



**A DESCRIPTIVE STUDY OF THE EIGHTH GRADE STUDENT'S
READING COMPREHENSION ACHIEVEMENT TAUGHT BY USING
STAD TECHNIQUE AT SMPN 3 JEMBER
IN THE 2013/2014 ACADEMIC YEAR**

THESIS

Presented as One of the Requirements to Obtain S1 Degree at the English Education
Study Program of the Language and Arts Education Department
Faculty of Teacher Training and Education
Jember University

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2013

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. 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, November 1st 2013

The Writer

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DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Totok Sudaryanto and Rahayu Sudarwanti. I thank you for your believing in me to finish this thesis. Thank you for always be there for me and thank you for always support me. Thank you very much for everything.
2. My dearest brothers, Pandu and Yudistira and my extended family in Kediri who have supported me. Thank you very much.
3. My friends as siblings, Amelia, Charasita, Dyah, Ismi, Shilda, Dania, Fanandri, Wingit, Bintang, Jefry, Andi and other more who have supported me and helped me in finishing this thesis.

MOTTO

“We shouldn’t teach great books, we should teach a love of reading”

(B.F Skinner)

“There is no I in Team Work”

(Anonym)

“TEAM WORK, divides the tasks and multiplies the success”

(Anonym)

CONSULTANS' APPROVAL

**A Descriptive Study of the Eighth Grade Students' Reading Comprehension
Achievement Taught by Using STAD Technique at SMPN 3 Jember in the
2013/2014 Academic Year.**

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Finally, I expect that this thesis will be useful not only for me but also for the readers. Any constructive critics and valuable suggestions will be fully appreciated.

Jember, November 1st 2013

The Writer

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SUMMARY

“A Descriptive Study of the Eighth Grade Students’ Reading Comprehension Achievement Taught by Using STAD Technique at SMPN 3 Jember in the 2013/2014 Academic Year”; Wulan Ayu Safitri, 090210401007; 2013: 104 pages, English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

This research was conducted to describe the eighth grade students’ reading comprehension achievement taught by using STAD Technique at SMPN 3 Jember in the 2013/2014 academic year. The research problem of this research was “How was the eighth grade students’ reading comprehension achievement taught by using STAD technique at SMP Negeri 3 Jember?”

There were six classes of the eighth grade in the school. It consisted of class 8A, 8B, 8C, 8D, 8E, and 8F. There were only 4 classes of the eighth grade which have been taught by using STAD technique. The total population of those four classes is 120 students. In this research, the research respondents were determined by using cluster random sampling with lottery because each class has different schedule of English lesson. Thus, it was better and easier for the researcher to take two classes with lottery among class 8A, 8B, 8C, and 8D randomly. The primary data of this research were collected from the students’ reading comprehension test while the supporting data were collected by using interview, observation, and documentation.

From the data analysis result, it was found that there were only 2 students or 6.6% of the eighth grade students were categorized as poor and there was no student (0%) who was classified as very poor category in their reading comprehension achievement. There were 6 students (20%) who got “excellent” category. There were 19 students (63.3%) got “good” category and there were 3 students (10%) who got “fair” category. In other words, there were 93.3% of the students had category from fair to good and excellent in their reading comprehension achievement. It means that the students’ reading comprehension achievement taught by using STAD technique was good or excellent.

In addition, the highest achievement and the lowest achievement of the students' reading comprehension achievement taught by using STAD technique were as follows. The highest reading comprehension score was 100. It was gotten by the student's number twenty four. That case might be caused of her attention on the English lesson. She joined the English lesson very enthusiastically and carefully. She was also not doubt to ask the English teacher if she had a problem in understanding the teacher's instruction. That information was gotten from the result of the observation. She did students observation indicators completely.

On the other side, the lowest reading comprehension score was 56. It was gotten by the student's number five and eight. That case might be caused of their lack attention on the English lesson. During observation, it was shown that they also looked passive in discussing the text in group. It might be caused of the lack of students' cooperation in their groups.

According to the statistical computation, the mean score of the class 8C students reading comprehension test was 81.33. It was higher than the standard minimum score of SMP Negeri 3 Jember while the standard minimum score of SMP Negeri 3 Jember is 81.

In other words, it was showed that most of the eighth grade students at SMP Negeri 3 Jember had enough ability in reading comprehension after being taught by using STAD technique because most of the students had achieved good scores in reading comprehension.

Based on the result above, it could be concluded that STAD Technique can give a positive contribution in developing students' reading comprehension achievement, especially for the eighth grade students at SMP Negeri 3 Jember.