in order to know whether or not there is a significant effect on reading comprehension achievement.

2.1.2 The Components of STAD

Several experts have proposed the components of STAD technique. According to Slavin (1991:20), there are five basic components of STAD namely: forming heterogeneous learning teams, presenting the contents of the lessons, team practice or concept development activities, assessing individual mastery, calculating team improvement, and recognizing team accomplishment. Each of those components will be discussed further in the following parts.

a. Form Heterogeneous Learning Team

The teacher divides the students into teams based on their qualities or abilities. A STAD team consists of four or five students who represent a cross-section of the class in terms of sex, race or ethnicity, and past performance. However, the form can be changed based on the number and condition of the students in the class. There are several steps that should be used to structure a STAD team. Firstly, teacher computes current achievement level of each student in the class. The result is called the base score. Secondly, teacher ranks students into the top 25%, the bottom 25% and the middle 50% by achievement. Then, teacher forms team of four or five by choosing one or two students from each ability group. The teams include one high performer, one low performer, and two average performers.

b. Present the Content of the Lesson

According to the learning objectives of the course, teacher lectures to the whole class or leads them into discussion designed to get all students to grab the content and conception of the courses. Leighton (1999:286) states that teacher may explain and demonstrate the skill and leads the students through whole-class guided practice.

c. Team Discussion and Practice

During team study, the team members' tasks are mastering the material presented in the lesson and helping their teammates master the material. They

work to solve the problem together; share problems appeared and correct any misconception that may cause teammates to make mistakes. Students have worksheets and answer sheets that they can use to practice the skill being taught and to assess themselves and their teammates. The main function of the team study is to prepare its member to do well in the test.

d. Assess Individual Student Mastery

After the phase of team learning, all the students are asked to take a rest. This test is done individually, a help from group members is not allowed. Each student is responsible for his/her own learning. Slavin (1991:21) states that the test is composed of course-content-relevant questions. It means that the questions of the test should have the same number, type, content and degree of difficulty with the questions in team practice because the test is designed to examine the knowledge that students have gained from the class presentation and team practice.

e. Calculate Team Improvement Scores and Recognize Team Recognition

STAD has a score called team improvement score. According to Leighton (1999:287) team scores are computed based on team members' individual improvement scores. The idea of individual improvement is to give each student a performance goal that she/he can reach by working harder than the past. The students contribute positively to the team when they get higher score than the base score.

Base score is the students' total score in the latest quiz. Thus, each students had different base scores based on their latest quiz. The improvement score were possibly calculated based on the quiz which consists of 100 points. Individual improvement score designed to motivate students at all levels and reward teams for attention to a success of all members. The formula used in calculating the team members' score is as follow:

N0	Post-test Score	Improvement Point
1	More than 10 points below the base score	0
2	10 points below to 1 points below the base score	10
3	10 points above the base score	20
4	More than 10 points above the base score or perfect paper (regardless of the base score)	30

(Leighton, 1999:287)

Improvement points are calculated for each member's point of the team and then averaged by the number of the team members. Team whose average improvement scores reach a predetermined level are eligible for rewards.

Good team: Average team improvement score 5-10

Great team: Average team improvement score 11-20

Super team: Average team improvement score higher than 20

2.1.3 The Definition of Reading Comprehension

Dealing with reading comprehension, Hennings (1997:245) states that reading comprehension means interacting and constructing meaning with text. Comprehension can be obtained if there is an interaction process between readers and the text. According to Grellet (1996:8), "reading comprehension is considered as an active process involving predicting, checking, guessing, and asking oneself question", it is a process of understanding a text.

Mc Whorther (1989:106) states that there are four levels of reading comprehension based on the unit of comprehension: identifying word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. We will discuss those four comprehension further in the explanation below.

A. Word Comprehension

Word is the first part of a text that is important for readers to understand the text they read. As Fairbairn and Winch (1996:9) note, students do not always fully understand the meaning of all the words employed in a sentence. Understanding the meaning of the word is an important process in reading comprehension, because it can help readers to catch the information and achieving comprehension of the whole text.

In this research, the researcher asked the students to find the synonym and opposite meaning of a word.

For example. Question:

“It protects rare and endangered species...”

What is the synonym of the underlined word?

- a. Threatened c. Charming e. Famous
b. Disgusting d. Wonderful

Answer: The answer for the question above is **(a) Threatened**

B. Sentence Comprehension

Sentence comprehension is a process of understanding sentences in a text. Grellet (1996:15) suggests that it is better to understand the meaning of some words constructed in sentences than to understand the meaning of word-by-word. It means that comprehending sentence means understanding what actually the sentence tells the reader about.

For example. Question:

“How far is the park from the city centre?”

- a. 2 km b. 10 km c. 12 km d. 20 km e. 30 km

Answer: The answer from the question above is **(c) 12 km**

C. Paragraph Comprehension

A paragraph contains of a single topic and starts with a main idea and supporting details to support and develop the idea. According to Wong (1996:366), a paragraph as a series of sentences that develop one main idea about a specific topic. It is in line with Langan (2001:5) who states that paragraph usually consists of an opening point called a topic sentence followed by a series of sentences which support that point. It means that topic sentence or main idea to tells the reader what paragraph is about.

For example. Question:

“What information do you get from the second paragraph?”

- a. There are many birds in Singapore Bird Park
b. Kinds of birds in Singapore Bird Park

- c. Facilities in Singapore Bird Park
- d. Singapore Bird Park is one of the largest bird parks in the world
- e. The most interesting place in Singapore

Answer: The answer from the question above is **(d) Singapore Bird Park is one of the largest bird parks in the world.**

D. Text Comprehension

Comprehending text is the aim of the reading process. It means that an author hopes that the reader able to understand the content of the text. Nutal (1982:10) assumes that the reader will totally understand the text if the reader gets three points: the writer and reader are using the same language, the writer has a message and the writer wants the readers to understand the message of the text.

Hennings (1997:262) also confirms that the knowledge of the text structure that students bring to a selection also affects their reading comprehension. Furthermore, it can be said that understanding the text including word, sentence, and paragraph comprehension aims to comprehend the general information and the specific information of a text.

For example. Question:

“What is the genre of text above?”

- a. Hortatory
- b. Narrative
- c. Report
- d. Description
- e. Explanation

Answer: The answer from the question above is **(d) Description**

2.2 Conceptual Framework

2.2.1 The Implementation of STAD in Teaching Reading

There are some preparations before implement STAD technique in the class. According to Slavin (1991:23), there are several preparations that should be done before applying STAD technique in the class covering preparing materials, assigning students to teams, and determining initial base scores.

After preparing the material, teacher had to assign students to teams. A STAD team consists of four or five students who represent cross-section of the class in terms of sex, race or ethnicity, and past performance. The team should

also include one higher performer, one low performer, and two average performers. However, the form can be changed based on the number and condition of the students in the class. According to Slavin (1991:24), the following steps were used to structure a STAD team, namely:

- a. Made a copy of a Team-Summary Sheet and one copy of a quiz Score Sheet for every team,
- b. Ranged the students from the highest to the lowest in terms of past performance,
- c. Decided on the number of team,
- d. Assigned student to team, and
- e. Filled in the names of the students on Team Summary Sheets.

In addition, the researcher decided to use the procedures proposed by Cahyono (2014:17), because it has more detail procedures to applied in the classroom than Slavin's. The procedures STAD are as follows:

- a. Dividing the students into nine heterogeneous teams. (stage 1)
- b. Presenting the lesson through whole-class guided practice. (stage 2)
- c. Distributing worksheets to the teams.
- d. Asking the students to do the exercises in the worksheet with their team. (stage 3)
- e. Crosschecking the answer with the whole class.
- f. Asking the students to move apart from their team.
- g. Conducting an individual test. (stage 4)
- h. Asking the students to sit with their groups.
- i. Crosschecking the answer with the whole class.
- j. Calculating improvement score and giving three rewards to the teams that reach predetermined level. (stage 5)

2.2.2 The Advantages of STAD

Slavin (1991:22) proposes five advantages of STAD. They are:

- a. Frequent quizzes in STAD give feedback to students and teacher.
- b. The circumstance in STAD class is relatively quiet.
- c. Improvement score challenge the students.

- d. STAD only has a few instructions.
STAD applied individual quiz that has simple instructions. It makes STAD less time consuming in the application.
- e. Curriculum materials are available in most subjects.

2.3 Previous Studies

There have been some previous studies related to the topic of this research. The first previous study was done by Rahimi (2015) reporting that the results of experimental group outperformed the control group. It shows that using STAD as a technique for pre-university students could improve their reading comprehension and also their motivation towards learning English. The second previous study conducted by Periasamy (2015) that showed the results of the study are the mean scores of the experimental group in reading comprehension enhanced significantly compared to the control group and the social skills of the students from the experimental group enhanced significantly compared to the control group. Students in experimental group possessed several traits and values like tolerance, willingness to listen each other, support and helps among group members, responsibility and confidence.

The results of both researchers showed that there was a significant effect of STAD technique on students' reading comprehension. However, there is still no researcher who uses STAD technique in teaching reading comprehension at *Madrasah Aliyah Negeri (MAN)* until now. Due to the positive results, this research aimed to fill in the gap and focus on investigating the effect of using STAD technique on students' reading comprehension achievement on the tenth grade students.

2.4 The Research Hypothesis

Considering the review of related literature above, the hypothesis of the research can be formulated as follows: there is a significant effect of using STAD technique on the tenth grade students' reading comprehension achievement.

CHAPTER III
RESEARCH METHOD

This chapter presents the research methods applied in this research study that will be applied in this research. It covers research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

Based on the objective of the research, this research intended to know whether or not there was a significant effect of using STAD technique on the tenth grade students' reading comprehension achievement at MAN 01 Jember. Therefore, a quasi-experimental research design with non-equivalent post-test only group design was chosen to be applied in this research. The researcher selected two classes in this research, one as the experimental group and another one as a control group. The two classes (the experimental and the control group) were selected by considering the results of homogeneity test. The experimental group was given treatment by teaching reading using STAD technique, whereas the control group was taught by applying conventional technique that is question and answer technique. Then, after both groups were given different treatments, the researcher conducted a post test to find out the significant difference between the groups. The design is presented as follows:

Group	Treatment	Posttest
A	→ X →	O
B	→	O

Notes:

- A: experimental group
- B: control group
- X: treatment
- O: post-test

(McMillan, 1992:175)

The steps of the research design were as follows:

1. Administering the homogeneity test to all classes of the tenth grade students of MAN 01 Jember to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Determining the classes which belong to the experimental group and control group chose two classes that had the closest mean score.
4. Constructing lesson plans for both the experimental group and the control group.
5. Giving treatments to the experimental group by teaching reading comprehension using STAD technique while the control group was taught by using Q-A technique which is usually used by the teacher.
6. Giving post-test to both groups after giving the treatments to the experimental group to know the result of the treatment.
7. Analyzing the result of the reading test by using t-test formula with SPSS to know whether the mean differences was significant or not.
8. Drawing conclusion from the result of the data analysis to answer the research problem.

3.2 Research Context

This research was conducted at MAN 01 Jember, East Java, Indonesia. The purposive method was used to determine the area of the research because of certain reasons. The first was the location of MAN 01 Jember is easily accessible by the researcher. The second was the headmaster of MAN 01 Jember gave permission to the researcher to conduct the research. The third was the result of interview with the English teacher of the tenth grade at MAN 01 Jember showed that she has never used STAD technique in teaching reading comprehension, but she was teaching reading comprehension by using Question and Answer technique by providing multiple choice questions to the students and asking them to answer by themselves. Furthermore, there was no research using STAD in teaching reading that had been conducted at this school.

3.3 Research Participants

The population of this research referred to all the tenth-grade students of social class at MAN 01 Jember in the 2018/2019 academic year consisting of four classes, they were: X IPS 1, X IPS 2, X IPS 3, AND X IPS 4, in which each class consisted of 31 up to 35 students. Among those classes, the researcher chose two

classes after conducting the homogeneity test and analyzing the results by using Analysis of Variance (ANOVA). The homogeneity test was conducted to know whether the population or the participants was homogeneous or not. The result of the homogeneity test was heterogeneous. So, the researcher chose two classes that had the closest mean score to be the experimental group and the control group.

3.4 Data Collection Method

In this research, the researcher used two kinds of data collection methods. The first was primary data that was collected by applying a reading comprehension test and the second was secondary data that were collected through interview and documentation. The following parts are the discussion of the methods.

3.4.1 Reading Test

Reading test was used by the researcher to gain the data about students' reading comprehension achievement. According to Arikunto (1998:138), test is a set of the questions or exercises or the other instrument that is used to measure skills, knowledge, intelligence and talent of an individual or group. There were two kinds of reading test in this research, namely try-out test and post-test. The reading comprehension test in this research was applied to collect the data about students' reading comprehension achievement in comprehending word meaning, sentence meaning, paragraph meaning, and the whole text.

a. Try-out Test

Before administering pre-test to the control and experimental classes, a try-out test was given to a class which does not belong to the experimental or control classes but has the closest mean difference with them. According to Djwandono (1996:18), try out is very important to do because of some reasons, those are: the validity of test, the reliability of test, and the difficulty index of test items. In order to generate good content validity, the test items deal with the suitable topic contained in the curriculum and syllabus. In addition, test reliability

and difficulty index of test items were also important to be taken into account. The test reliability was to know the consistency of the test result. Furthermore, the difficulty index was measured in order to create good and suitable test items for the students. The result of the try-out was analyzed by using split-half odd even technique to know the reliability.

The procedures of the try-out are as follows:

1. Conducting the reading try-out test and score every test item answered by the students.
2. Splitting the items into two parts according to odd-even numbers.
3. Giving a cross sign (X) to the odd numbers and (Y) for the even numbers.
4. Analyzing the correlation between X and Y by using Product Moment formula:

$$r_{xy} = \frac{N\sum XY - (\sum X \sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Notes:

r_{xy} = correlation coefficient

$\sum XY$ = the number of odd items and event items

$\sum X$ = the number of odd items

$\sum Y$ = the number of even items

N = the number of the respondents

(Sudjiono, 1998:219)

5. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1+r_{xy}}$$

Notes:

r_{11} = the reliability coefficient for the whole test items

r_{xy} = the reliability coefficient for the half test items

(Djiwandono, 1996:154)

6. Giving the interpretation to the reliability coefficient for the whole test. The interpretation scale of r_{xy} :

Very high : 0.90 - 1.00

High : 0.70 - 0.89

Sufficient : 0.50 - 0.69

Low : 0.30 - 0.49

Very low : < 0.30

To analyze the difficulty of the test items, the researcher used the degree of the test item difficulties using the formula as follows:

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

Notes:

FV : The difficulty index
R : The number of correct answer
N : The number of the respondents

The criteria of difficulty index:

0.00-0.19 = Difficult

0.20-0.80 = Fair

0.81-1.00 = Easy

(Heaton, 1991)

The try-out test had 20 test items with five options for each item. The scoring was calculated by dividing the students' correct answer with the number of the test items then multiplied by 100. The total score of test items was 100. Furthermore, the difficulty index of the test items was analyzed in order to know whether the test items are too difficult or too easy for the students.

b. Post Test

The reading post-test was conducted to both experimental and control groups after the treatment was given by the researcher. In conducting the reading post-test, the researcher developed a teacher-made-test by herself along with the guidance of the English teacher and the advisors. This test consisted of 20 test items in the form of multiple choices with five options. This reading test focused on word comprehension, sentence comprehension, paragraph comprehension, and the whole text comprehension. The test items in the post-test was gained from the result of the try-out test. The time allocation to do this test was 20 minutes, because there was a limitation of time allocation from the teacher.

3.4.2 Interview

Interview is a conversation which is done by an interviewer with a purpose to get information from the interviewee (Burns, 2010:74). This research was conducted to get information about the English curriculum, the English textbooks,

the media and the technique used by the teacher in teaching reading. Then, the result of interview can be seen in *Appendix B* on page 31.

3.4.3 Documentation

According to Arikunto (2006:158), documentation was conducted to find out the data needed in the form of notes, transcripts, books, newspaper, magazines, daily news week and else. Therefore, in this research, documentation was used to get the data about the names of participants of the tenth grade students of MAN 01 Jember in the 2018/2019 academic year covering the experimental and the control groups.

3.5 Data Analysis Method

After the data had been collected from the reading post-test for both groups, it was analyzed by using independent sample t-test formula by using SPSS package in order to know whether or not the difference was significant between the experimental and control groups by applied 5% of significance level.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and suggestions for the English teacher, the students and the future researchers.

5.1 Conclusion

Based on the result of data analysis, hypothesis verification, and discussion in the previous chapter, it could be concluded that there was a significant effect of using STAD technique on the tenth grade students' reading comprehension achievement at MAN 01 Jember in the 2018/2019 academic year.

5.2 Suggestions

Since there was a significant effect of using STAD technique on students' reading comprehension achievement, the researcher proposes some suggestions to the following people:

5.2.1 The English Teacher

The English teachers of MAN 01 Jember are suggested to use STAD technique in teaching reading, since it can foster the students' enthusiasm in learning English and create enjoyable atmosphere in the classroom.

5.2.2 The Students

The students are suggested to participate well when the teacher applies STAD technique in teaching reading. By participating well, the students can comprehend more about the reading text they are learning.

5.2.3 The Future Researchers

It is expected that the result of this research can be used as consideration to conduct a further research dealing with a similar topic by using a different research area and design such as classroom action research (CAR) to improve the students' reading comprehension achievement by using Group Investigation technique, or other levels of students. They may focus on group difference, because in Indonesian schools there are many types of school which only for female or male students.

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Appendix A. Research Matrix

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hyphotesis
The Effect of Using STAD Technique on the Tenth Grade Students' Reading Comprehension Achievement	Is there any significant effect of Using STAD Technique on the Tenth Grade Students' Reading Comprehension Achievement?	<p>Dependent Variable: The tenth grade students' reading comprehension achievement</p> <p>Independent Variable: Teaching reading by using STAD technique</p>	<p>The student's score of the reading test with the indicators:</p> <ol style="list-style-type: none"> Comprehending word meaning Comprehending sentence meaning Comprehending paragraph meaning Comprehending text meaning <p>The procedures of STAD Techniques:</p> <ol style="list-style-type: none"> Forming heterogeneous learning teams Presenting content Team practice developing activities Assessing individual students mastery Calculating team improvement score and recognizing team accomplishment 	<ol style="list-style-type: none"> Respondents: The tenth grade students of MAN 01 Jember. Informant: The English teacher of the tenth grade class at MAN 01 Jember. Documents: <ol style="list-style-type: none"> The tenth grade students' first semester score of English test in 2018/2019 academic year. The names of the research participants. 	<p>Research design: Quasi-Experimental Research Design (Non-equivalent post-test only group design)</p> <p>Area determination method: Purposive method</p> <p>Respondents determination method: Cluster random sampling</p> <p>Data collection methods:</p> <ol style="list-style-type: none"> Main data: Reading test Secondary data: Interview documentation <p>Data analysis method:</p> $t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$ <p>notes: Mx : mean of the experimental group My: mean of the control group X: individual score of the experimental group Y: individual score of the control group Nx: the member of the experimental group Ny: the member of the control group (Adapted from Arikunto, 2006)</p>	There is a significant effect of using STAD technique on the tenth grade students' reading comprehension achievement at MAN 01 Jember in 2018/2019 Academic Year

Appendix B

Supporting Data Instrument

1. Interview Guide

No.	Questions	The teacher's responses
1.	What curriculum do you use in teaching English at MAN 01?	K-13 for Senior High School.
2.	How many times do you teach English in each class of grade X in a week?	Twice a week.
3.	How do you teach reading comprehension in grade X?	I use Q-A technique, by giving explanation and after that give them task.
4.	What English book do you use in teaching English?	I use Bahasa Inggris textbook for X th grade from Kementrian Pendidikan dan Kebudayaan Republik Indonesia
5.	What kind of test form do you usually administer?	I give the students task in the form of multiple choice questions.
6.	Have you ever used STAD technique to teach reading comprehension?	No, I've never used STAD technique when I teaching reading to the students.

2. Documentation guide

No.	The supporting data needed	Sources
1.	The total number of grade X at MAN 01 Jember in the 2018/2019 academic year	The school administration staffs
2.	The names of research respondents	The school administration staffs
3.	The syllabus used by the English teacher of grade X	The English teacher of grade X

Appendix C

HOMOGENEITY TEST

Choose the best answer of the following questions by crossing a, b, c, d or e on your answer sheet!

Read the text and answer questions 1 up to 6.

Text 1

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch'. The visitors can enter cave through a waterfall cascades. It is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offer toilets, barbeque, shelter sheds, water and fireplaces. However, overnight camping is not permitted.

Source: <http://englishforsman2013.blogspot.co.id>

- What is the genre of the text above?
 - Hortatory exposition
 - Narrative
 - Reportd. Description
 - Explanation
- What is the social function of the text?
 - To report
 - To explain
 - To describe
 - To retell
 - To persuade
- What is not permitted to do in the Natural Bridge National Park?
 - Swimming
 - Running
 - Overnight camping
 - Camping
 - Picnic
- Where is the Natural Bridge National Park located?
 - 110 km from South of Brisbane
 - 110 km from Pacific Highway
 - 110 km from Lamington National Park
 - 110 km from Numinbah
 - 110 km from Nerang
- What will the visitors see at the night?
 - A common glow worm
 - The unique feature of the glow worms
 - A great dark cave
 - The unique rocks
 - The fantastic bridge
- "Natural Bridge National Park is luscious tropical rainforest." (Line 1)
What is the meaning of the underlined word?
 - Arid
 - Dense
 - Dull
 - Dry
 - Succulent

Read the text and answer questions number 7 up to 11.

Text 2

Taj Mahal

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Moslem Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186X186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements.

Source: Modul Siswa Penunjang Pembelajaran Bahasa Inggris kelas X, K-13, Aspirasi.

- What does the text mainly focus on?
 - Queen Mumtaz Mahal
 - Taj Mahal
 - Taj Mahal at Agra
 - The history of Taj Mahal
 - A mausoleum
- Who built Taj Mahal?
 - Shah Jahan
 - Agra
 - Queen Mumtaz
 - Jamuna
 - Emperor Khan
- What kind of the text is it?
 - Hortatory exposition
 - Narrative
 - Description
 - Explanation
 - Report
- What is the social function of the text?
 - To tell about who had built Taj Mahal
 - To persuade readers

- b. To explain about Taj Mahal
 c. To retell about Taj Mahal
 11. Where is the location of river Jamuna?
 a. Inside Taj Mahal
 b. In front of Taj Mahal
 c. Beside Taj Mahal
 d. Far away
 e. To describe about Taj Mahal
 e. Behind Taj Mahal

Read the text and answer questions number 12 up to 20.

Text 3

War Remnants Museum

One of the most famous history museums in Vietnam is the War Remnants Museum. By visiting this museum, you will experience an intellectual and remarkable trip.

The War Remnants Museum is located at 28 Vo Van Street, District 3, Ho Chi Minh City. Operated by the government, the museum was opened in September 1975 as “The House for Displaying War Crimes of American Imperialism and Puppet Government”, focusing on exhibits relating to the American phase of the Vietnam War. Since then, it has undergone many changes and renovations due to the process of normalization of relationship between Vietnam and the United States, such as the change of its current name in 1993.

Nowadays, the museum function as a place to display devastation of the war between two countries from 1961 to 1975. It comprises several buildings storing military equipment, as well as disturbing photographs about the traumatizing consequences of Agent Orange, napalm and phosphorus bombs. There are also pictures about atrocities such as My Lai massacre, a guillotine used by the Southern Government of Vietnam. Last but not least, three jars of deformed human features indicating haunting effects of the war for the next generations. A number of unexploded ordnances are stored in the corner of the yard, seemingly with their changes removed. Not only does the museum illustrate a phase of painful history, but it also tells unknown stories about war to people, especially to westerners.

The museum opens daily from 8 a.m. to 11:30 a.m. and 1:30 p.m. to 4:45 p.m. and the entrance fee is 10,000VND. If you are interested in the history of the Vietnam War, do not forget to visit this museum.

Source: <http://www.vietnamonline.com/attraction/war-remnants-museum.html>

12. Where is the location of War Remnants Museum?
 a. 28 Lo Man Street, District 3
 b. 28 Vo Van Street, District 3, Ho Chi Minh City
 c. 28 Street, Ho Chi Minh City
 d. Lo Min Ka City
 e. District 3
13. When was the museum opened?
 a. September 1957
 b. September 1993
 c. September 1961
 d. September 1965
 e. September 1975
14. What is the main idea of paragraph 2?
 a. The number of unexploded ordnances
 b. The rooms available in the museum
 c. The museum’s collection on display
 d. The buildings to store military equipment
 e. The unknown stories about war illustrated in the museum
15. Why did the museum change its name?
 a. To ease people to remember its name
 b. To represent the vietnam’s new identity
 c. To commemorate the Vietnam independence
 d. To get big attention from people around the world
 e. To normalize the relationship between Vietnam and U.S.
16. How many hours does the museum open to the public?
 a. 3 hours and 45 minutes
 b. 6 hours and 15 minutes
 c. 6 hours and 45 minutes
 d. Six and half hours
 e. 7 hours
17. “...you will experience an intellectual and remarkable trip.” (paragraph 1)
 The underlined word is **similar** to....
 a. Unforgettable
 b. Memorable
 c. Exciting
 d. Extraordinary
 e. Interesting
18. “...the museum illustrate a phase of painful history.” (paragraph 3)
 What is the **antonym** of the underlined word?
 a. Severe
 b. Pleasant
 c. Terrible
 d. Tedious
 e. Difficult
19. How much is the entrance fee to visit this museum?
 a. 9,900 VND
 b. 10,000 VND
 c. 10,100 VND
 d. 11,000 VND
 e. Free

20. From the text, it can be concluded that.....
- The museum changed its name in 1975
 - Visitors are allowed to enter the museum without any charge
 - Vietnam and the United States has a bad relationship since the Vietnam war
 - The war between Vietnam and the United States took place over fourteen years
 - The museum also display the local Vietnamese's crafts and souvenirs

Answer Key Homogeneity Test

1. D	6. B	11. E	16. B
2. C	7. B	12. B	17. B
3. C	8. A	13. E	18. B
4. A	9. C	14. C	19. B
5. B	10. E	15. E	20. C

Reading Test Item Distribution

No	Indicators	Reading test item number
1.	Comprehending word meaning	6, 17, 18,
2.	Comprehending sentences	3, 4, 5, 8, 11, 12, 13, 15, 16, 19
3.	Comprehending paragraph	14
4.	Comprehending the whole text	1, 2, 7, 9, 10, 20

Appendix D. The Result of Homogeneity Test

Homogeneity Test				
No	X IPS 1	X IPS 2	X IPS 3	X IPS 4
1	70	65	40	60
2	85	80	65	40
3	70	80	75	
4	70	60	75	70
5	70		60	80
6	70	80	50	65
7	55		80	55
8	65	75		30
9	90	40	75	70
10	60	85	45	55
11	80	85	70	75
12	70	80	35	25
13	60		60	70
14	70	75	65	55
15	60	65	85	65
16	70	70	50	
17	65	70	75	70
18	80	80	90	
19	80	65	65	30
20	70	55	60	60
21	80	50		90
22	60	90	85	65
23	70	80	60	75
24	70	65	45	40
25	85	75	70	65
26	70	70	50	20
27	60	80	70	55
28	60	70		
29	70	85	65	70
30	65	75	85	85
31	80	75	70	65
32	65	80	70	70
33	60	75	30	70
34	70			30
35	75			

Appendix E. The Names of the Participants (Initials)

No.	Experimental Group/ X IPS 1	No.	Control Group/ X IPS 2
1.	AAS	1.	AA
2.	AER	2.	AA
3.	AM	3.	ASP
4.	AI	4.	DFH
5.	AK	5.	DBRI
6.	AAH	6.	DEPF
7.	AFB	7.	FIM
8.	AKF	8.	FRH
9.	AA	9.	HAG
10.	ACP	10.	IA
11.	AFH	11.	INJ
12.	ASR	12.	IUZ
13.	AZNF	13.	LQM
14.	DR	14.	LRP
15.	DZK	15.	MMS
16.	ESA	16.	MIS
17.	FS	17.	MYA
18.	IDA	18.	MAM
19.	IAK	19.	MRD
20.	KLL	20.	MSM
21.	LNR	21.	NAR
22.	MFR	22.	PASK
23.	MCN	23.	PGN
24.	MFIR	24.	RFZ
25.	MITT	25.	RATR
26.	RR	26.	RIP
27.	RHF	27.	RZ
28.	RA	28.	SC
29.	SA	29.	SE
30.	SDZ	30.	SISN
31.	SK	31.	YZA
32.	SM	32.	YI
33.	VM	33.	ZP
34.	YK		
35.	ZZA		

Appendix F. The Distribution of Odd and Even Numbers

No.	Odd Numbers (X)													Total
	1	3	5	7	9	11	13	15	17	19	21	23	25	
1	0	1	1	0	1	1	0	0	1	1	0	1	1	8
2	0	1	1	1	1	1	0	0	0	1	1	0	0	7
3	1	0	0	0	1	1	0	0	0	1	1	1	0	6
4	1	1	0	0	0	0	1	0	0	1	1	1	0	6
5	0	0	0	0	0	1	1	0	1	1	1	1	1	7
6	1	1	1	0	0	1	1	1	0	0	0	0	0	6
7	0	0	0	0	0	1	1	0	0	1	1	0	1	6
8	1	0	0	0	1	1	0	0	1	1	1	0	0	6
9	1	1	0	1	1	0	1	0	0	1	0	1	1	8
10	1	0	1	0	1	0	1	0	1	1	0	1	1	8
11	1	1	1	0	0	1	1	0	1	1	1	0	0	8
12	0	0	0	0	1	1	0	0	0	1	1	1	1	6
13	0	0	0	1	1	1	0	0	1	1	1	0	1	7
14	1	1	1	0	1	1	0	0	1	0	1	0	1	8
15	1	1	0	1	0	1	1	0	1	1	1	1	0	7
16	0	0	0	1	0	1	0	1	0	1	1	0	1	6
17	1	1	1	0	1	1	0	0	1	1	0	1	1	8
18	1	0	1	0	0	1	0	0	1	1	1	1	1	8
19	0	0	1	0	0	1	1	0	0	1	1	0	1	6
20	1	1	1	0	0	1	0	0	0	1	1	1	0	7
21	1	1	1	0	1	0	0	0	1	1	1	1	0	8
22	0	1	0	0	0	1	0	1	0	1	1	0	1	6
23	0	0	1	0	0	0	1	0	1	1	1	0	1	6
24	1	0	0	1	1	1	0	0	1	1	1	0	0	7
25	1	0	1	0	1	1	1	0	0	0	1	0	1	7
26	0	1	0	0	1	1	0	1	0	1	1	1	1	8
27	1	0	1	0	1	0	1	0	1	0	1	1	1	8
28	0	0	1	1	1	1	0	0	0	1	1	0	1	7
29	0	1	1	0	1	1	1	0	0	0	1	0	1	7
30	1	0	1	0	0	1	1	0	1	1	1	0	0	7
31	0	0	0	0	0	1	0	1	0	1	1	1	0	6
32	0	1	0	0	0	1	1	1	1	0	1	1	1	8
33	1	0	1	1	1	0	0	0	1	1	1	0	1	8
Total	23	21	22	6	22	25	22	6	23	25	25	17	25	232

No.	Even Numbers (Y)												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1	1	1	1	1	1	1	0	1	1	1	0	0	9
2	0	1	1	1	0	1	1	1	1	1	0	1	9
3	1	1	0	1	0	1	0	1	0	0	1	1	7
4	1	0	1	1	0	0	1	0	0	0	1	1	8
5	0	1	0	0	1	1	1	1	1	1	0	1	7
6	1	1	1	1	0	0	1	1	0	0	0	1	6
7	1	0	1	1	1	1	1	1	1	1	1	0	6
8	1	1	0	0	1	1	1	0	1	1	1	0	6
9	0	0	0	1	1	0	1	0	0	0	1	1	5
10	1	1	1	0	1	0	0	1	1	1	1	0	7
11	0	1	1	1	0	1	1	1	1	1	1	0	8
12	0	1	0	1	1	0	1	1	1	1	1	1	7
13	1	0	1	1	1	1	1	0	1	0	1	0	6
14	1	1	1	0	1	1	0	1	1	0	0	1	7
15	0	1	1	1	1	1	1	1	1	1	1	1	8
16	1	0	0	0	1	1	1	1	1	1	0	1	7
17	1	0	1	1	1	1	0	1	1	1	1	0	9
18	1	1	0	1	1	1	1	1	1	1	0	1	7
19	0	0	1	1	1	1	1	1	1	1	1	1	6
20	1	1	1	1	0	0	0	1	0	1	0	0	6
21	1	1	1	1	1	0	0	1	1	1	0	1	7
22	0	1	1	0	1	1	1	0	0	1	0	0	8
23	0	1	1	1	0	0	1	1	1	1	1	0	6
24	1	1	0	1	1	1	1	1	1	1	1	1	7
25	1	1	1	1	0	1	1	0	1	0	1	0	8
26	1	0	0	1	1	1	1	1	0	1	1	1	6
27	1	0	1	0	1	0	1	1	1	0	1	0	7
28	1	1	0	0	1	1	1	1	0	1	1	0	9
29	0	1	1	1	1	1	0	0	0	0	0	1	7
30	1	1	0	0	0	1	0	0	1	1	0	0	5
31	1	1	1	1	1	1	0	0	1	1	1	1	10
32	0	0	1	0	1	0	1	1	0	1	1	0	6
33	1	1	0	1	0	0	1	1	1	1	1	1	9
Total	23	24	20	22	23	20	23	24	24	24	22	19	236

Appendix G

The Division of Odd and Even Numbers

No.	Students' Initial	Odd (X)	Even (Y)	X ²	Y ²	XY
1	ARYTS	8	9	64	81	72
2	ATAS	7	9	49	81	63
3	AT	6	7	36	49	42
4	APNF	6	8	36	64	48
5	ADR	7	7	49	49	49
6	DJ	6	6	36	36	36
7	DWIP	6	6	36	36	36
8	DMMP	6	6	36	36	36
9	DNR	8	5	64	25	40
10	DCO	8	7	64	49	56
11	EDNEA	8	8	64	64	64
12	FPP	6	7	36	49	42
13	HM	7	6	49	36	42
14	IJN	8	7	64	49	56
15	IRA	7	8	49	64	56
16	IHF	6	7	36	49	42
17	JSR	8	9	64	81	72
18	LUK	8	7	64	49	56
19	MOMA	6	6	36	36	36
20	MNDH	7	6	49	36	42
21	NNI	8	7	64	49	56
22	NDE	6	8	36	64	48
23	PAA	6	6	36	36	36
24	PF	7	7	49	49	49
25	PRFA	7	8	49	64	56
26	RRRA	8	6	64	36	48
27	RCI	8	7	64	49	56
28	RFP	7	9	49	81	63
29	SG	7	7	49	49	49
30	SRR	7	5	49	25	35
31	SNA	6	10	36	100	60
32	SWH	8	6	64	36	48
33	VRD	8	9	64	81	72
Total		232	236	1647	1738	1676

*Appendix M. The Range of Difficulty Index***The Difficulty Index of Each Test Items and its Interpretation**

No.	N	R	FV	Criteria
1	33	23	0.69	Fair
2	33	23	0.69	Fair
3	33	21	0.63	Fair
4	33	24	0.72	Fair
5	33	22	0.66	Fair
6	33	20	0.60	Fair
7	33	6	0.18	Difficult (deleted)
8	33	22	0.66	Fair
9	33	22	0.66	Fair
10	33	23	0.69	Fair
11	33	25	0.81	Easy (deleted)
12	33	20	0.60	Fair
13	33	22	0.66	Fair
14	33	23	0.69	Fair
15	33	6	0.18	Difficult (deleted)
16	33	24	0.72	Fair
17	33	23	0.69	Fair
18	33	24	0.72	Fair
19	33	25	0.81	Easy (deleted)
20	33	24	0.70	Fair
21	33	25	0.81	Easy (deleted)
22	33	22	0.66	Fair
23	33	17	0.51	Fair
24	33	19	0.57	Fair
25	33	23	0.69	Fair

Appendix I

LESSON PLAN I

(Meeting 1)

Subject	: English
Class/Semester	: X/Ganjil
Language Skill	: Reading
Core Material	: Descriptive text
Topic	: National Tourism Places
Time Allocation	: 2 x 45 Minutes

I. STANDARD COMPETENCE

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. BASIC COMPETENCE

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.4. Teks *deskriptif*
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

III. INDICATORS

1. Identifying the meaning of words in the text.
2. Identifying the meaning of each sentence in the text.
3. Identifying the meaning of each paragraph in the text.
4. Identifying the communicative purpose of a text.

IV. LEARNING OBJECTIVES

At the end of the lesson, the students are able to:

1. Identify the meaning of words in the text.
2. Identify the meaning of each sentence in the text
3. Identify the meaning of each paragraph
4. Identify the communicative purpose of a text.

V. MATERIALS

Enclosed

VI. APPROACH

	Experimental Group	Control Group
Approach	Scientific Approach	Scientific Approach
Technique	STAD Technique	Question Answer (Q-A) Technique

VI. MEDIA AND LEARNING SOURCE

1. Media a. Printed picture b. LCD/Viewer c. Whiteboard d. Boardmarker	2. Learning source a. Student work book b. Internet
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VII. TEACHING LEARNING ACTIVITIES

Step	Experimental Group	Control Group	Time
Set induction	1. Greeting the students and asking them to pray. 2. Checking the attendant list. 3. Giving "Motivation" or games for eyes breaker by showing picture related to the topic. 4. Asking and giving leading questions related to the topic. 5. Stating the learning objective.	1. Greeting the students and asking them to pray. 2. Checking the attendant list. 3. Giving "Motivation" or games for eyes breaker by showing picture related to the topic. 4. Asking and giving leading questions related to the topic. 5. Stating the learning objective.	10
Main Activities	1. Dividing the students into teams and ask them to move to make team table. (stage 1 of STAD)	1. Reviewing the material about descriptive text	5
	(Observing) 2. Presenting the lesson about descriptive text (stage 2 of STAD) 3. Distributing the example of descriptive text and asking the students to observe it together with the class.	(Observing) 2. Distributing the example of descriptive text. 3. Asking the students to observe the text given by teacher together with the whole class.	8
	(Questioning) 4. Inviting the students to ask questions about the generic structure, language features, and social function of descriptive text.	(Questioning) 4. Giving opportunity to the students whether they want to ask about the material about descriptive text or not.	5
	(Experimenting) 5. Distributing students' activity 1 and worksheets to the teams. 6. Asking the students to do the exercise in the students' activity 1 with their teams. (stage 3 of STAD)	(Experimenting) 5. Asking the students to work individually 6. Distributing students' activity 1 and worksheets to each students.	17
(Associating) 7. Crosschecking the answers with the class. 8. Asking the students to move apart from their team. 9. Conducting an individual test. (stage 4 of STAD)	(Associating) 7. Discussing the result with the class briefly 8. Asking the students to do evaluation 1 individually.	25	

	10. Asking the students to sit with their groups. (Communicating) 11. Crosschecking the answers with the whole class. 12. Calculating the improvement score and giving two rewards to the teams that reach predetermined level. (stage 5 of STAD)	(Communicating) 9. Discussing the result with the class briefly.	10
Closure	1. Guiding the students to make a conclusion orally about the topic that has been discussed. 2. Giving information about the next materials. 3. Asking to pray along.	1. Guiding the students to make a conclusion orally about the topic that has been discussed. 2. Giving information about the next materials. 3. Asking to pray along.	10

IX. ASSESMENT
(Enclosed)

X. EVALUATION

Process evaluation will be given during the teaching learning process

Instrument:

- Oral questions
- Task 1
- Evaluation/Individual quiz

Product evaluation will be in formed of reading test

Jember, June 25th 2018

Hesty Maslahatus Sofa
NIM. 140210401061

LEARNING MATERIAL

I. Set Induction

- a. Motivation: Showing Pictures



- b. Asking Leading Questions

1. What picture is it?
2. Do you know where is the location of Monas?
3. What is the color of this building?
4. Do you ever go to Monas?

II. Main Activities

Descriptive Text

Descriptive text is a kind of text which gives description about an object (living or non-living things), such as person, place or thing.

The generic structure of descriptive text:

1. Identification :
It introduces the general statements information about a thing or a person described.
2. Description :
It gives detail information about the characteristics, the adjectives of something described.

The language features of descriptive text:

- a. Using particular noun (for example: sand)
- b. Using adjectives (for example: huge building)
- c. Using simple present tense

The social function of Descriptive Text

The purpose of Descriptive Text is to describe a particular person, place or thing.

Example:

National Monument	
The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.	Identification
The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan. It is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south doors. If you go to the southern side of the building, you will find an elevator that can be used to access the top platform where we will find the observation deck and also the flame of independence.	Description

Source: www.wordcliff.com

III. Students' Activity 1 for Experimental and Control Group

Instruction for:

Experimental Group:

Work with your team! Read the following text carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Control Group:

Read the following text carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Read the text and answer the questions number 1 up to 5

Text 1

Fort Marlborough

One of the most interesting places to visit in Bengkulu Province is Fort Marlborough. For your information, it is the largest fortress ever built by the British during colonialism in Southeast Asia.

Fort Marlborough was built in 1713-1719 by the East India Company (EIC), during the reign of Governor Joseph Callat as a British fortress. The fort is located near the beautiful long beach of Bengkulu province. The building complex comprises a JAIL, an Ammunition Storage and army housing. There is also a tunnel connecting the inside an outside of the fort.

The construction building of Fort Marlborough is strongly influenced by the British's 20th century architecture that showed the grandeur and was sturdy. The form of the fort resembles a turtle's body, showing very impressive power and glory, while the European's details of the building express the existence of a great

nation and glorious at the time. Of the various relics which were found in the castle building may also note that at the time this building also served as a center of various activities including offices, even prisons.

On entering the fort, lies a door made of thick metal. After passing the first floor, there is a bridge that extends along approximately 10 meters. After crossing the bridge, we will find a large door as a barrier directly into the heart of the fort. Once there was a prison on the right and left, separated by an iron door. In the complex, there remains the British and Dutch' cannons which have been rusty. While on the right side of the castle, there are army barracks that consists of 8 doors.

Additionally, there are stairs to the top floor. From there we can see the expanse of the vast Indian Ocean and the corners of the fortress. There are also several cannons at the top that lead to the sea and the center of Bengkulu City.

Adapted from: <http://www.indonesia-tourism.com>

1. What were the characteristics of the British's 20th century?
 - a. It was dark and gloomy
 - b. It resembled the turtle's body
 - c. It showed the grandeur and was sturdy
 - d. It symbolized a glory and big power
 - e. It expressed the sense of high art
2. Where are the army barracks located?
 - a. On the left side of the castle
 - b. On the right side on the castle
 - c. On the second floor of the castle
 - d. In front of the castle
 - e. Behind the castle
3. What is the main idea of the last paragraph?
 - a. Stairs to reach the top floor
 - b. The center of Bengkulu City
 - c. The scenery surrounding the fort
 - d. The brief information about the fort
 - e. Things to see from the fort's top floor
4. "...showing very impressive power and glory,..." (paragraph 3)
What is the **opposite** meaning of the underlined word?
 - a. Massive
 - b. Majestic
 - c. Luxurious
 - d. Ordinary
 - e. Grand
5. Who built Fort Marlborough?
 - a. The British
 - b. Governor Joseph Callet
 - c. A british governor
 - d. Prince Joseph
 - e. East India Company (EIC)

Read the text and answer the questions number 6 up to 10.

Text 2

Cibodas Botanic Garden

Cibodas Botanic Garden is situated 1300-1425 m high on the slopes of Mount Gede-Pangrango. It contains beautiful mountain ferns and waterfalls. Cibodas Botanic Garden is a popular recreational center for the Greater Jakarta areas as well as a research stations for students and scientist studying tropical montane flora.

The garden currently maintains a collection of 5831 living specimens from 1206 species. It also maintains a herbarium and seed museum for research, development and conservation purposes. The 4521 herbarium specimens from 1503 species consist of those collected from the garden and from the Gede-Pangrango National Park which is annexed to the garden. The 649 species in the seed museum, are used as a reference for seed identification.

Facilities such as a guest house, library and nursery are available for scientist, research workers and students who wish to study the garden and the mountain flora of Mount-Pangrango.

Source: Buku Kaji Latih, LBB SSC, 2016.

6. What does the text mainly focus on?
 - a. Cibodas Botanic Garden's facilities
 - b. Cibodas Botanic Garden's species
 - c. Cibodas Botanic Garden
 - d. Mount Gede-Pangrango
 - e. Cibodas' ferns and waterfalls
7. Which statement is true based on the text above?
 - a. Cibodas Botanic Garden contains mount Gede-Pangrango
 - b. Cibodas Botanic Garden is in the center of Jakarta
 - c. The garden maintains 1206 specimens
 - d. Species in the seed museum are used as a references for seed identification
 - e. The garden just provides a guest house
8. What is the social function of the text?
 - a. To entertain the readers
 - b. To tell the journey to the garden
 - c. To describe mount Gede Pangrango
 - d. To describe Cibodas botanic garden
 - d. To describe Cibodas botanic garden
 - e. To retell events in Cibodas botanic garden
9. Where is the location of Cibodas Botanic Garden?
 - a. On the slopes of Mount Gede-Pangrango
 - b. On the top of Mount Gede-Pangrango
 - c. Center of Jakarta
 - d. Indonesia
 - e. East Java

10. What is the main idea of the last paragraph?
- Some places that available for scientist
 - Mount Gede-Pangrango as a place for studying flora for scientist, research workers and students
 - The mountain flora of Mount Gede-Pangrango
 - The facilities at Cibodas Botanic Garden for scientist, research workers and students
 - Place for studying about fauna

Individual Quiz/Evaluation 1

Time: 20 minutes

Do the quiz individually!

Read the following text carefully and choose the best answer of the following question by crossing (x) a, b, c, d or e on your answer sheet!

Read the text and answer the questions number 1 up to 5

Text 1

Tanjung Benoa Beach

Tanjung Benoa is a beach town. It is located at the elite are in Nusa Dua Bali. It is situated with the view of the sea in Bali. On the north side, there are Benoa harbour, Mertasari Recreation Park, and Serangan Island. The foreigners call it the turtle island, because it is used to breed the turtles.

At Tanjung Benoa Beach, tourists can have various activities, such as swimming, sailing, waterskiing, and surfing. Surfing is a water sport of riding waves that are coming towards the shore by standing or lying on a special board called surfboard. It is a very enjoyable and an impressive sport. Most surfing lovers call it the most challenging water sport, as it needs skill, strength, as well as bravery. The others think that it is a very dangerous sport, as it fights against the dangerous waves of sea.

A part from swimming around the beach, snorkeling and diving are also kinds of water sports favored by the tourists. Through diving goggles, the beauty of Bali Marine Park can be viewed. Those who cannot dive can also enjoy the beauty of the marine park through the glass bottomed motor boats that are specially provide for the tourists.

Source: Taken from Contact Magazine

- Which of the following statements that is **NOT TRUE** about the text?
 - Tanjung Benoa is a beach town located in Nusa Dua Bali
 - Tanjung Benoa is a very famous beach in Nusa Dua Bali
 - Tourists can enjoy many kinds of water sports in Tanjung Benoa
 - Tourists who cannot dive can also enjoy the beauty of the marine park
 - Tourists can visit the turtle island which is used to breed the turtles
- What can be viewed through the diving goggles?
 - The beauty of the marine park
 - The beauty of the Mertasari Harbour
 - The view of Tanjung Benoa
 - The view of the big waves
 - The turtle island
- What does paragraph three discuss?
 - The water sports of Tanjung Benoa Beach town
 - Snorkeling and diving are alternative tourism activities in Tanjung Benoa
 - Surfing becomes the most favorite water sport in Tanjung Benoa
 - Tourist can go swimming, diving, surfing, and so on in Tanjung Benoa Beach
 - The turtle island which is used to breed the turtles
- Why is Serangan Island called as turtle island?
 - Because it is used to trade many kinds of turtle
 - Because it is a place where thousand turtles live naturally
 - Because it is used to breed turtles
 - Because tourist can go swimming, diving, surfing, and so on
 - Because the turtle island which is used to breed the turtles
- Those who cannot dive can also enjoy the beauty...." (paragrah 3)
The underlined word refers to...
 - Water sport
 - Turtles
 - Swimmers and divers
 - Island
 - The tourist

For questions 6-10, choose the correct words to complete the following text.

Text 2

Petruk Cave

Petruk Cave is one of the isolated tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is

no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

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

Source: <http://www.belajarbahasaingrisku.com>

6. What is the social function of the text?
 - a. To inform the reader
 - b. To entertain the reader
 - c. To explain about Petruk Cave
 - d. To introduce Petruk Cave
 - e. To describe Petruk Cave
7. Why was Petruk cave named as one of character in Punokawan puppet?
 - a. Because the cave belongs to Petruk
 - b. Because Petruk the first explorer of the cave
 - c. Because Petruk buried at the cave
 - d. Because the cave length is as long as Petruk's nose
 - e. Because the cave depth is as deep as petruk's hair
8. "...that is usually used to put offerings to the ancestor." (paragraph 2)
The underline word has similar meaning with...
 - a. Owner
 - b. Forefather
 - c. Guest
 - d. Investor
 - e. Visitor
9. What is the main idea of the first paragraph?
 - a. The location of Petruk Cave
 - b. Inside the Petruk Cave is very dark
 - c. Natural cave that has no lightning inside
 - d. The history of the cave
 - e. The unique name of the cave
10. "Petruk cave is one of the isolated tourist attractions in..." (paragraph 1)
What is the meaning of the underline word?
 - a. Hidden
 - b. Crowded
 - c. Expensive
 - d. Popular
 - e. Accessible

Answer Key

Test 1 for Experimental Group/ Test 1 for Control Group		Individual Quiz 1/ Evaluation 1	
1. C	6. C	1. B	6. E
2. B	7. D	2. A	7. D
3. A	8. D	3. B	8. B
4. D	9. A	4. C	9. A
5. E	10. D	5. E	10. A

Reading Test Item Distribution

• **The Distribution of the Exercise item**

No	Indicators	Reading test item number
1.	Comprehending word meaning	5
2.	Comprehending sentences	1, 2, 5, 9
3.	Comprehending paragraph	3, 10
4.	Comprehending the whole text	6, 7, 8

• **The Distribution of the Individual Quiz 1/Evaluation 1 Item**

No	Indicators	Reading test item number
1.	Comprehending word meaning	8, 10
2.	Comprehending sentences	2, 4, 7
3.	Comprehending paragraph	3, 5, 9
4.	Comprehending the whole text	1, 6

Appendix F

LESSON PLAN 2

(Meeting 2)

Subject	: English
Class/Semester	: X/Ganjil
Language Skill	: Reading
Core Material	: Descriptive text
Topic	: International Tourism Places
Time Allocation	: 2 x 45 Minutes

I. STANDARD COMPETENCE

- KI 1. Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI3. Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuaidengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

II. BASIC COMPETENCE

- 1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 4.4. Teks *deskriptif*
- 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *deskriptif*, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

III. INDICATORS

1. Identifying the meaning of words in the text.
2. Identifying the meaning of each sentence in the text.
3. Identifying the meaning of each paragraph in the text.
4. Identifying the communicative purpose of a text.

IV. LEARNING OBJECTIVES

At the end of the lesson, the students are able to:

1. Identify the meaning of words in the text.
2. Identify the meaning of each sentence in the text
3. Identify the meaning of each paragraph
4. Identify the communicative purpose of a text.

V. MATERIALS

Enclosed

VI. APPROACH

	Experimental Group	Control Group
Approach	Scientific Approach	Scientific Approach
Technique	STAD Technique	Question Answer (Q-A) Technique

VI. MEDIA AND LEARNING SOURCE

1. Media a. Printed picture b. LCD/Viewer c. Whiteboard d. Boardmarker	2. Learning source a. Student work book b. Internet
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VII. TEACHING LEARNING ACTIVITIES

	Experimental Group	Control Group	Time
Set induction	1. Greeting the students and asking them to pray. 2. Checking the attendant list. 3. Giving "Motivation" or games for eyes breaker by showing picture related to the topic. 4. Asking and Giving leading questions related to the topic. 5. Stating the learning objective.	1. Greeting the students and asking them to pray. 2. Checking the attendant list. 3. Giving "Motivation" or games for eyes breaker by showing picture related to the topic. 4. Asking and Giving leading questions related to the topic. 5. Stating the learning objective.	10
Main Activities	1. Dividing the students into teams and ask them to move to make team table. (stage 1 of STAD)	1. Reviewing the material about descriptive text 2. Distributing the example of descriptive text.	5
	(Observing) 2. Presenting the lesson about descriptive text (stage 2 of STAD) 3. Distributing the example of descriptive text and asking the students to observe it together with the class.	(Observing) 3. Asking the students to observe the text given by teacher together with the whole class.	8
	(Questioning) 4. Inviting the students to ask questions about the generic structure, language features, and social function of descriptive text.	(Questioning) 4. Giving opportunity to the students whether they want to ask about the material about descriptive text or not.	5
	(Experimenting) 5. Distributing students' activity 2 and worksheets to the teams. 6. Asking the students to do the exercise in the students' activity 2 with their teams. (stage 3 of STAD)	(Experimenting) 5. Asking the students to work individually 6. Distributing students' activity 2 and worksheets to each students.	17
	(Associating) 7. Crosschecking the answers with the class. 8. Asking the students to move apart from their team. 9. Conducting an individual test. (stage 4 of STAD) 10. Asking the students to sit with their groups.	(Associating) 7. Discussing the result with the class briefly 8. Asking the students to do evaluation 2 individually.	25
(Communicating) 11. Crosschecking the answers with the whole class. 12. Calculating the improvement score and giving two rewards to the teams that reach predetermined level. (stage 5 of STAD)	(Communicating) 9. Discussing the result with the class briefly.	10	
Closure	1. Guiding the students to make a	1. Guiding the students to make a	10

	<p>conclusion orally about the topic that has been discussed.</p> <p>2. Giving information about the next materials.</p> <p>3. Asking to pray along.</p>	<p>conclusion orally about the topic that has been discussed.</p> <p>2. Giving information about the next materials.</p> <p>3. Asking to pray along.</p>	
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IX. ASSESMENT

(Enclosed)

X. EVALUATION

Process evaluation will be given during the teaching learning process

Instrument:

- Oral questions
- Task 1
- Evaluation/Individual quiz

Product evaluation will be in formed of reading test

Jember, June 25th 2018

Hesty Maslahatus Sofa
NIM. 140210401061

LEARNING MATERIAL

I. Set Induction

a. Motivation: Showing Pictures



b. Asking Leading Questions

1. What picture is it?
2. Where is the location of Eiffel Tower?
3. Can you mention the tower's shape is similar with what letter?
4. Can you describe Eiffel Tower?

II. Main Activities

Descriptive Text

Descriptive text is a kind of text which gives description about an object (living or non-living things), such as person, place or thing.

The generic structure of descriptive text:

1. Identification :
It introduces the general statements information about a thing or a person described.
2. Description :
It gives detail information about the characteristics, the adjectives of something described.

The language features of descriptive text:

- a. Using particular noun (for example: sand)
- b. Using adjectives (for example: huge building)
- c. Using simple present tense

The social function of Descriptive Text

The purpose of Descriptive Text is to describe a particular person, place or thing.

Example:

Eiffel Tower	
Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finished, started from 1887 until 1889. The building is located in Paris, France.	Identification
Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction is made of iron with weight approximately 7.300 tons. There are three levels of the tower that can be accessed by tourists. On the first and second levels the visitors will find the restaurants, on the first level is <i>Le 58 Tour Eiffel</i> restaurant, on the second level is <i>Le Jules Verne</i> restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel tower is also used as an aerial to transmit radio and digital television signals, therefore we will find additional part on the top of the tower in the form of transmitters.	Description

Source: www.wordcliff.com/2017/05/descriptive-text-tentang-eiffel-tower.html

III. Students' Activity 2 for Experimental and Control Group

Instruction for:

Experimental Group:

Work with your team! Read the following text carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Control Group:

Read the following text carefully and choose the best answer of the following questions by crossing (X) a, b, c, d or e on your answer sheet!

Read the text and answer questions number 1 up to 5

Text 1

Orchard Road

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

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

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

Source: <http://www.belajarbahasainggris.com>

1. What does the text mainly focus on?
 - a. Singapore
 - b. Plaza and Mall
 - c. Orchard road as business and entertainment center
 - d. Orchard Plantation
 - e. Shopping Center
2. Which statement is **TRUE** from the text above?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard road became business and entertainment center since 1974
 - c. Vehicles from Dunearn road turn to the left at intersection of the Marriott Hotel junction
 - d. Orchard road is infamous place at Singapore
 - e. Orchard road is not surrounded by flower garden
3. In the third paragraph the writer describes about...
 - a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road
 - d. The history of Orchard Road
 - e. The distance of Orchard Road
4. "However, in the 1970s, it turned into a shopping...." (paragraph 1)
The underlined word refers to....
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street

5. "In this area there are many options that can satisfy visitors from all walks of life..." (paragraph 2)
What is the **opposite** meaning of the underlined word?
a. Dissappoint b. Let c. Frighten d. Threat e. Love

Read the text and answer questions number 6 up to 10.

Text 2

HongKong

In Hong Kong, the students are not always able to answer questions about their country. Although Hong Kong is their country, they have had little opportunity to go on excursions. Most of them cannot afford the time or money needed for such trips. Since, they do not know much about Hong Kong's history and its culture. They have always had to write to the Hong Kong Tourist Association for information.

To give such students sound knowledge about Hong Kong, The Tourist Association decided to start the student ambassador programme. The programme has been carried out for eight years. Young men and women who are going overseas for further studies are selected to undergo a special course dealing with the history, culture and lifestyle of Hong Kong.

Through visits of factories, government departments and other places of interest, the young people receive ample information which will enable them to answer a wide range of questions asked by persons abroad.

Source: blogbahasaingrisku.blogspot.com

6. What does the text tell us about?
a. The students' limited knowledge about their own country
b. The Hong Kong tourist association
c. The students ambassador programme
d. The places of interest in Hong Kong
e. Young men and women who are going overseas
7. "Although Hong Kong is their country, they have had" (paragraph 1)
What does the underlined word refer to?
a. People b. Students c. Tourist d. Government e. Stranger
8. Which statement below is **NOT TRUE** in the first paragraph of the text about Hong Kong?
a. The students had little opportunity to go on excursions
b. The students know just a little about their country
c. They do not have time or money to start trips
d. Although Hong Kong is their country, they not know much about it
e. The students are always able to answer questions about their country
9. Why does The Tourist Association start the student ambassador programme?
a. To attract tourists c. To create a better country e. To give students an experiences
b. To give a special course d. To give such students siund knowledge
10. What is the main idea of the third paragraph?
a. Increasing knowledge through trips or excursions to some factories, government departments and tourism places
b. Able to answer questions asked by persons abroad
c. Visiting factories, government departments and other places of interest to answer questions by strangers
d. Giving information through some trips
e. Young people will be able to answer a wide range of questions asked by persons abroad

Individual Quiz 2

Read the following text carefully and choose the best answer of the following question by crossing (x) a, b, c, d or e on your answer sheet!

Read the text and answer questions number 1 up to 6.

Text 1

Prague

Is there any city in Europe, or else, like Prague? There has been a city here for over a thousand years, and now 2.250.000 people live here. It is most famous for its Gothic and Baroque building styles. Old Town Square, with its wonderful clock, the Charles Bridge, and Prague Castle on the hill above the river are just a few of Prague's famous attractions.

Getting around Prague is easy by tram or underground train but it's also a pedestrian's dream because much of the old quarter and many of the streets and lanes have little or no traffic. The medieval center is Prague castle and St Vitus Cathedral. An evening view of these illuminated landmarks is one of the most memorable sights in Europe. Wenceslas Square is in the heart of modern Prague.

Visiting Prague today, you immediately notice the lively atmosphere. The city can be crowded during the hot summer months, but it is delight to visit any time of the year, even in the snowy cold of winter. In fact,

tourism makes the largest contribution to Prague's economy. Classical concerts take place all through the year, though the biggest event is the Prague Spring International Music Festival in May and early June. Theatre also has a special place in the life of the city.

The suburbs are like many in Eastern Europe with tall sky crappers and some light industry, but you are very quickly in the sleepy villages and gentle hills of Bohemia. Many people say Prague reminds them of Vienna or Budapest. But in fact, Prague is unique. There's nowhere quite like it.

Source: Strategi Sukses UN Bahasa Inggris, Pustaka Serasi, Rosita Febia Sari, S.S.

1. What is the function of paragraph 2?
 - a. Identification
 - b. Orientation
 - c. Thesis
 - d. Description
 - e. Abstract
2. "An evening view of these illuminated landmarks is one of..." (paragraph 2)
What does the underlined word mean?
 - a. Colorful
 - b. Full of buildings
 - c. Full of memories
 - d. Full of illusion
 - e. Full of light
3. The generic structure for this text consists of....
 - a. General classification - description
 - b. General classification – events
 - c. Orientation - events - reorientation
 - d. Identification - description
 - e. Identification - explanation
4. What is the biggest event in Prague?
 - a. Musical concerts
 - b. Classical concerts
 - c. Prague Spring International Music Festival
 - d. Dancing and singing concerts
 - e. Painting concerts
5. What is the main idea of the last paragraph?
 - a. The nigh scenery of the city
 - b. Prague is a unique city
 - c. Prague can be visited any time of the year
 - d. Prague is look like Vienna
 - e. Prague is a sleepy village
6. Which of the following does not belong to Prague's famous attractions?
 - a. Old town square
 - b. The Charles Bridge
 - c. Big Band Clock
 - d. Prague Castle
 - e. A and B

Read the text and answer questions number 7 up to 10.

Text 2

Eiffel Tower

The Eiffel Tower (French: La tour Eiffel. Nickname La Dame de fer, the iron lady) is an 1889 iron or lattice tower located on the Champ de mars in Paris that has become both global icon of France and one of the most recognizable structures in the world. As the tallest building in Paris, it is the most visited paid monument in the world, millions of people ascend it every year. Named the designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 world fair.

The tower has three levels visitor. Tickets can be purchased to ascend by stairs or lift, to the first and second levels. The walk to the first levels is over 300 steps, as is the walk from the first to the second level. The third and the highest level is accessible only by lift. Both the first and the second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and French, often in the establishing shot of films set in the city. That is the most valuable experience in my life goes to the most – visited paid monument in the world.

Source: Strategi Sukses Ujian Nasional Bahasa Inggris SMK/MA, Pustaka Serasi, Rosita Febia Sari, S.S.

7. Where is the location of the Eiffel Tower?
 - a. On the Champ de mars in Paris
 - b. At both global icon of French and the monument
 - c. At the tallest building in Paris
 - d. At the entrance of the world
 - e. At French
8. We can only use lift to the...
 - a. First level only
 - b. First to the third level
 - c. Second and third level
 - d. Third level only
 - e. Third and highest level
9. "...it is the most visited paid monument in the world." (paragraph 1)
The word "it" refers to...
 - a. Tower of French
 - b. Iron lattice tower
 - c. Icon of Paris
 - d. Tallest building in Paris
 - e. Paris
10. What is the social function of the text?
 - a. To describe about Eiffel tower
 - b. To inform reader
 - c. To report about Eiffel tower
 - d. To persuade reader
 - e. To tell reader about Paris

Answer Key

Test 1 for Experimental Group/ Test 1 for Control Group		Individual Quiz 1/ Evaluation 1	
1. C	6. A	1. D	6. C
2. B	7. B	2. E	7. B
3. C	8. E	3. D	8. E
4. E	9. D	4. C	9. A
5. A	10. A	5. B	10. A

Reading Test Item Distribution

• The Distribution of the Worksheet item

No	Indicators	Reading test item number
1.	Comprehending word meaning	4, 5, 7
2.	Comprehending sentences	9
3.	Comprehending paragraph	3, 10
4.	Comprehending the whole text	1, 2, 6, 8

• The Distribution of the Individual Quiz/Evaluation Item

No	Indicators	Reading test item number
1.	Comprehending word meaning	2
2.	Comprehending sentences	4, 6, 7, 8, 9
3.	Comprehending paragraph	1, 5
4.	Comprehending the whole text	3, 10

Appendix K

The Score of Individual Quiz Result

Team A			
No	Test 1	Test 2	Test 3
1.	70	80	90
2.	55	80	80
3.	60	90	70
4.	60	90	80
5.	80	90	90

Team B			
No	Test 1	Test 2	Test 3
1.	70	80	90
2.	65	80	90
3.	80	60	80
4.	70	80	90
5.	60	80	90

Team C			
No	Test 1	Test 2	Test 3
1.	85	70	60
2.	60	50	90
3.	60	90	60
4.	70	90	70
5.	70	60	70

Team D			
No	Test 1	Test 2	Test 3
1.	70	80	90
2.	70	90	70
3.	80	70	80
4.	60	70	70
5.	70	60	80

Team E			
No	Test 1	Test 2	Test 3
1.	70	60	70
2.	60	70	60
3.	65	80	80
4.	85	90	60
5.	70	60	60

Team F			
No	Test 1	Test 2	Test 3
1.	90	60	70
2.	70	70	80
3.	70	60	70
4.	65	70	80
5.	65	70	80

Team G			
No	Test 1	Test 2	Test 3
1.	75	70	70
2.	60	90	70
3.	70	60	70
4.	80	60	70
5.	70	70	80

Notes:
 Test 1 : Homogeneity test
 Test 2 : Individual test 1
 Test 3 : Individual test 2

Appendix L

Calculate Team Improvement Score and Recognize Team Accomplishment

Team A

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	AI	70	70	30	80	80	10
2.	AFB	55	70	30	80	80	10
3.	AFH	60	70	20	90	80	10
4.	RA	60	70	20	90	80	10
5.	SK	80	70	10	90	80	10
Total Improvement Score				110			50
Team Score or Team Average				22			10

Team B

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	AK	70	70	10	80	70	10
2.	AKF	65	70	20	80	70	10
3.	IDA	80	70	10	60	70	20
4.	MFIR	70	70	10	80	70	10
5.	VM	60	70	20	80	70	10
Total Improvement Score				70			60
Team Score or Team Average				14			12

Team C

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	AER	85	80	10	70	80	10
2.	AFH	60	80	30	50	80	30
3.	AZNF	60	80	30	90	80	10
4.	KLI	70	80	20	90	80	10
5.	RR	70	80	20	60	80	30
Total Improvement Score				110			90
Team Score or Team Average				22			18

Team D

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	AAS	70	60	10	80	70	10
2.	ESA	70	60	10	90	70	0
3.	LNR	80	60	0	70	70	10
4.	MFR	60	60	10	70	70	10
5.	SA	70	60	10	60	70	10
Total Improvement Score				40			40
Team Score or Team Average				8			8

Team E

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	YK	70	70	10	60	90	30
2.	DZK	60	70	20	70	90	30
3.	SDZ	65	70	10	80	90	20
4.	MITT	85	70	10	90	90	10
5.	AAH	70	70	10	60	90	30
Total Improvement Score				60			120
Team Score or Team Average				12			24

Team F

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	AA	90	80	10	60	60	10
2.	ASR	70	80	20	70	60	10
3.	DR	70	80	10	60	60	10
4.	FS	65	80	30	70	60	10
5.	SM	65	80	30	70	60	10
Total Improvement Score				100			50
Team Score or Team Average				20			10

Team G

Name		Quiz 1			Quiz 2		
		Base Score	Quiz Score	Improvement	Base Score	Quiz Score	Improvement
1.	ZZA	75	80	10	70	80	20
2.	RHF	60	80	30	90	80	10
3.	MCN	70	80	20	60	80	30
4.	IAK	80	80	10	60	80	30
5.	AM	70	80	10	70	80	20
Total Improvement Score				80			110
Team Score or Team Average				16			22

Results:

- Week 1
 - Good team : D,
 - Great team : B, E, F, G
 - Super team : A, C
- Week 2
 - Good team : A, D, F
 - Great team : B, C
 - Super team : E, G

Appendix M

POST TEST

Read the text carefully and choose the best answer of the following questions by crossing (x) a,b,c, d or e on your answer sheet!

Read the text and answer questions number 1 up to 6.

Text 1

The Houses of Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called *rengnge*, the ordinary people to *makaka*, and the slaves to *kaunan*; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (*tongkonan*) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the *tongkonan* is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

Source: Ujian Nasional 2009/2010, Kementerian Pendidikan Nasional

- What is the text about?
 - The culture of Toraja
 - The society of Toraja
 - The distinctive features of traditional houses
 - The description of traditional house of Toraja
 - The ethnic groups of southwest and central Sulawesi
- "...and even today they build modern" (paragraph 3)
What does the underlined word refer to?
 - Raja
 - Rengnge
 - Society
 - Toraja People
 - Mountain regions
- What is the ordinary people commonly called?
 - Tongkoan
 - Makaka
 - Celebs
 - Rengnge
 - Kaunan
- What are the *slaves* commonly called?
 - Tongkoan
 - Makaka
 - Celebs
 - Rengnge
 - Kaunan
- Which of the following does not symbolize a buffalo?
 - Status
 - Courage
 - Strength
 - Cowardice
 - Fighting spirit
- What is the main idea of the second paragraph?
 - Buffalo horns in Toraja
 - The rich walls decoration of *tongkonan*
 - The distinctive features of *tongkonan*
 - Tongkonan* as the distinctive features in Toraja
 - Buffalo horns as a symbol of status, courage, strength and fighting spirit
- What information do you get from the first paragraph?
 - The ethnic groups in Central Sulawesi (Celebes)
 - People that live upstream in Sulawesi
 - The history of Toraja
 - The name of Toraja that is mean as "those who live in the mountains"
 - Toraja in Sulawesi

Read the text and answer questions number 7 up to 12.

Text 2

Maimun Palace

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2.772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stones pillars and 43 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as the residence of the sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms in the left wing part and 3 other rooms in the right wing part.

Translated from: M. Purwati, Pesona Wisata Sumatra Utara, Klaten, Intan Pariwisata, 2010.

8. What is the social function of the text?
 - a. To relate Deli Sultanate
 - b. To entertain readers
 - c. To describe a Palace architecture
 - d. To relate a person's trip to Medan
 - e. To describe Maimun Palace
9. What can we know from the text?
 - a. Maimun Palace is the heritage of the Deli Sultanate
 - b. Maimun Palace was designed by the Sultan of Deli
 - c. Maimun Palace covers an area of 2.727 m²
 - d. Maimun Palace is a three-storey building with two main parts
 - e. The visitors can see antiques on the second floor of the palace
10. "It combines Islamic, Dutch and Malay architectures,..." (paragraph 3)
What does the underlined word refer to?
 - a. Malay architecture
 - b. The Deli Sultanate
 - c. The main building
 - d. The residence
 - e. Maimun Palace
11. What is the name Sultan of Deli in 1888?
 - a. Brigjen Katamso
 - b. Sultan Ali Mahmud
 - c. Sultan Ali Ternate
 - d. Sultan Makmun Al Rasyid Perkasa
 - e. Sultan Hamengkubuwono
12. What is the main idea of the first paragraph?
 - a. Maimun Palace is a historical tourist destination
 - b. Maimun Palace is a tourist destination in North Sumatra
 - c. A historical and cultural tourism place
 - d. A historical palace in Medan
 - e. B and C are right
13. What is main idea of the third paragraph?
 - a. Maimun Palace has stunning architecture
 - b. Pillars on Maimun Palace
 - c. The dominant color on Maimun Palace
 - d. Combination of Dutch and Malay
 - e. The building of Maimun Palace
14. How many pillars are there on Maimun Palace?
 - a. 82
 - b. 125
 - c. 13
 - d. 43
 - e. None
15. How many rooms are there on Maimun Palace?
 - a. 7
 - b. 3
 - c. 10
 - d. 6
 - e. 13
16. What is the function of the second floor?
 - a. Display antiques
 - b. The residence of the sultanate families
 - c. Hall for meeting
 - d. Mosque
 - e. Cafeteria

Read the text and answer questions number 13 up to 20.

Text 3

Mount Leuser National Park

Situated at the border of Nanggroe Aceh Darussalam and North Sumatra, Mount Leuser National Park is a wildlife park which covers a wide range of ecosystem. It encompasses an environment from coastal to mountain areas. The national park was declared a biosphere reserve, by UNESCO.

This magnificent park is covered with a lush forest of *dipterocarpaceae*. It is home for a huge variety of flora and fauna. It protects rare and endangered species like *Rhizanthus zippelii*, Rafflesia, orangutans gibbons, Sumatran tigers, Sumatran rhinos and Sumatran elephants.

Mount Leuser National Park is wide and named after Mount Leuser. It stands at 3.404 meters above sea level. In this area, tourists can visit the orangutan rehabilitation centre in Bukit Lawang, enjoy cave and canoe tours in Kluet, raft on the Alas River, or camp in Sekunder.

Translated from: M. Purwati, Pesona Wisata Sumatra Utara, Klaten, Intan Pariwisata, 2010.

17. What place is described in the text above?
 - a. Mount Leuser
 - b. A wildlife in North Sumatra
 - c. Mount Leuser National Park
 - d. A zoo in Nanggroe Aceh Darussalam
 - e. A conservation center in Sumatra
18. Where is the location of Mount Leuser National Park?
 - a. At the central of Aceh
 - b. At the central of North Sumatra
 - c. At the border of Aceh and North Sumatra
 - d. Jember. East Java
 - e. Sydney, Australia
19. How is the height of Mount Leuser?
 - a. 3.000 m above sea level
 - b. 3.040 m above sea level
 - c. 3.404 m above sea level
 - d. 4.000 m above sea level
 - e. 4.300 m above sea level

20. Where is the orangutan rehabilitation center?
 a. Bukit Lawang b. Sekunder c. Langkat d. Kluet e. Aceh
21. The followings are endangered species protected in Mount Leuser National Park, **EXCEPT**....
 a. Gibbons c. Sumatran rhinos e. Cheetahs
 b. Sumatran tigers d. Sumatran elephants
22. Which statement is **NOT TRUE** according to the text above?
 a. The park is located at the border of Aceh and North Sumatra
 b. The park is covered with a lush forest of *dipterocarpaceae*
 c. The park was declared a biosphere reserve
 d. The park is the wildest wildlife in Indonesia
 e. The park is named after Mount Leuser
23. "This magnificent park is covered with a lush forest..." (paragraph 2)
 What is the **synonym** of the underlined word?
 a. Destitute b. Plain c. Sparse d. Bare e. Overgrown
24. "It protects rare and endangered species" (paragraph 2)
 What is the **synonym** of the underlined word?
 a. Threatened b. Disgusting c. Charming d. Wonderful e. Famous
25. What can tourists visit in Mount Leuser National Park area?
 a. Orangutan rehabilitation in Bukit Lawang, cave and canoe tours in Kluet and camp in Sekunder
 b. Orangutan rehabilitation in Bukit Lawang, cave and canoe tours in Kluet, raft on the Alas River, or camp in Sekunder
 c. Orangutan rehabilitation, cave, canoe, or raft
 d. Animal rehabilitation, cave and canoe tours in Kluet, raft, or Camp in Alas River
 e. Cave and canoe tours in Kluet, raft on the Alas River, or camp in Sekunder

Answer Key of Post Test

1. D	6. C	11. D	16. B	21. E
2. D	7. A	12. B	17. C	22. D
3. B	8. C	13. A	18. C	23. E
4. E	9. A	14. B	19. C	24. A
5. D	10. E	15. E	20. A	25. B

Reading Test Item Distribution

No	Indicators	Reading test item number
1.	Comprehending word meaning	18, 19
2.	Comprehending sentences	3, 4, 9, 12, 14, 15, 16, 20
3.	Comprehending paragraph	2, 5, 6, 10, 11
4.	Comprehending the whole text	1, 7, 8, 13

Appendix N

The Result of Post Test

No	Experimental Group/ X IPS 1
1	90
2	85
3	85
4	80
5	90
6	70
7	85
8	75
9	70
10	85
11	70
12	65
13	70
14	85
15	75
16	80
17	75
18	80
19	85
20	80
21	70
22	80
23	75
24	85
25	65
26	75
27	75
28	85
29	85
30	75
31	75
32	75
33	95
34	75
35	75

No	Control Group/ X IPS 2
1	75
2	80
3	70
4	60
5	60
6	75
7	90
8	65
9	60
10	70
11	75
12	75
13	70
14	80
15	65
16	60
17	80
18	60
19	70
20	85
21	75
22	65
23	60
24	65
25	70
26	80
27	65
28	70
29	60
30	75
31	70
32	80
33	75

Appendix O. Permission Letter of Conducting Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
 Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
 Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
 Laman : www.unej.ac.id

Nomor : **6806** /UN25.1.5 / LT / 2018 **04 OCT 2018**
 Lampiran : -
 Perihal : Permohonan Izin Penelitian

Yth. Kepala MAN 1 Jember
 Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Hesty Maslahatus Sofa
 NIM : 140210401061
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using STAD Technique on the Tenth Grade Students' Reading Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



Prof. Dr. Suratno, M.Si.
 NIP. 19670625 199203 1 003

Appendix P. Statement Letter for Accomplishing the Research from MAN 01 Jember



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol 50, Telp. 0331-485109, Faks. 0331-484651, PO Box 168 Jember
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : B-2116 /Ma.13.73/PP.00.06/ 10 /2018

Yang bertanda tangan di bawah ini ;

Nama : Drs.Anwarudin, M.Si
NIP : 196508121994031002
Jabatan : Kepala
Unit Kerja : MAN 1 Jember
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Hesty Maslahatul Sofa
NIM : 140210401061
Fakultas : FKIP Pendidikan Bahasa Inggris UNEJ

Benar benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember dengan Judul ; The Effect of Using STAD Technique on the Tenth Grade Students.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.



Jember, 5 Nopember 2018

Kepala Madrasah

ANWARUDIN

