



**THE USE OF STAD TECHNIQUE TO IMPROVE THE EIGHTH GRADE
STUDENTS' PARTICIPATION AND THEIR RECOUNT TEXT
READING COMPREHENSION ACHIEVEMENT
AT SMPN 9 JEMBER**

THESIS

By

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NIM 110210401035

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
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Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department
Faculty of Teacher Training and Education
Jember University

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2015

STATEMENT OF THESIS AUTHENTICITY

I certify that this research is an original and authentic piece of work by the author himself. 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 procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Jember, September 2015

Prisilia Della Anggraeni

NIM. 110210401035

DEDICATION

This thesis is honorably dedicated to:

- 1. My lovely mother, Ansiyah Andriyani. Thank you for your endless love, support and advice.*
- 2. My beloved father, Susiyanto. Thank you for your love and supports.*
- 3. My dearest brother and sister, Denindra Fajar Banu Rusman and Kirania Syabilla Ulya.*
- 4. My greatest love, Ardyka Irvan Prastama. Thank you for your love, supports, patience, guidance, and time to help me finishing this thesis.*

MOTTO

“Alone we can do so little; together we can do so much.”

(Hellen Keller)



CONSULTANTS' APPROVAL

**The Use of STAD Technique to Improve the Eighth Grade Students' Participation
and Their Recount Text Reading Comprehension Achievement
at SMPN 9 Jember**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
Education Program of the Language and Arts Department Faculty of Teacher Training
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Secondly, I also would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of Faculty of Teacher Training and Education Jember University for the approval of writing this thesis,
2. The Chairperson of the Language and Arts Department for the approval of writing this thesis,
3. The Chairperson of the English Education Program for the permission of writing this thesis,
4. My academic advisor, Eka Wahjuningsih, S.Pd., M.Pd for the guidance given to me so that I can finish my study,
5. My first consultant, Drs. Sugeng Ariyanto, MA and my second consultant, Drs. I Putu Sukmaantara, M.Ed for guiding and helping me to write this thesis,
6. The examiners who have given me input to the completion of this thesis.
7. The Principal, the English teacher and the students of Class VIII-F of SMPN 9 Jember for their participation in this research.

Finally, I hope this thesis will provide some advantages for its readers. Any constructive suggestions and criticism are appreciated.

Jember, September 21st, 2015

The Writer

SUMMARY

The Use of STAD Technique to Improve the Eighth Grade Students' Participation and Their Recount Text Reading Comprehension Achievement at SMPN 9Jember; Prisilia Della Anggraeni, 110210401035; 2015; 65 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the student's participation and their recount text reading comprehension achievement by using STAD technique. The research participants of this classroom action research were the eighth grade students of SMPN 9 Jember in the 2014/2015 academic year, especially the students of class VIII-F which consisted of 40 students. This research was started by conducting an interview with the English teacher of the eighth grade students at that school on 23rd February 2015. This class was chosen because as informed by the English teacher, this class had the lowest score in reading comprehension achievement and they had the problems in finding the general and the specific information from the text. Although the teacher paired the students to do the exercise, most of the students were less motivated in learning because there was no challenge for them while they were working in group. In this case, Student Teams-Achievement Divisions technique was chosen to help the students to improve their participation and their recount text reading comprehension achievement.

This research was done in two cycles and each cycle covered four stages of activities namely: (1) the planning of the action, (2) the implementation of the action, (3) observation and evaluation of the action, and (4) reflection of the action. Each cycle was conducted in two meetings and followed by a test in the third meeting. In this classroom action research, the researcher and the English teacher implemented the actions collaboratively. The research targets were 75% students got score at least 74 and 75% of the students actively participated in the teaching and learning process of reading comprehension through STAD technique.

From the results of classroom observation in Cycle 1, it was known that the average percentage of the students' active participation in the first and the second

meeting was 58.75%. It means that the observation results in Cycle 1 did not achieve the research success criteria in this research. Based on the results of reading comprehension test, it was known that the percentage of the students who could gain the minimum requirement standard score of 74 or higher was 65%. It indicated that the results of reading comprehension achievement in cycle 1 also did not achieve the research target requirement.

Based on the results of Cycle 1, Cycle 2 was conducted with some revisions to solve the problems found in Cycle 1. After revising the problems, the results of observations and reading comprehension achievement in Cycle 2 showed the improvements. In Cycle 2, the average percentage of the students' active participation in the first and second meeting was 79.45%. Then, there was an improvement as many as 31.25% of the percentage of the students who got the minimum requirement standard score of 74 or higher from Cycle 1 to Cycle 2. Since the actions in Cycle 2 achieved the research success criteria, the second cycle was stopped.

Based on the results above, it could be concluded that the use of STAD technique was able to improve class VIII-F students' active participation and their recount text reading comprehension achievement at SMP Negeri 9 Jember in the 2014/2015 academic year. Therefore, it is suggested to the English teacher to apply STAD technique more frequently as the technique when teaching reading comprehension especially and teaching other skills in English. It is also suggested to the students to be familiar to and use STAD technique when learning reading comprehension or other skills in English as an alternative technique in improving their ability in English. Moreover, it also suggested to the future researchers to use the results of this action research as a reference to conduct the same research but in different design of research to develop the quality of teaching reading comprehension. Further, it is suggested to apply STAD technique with the other strategy like asking the students to answer the individual quiz orally. By answering the quiz orally, it will make the students more motivated in learning.

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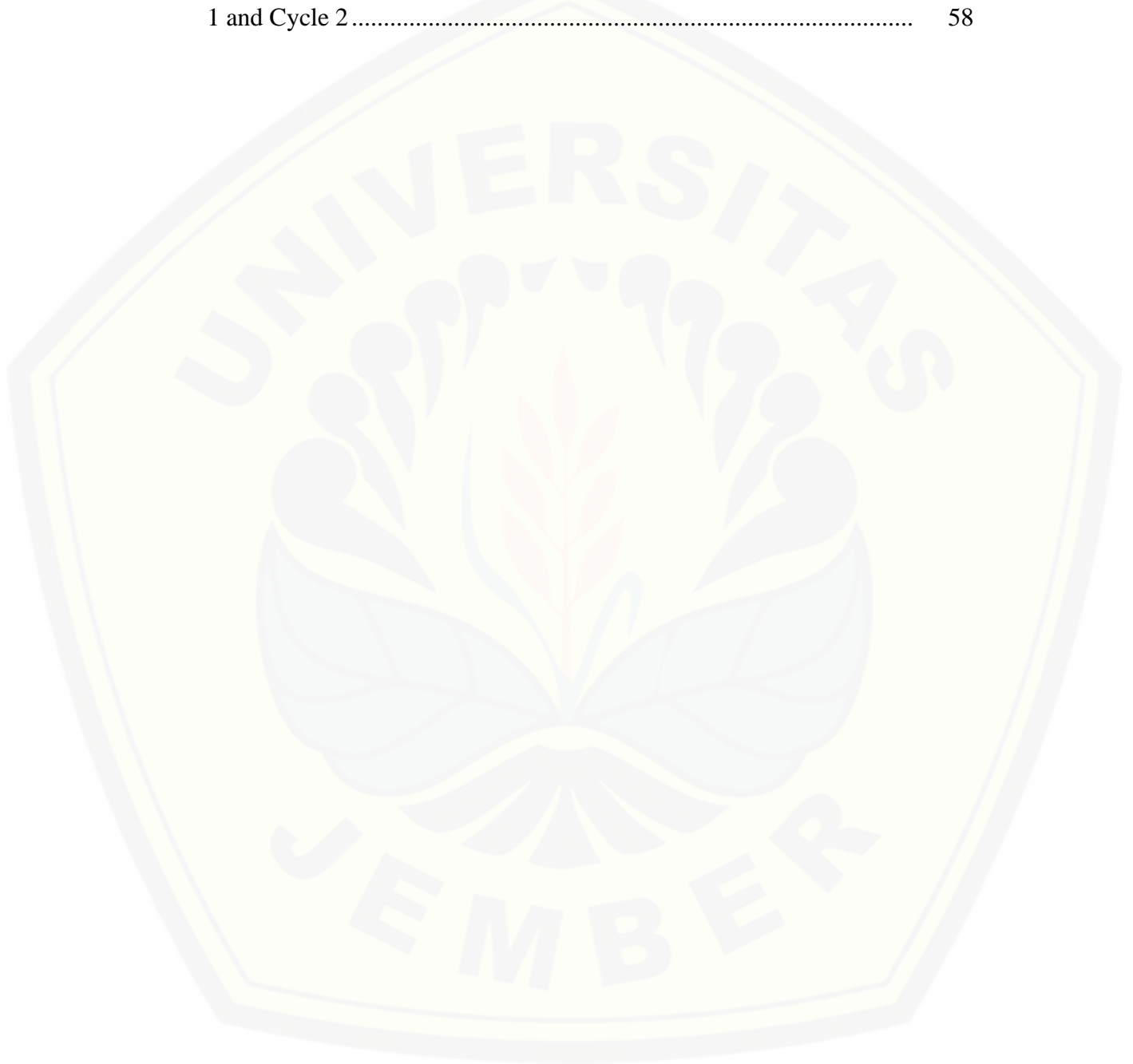
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CHAPTER 1. INTRODUCTION

This chapter presents the discussion of some issues related to the research topic. It includes background of the research why Student Teams-Achievement Divisions (STAD) technique is chosen as the best technique and why the research will be conducted on Class VIII-F at SMPN 9 Jember. Then, the problems of the research and the objectives of the research to know the use of STAD technique can improve the eighth grade students' participation and their recount text reading comprehension achievement. Next, the significance of the research and also operational definition is served to give clear information about this research.

1.1 Background of the Research

All schools in Indonesia were obligated to apply new Curriculum 2013 at the first semester in the 2014/2015 academic year by the Indonesia Government. Then, in the second semester the government had given the choice to schools whether they applied the curriculum 2013 or not. Based on the English teacher, SMPN 9 Jember did not choose to apply the curriculum 2013 because it was too difficult to be implemented in that school. That was why SMPN 9 Jember had been applying the 2006 curriculum (*KTSP 2006*) in the second semester. According to 2006 Institutional Level Curriculum (*KTSP 2006*) in English, there are four language skills that should be mastered by students namely; *listening, speaking, reading, and writing* and also three components, such as *grammar, pronunciation, and vocabulary*.

The main objective of teaching English is to help students master four language skills and three components including reading. Carrel (1995:1) notes that "reading is one of important skills in the second language learning, particularly in English as a foreign language". Besides, Grellet (1996:8) maintains that reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity. It means that the important thing in learning English as a foreign language is reading. Thus, every student has to have the capability in accessing meaning through printed words.

In the globalization era, every student is demanded to get information quickly and effectively. One of the ways is through reading. By reading the students can learn everything in the world and develop their knowledge because almost all the information is served in the textbooks, newspapers, magazines, internet and documents. Most of us think that reading is a simple activity to do, but in fact reading is not simple. According to Wood (1996:186), reading is not only seeing the words but also understanding the ideas. In the other words, it means that reading is comprehend a content of the text. Many students experience difficulties to comprehend the content of the text, they can read but they cannot understand.

Before conducting the research, the preliminary study in the form of interview with the English teacher of SMPN 9 Jember and observation was done on February 23rd 2015. The eighth grade consisted of six classes. The classes were divided into A, B, C, D, E, and F class. The results of interview showed that the students of grade VIII-F at SMPN 9 Jember had the lowest mean score in reading among the existing classes. They had the problems in finding the general and the specific information from the text. Most of the students were lack of vocabulary and it affected their understanding in comprehending the text. The previous mean score was 67,7 whereas the minimum requirement standard score of the English at SMPN 9 Jember was 74. There were only 20% of the students in that class who got scores more than 74. The teacher also said that in the teaching reading, she used lecturing technique and sometimes pairing the students. Although the teacher paired the students, most of the students still could not reach the minimum requirement standard score.

Based on the observation in Class VIII-F, not all of the students took part actively in this teaching and learning process. In pairing, the composition of high achievers and low achievers was not balanced. High achievers only worked with high achievers and low achievers only worked with low achievers. Therefore, the low achievers could not achieve the requirement standard score. Besides, the students were less motivated in learning because there was no challenge for them

while they were working in group. This condition made the students become less active and productive in the process of teaching and learning process.

Based on that condition, the role of the teacher was needed to improve the students' score in reading. The teacher should have the various techniques to help the students in learning, especially in reading comprehension. Steven, in Gillies (2007:1) says that "cooperative learning has been used successfully in teaching reading and writing class". Based on that statement, it can be concluded that cooperative learning can improve students' score in reading comprehension. Besides, it can build social interaction among the students and share their ideas. It is effective to create the creativity of thinking of the students through small group discussion.

Student Teams-Achievement Divisions (STAD) technique is one kind of cooperative learning. In this technique, the students work in groups, discuss the material given and help each other to understand the material, then take individual quiz, and next calculate their scores in the form of individual improvement scores. STAD technique can motivate the students to learn because individual improvement score challenges the students to improve further in order to reach their goal. Besides, the score of each student is calculated as the group score. So, each team member supports each other to learn the material given by working together with their groups. The STAD technique has been used in a wide of variety of subjects such as mathematics, language arts and social studies (Slavin, 1991:90). Thus, this technique is appropriate to improve the students' scores in reading comprehension.

Some previous research findings showed that STAD technique could improve the students' reading comprehension achievement. Sutikno (2010) conducted a classroom action research at SMPN 2 Sukowono-Jember in the 2009/2010 Academic Year. He found that STAD technique could improve the students' reading comprehension and participation in comprehending narrative reading texts. Then, an experimental research was conducted by Cahyono (2013) showed that there was a significant effect of applying the Student Teams-

Achievement Divisions technique on the eighth year students' reading comprehension achievement at MTs. Negeri Jember II.

By considering the explanation and the problems above, the research entitled "The Use of STAD Technique to Improve the Eighth Grade Students' Reading Comprehension Achievement and Students' Participation at SMPN 9 Jember" was conducted.

1.2 Problems of the Research

Based on the background of the research above, the problems of the research in this study were formulated as follows.

- 1.2.1 Can the use of STAD technique improve Class VIII-F students' participation in the teaching learning process of reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year?
- 1.2.2 Can the use of STAD technique improve Class VIII-F students' recount text reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year?

1.3 Objectives of the Research

Based on the background and the problems of the research, the research objectives of this research were:

- 1.3.1 To improve Class VIII-F students' participation in the teaching learning process of reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.
- 1.3.2 To improve Class VIII-F students' recount text reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.

1.4 Significance of the Research

The results of this research were expected to give contribution to the English teacher, the students of class VIII-F of SMPN 9 Jember, and the further researchers.

1.4.1 For the English Teacher

The results of this research were expected to provide information for the English teacher in implementing Student Teams-Achievement Divisions (STAD) technique to improve students' participation and their reading comprehension achievement because this technique could motivate the students to learn harder and perform better than the past.

1.4.2 For the Students

The results of this research were expected to be useful for the students to improve their reading comprehension achievement and give them a new experience in reading activities by using Student Teams-Achievement Divisions (STAD) technique. By learning in the teams, the students could understand easier the content of the text because peer's tutoring helped them to comprehend the general and the specific information from the text. Besides, the students more motivated in learning because they wanted to be the winners and got the rewards.

1.4.3 For Other Researchers

The results of this research were expected to be useful for the other researchers who want to conduct a further research about the use of STAD technique with the same or different research design. For example, "A Descriptive Study of Students' Reading Comprehension Achievement by Using Student Teams-Achievement Divisions Technique".

CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some theoretical concepts of the related topics. This covers reading comprehension definitions, reading comprehension achievement, Cooperative Learning, Student Teams-Achievement Divisions (STAD), the advantages and problems of applying STAD technique, the use of STAD technique in teaching reading, and the hypothesis of the research.

2.1 Reading Comprehension Definitions

“Reading is a process of constructing meaning in which the reader is an active participant” (Feathers, 2004:26). An active participant cannot directly understand the content of the text because he needs process to gain the exactly meaning. Besides, an active participant has to have logical thinking, feeling and emotion when he is reading. In the same line, Wood (1996:6) states that reading is an active skill that requires a number of aggressive thought processes that the reader consciously uses to get meaning. The process covers guessing what the text tells about, assimilating the information of the text and perceiving the meaning of the text. Furthermore, Grellet (1996:8) also notes that “reading involves some activities such as guessing, predicting, checking and asking oneself question”. Those activities should be done by the reader to comprehend the content of the text.

The main goal of reading is comprehension. This is supported by Richards and Renandya (2002:277), who say that “reading for comprehension is the primary purpose for reading”. Comprehension is an active process which the reader actively engages in a text to construct meaning. Someone can be said have comprehension in reading if he or she understands the content of the text and all of information explicitly and implicitly by using knowledge and reasoning to understand the idea of the writer.

2.2 The Students' Reading Comprehension Achievement

According to Hughes (2003:13), Achievement deals with the test that is conducted to measure how successful individual students or groups of students have achieved the objectives of a course of the study. In the other words, achievement is related to the results of what the students have learned based on the score of the test given.

The students' reading comprehension achievement in this research was indicated by the students' scores after being taught by using STAD technique and they were tested with reading comprehension test. The indicators were focused on general information which covered paragraph comprehension and text comprehension, and specific information which covered word comprehension and sentence comprehension.

2.2.1 General Information

General information of the text is the information which stated implicitly in the text. Usually this kind of information is the main idea which can be found in the whole text and paragraph. General information covers paragraph comprehension and text comprehension.

a. Paragraph Comprehension

In comprehending a paragraph, students have to relate one sentence to another sentence in order to get the main topic. It is supported by Bram (1995:13), who says that "a paragraph is a group of sentences which contains relevant information about one main or central idea". Fardhani (2005:56) states that a paragraph includes "several related sentences about one topic". Thus, in order to comprehend a paragraph, the student as a reader need to comprehend all sentences in the paragraph to understand the topic of the paragraph itself.

According to Fardhani (2005:56), "the sentences in a paragraph are classified into three main structural parts, namely: a *topic sentence*, *supporting sentences*, and a *concluding sentence*". Those three parts are important to help the reader comprehend the information of the paragraph. That is why, the reader must be able to identify those parts in the paragraph when they are reading.

1. Identifying a Topic Sentence

A topic sentence is a sentence that covers all the ideas of other sentences in the paragraph (Fardhani, 2005:56). The role of a topic sentence is important because it guides the students to understand the text by stating the main idea of the paragraph. To find the main idea, the students should know the most general sentence in the paragraph and know the location of it. Fardhani (2005:56) states that topic sentence usually placed at the beginning or near the beginning of a paragraph.

2. Identifying Supporting Sentences

Supporting sentences are sentences that support or explain the main idea expressed in the topic sentence. According to Fardhani (2005:56), supporting sentences consist of more than one sentences that tell more details information in the form of description, explanation, examples, reasons, facts, cause and effect, comparison and contrast, and etc. In this case, Langan (2008:18) states that supporting sentences provide details information that explain the topic sentence. Thus, by providing the supporting sentences it help the readers to understand the main point easily and comprehend the paragraph itself.

3. Identifying a Concluding Sentence

The concluding sentence is the last sentence in a paragraph that restates the main idea of the paragraph. It is supported by Fardhani (2005:57) who states that the concluding sentence is the end of paragraph by restating or summarizing the idea or topic of a paragraph. In the same line, Spears (2000:17) says that the concluding sentence is to sum up all of the ideas in the paragraph. Thus, a concluding sentence is a sentence to conclude what the paragraph talks about.

Studying Abroad

Studying abroad has two main benefits. Firstly, people who study abroad can get a better job when they return to their home country. This is because their qualifications and experience mean that they tend to get jobs that are higher paid, and they can also gain promotion quickly. Another

advantage of studying abroad is the independence students can gain. For example, students have to cope with the challenges of living alone and meeting new people from different cultures. As a consequence, they will become more confident in their life and in their relationships with others. All in all, it is clear that studying abroad is a beneficial experience.

(<http://www.ieltsbuddy.com/paragraph-writing.html>)

There are three parts of the paragraph above. They are *a topic sentence*, *supporting sentences* and *a concluding sentence*. The topic of the paragraph in the text above is the benefits of studying abroad and it is stated in the first paragraph. The second sentence is Major detail with the signal word “firstly”. It is a support what the benefits of studying abroad. The third sentence is a Major detail because give more explanation about a Major detail in the second sentence. The fourth sentence is a Major detail with a signal word “another advantage...”. It is the second support for what the benefits of studying abroad. The fifth and sixth sentence are Minor details because give the example and the consequence of the Major detail in the fourth sentence. The seventh sentence is concluding sentence with a signal word “all in all”. It sums up all the ideas in the paragraph.

The question form of the paragraph comprehension is “What is the paragraph about?” and the answer is “it is about two main benefits of studying abroad”.

b. Text Comprehension

Grellet (1996:4) states that one of the reasons of reading is to find out something or in order to do something with the information you get. In order to get information in reading, readers have to comprehend the content of the text. That is why comprehending text is needed in reading. To comprehend the idea of the whole text, students have to comprehend from the small part of the text. The first step is to comprehend the words in every sentence, then construct the meaning of every sentence in a paragraph. Finally, if the students can comprehend all paragraphs they will get the idea of the whole text. The students also get the essentials information from the text.

Teddy's Adventure

Teddy lay sadly on the bedroom floor, forgotten, when Kumiko went to Nursery School. Scraps, the dog, tossed the frightened Teddy around. Teddy landed in mother's shopping bag. She went shopping. When she pulled out her purse Teddy fell out into a shopping trolley. The trolley bounced poor Teddy straight into a bin. A lorry took the rubbish to the dump. Teddy was terrified. A huge bird carried him high in the sky. Suddenly Teddy dropped, falling, falling. The post lady picked him up and took Teddy inside a building. They put him with other toys. Soon Kumiko found him. "How did you come to school?" she asked.

(Taken from: <http://learningenglishkids.britishcouncil.org/en/short-stories/teddys-adventure>)

The example question of the text above is "What is the purpose of the text above?". The answer is "The purpose is to inform the readers about Teddy's adventure."

2.2.2 Specific Information

Specific information of the text is the information which stated explicitly in the text. This kind of information is the supporting details of the main idea of paragraph in the reading text. Specific information covers word comprehension and sentence comprehension.

a. Word Comprehension

Comprehending word meaning is the basic step and the key success for reading comprehension because it is impossible for the students to understand the text without knowing the meaning of the word first. In word comprehension, students have to understand every single word in a sentence. It is supported by Farbain and Winch (1996:9) who say that "readers do not fully understand what they read when they do not understand the meaning of all the words employed in a sentence". In the same line, Grellet (1996:15) states that "if the reader does not understand some words of the passage, some of the facts and ideas will probably escape him". That is why, in order to understand a sentence, the students have to know the meaning of the words that they face when they read. Further, by

understanding the meaning of all words, it can help the students comprehend the reading text successfully and get the message of the text easier.

The example of word comprehension is as follows.

1. Studying abroad has two main *benefits*. The italic word has the same meaning with the word...
 - a. lacks
 - b. disadvantages
 - c. advantages
 - d. weaknesses

(<http://www.ieltsbuddy.com/paragraph-writing.html>)

The answer to the question above is “c. advantages”, because the word “benefits” in this sentence has the same meaning with “advantages”.

b. Sentence Comprehension

Comprehending sentences is the next step after comprehending word meaning when we want to comprehend a reading text. By understanding the sentences, it helps the students to get the message from the text. A sentence is a group of words that are put together to mean something. Burks and Wishon (1980:353) classify sentence into three different types, namely simple sentence, compound sentence, and complex sentence. *Simple sentence* is a sentence that expresses one complete thought and contains one subject and predicate. For example, *Joe waited for the train*. A *Compound sentence* is a sentence that contains two or more simple sentences. For example, *Joe waited for the train, but the train was late*. The last, a *complex sentence* is a sentence that contains simple sentences and several phrases. For example, *Joe waited for the train because he wanted to go to her girlfriend's*. By knowing those different types of sentences, the reader can find out the important elements of each sentence in a passage appropriately in order to understand what the sentence tells about (Grellet, 1996:15).

The example of sentence comprehension: Studying abroad has two main benefits.

(<http://www.ieltsbuddy.com/paragraph-writing.html>)

The details of the sentence above are studying abroad, has two main benefits. The question form of the sentence is “How many benefits of studying abroad has?” and the answer is “two main benefits”, because “how many” is the question word for the total.

2.3 Type of Reading Text

According to Instructional Curriculum 2006 (2006:278), Junior High School students have to learn five genres of the text, they are; descriptive text, procedure text, recount text, narrative text and report text. The recount text was used in this research because the eighth grade students of SMPN 9 Jember learn it. The objective of teaching recount text can be seen on the standard competence on the eighth grade level stated in the instructional level curriculum/KTSP 2006 for SMP/MTs that state “Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar” (Depdiknas 2006:290). That was why recount text was chosen because it was being taught in the eighth grade students of Junior High School on the institutional level curriculum.

2.3.1 Recount Text Definitions

Derewianka (1995) states that, recount is a piece of text that retells past events. Usually this kind of text retells real past activities, experiences or events. Gerot and Wignel (1994:194) reveal the social function of recount is to retell events for the purpose of informing or entertaining. Derewianka (1995) divides a recount text into three types; they are personal recount, factual recount, and imaginative recount. The first, the personal recount means to retell of activities in which the writer involves or acts in those activities, for the examples are having good experience and bad experience. The second, the factual recount means the

text tells about recording the particulars of incident, such as history explanation, scientific experiment report and newspaper report. The last, an imaginative recount is an unreal event or story. In this research, the researcher used personal recount to teach reading comprehension by using STAD technique and also used it to measure the students' reading comprehension achievement.

2.3.2 The Generic Structure of Recount Text

Angie (2012) notes there are three generic structures of a recount text. As follows:

- a. Orientation: Introducing the participants, place and time.
- b. Events: Describing a series of event that happened in the past.
- c. Reorientation: It is optional. It state personal comment of the writer to the story.

2.3.3 The Language Features of Recount Text

According to Angie (2012), the language features of recount text are as follows:

- a. Introducing personal participants. For example; I, my group, etc.
- b. Using chronological connections. For example; then, first, etc.
- c. Using linking verbs. For example; was, were, saw, heard, etc.
- d. Using action verbs. For example; look, go, change, etc.
- e. Using simple past tense in the sentences.

2.4 Students' Participation in Reading Comprehension

According to Cohen (1991:699), in Rocca (2010:188), participation is a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the classroom. In other words, students' participation is the key of successful activities in the classroom. If the students actively participate, they are interested and understand the lesson being taught. Besides, it can make the atmosphere of teaching and learning process in the classroom run well.

The students' participation in this research referred to their active performance such as the students' response and feedback during the teaching and learning process of reading comprehension in the classroom while being taught by using STAD technique. It was shown by their activity in making notes while class presentation, discussing the exercise within their teams, demonstrating their answer to the whole class, and joining the individual quiz.

2.5 Cooperative Learning Approach

Cooperative Learning (CL) is one of the approaches suggested in teaching and learning process. According to Leighton (1999:273), Cooperative Learning is an instructional task design that engages students actively in achieving a lesson objective through the members efforts of their small learning team. Moreover, Johnson & Johnson (2003), as quoted by Gillies (2007:50) state that Cooperative Learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivates group members to help and support each other's endeavors.

Based on the definitions above, it can be concluded that cooperative learning involves the students working together in small groups to reach a lesson objective. In other words, the students work cooperatively, share their ideas, help each other and actively work to construct new understanding and learning until they achieve both their own and the groups' goal. Furthermore, Cooperative Learning provides positive chance for students to be active in the teaching and learning process.

2.5.1 Types of Cooperative Learning

According to Johnson *et al.* (1994:4-5) as cited in Richards and Rodgers (2001:196), there are three types of cooperative learning. All of them will be explained as follows;

a. Formal Cooperative Learning Group

Formal cooperative learning consists of students working together for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. These groups provide the foundation for all other cooperative learning procedures. They are structured through pre-instructional decisions, setting the task and the cooperative structure, monitoring the groups while they work, intervening to improve task-work and teamwork, evaluating student learning, and processing group functioning.

b. Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned, and provide closure to an instructional session.

c. Cooperative Base Group

Cooperative base groups are long-term, heterogeneous cooperative learning groups with stable membership (Johnson, Johnson, & Holubec, 2008). Members' primary responsibilities are to (a) ensure all members are making good academic progress, (b) hold each other accountable for striving to, and (c) provide each other with support, encouragement, and assistance in completing assignments.

This research applied formal cooperative learning group because the students were required to work in groups for several weeks to achieve their goals.

2.5.2 Components of Cooperative Learning

The research indicates that if students want to reach the benefits of cooperative learning they have to establish all the components of cooperative learning. There are several experts that have proposed the components of Cooperative Learning. Johnson, Johnson and Holubec (2012) and Gillies (2007) state that there are five key components of successful in cooperative learning. Each of the components will be discussed in the following section.

1. Positive Interdependence

According to Johnson, Johnson and Holubec (2012:8), positive interdependence is the first and the most important component of cooperative learning. “Positive interdependence involves all members working together to complete the group’s goal” (Gillies, 2007:4). Each member of a group realizes that they are connected each other so if one member succeed, all must succeed. Students have to recognize that each member’s contributions are required to help the group achieve its goal and certainly it is useful for both individual and all members of groups. Cooperation occurs when the students care about their responsibilities to reach the main goal and give a help to each other in learning. In addition, positive interdependence can build confidence among the members of group, social support, and also mantain their relationship.

2. Promotive Interaction

When positive interdependence is successfully created by the teacher, the next component that should be done is promotive interaction. According to Gillies (2007:4), “promotive interaction involves students’ working in small groups where they can see each other so they can engage in face-to-face discussions about the group’s task”. In this condition, the students interact by working in close contact with each other and giving verbal and nonverbal body language to create personal connections. The students have to maximize their opportunities to motivate each other by helping, supporting, and appreciating the effort of each member. Furthermore, interaction can be done orally by discussing the problems

of task given, explaining one's knowledge to others, questioning and answering among members, and checking for understanding.

3. Individual Accountability

Slavin (2005:10) notes that individual "accountability can be defined as a group's success depends on individual learning from all members of group". Each member in a group is accountable on his or her learning and performance, then each member has responsibility to help each other and make sure that each member is ready to accomplish task given. Individual accountability creates when the assessment of each member in a group is calculated and then the result of that assessment returned to the group and the individual itself. According to Richards and Rodgers (2001:196), there are several ways to structure individual accountability, they are: assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group. By doing those ways it can build an individual be stronger while he or she is working in group. It's supported by Johnson, Johnson and Holubec (2012:9) who state that the main point of cooperative learning is to make each member in a group be stronger in learning.

4. Interpersonal and small-group skills

According to Gillies (2007:5), students need to be taught how to communicate effectively with each other so they know how to express their ideas, acknowledge to others, deal with disagreements, and manage conflict. Based on that statement it can be said that in cooperative learning the students are required not only to learn academic subject matter (task work) but also to learn the interpersonal and small group skills (teamwork). Cooperative learning is inherently more complex than competitive or individualistic learning because the students have to engage simultaneously in task work and teamwork. Thus, team members must know how to provide effective leadership, decision-making, trust-building, communication, and conflict-management.

5. Group Processing

“Group processing can be defined as a type of a formative assessment that involves students’ reflecting on how they are managing the processes of learning, including what they may still need to do to accomplish their goal” (Gillies, 2007:5). In this session, the group should discuss their relationships, actions and behaviors in order to set goal for group improvement. In addition, a group needs to describe what member actions are helpful and unhelpful and make decisions about what behaviors to continue or change. After completing their task, students must be given time for analyzing how well their learning groups are functioning and how well social skills are being employed.

2.6 Student Teams-Achievement Divisions (STAD)

Cooperative learning has several models that can be applied in teaching and learning process. Slavin (2005:11) mentions five models of cooperative learning, namely: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CRIC). However, this research focuses on the STAD technique.

Student Teams-Achievement Divisions is one of the Cooperative Learning methods developed by Slavin at late 1970s (Zuo, 2011:987). STAD technique has consistently been shown to be one of the effective CL methods in improving student achievement in various subjects. It is supported by Slavin (1991:90) who says that STAD technique has been used in a wide of variety of subjects such as mathematics, language arts and social studies. STAD includes small heterogeneous teams of 4–5 members who teach each other on the material given and prepare each other for quizzes. To be more specific, students are assigned to 4-5 member learning teams that are mixed in performance level, sex, and ethnicity. In STAD technique, the students have to work together to learn within their teams and team members are responsible not only for their teammates’ learning but also their own. Thus, the team’s goal depends on the learning of all team members.

2.6.1 The Components of STAD Technique

Slavin (2005:143) states that there are five major components of STAD technique. They are *class presentation*, *team*, *quiz*, *individual improvement score*, and *team recognition*. Each point will be explained further below.

1. Class Presentation

This component is mainly done by the teacher by introducing new material in a class presentation. Slavin (2005:143) states that class presentation is a lecture-discussion conducted by the teacher and also it can be done through audiovisual presentations. The main point is the teacher presents the content of the lesson to the whole class. According to Leighton (1999:286), there are three parts of presentation in STAD namely; introduction, lesson development, and guided practice. Introduction includes a statement of lesson objective, set induction, and a brief review of prerequisite skill. Next, lesson development focuses on explaining and discussing material. The last is guided practice, the teacher lead the students through whole-class guided practice by attempting their responses and calling their names in random to maintain their attention.

The thing that make class presentation in STAD technique differs from usual teaching is the students should focus on STAD unit. In this condition, the students have to realize that they should pay attention during the class presentation because it helps them to do well on the individual quiz, and their scores determine their team scores.

2. Team Study

After presents the material, the teacher divides the class into several teams and require them to work together in their teams. A team consists of four or five students who represent a cross-section of the class in terms of academic performance, gender, and ethnicity. Usually the teacher gives them worksheet in order to be a guide for the teams, so that all team members master the material given and each member gives contribution. The things that can be done are discussing to solve problems, comparing answer, correcting any misconception if

teammates make mistakes, taking turn quiz each other, and whatever activity that can make them master the material. Besides, the role of the teacher is needed in the teams. When the teams are working, teacher observes, gives guidance, motivation and helps them when they need. The aim of team is make sure that all team members master the material, study seriously, and prepare to do well on the individual quiz. Team members doing their best for team, and the team doing its best to help its members. Thus, team is the most important component in STAD technique.

3. Quizzes

The teacher evaluates the students' mastery of the lesson content by giving a quiz. This quiz is done individually, students are not expected to work together and they are not allowed to help each other. Each member has her or his own responsibility in mastering the material given. The quiz conducted is based on the same material what the students have learned in the class presentation and the team practice because the purpose of doing individual quiz is to measure their understanding after having done class presentation and team practice.

4. Individual Improvement Score

The purpose of individual improvement is to give each student a performance goal that she or he can reach by working harder and perform better than in the past. Each student gives contribution to her or his team when she or he get higher score than the base score. The base score is given to each student that is derived from the student's last score or average past performance on the similar quizzes. Students earn points for their teams based on scores, and the group improvement scores are got from the individual improvement score of each member.

5. Team Recognition

Team earns a certificate or a reward if the team's average score exceed a certain criteria. To make it clear, this component not only focuses on the certificate or reward but also the recognition of the students' success to

accomplish the goal. They have to realize that their success is obtained by working cooperatively and help each other in team practice. The team recognition can be done by giving a certificate, small prize, bulletin board, newsletter, and etc. The team that has improved the most is given most recognition.

2.6.2 The Steps of Applying STAD technique

According to Slavin (2005:147), there are several steps in applying STAD technique in the classroom. Each step will be explained briefly below.

Preparation

1. Material

Teacher prepares the material which is going to be taught to the students. The material can be adopted from Team Learning Project developed by John Hopkins or adapted from textbooks, other publishers, or materials created by the teachers. Teachers have to prepare worksheets, answersheets, and a quiz that is given to the students after team practice.

2. Assigning the Students to Teams

A team in STAD technique is a team of four or five students who represent a cross-section of the class in academic performance, race or ethnicity, and sex. It is better to make combination between male and female students in a team and the team should also have a high performer, a low performer, and two average performers. The important rule here is the students are not allowed to choose team members by themselves because it can make the composition of the team is unbalanced. However, all those things should be conformed with the condition of the class. Some of schools only have male or female students depend on the type of the school itself. For example, machine course only has male students in vocational high school. Thus, in formatting the team can be based on academic performance or other differences.

3. Determining the Students' Base Scores

Teachers use students' previous scores to determine students' base scores or the average of some past quizzes. If the students have done quizzes three times,

the teacher divides those scores into one score and the average of that score is used as the base score in STAD technique.

Teach

4. Presenting the Lesson

Every lesson in STAD begins with a class presentation which is the teacher presents the content of the lesson to the students. Most of the teachers simply give a lecture or discussion whereas they can use a movie, picture, real things, or other medium to introduce the lesson. A class presentation consists of introduction, developing stage, and guidance practice of all the lesson.

Team Study

5. Team Practice

In this step, the team members work cooperatively to accomplish their goal. The team members have to make sure that all members master the material given by teaching each other, discussing material, practicing together, taking turn quiz each other, sharing their ideas to solve problems, comparing and correcting misconception, and etc. The students are given worksheet and answer sheet as the medium to practice the skill that is being taught and assess themselves and their teammates about the material given.

Test

6. Individual Quizzess

After the phase of team practice, all the students are asked to take individual quizzes. In this step, they are not allowed to help each other while doing the quiz. The main purpose of individual quizzes is to measure the students' knowledge about what they have learned in class presentation and team practice. In this step, team members have to perform better than the past because their scores determine their team's score.

Recognition Team

7. Calculate Individual Improvement Score and Team Score

The teacher calculates students' improvement scores after having done a quiz. Individual improvement scores are calculated to give a performance goal that can be reached if they work harder and perform better than in the past. They have to improve their base scores by performing better in each quiz. Base score is the average score of the latest quizzes or score in the last performance. Therefore, the students will have different base scores before taking a quiz. According to Slavin (2005:159), there is a formula to calculate students' improvement scores. Slavin's formula of students' improvement scores is shown in Table 2.1 below:

Table 2.1 The Formula of the Students' Improvement Scores

| No. | Quiz Score | Improvement Point |
|-----|--|-------------------|
| 1. | More than 10 points below the base score | 5 points |
| 2. | 1 to 10 points below base score | 10 points |
| 3. | Base score to 10 points above base score | 20 points |
| 4. | More than 10 points above base score or perfect paper (regardless of the base score) | 30 points |

(Slavin, 2005:159)

From Table 2.1, it is described that if a student has more than 10 points below his base score, his improvement score is 5 points. A student gets 10 points in his improvement score if his difference score is 1 up to 10 points below his base score. Then, 20 points is earned when his difference score is similar with his base score up to 10 points above his base score. The last, if his difference score is more than 10 points above his base score, so his improvement score is 30 points.

The example of giving improvement score will be explained in the following Table 2.2:

Table 2.2 The Example of Giving the Students' Improvement Scores

| Date: August, 8 th 2015 Quiz: 1 | | | |
|---|------------|------------|--------------------|
| The Students' Names | Base Score | Quiz Score | Improvement Points |
| Angel | 85 | 74 | 5 |
| George | 78 | 70 | 10 |
| John | 78 | 87 | 20 |
| Jane | 80 | 100 | 30 |
| Mike | 80 | 95 | 30 |

From the table above, it is described that Angel has 5 points on her improvement score because the difference between her base score and quiz score is 11. Angel's difference score is more than 10 points below the base score, so she gets 5 points. Next, George's difference score is 8 and it is 8 points below the base score. That is why George gets 10 points. John has 20 points on his improvement score because the difference between his base score and quiz score is 9. John's difference score is 9 points above the base score, so he gets 20 points. Then, Jane has 20 points on her difference score and it makes her get 30 points on her improvement score. The last, similar to Jane, Mike gets 30 points on his improvement score because the difference between his base score and quiz score is more than 10 points above base score that is 15 points.

Finally, the improvement points are calculated for each member of the team and divided by the number of team members to get a team score. According to Slavin (2005:160), there are three levels of team recognition and all those levels are given based on average team score as follows:

Table 2.3 Team Recognition

| No. | Criteria (Average Team Improvement Scores) | Reward |
|-----|--|------------|
| 1. | 15 points | Good Team |
| 2. | 16 points | Great Team |
| 3. | 17 points | Super Team |

(Slavin, 2005:160)

From the table above, if the average of a team improvement score is 15 points, so the team is recognized as 'Good Team'. Similarly, 'Great Team' is recognized when a team has 16 points in its average team improvement score. At last, 'Super Team' is the highest level of the best teams. If a team has the highest average of team improvement scores and from the table the highest average is 17, therefore that team is recognized as 'Super Team'.

Moreover, the teacher can change the criteria of team recognition depends on the condition in the classroom. The teacher can announce Super Team and Great Team on the bulletin board and can give an interesting certificate for each member of super team and great team. A Good Team only get a congratulation from the whole class or if it is possible teacher can give small certificates for Good Team's members. The teacher can do some variations in giving rewards to make them more motivated in learning.

2.6.3 Advantages and Problems of STAD technique

According to Slavin (1991:22), there are several advantages of applying STAD technique. As follows:

a. Frequent Quizzes Give Feedback to Students and Teacher

Frequent quizzes can give positive feedback for students since they know their ability in mastering a certain subject by evaluating the results of their quizzes. If the result of the students' quizzes does not improve from their base score, they have to work and learn harder to get a good score and automatically their team score will improve too. By giving frequent quizzes, students will be motivated to study within their teams because they have to prepare everything related to the quiz in order to get perfect score. In addition, frequent quizzes also

give feedback for teacher. It can be used to know how far the students master the material given and to decide whether or not it is necessary to give remedial teaching or to decide what should or should not be changed.

b. Improvement Scores Challenge the Students

The teacher can announce the students' quizzes score orally, in a class newsletter, or on the bulletin board. By knowing their result, the students will know their ability in mastering the material. It challenges the students to work harder and perform better than before to get perfect score that will influence their group.

c. STAD Takes Less Instructional Time than TGT

Actually STAD and TGT have the same structure, but the main difference between STAD and TGT is in the individual test. STAD applies individual quiz that has simpler instruction than game tournament that is applied in TGT. It makes STAD less time consuming than TGT.

d. Curriculum materials are available in most subjects.

According to Slavin (1991:20), STAD technique can be applied to teach mathematics, language arts, science, foreign language, and several part of social studies, such as geography, graph or map skills, and any knowledge-level objectives.

Beside the advantages, STAD also has several problems. Slavin (1991:61) notes several problems that might occur in applying STAD technique in the classroom and the solution for each problem. They are:

a. Team Members not Getting Along

This problem often comes up in the first or the second meeting of the use of STAD technique. It is commonly happens since members of the team are chosen by the teacher. Some students will be unhappy about their team

assignments initially, but as soon as possible they realize that they will be working in the teams for a long time. Students have to reach their goal performance because of that they need a team. The solution of this problem is time. One of the ways is giving them the time to know each other and maintain their relationship. It is important to not allow the students to change the team, allows teammates work on their problems is the recognition that they will be together for some meeting.

b. Misbehavior

Sometimes students do misbehavior in the teaching and learning process includes in STAD technique. For example; the students walk in the classroom, they ignore the teacher's instruction, they do not want to demonstrate their answers, and etc. To solve that problems, the teacher gives each team one up to three additional team points based on the team's behavior, cooperativeness, and effort. Besides, the teacher can give reinforcement by saying "Your team is great..... Bird team are working quietly..... Elephant team is good, all the members doing the work in their seat..... The thing that should be remembered is the points earned from team behavior should be announced during the period.

c. Absences

Student absenteeism can be a problem in STAD because each member contributes points to the team. If one member does not join the quiz, it will reduce the team score. This problem can be solved by prorating the score for the left team members. The example is if a team has four members and one of the member is absence, teacher have to prorate team's score as for a three-member team.

d. Noise

Noise is one of the problems that often occurs in the classroom, especially when students work in teams like STAD technique. Most of students cannot control their voice while they are working in a team. There are several solutions to solve that problem. The solutions are try to bring all activities to stop, get absolute quiet, and then whisper a reminder to students to speak softly. In addition, the

teacher can give a rule for the students. The rule is when the teacher gives signals like a bell sounds and taps on the table, the students have to stop talking immediately and be quiet.

e. Ineffective Use of Team Practice Time

Most of students do not use their time in team practice effectively. They use the time to do worksheet alone without cooperating with their teammates and the students do not really care whether or not they or their teammates understand the material given. To solve that problem, the teacher can give only two worksheets for a team which consists four members or three worksheets for five members of a team. It is done to force the students to work in a team.

2.7 The Procedures of STAD Technique in Teaching Reading

In this research, the procedures of the use of STAD technique in teaching reading were based on the Slavin's (2005) steps in applying STAD technique as follows:

- 1. Preparing the material.** The teacher prepared the material which was going to be taught to the students. In this research, the recount text was used to teach reading comprehension achievement. Besides, the teacher had to prepare worksheets, answer sheets, a quiz, and quiz answer sheets.
- 2. Assigning the students to teams.** The students were assigned into several teams and every team consisted of five students. Every team represented one high performer, one low performer, and three average performers. Besides, every team was mixed between male and female students.
- 3. Determining students' base scores.** In the first meeting, the students' base scores were derived from the students' previous academic performance. Then, after doing several quizzes, the students' base scores were the average of that quizzes.
- 4. Presenting the lesson.** First thing first, the teacher explained about how to work in STAD technique in order to lead them focus on the unit of STAD

itself. The teacher used short lecture and pictures related to the topic to introduce the content of the lesson.

5. **Distributing worksheets to the team.** The teacher gave 2 worksheets to a team. The purpose of doing so was to make sure that all team members worked cooperatively to accomplish the goal.
6. **Asking the students to discuss the text and do the exercises with their teams.** The students were required to read the whole text, discuss with their teammates, practice the material together, share their ideas, compare and correct misconception about the text, correct and check the answer of exercises given among members, take turn quiz each other and etc. The main purpose of the team practice was to make sure that all team members mastered the content of the text and knew how to solve the problems on the exercises given.
7. **Conducting an individual quiz.** The students were asked to move apart from their team. The students took individual quiz and did not allow to help each other. Quiz had to be done individually.
8. **Calculating improvement score and giving recognition for the success teams.** The teacher calculated the result of the quiz, the students' improvement point, and team recognition. The teacher gave rewards to the teams which reached predetermined level (Super Team, Great Team and Good Team).

2.8 Hypotheses of the Research

Based on the research problem and review of related literature, the action hypotheses of the research were classified as follows:

1. The use of STAD technique can improve Class VIII-F students' participation in the teaching learning process of reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.
2. The use of STAD technique can improve Class VIII-F students' recount text reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.

CHAPTER III. RESEARCH METHOD

This chapter presents the discussion about research methodology applied in this research. It covers the research design, research procedures, area determination method, subject determination method, operational definition of the terms, data collection method and data analysis method.

3.1 Research Design

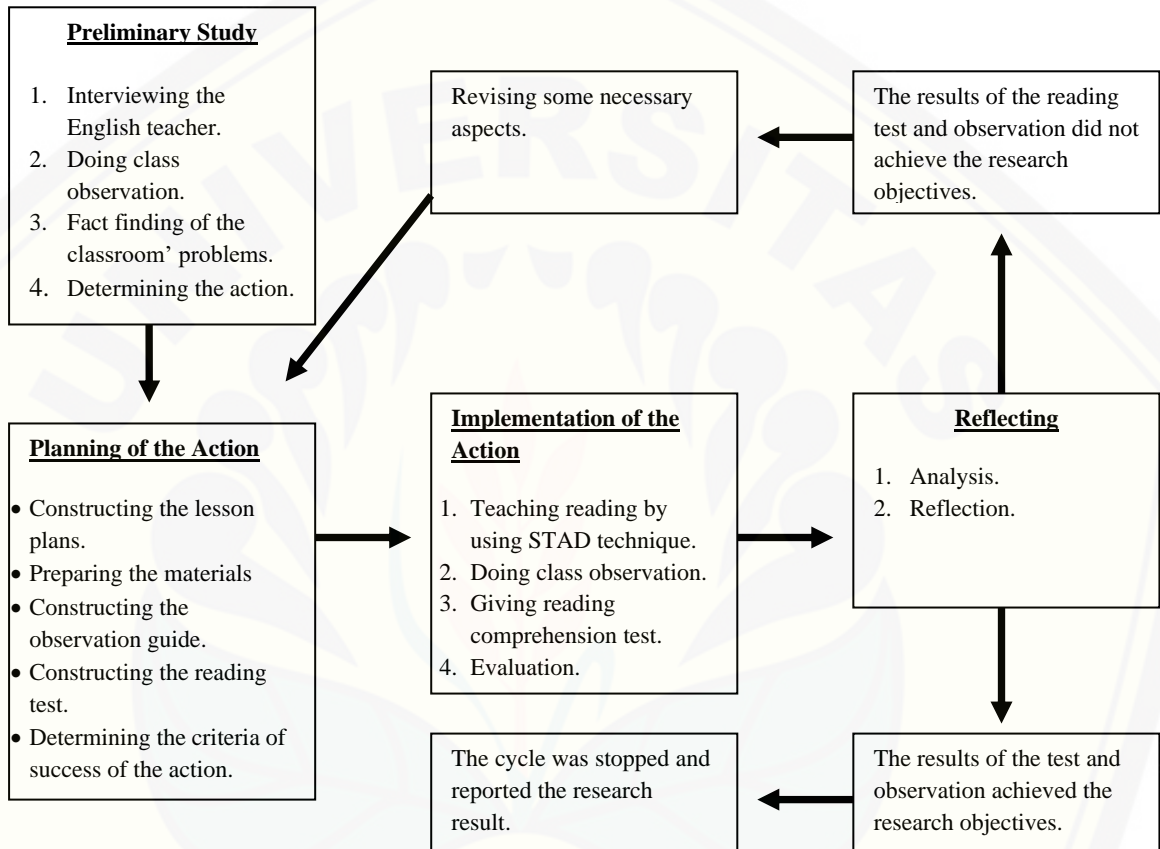
In this research, the researcher applied a Classroom Action Research (CAR) with the cycle model as a research design. The design was chosen because this research was intended to improve the eighth grade students' participation and their recount text reading comprehension achievement by using Student Teams-Achievement Divisions (STAD) technique at SMPN 9 Jember. According to McMillan (1992:12), "a classroom action research is a type of applied research with the purpose of the solving a specific classroom problem or making decision at a single local site". In addition, according to Elliot (1993:69) "action research is the study of a social action which is conducted to improve the quality of action within it". In other words, the main function of classroom action research is intended to improve the quality of the teaching and learning process in the classroom. Consequently, the classroom action research in this research was needed to overcome the students' problem in reading comprehension.

Classroom action research was conducted collaboratively between the researcher and the English teacher. The collaboration focused on finding and defining the research problem, planning of the action, implementing of the action, observing the class, evaluating the data analysis, and reflecting the results of the action. The actions of this research was conducted using cycle model in which each cycle consisted of four stages activity, namely: (1) Planning of the action (2) Implementation of the action, (3) Classroom observation and evaluation, and (4) Reflection of the action (Lewin, 1980 in Elliot, 1991:70). If 75% of students' reading test average scores in the first cycle could not achieve the standard score

requirement that was 74, the action was continued in the second cycle until the target could be reached.

The design of this classroom action research is illustrated in the following diagram:

Diagram 3.1 The Design of the Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

Based on the diagram above, the procedures of the action research are described as follows:

Stage 1: Preliminary Study

1. Interviewing the eighth grade English teacher of SMPN 9 Jember as the preliminary study to find out information related to the current condition in the teaching and learning process covering of the students' problems in reading comprehension, the condition while in the teaching and learning process, and the techniques usually applied by the teacher in teaching reading.

2. Doing class observation to know the class situation while the teaching learning process of reading comprehension was in progress.
3. Finding out the problems to be investigated.
4. Finding out the appropriate action to solve the students' problem in reading comprehension.

Stage 2: The Planning of the Action.

5. Planning the action by constructing the lesson plans for Meeting 1 and Meeting 2 in the first cycle.
6. Preparing the materials which were going to be taught.
7. Constructing observation guide in the form of checklist containing the indicators observed.
8. Constructing the reading comprehension test.

Stage 3: The Implementation of the Action

9. Implementing the action by teaching reading comprehension through STAD technique in the first cycle based on the Lesson Plans of Meeting 1 and 2. The implementation was done by the researcher.
10. Monitoring the implementation of the action by observation. It was done by the teacher in each meeting.
11. Giving the reading comprehension test.

Stage 4: Evaluation of the Action

12. Evaluating the data obtained from the observations and the reading comprehension test.

Stage 5: Reflection of the Action

13. Analyzing the results of data analysis statistically and drawing a conclusion to answer the research problems. The result did not achieve the target score, the second cycle would be conducted.
14. Revising some necessary aspects.

Stage 6: Planning of the Action

15. Planning the action by constructing the lesson plans for Meeting 1 and Meeting 2 in the second cycle.
16. Preparing the materials which were going to be taught.

17. Constructing observation guide in the form of checklist containing the indicators observed.

18. Constructing the reading comprehension test.

Stage 7: The Implementation of the Action

19. Implementing the action by teaching reading comprehension through STAD technique in the second cycle based on the Lesson Plans of Meeting 1 and 2. The implementation was done by the researcher.

20. Monitoring the implementation of the action by observation. It was done by the teacher in each meeting.

21. Giving the reading comprehension test.

Stage 8: Evaluation of the Action

22. Evaluating the data obtained from the observations and the reading comprehension test.

Stage 9: Reflection of the Action

23. Analyzing the results of data analysis statistically and drawing a conclusion to answer the research problems. The result achieved the target score, the second cycle was stopped.

3.2 Area Determination Method

Area determination method is the method in determining area or the place where the research is conducted. The purposive method was used in this research to determine the research area. According to Arikunto (2006:139) purposive method is a method that is applied in choosing the research area based on a certain purpose or reason. This research was conducted at SMPN 9 Jember because of some reasons. The reasons were: (1) based on the result of the informal interview with the tenth grade English teacher, the class VIII-F at SMPN 9 Jember still had difficulty in reading comprehension, (2) the English teacher never used STAD technique for teaching reading comprehension, (3) there was no research about the use of STAD technique to improve students' participation and their recount text reading comprehension achievement at SMPN 9 Jember, (4) the headmaster of

SMPN 9 Jember had given permission for the researcher to conduct the research there.

3.3 Subject Determination Method

The purposive method in this research was used to determine the research subject. McMillan (1992:68) defines “the research subjects as the people who participate in a research study or people from whom data are collected”. The research subjects of this research were Class VIII-F students of SMPN 9 Jember. In this research, Class VIII-F was chosen because based on the preliminary study, the students had low achievement of reading comprehension achievement. It was supported by the result of their score in previous test that there were only 20% of the students in that class who got scores more than 74 (see Appendix C).

3.4 Operational Definition of the Terms

The operational definition was used to avoid misunderstanding between the researcher and the readers. It is intended to make the same perception about the terms used in this research. The terms are as follows:

3.4.1 Reading Comprehension Achievement

Reading comprehension achievement in this research was a dependent variable. It referred to the students’ reading ability shown by their scores of the tests given after being taught by using Student Teams-Achievement Divisions (STAD) technique. The students’ reading ability referred to their capability in comprehending general information which covered paragraph meaning and whole text meaning, and specific information which covered word meaning and sentence meaning.

3.4.2 Student Teams-Achievement Divisions (STAD)

Student Teams-Achievement Divisions was an independent variable. It is one of the cooperative learning (CL). STAD has five major components. They are: teacher presents the material, students work in groups, discuss the material

and help each other to comprehend the text, take individual quiz and then teacher calculates their quiz score in the form of individual improvement scores.

3.4.3 The Students' Participation

The students' participation was a dependent variable. In this research it referred to the students' response and feedback while they were in the teaching and learning process. The students were categorized as active participants if they fulfilled at least three indicators out of four indicators. They were; (1) Making notes while class presentation (2) Discussing the exercises given within their teams, (3) Demonstrating their answer to the whole class, and (4) Joining the individual quiz.

3.5 Data Collection Methods

There were two kinds of data in this research namely: primary and supporting data. The primary data was collected by using the reading comprehension test. Meanwhile, the supporting data was collected by using the observations, interview and documentation. Each point is explained further in the following parts.

3.5.1 Reading test

In this research, reading test was used to obtain the primary data of the eighth grade students' reading comprehension achievement. According to Hughes (2003:11), there are four types of test, namely: proficiency test, achievement test, diagnostic test, and placement test. The achievement test was used in this research because it was intended to measure whether the students succeed in achieving the goal of teaching and learning process or not. As Hughes (2003:13) states that "achievement test is directly related to language course, the purpose is to establish how successful individual or group students, or the courses themselves have been achieving the teaching objectives".

The achievement test was given in the form of objective type that was a Multiple Choice format. Multiple Choices were chosen because it was easy to

score and the result of the test was relatively reliable. It is supported by Heaton (1991:25) who notes that objective test has only one correct answer and it can be scored mechanically. So it is easy to score an objective test and has high reliability. In this research, the form of exercises, the individual quizzes and the test were the same, which were in the form of Multiple Choice.

According to Hughes (2003:50), a good test should have validity and reliability. This research applied content validity since the content of the reading comprehension test material was constructed by using the indicators, those were general information which covered paragraph comprehension and text comprehension, and specific information which covered word comprehension and sentence comprehension.

The test was given in each cycle after giving the action that was in the third meeting. The test consisted of 20 items which covered 10 items on general information, it divided into 5 items on paragraph comprehension and 5 items on text comprehension, and 10 items on specific information, it divided into 5 items on word comprehension and 5 items of sentence comprehension. The time allocation in accomplishing the test was 60 minutes. Dealing with the scoring, each item was scored 5, thus the total score was 100.

The reading text was used to administer the reading test in this research was taken from textbook entitled "Practice Your English Competence". The researcher chose that textbook because it never had been used by the students of the Class VIII-F.

3.5.2 Observation

The observation was used to get the primary and the supporting data about the teacher and the students activities in the class during the teaching and learning process. The observation was done by the English teacher in each meeting of each cycle. In taking the data, the observer used checklist for observing the students' active and passive participants during teaching and learning process. The indicators were; (1) Making notes while class presentation (2) Discussing the exercises given within their teams, (3) Demonstrating their answer to the whole

class, and (4) Joining the individual quiz. The students were categorized as active if they fulfilled at least three indicators out of four indicators were provided.

3.5.3 Interview

Interview was conducted to support the data. McMillan (1992:132) states that “interview is a form of data collection in which questions are asked orally and the subject’s responses are recorded”. In the other words, Interview is a dialogue between interviewer and interviewee to get information in order to obtain the supporting data related to the research topic. The type of interview in this research was semi-structured interview. Frankael and Wallen (2006:455) states that “semi-structured interview is rather formal, they consists of series of questions design to elicit specific answer from the respondent”. It means that at the first the list of questions is prepared and developed the information needed. This interview was conducted with the English teacher to collect the data about the students’ problem in learning English especially in reading comprehension, how to solve their problems, and the teaching techniques used by the English teacher in teaching reading.

3.5.4 Documentation

Documentation was conducted to find out the data needed in the form of notes, transcripts, books, newspaper, magazines, daily news week and else (Arikunto, 2006:158). In this research, documentation was used to obtain the supporting data about the names of subjects, the total number of the class VIII-F, the pictures of situation during a process of teaching reading and the score of previous test in reading comprehension of class VIII-F at SMPN 9 Jember.

3.6 Research Procedures

This classroom action research was implemented in two cycles. In each cycle consisted of four stages of activities. They covered the planning of the action, the implementation of the action, the classroom observation and evaluation, and the data analysis and reflection of the action.

3.6.1 The Planning of the Action

There were some steps that should be prepared before implementing the actions in order to get the test result. The steps are as follows:

1. Conducting the preliminary study to obtain the information about the classroom condition and the students' problems in learning reading comprehension. The preliminary study was done by interviewing the English teacher, observation, and documentation.
2. Preparing the recount texts as the materials and they were used to lead the students in comprehending the text.
3. Constructing the lesson plans for the first cycle (the first and the second meeting).
4. Constructing the observation guide in the form of checklist containing indicators observed.
5. Constructing the reading comprehension test.
6. Determining the criteria of success of the action.

3.6.2 The Implementation of the Action

After preparing the action, the researcher conducted the action in the class, that was teaching reading by using Student Teams-Achievement Divisions (STAD) technique. The action was done in the school hours. Each cycle consisted of two meetings (the first and the second meeting) and followed by a test. In the first and the second meeting, the researcher taught the students about reading comprehension by using STAD technique and the English teacher as the observer. Then, the researcher and the English teacher conducted a reading test in the third meeting.

3.6.3 Observation and Evaluation

Observation was applied to observe the students' activities in the classroom and the applications of the actions in teaching reading process by using STAD technique. It was done four times in two cycles and the English teacher was the observer. The observation guide in the form of checklist containing the indicators

observed was used. The indicators covered; (1) making notes while class presentation, (2) discussing the exercise within their teams, (3) demonstrating their answer to the whole class, and (4) joining the individual quizzes. The students were categorized as active if they fulfilled at least three indicators and they were categorized as passive students if they only fulfilled two indicators or less.

Evaluation was conducted to know the improvement of the students' reading comprehension achievement after being taught by using STAD technique. In this research, the evaluation was done in the process evaluation and the product evaluation. The process evaluation was done by observation during teaching and learning process in each meeting in each cycle, whereas the product evaluation was done at the end of each cycle by applying the reading test. The criteria to evaluate the success of the action were as follows:

- a. The use of STAD technique can improve students recount text reading comprehension achievement if 75% of the students got score ≥ 74 .
- b. The use of STAD technique can improve students' participation if 75% of the students fulfilled at least three out of four indicators of observation checklist.

3.6.4 The Data Analysis and Reflection of the Action

a. Data Analysis

Data analysis method was a way to analyze the obtained data. In this research, the collected data were the students' reading test scores in each cycle and the students' active participation in the teaching and learning process in each meeting of each cycle.

The results of the observation were analyzed by using the following formula to find the percentage of the students' active participation.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the students' active participation

n : The total number of the students who were active

N : The total number of the students

(Ali, 1993 : 186)

The results of the students' reading test scores were analyzed statistically by using this formula:

$$E = \frac{n}{N} \times 100\%$$

Notes:

E : The percentage of the students who got reading test score 74 or higher.

n : The total number of the students who got reading test score 74 or higher.

N : The total number of the students

(Ali, 1993 : 186)

b. Reflection

Reflection was conducted to reflect the result of the actions of the first and the second meeting that was gained from the class observations and the reading comprehension test in each cycle. The reflection was done to know whether the action given was successful or not. The reflection of the action based on the data of observations and the reading test that had been analyzed. Then, the result of reflection was used as a guide to revise the problems found in the first cycle and determined the revisions to the next cycle. If the first cycle was not successful to achieve the research target, it was continued to the next cycle. In contradiction, if the first cycle had achieved the research target, the cycle was stopped.

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the research schedule, the results of the action, the results of observation, the results of reading comprehension test, the results of reflection, and the discussion of the research results. All of these issues are presented respectively in the following parts.

4.1 Research Schedule

This classroom action research began on February, 23rd 2015 by undertaking preliminary study at SMPN 9 Jember. Then, it was continued with the implementation of the action cycles. There were two cycles of this research because the first cycle was failed and it continued to the second cycle. The schedule of administering the research can be seen in the following table.

Table 4.1 The Schedule of Administering the Research

| No | Activities | Date |
|----------------|--|----------------------------------|
| 1. | Preliminary study | February 23 rd , 2015 |
| Cycle 1 | | |
| 2. | Preparation of the action | May 21 st , 2015 |
| 3. | Implementation of the Action through Teaching Reading by Using STAD Technique (The first meeting) | May 22 nd , 2015 |
| 4. | Implementation of the Action through Teaching Reading by Using STAD Technique (The second meeting) | May 25 th , 2015 |
| 5. | Reading comprehension test | May 29 th , 2015 |
| 6. | Reflection and Evaluation | May 30 th , 2015 |
| Cycle 2 | | |
| 7. | Preparation of the action | May 31 st , 2015 |
| 8. | Implementation of the Action through Teaching Reading by Using STAD Technique (The first meeting) | June 1 st , 2015 |
| 9. | Implementation of the Action through Teaching Reading by Using STAD Technique (The second meeting) | June 3 rd , 2015 |
| 10. | Reading comprehension test | June 5 th , 2015 |
| 11. | Reflection and Evaluation | June 6 th , 2015 |

4.2. The Result of the Action in Cycle 1

The steps of activities done in Cycle 1 covered the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection. In this Cycle, the researcher carried out the action with the

English teacher that was teaching reading by using STAD technique. The action was conducted in three meetings, including the reading comprehension test.

Concerning the results of the implementation of the action in Cycle 1, there were two kinds of evaluation done, process evaluation and product evaluation. The process evaluation was done in the first meeting and the second meeting during the teaching and learning process. It was done by doing classroom observation in order to get the primary data about the students' participation in the teaching and learning process. The observation guide in the form of checklist was used to record the students' participation.

Then, product evaluation was done by administering the reading comprehension test in the third meeting. The test was intended to measure the students' reading comprehension achievement after being taught reading by using Student Teams-Achievement Divisions technique.

4.2.1 The Planning of the Action in the Cycle 1

The planning of the action was the preparation done by the researcher and the English teacher before conducting the implementation of the action in Cycle 1. The implementation of the action was based on the lesson plans constructed by the researcher and the English teacher and they were consulted to the consultants. The text used in Cycle 1 was recount text. This text was selected based on the 2006 Institutional Level Curriculum (KTSP) for the eighth grade students. Five recount texts were used by the researcher and the English teacher in this Cycle; four recount texts for two meetings and the rest for the reading comprehension test. The texts entitled "Kampoeng Wisata Taman Lele" and "Karimun Jawa Island" were used in the first meeting. The first text was used as the teaching material and the second text was used for the individual quiz. In the second meeting, the researcher and the English teacher used recount texts entitled "Sarah's Birthday Party" and "Beach Clean Up". The same as those in the first meeting, the first text was used as the teaching material and the second text was used for the individual quiz. The last, the text entitled "My Vacation in Bali" was

used for students' reading comprehension test. All of those texts were taken from the English Textbook entitled "Practice Your English Competence".

The reading comprehension test (Appendix J, page 108) consisted of 20 items; 10 items tested about general information which covered paragraph comprehension and text comprehension, and 10 items tested about specific information which covered word comprehension and sentence comprehension. The time given in doing the test was 60 minutes. Dealing with the scoring, the correct answer was scored 5.

4.2.1 The Results of Implementing the Action

The implementation of the action in the Cycle 1 was conducted based on the lesson plans constructed. The first meeting was done based on the Lesson Plan 1 (see Appendix F, page 80) and the second meeting was done based on the Lesson Plan 2 (Appendix G, page 91).

In Cycle 1, the researcher taught reading comprehension in the form of recount text by using STAD technique in the first meeting and the second meeting. Each meeting was done in the school hour and the time allocation was 2x40 minutes. The research subjects were the students of Class VIII-F and it consisted of 40 students; 23 students were the male students and 17 students were the female students. The students divided into 8 groups and each group consisted of 5 students. The researcher ranked the students based on their last scores to assign them into the groups. Academic performance and gender were used to determine the members of the groups. Each group consisted of one high performer, three average performers and one low performer. Besides, every group was mixed between male and female students. Further, the researcher also determined the students' base score that was derived from their previous English academic performance.

These are the explanations of each meeting in Cycle 1;

A. The Results of Meeting 1

The researcher acted as the teacher while the English teacher was the observer in this meeting. The participants in the Class VIII-F were 40 students and all of them were presented at that time.

In the teaching and learning process, the first session was set induction activities or pre-instructional activities. The next session was the main activities which consisted of 5 major steps of Student Teams-Achievement Divisions. The first was class presentation, the second was team study, the third was individual quiz, the fourth was individual improvement score, and the last was team recognition.

First of all, the teacher explained the procedure of STAD technique to the students orally. Most of the students were confused and asked the teacher to explain it in Indonesian language. After that, the first step of STAD technique was implemented, that was class presentation. In this step, the teacher explained the theory of recount text to the students. Then, she asked the students to make notes related to the material explained.

The second step, the teacher asked the students to sit with their groups and distribute the exercise to the groups. Since the group members were determined by the teacher, a few students felt uncomfortable with their group members. Some of them asked her to change their group members. In the Task 1, the groups were asked to read the text and find the meaning of the unfamiliar words. Some of the students asked to the teacher about the meanings of the unfamiliar words because they did not bring dictionaries. The students were too lazy to bring their dictionaries. After discussing the text, the team members answered the exercise in the form of multiple choices. In doing the exercise, the teacher asked the students to work cooperatively with their teammates. However, during the action, there were some students in groups made jokes and disturbed the other groups' activities. Besides, they did not want to help their teammates in doing the exercises or even understanding the content of the text. Only 5 groups could finish

the exercise while the rest could not finish it. It was because there was no cooperativeness among the team members and the leaders. They did not care whether their teammates mastered the material or not. After doing the exercise, the teacher and the students discussed the answers by asking the students to demonstrate it to the whole class.

The third step was the individual quiz, all of the students moved apart from their groups and did the quiz individually. Some students tried to cheat but the teacher and the English teacher as the observer monitored them, so they could not do it.

The fourth step was individual improvement score, the teacher checked the answer of the quiz together and asked the students to mention the scores. The teacher calculated and announced the students' improvement scores. Some students looked happy because they had an improvement of their scores.

The fifth step was team recognition, the teacher recognized the winner groups and announced it to the students which groups belonged to Super Team, Great Team and Good Team in the next meeting. The rewards also given in the next meeting. The Super Team was Group G, the Super Great was Group B, and the Good Team was Group E.

The last session of the teaching and learning process in the first meeting was post activities. In this session the teacher guided the students to draw the conclusion about the given materials. The teacher asked the students to close their notes and deliver some questions related to the materials given. Some students could answer those questions accurately.

B. The Results of Meeting 2

Similar with the first meeting, the researcher acted as the teacher while the English teacher was the observer in the second meeting. The participants in the class VIII-F were 40 students and all of them were presented at that time.

The implementation in the second meeting was quite similar with the previous meeting. The activities in the second meeting covered three sessions as they were in the first meeting because every teaching and learning activities

always have three sessions. They are set induction or pre-instructional activities, main activities, and post or closure activities.

There was no change in determining the group members in the second meeting, the group members were the same as in the first meeting. The teacher re-explained the procedure of STAD technique to the students. However, some of them were confused about the procedure although the teacher explained it in Indonesian language. The class presentation in this meeting was done by reviewing the recount text to the students. The teacher asked some questions to recall their knowledge about recount text. Additionally, since the students knew that the winner groups would get the rewards, they became more motivated in doing all the steps of STAD technique. There were 7 groups who could finish the exercise given, it improved from the first meeting because every group showed cooperation in finishing the exercise. In the second meeting, The Super Team was Group D, the Great Team was Group G, and the Good Team was Group E. There was a change in recognizing the winner groups. The Group G was the Super Team in the first meeting but it was the Great Team in the second meeting. Besides, the Group E still became the Good Team in both meetings.

4.2.2 The Results of Observation in Cycle 1

The observation in Cycle 1 was conducted in two meetings. Both observations in Cycle 1 were done by the English teacher as the collaborator because she was familiar with the students' name. The observation was intended to observe the students' participation during the teaching and learning process of reading activities by using STAD technique. The observation guide was in the form of checklist containing of four indicators observed. The indicators included; (1) Making notes while class presentation, (2) Discussing the exercise within their teams, (3) Demonstrating their answers to the whole class, and (4) Joining the individual quiz. The students were considered as active when they fulfilled at least three indicators out of four indicators. The research was considered successful if 75% of the students were active participants.

A. The Results of Meeting 1

In the first meeting, the teacher asked the students to make notes while class presentation. But, not all of them paid attention to the teacher's explanation so they could not make the notes about the materials explained. Since not all of the students made notes, they did not really understand about the materials. The consequence was when the teacher asked the students to work in group, not all of group members really involved in participating the discussions, the students who did the exercise were the higher students. Although the teacher gave the instruction to teach each other and solve the problems within their teams, not all of the students did what she said.

After doing Task 2, the students were asked to demonstrate their answers to the whole class. Only a few students had the courage to demonstrate their answers because they were too afraid if their answers were wrong and their motivation was low. Finally, the teacher called the students' name randomly to force them to demonstrate their answers to the whole class. In joining the individual quiz, all of the students actively participated to join the quiz. Some of the students tried to cheat their friends' answers by glancing their eyes and turning their bodies.

B. The Results of Meeting 2

Since they knew that the winner groups would get the rewards, the students tended to be more active in discussing the exercise within their teams because they wanted to be the winners. They discussed together with their teammates, tried to answer the questions of the exercise and they began to listen to the teacher's instruction about teaching each other, listening to the higher students' explanation, sharing their ideas, and solving the problems found together. Moreover, the students asked the questions to the teacher when they were finding the difficulties. Consequently, the students could comprehend the general information (paragraph meaning and text meaning) and the specific information (word meaning and sentence meaning) from the text.

In demonstrating the answers, the courage of the students increased. The students more actively raised their hands to demonstrate their answer to the whole class. Although not all of their answers were right, but they had the courage to demonstrate it. Moreover, there were some students who did not want to raise their hands, they tended to be quiet and only watched or listened their mates' demonstration.

After having the individual quiz in the previous meeting, the students realized that they had to do their best in doing the quiz. They did the quiz seriously and tried to get the better score than before.

Further, the results of the classroom observations are presented in Appendix L (Page 132 and 134). Thus, the percentages of the students' participation in the first and the second meeting are counted as follows:

Table 4.2 The Percentages of the Students' Participation

| No | Meeting | Number of Students | Percentage (%) | Category | Number of Students | Percentage (%) | Category |
|--------------------|---------|--------------------|----------------|----------|--------------------|----------------|----------|
| 1. | 1 | 22 | 55% | Active | 18 | 45% | Passive |
| 2. | 2 | 25 | 62.5% | Active | 15 | 37.5% | Passive |
| The average | | | 58.75% | Active | The average | 41.25% | passive |

Based on the result of the observation of the teaching and learning process of reading activities by using Student Teams-Achievement Divisions technique, it was found that there were only 22 students who actively participated in the teaching and learning process or 55% out of 40 students in the first meeting. Besides, there were 25 students who actively participated in the teaching and learning process or 62.5% out of the whole class in the second meeting. Then, it can be concluded that the average percentage of the students who actively participated in Cycle 1 was 58.75%. On the other hand, there were 18 students out of 40 students (45%) who were categorized as passive participants during the teaching and learning process in Meeting 1 of Cycle 1. In Meeting 2 of Cycle 1, there were 15 students out of 40 students or 37.15% who were passive while teaching and learning was in progress. Therefore, the average percentage of the

students who were passive in the first cycle was 41.25%. It means that the result of the observation had not achieved the requirement of the research, that was at least 75% of the students did at least three out of four indicators being observed. Therefore, it was necessary to continue the actions to the second cycle.

4.2.3 The Results of Reading Comprehension Test in Cycle 1

The reading comprehension test was intended to measure the students' reading comprehension achievement after being taught reading by using STAD technique. The reading comprehension test consisted of 20 items in the form of multiple choice items. The students were asked to answer the questions by circling a, b, c, or d as the best answer of the options given. The result of the reading test in Cycle 1 is enclosed in Appendix M (page 140).

Table 4.3 The Percentages of the Students' Reading Test in Cycle 1

| No | Number of Students | Percentage (%) | Category |
|----|--------------------|----------------|--------------|
| 1. | 26 | 65% | Achieved |
| 2. | 12 | 35% | Not Achieved |

In this research, Cycle 1 was considered successful if 75% of the total students achieved the minimum requirement standard score that was 74. But then, in Cycle 1 there were only 65% or 26 students who could achieve the target score while the rest, 35% or 12 students could not achieve it. It can be concluded that the target of the research had not achieved yet. Thus, it was necessary to conduct the second cycle because the actions given in Cycle 1 were not successful yet.

4.2.4 The Result of Reflection in Cycle 1

The reflection was done after finding the results of reading comprehension test and the results of observation. Based on the observation as process evaluation it was revealed that there were only 22 active participants or 55% out of 40 students in the first meeting. Then in the second meeting, 25 students or 62.5%

out of 40 students were categorized as active participants in the teaching and learning process of reading by using STAD technique. It means that the results of the observation in Meeting 1 and Meeting 2 of Cycle 1 had not achieved the success criteria required in this research that was at least 75% of the students did at least three out of four indicators being observed. Meanwhile, based on the product evaluation, the results of reading comprehension test in the Cycle 1 showed that there were only 65% or 26 students out of 40 students who could achieve the target score, that was at least 74. Based on that fact, it can be concluded that this research had not fulfilled the success criteria of the action. Therefore, the actions in Cycle 2 were needed to conduct in order to improve the students' participation and their recount text reading comprehension achievement by using STAD technique.

From the reflection done by the researcher and the English teacher, there were some points that might influence the results. As follows:

Table 4.4 The Revisions of the Implementation of Actions in Cycle I

| No. | Problems in Cycle I | The Reflection in Cycle I |
|-----|--|---|
| 1. | The students felt unfamiliar with the teaching technique because it was the first time for them to learn reading comprehension by using STAD technique. That was why they could not really understand about the procedure of STAD technique. In the implementation of the action, the teacher only gave the explanation about STAD technique orally and gave it once at the beginning. | The teacher wrote all the steps of the procedure of STAD technique on the whiteboard while explaining. Besides, the teacher explained it again in each step. By doing so, the students would understand more easily and also they could remember what they should do in each step of STAD technique. Further, the teacher also asked the students to ask some questions if they still did not understand. |
| 2. | Not all of group members really involved in participating the discussion. In the most of the groups, the one who did the exercise were the higher students. Therefore, not all of the members | The teacher reminded the students that the success of the group depended on the performance of every member of the group. So if they wanted to be the winner and got a reward, they should teach each other |

| | | |
|----|---|--|
| | of the groups understood about the materials and it affected the results of the individual quiz score and the recognition team. | and discuss the exercise given. If every member understood about the material given, it would affect their improvement points in the individual quiz score. Then, their improvement points contributed to their groups and it would determine which groups belonged to Super Team, Great Team and Good Team. |
| 3. | Only a few of the students had the courage to demonstrate their answers to the whole class. Most of them were shy and doubtful if their answers were wrong. | The teacher gave the additional points to the students who demonstrated their answers to the whole class. Every student got 1 point if he or she demonstrated his or her answer. Then, this point could be used to increase the team score. |
| 4. | Most of the students did not bring the dictionaries and it made them could not find the meanings of the unfamiliar words that were found in the text. | The teacher reduced the team's score if that group did not bring a dictionary. |

The revisions of those aspects were able to solve the problems in the first cycle, so that the results in the second cycle could achieve the criteria of success.

4.3 The Result of the Action in Cycle 2

Similar with the Cycle 1, the steps of activities done in Cycle 2 covered the planning of the action, the implementation of the action, the observation and evaluation, and the data analysis and reflection. Those activities will be explained in the followings.

4.3.1 The Planning of the Action in Cycle 2

The same as the Cycle 1, the implementation of the action was based on the two Lesson Plans and one reading test constructed by the researcher and the English teacher and they were consulted to the consultants. The text used in Cycle

2 was similar with the text used in Cycle 1, that was recount text. The text was selected based on the 2006 Institutional Level Curriculum (KTSP) for the eighth grade students. Five recount texts were used by the researcher and the English teacher in this cycle; four recount texts for two meetings and the rest for the reading comprehension test. The texts entitled “My Bad Day” and “My Embarrassing Experience” were used in the first meeting. The first text was used as the teaching material and the second text was used for the individual quiz. In the second meeting, the researcher and the English teacher used recount texts entitled “My Holiday” and “My Holiday in Boyolali”. The same as the first meeting, the first text was used as the teaching material and the second text was used for the individual quiz. The last, the text entitled “Aldo’s Pain” was used for students’ reading comprehension test. All of those texts were taken from the English Textbook entitled “Practice Your English Competence”.

4.3.2 The Results of Implementing the Action in Cycle 2

The implementation of the action in the Cycle 2 was conducted based on the lesson plans constructed. The first meeting was done based on the Lesson Plan 3 (see Appendix I, page 107) and the second meeting was done based on the Lesson Plan 4 (Appendix J, page 118). These are the explanations of each meeting in Cycle 2.

A. The Results of Meeting 1

The researcher acted as the teacher while the English teacher was the observer in this meeting. The participants in the Class VIII-F were 40 students, but two of them were sick. So the participants at that time were 38 students.

The same as the meetings in Cycle 1, the first session of this meeting was set induction activities or pre-instructional activities. The next session was the main activities which were consisted of 5 major steps of Student Teams-Achievement Divisions. The revisions made by the researcher and the English teacher were applied in the second cycle.

First of all, the teacher explained the procedures of STAD technique to the students by writing down the five steps of this technique on the white board. The teacher also asked the students to ask her some questions if they still did not understand. Before beginning the first step, the teacher explained more about the first step that was class presentation. In this step she reviewed the theory of recount text to the students.

The second step, the teacher explained again about what they should do in this step. Then, she asked the students to sit with their groups and remind them that the success of the group depended on every member of the groups. So if they wanted to be the winners and got the rewards, they should teach each other and discuss the exercise. Finally, the students worked cooperatively with their teammates because they wanted to be the winners. Moreover, all of the groups could finish the exercise on time. In addition, the teacher also reduced the team score if that group did not bring a dictionary.

The third step was the individual quiz, all of the students moved apart from their groups and did the quiz individually. The same as the previous steps, the teacher explained again about what they should do in this step, the same as the fourth step as well as in the fifth step to the students.

In the first meeting of Cycle 2, There were the changes in recognizing the winner groups; the Super Team was Group H, the Great Team was Group B, and the Good Team was Group C. It happened because every group had the chance to be the winner and got the reward.

The last session of the teaching and learning process in the first meeting was post activities. In this session the teacher guided the students to draw the conclusion about the given materials.

B. The Results of Meeting 2

The researcher acted as the teacher while the English teacher was the observer in this meeting. There were 40 students of Class VIII-F who attended the class at that time.

The activities done in this meeting was similar with the first meeting. In the second meeting, the students could understand each step of STAD technique and they could follow each step very well. Besides, they did not complain anymore about their team members. They worked more cooperatively than before. Furthermore, all of the groups brought dictionaries and none of them asked again about the meanings of the unfamiliar words. In summary, some revisions above were successful to make the students more understand about how to learn reading comprehension through STAD technique.

The Super Team was Group H, the Great Team was Group E, and the Good Team was Group B. In this meeting, Group H still became the Super Team. It indicated that its members could maintain their performances by working together within their group.

4.3.3 The Results of Observations in Cycle 2

The observation in Cycle 2 was conducted in two meetings. Both observations in Cycle 2 were done by the English teacher as the collaborator during the teaching and learning process of reading activities by using Student Teams-Achievement Divisions technique. It was done because the English teacher was familiar with the students' name. The detail information of each meeting will be explained in the followings:

A. The Results of Meeting 1

The revisions of some problematic aspects in the first cycle were made and the result in Meeting 1 of Cycle 2 proved that the students were more active and enthusiastic in joining the lesson. The first, the students understood about the procedure of STAD technique, so they could follow and do their best in every step of that technique. It seemed that the students were already familiar with the use of STAD technique in helping them comprehend the text. The second, they knew that team study was the most important step of STAD technique so they worked more cooperatively while discussing the exercise given to comprehend the general information and the specific information from the text. Most of the students

actively participated in sharing their ideas, teaching each other, supporting each other within their groups. The third, the students had already familiar with the questions given in Task 2 because they often discussed it with their teammates and also several quizzes helped them to practice more. The fourth, the students made notes automatically without any instruction given by the teacher. The students noted the main points of the materials explained very well. Furthermore, by giving the additional point, the students were more active and enthusiastic in demonstrating their answers to the whole class. They wanted to contribute the points to their team score because they wanted to be the winners.

B. The Results of Meeting 2

In the second meeting, the teaching and learning process became more effective than before. The students tended to be more active and enthusiastic. The evidence was, firstly, the students actively made notes while class presentation. They paid attention to the teacher's explanation seriously and wrote the main points that they caught. Secondly, the teacher and the English teacher saw that there was a good cooperation in each group; they helped each other to comprehend the text and answer the questions given with their members in group. Thirdly, almost all the students had the courage to demonstrate their answer to the whole class. They wanted to give their best for their groups. Fourthly, all of the students did the individual quiz seriously and most of them had the improvement points.

It can be concluded that in the second meeting of the second cycle, there was a significant improvement in the process of teaching reading comprehension. Finally, it can be said that the teaching learning process ran better in this meeting.

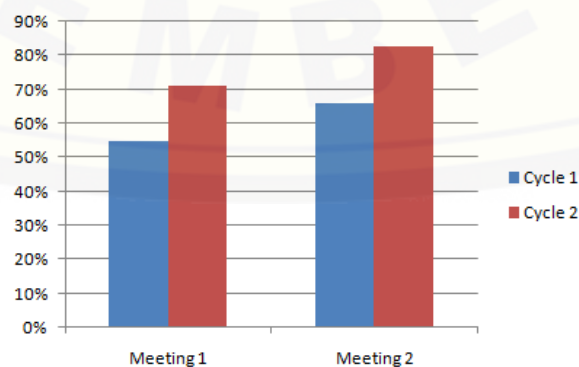
Further, the results of the classroom observation are presented in Appendix L. The obtained data from the observation were analyzed with the same formula as in Cycle 1, as follows.

Table 4.5 The Percentages of the Students' Participation

| No | Meeting | Number of Students | Percentage (%) | Category | Number of Students | Percentage (%) | Category |
|--------------------|---------|--------------------|----------------|----------|--------------------|----------------|----------|
| 1. | 1 | 29 | 76.4% | Active | 9 | 23.6% | Passive |
| 2. | 2 | 33 | 82.5% | Active | 7 | 17.5% | Passive |
| The average | | | 79.45% | Active | The average | 20.55% | passive |

Based on the table above, it was found that there were only 29 students who actively participated in the teaching and learning process or 76.4% out of 38 students in the first meeting. Besides, there were 33 students who actively participated in the teaching and learning process or 82.5% out of the whole class in the second meeting. Then, it can be concluded that the average percentage of the students who actively participated in the Cycle 2 was 79.45%. On the other hand, there were 9 students out of 40 students (23.6%) who were categorized as passive participants during the teaching and learning process in meeting 1 of Cycle 2. In meeting 2 of Cycle 2, there were 7 students out of 34 students or 17.5% who were passive while teaching and learning was in progress. Therefore, the average percentage of the students who were passive in the second cycle was 20.55%.

The following chart gives clearer information about the improvement of the students' active participation in the teaching and learning process of reading in the first and the second cycle.

Chart 4.1 The Improvement of the Students' Active Participation during the Teaching and Learning Process of Reading in Cycle 1 and Cycle 2

Based on the chart, it can be seen that the percentage of the students' active participation in the second cycle increased as compared to the result of the first cycle. Therefore, the students' active participation in the teaching and learning process of reading by using STAD technique in Cycle 2 had achieved the criteria of success required in this research.

4.3.4 The Results of Reading Comprehension Test in Cycle 2

The reading test for Cycle 2 was administered in the third meeting and the time allocation to do the reading test was 60 minutes.

The result of reading comprehension achievement test by using STAD technique of the second cycle is enclosed in Appendix M.

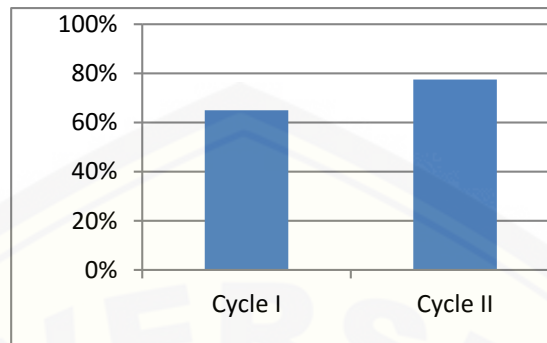
Table 4.6 The Percentages of the Students' Reading Test in Cycle 2

| No | Number of Students | Percentage (%) | Category |
|----|--------------------|----------------|--------------|
| 1. | 31 | 79% | Achieved |
| 2. | 8 | 21% | Not Achieved |

Considering the data, it was found that the percentage of the students' reading test in the second cycle was higher than the percentage in the first cycle. In this cycle, there were 79% (31 students out of 39 students) having reading comprehension score more than 74. In this research, Cycle 2 was considered successful if 75% of the total students achieved the minimum requirement standard score that was 74.

The results of reading comprehension tests showed that there was an improvement of the students' reading comprehension achievement in each schedule test. The improvement showed in the following chart.

Chart 4.2 The Improvement of the Students' Reading Comprehension Achievement from Cycle 1 to Cycle 2



The results indicated that the percentage of the students reading comprehension test in Cycle 2 had achieved the successful criteria of this research.

4.3.5 The Result of Reflection in Cycle 2

The reflection was done by both the researcher and the English teacher after analyzing the results of the observation and the reading comprehension test in Cycle 2. The result of the reflection in this cycle showed the improvement of the students' active participation in the teaching and learning process of reading by using Student Teams-Achievement Divisions technique. Based on the observation as process evaluation it was revealed that there were 29 active participants or 76% out of 38 students in the first meeting. Then in the second meeting, 33 students or 82.5% out of 40 students were categorized as active participants in the teaching and learning process of reading by using STAD technique. It means that the results of the observation in Meeting 1 and Meeting 2 of Cycle 2 had achieved the criteria of the success required in this research that was at least 75% of the students did at least three out of four indicators being observed.

Meanwhile, based on the product evaluation, the results of reading comprehension test in the Cycle 2 showed that there were 79% or 31 students out of 39 students who could achieve the target score, that was at least 74. Based on that fact, it can be concluded that this research had fulfilled the criteria of the

success of the action that was at least 75% of the students achieved the target score. Finally, the cycle was stopped.

4.3 Discussion

Based on the results of the implementation of the actions in two cycles, it can be said that the use of Student Teams-Achievement Divisions (STAD) technique was able to improve the students' active participation and their recount text reading comprehension achievement.

The results of the students' active participation increased from 55% to 66% in the first cycle. Thus, the students' active participation in Cycle 1 had not achieved the success criteria of this research, that was at least 75% of all students fulfilled at least three indicators out of four indicators observed. In the second cycle, the result of the students' active participation increased. It increased from 76% to 82.5%. It can be seen that the students became more active in the teaching and learning process of reading in the second cycle than in the first cycle. The improvement of the students' active participation in the second cycle was also followed by the improvement of their reading comprehension achievement.

The percentage of the students who got score at least 74 in Cycle 2 was 79%. It was higher than in Cycle 1 that was 65%. In the other words, the result of the reading comprehension test in Cycle 2 had achieved the objectives of the research.

Based on the results of the research, it can be said that the use of Student Teams-Achievement Divisions technique could improve the students' participation as well as their recount text reading comprehension achievement in the teaching and learning process.

However, the improvement could happen because of some revisions which were done by the researcher and the English teacher in order to improve the students' participation and their recount text reading comprehension achievement. The first problem was solved by writing down all the steps and giving more explanations about the procedures of STAD technique until they understood well. Then, the teacher repeated the instructions of STAD technique procedures in each

step to the students. For the second problem, the teacher consistently reminded the students to teach each other and make sure that every member of their group understood the material since the success of the group depends on every member of the group. The third problem was solved by giving the additional point for the one who demonstrated his or her answer to the whole class. The additional point made the students motivated to demonstrate their answer because by doing so it will help his or her group to increase the team score. The last problem was solved by reducing the team's score if that group did not bring a dictionary.

Considering the result of classroom observation, it can be said that the use of STAD technique could motivate the students' active performance in discussing the exercise within their teams to achieve their goal. The finding was in line with Chen (1998:76) argument that "In order to maximize their group scoring, students are not only motivated to increase their own achievement but also the achievement of others". By teaching each other it would help all the team members got the better performance than before. For example, when the students did not understand about the materials explained by the teacher because their basic grammar and vocabulary were limited, then they asked their teammates to explain it again in the simple way. Krashen (1981) as stated in Chen (1998:76) maintained that "students prefer to listen to their friends rather than to the teacher". However, without the group rewards, there was little reason for the team members to care about their teammates' learning. Thus, the students helped each other in order to earn the team rewards.

The teacher's decision to give the additional points to the student who demonstrated their answer to the whole class made the students more active than before. According to Slavin (1991:61), one of the ways to overcome the students' misbehavior is give the additional points to the students. By receiving the additional points, the students had the courage to demonstrate their answer because they would get the extra point and it could be used to increase their team score.

Regarding the results of reading comprehension achievement, it was indicated that STAD technique was successful in improving the class VIII-F

students' reading test. This occurrence can be proved by those students who got the high score in the second cycle (see Appendix N, page 142). It showed that they got the reading test score ≥ 74 . It means that the students' problem in comprehending reading aspects like general information (paragraph and text comprehension) and specific information (word and sentence comprehension) could be solved through STAD technique.

In addition, some results of the affective aspects can be drawn by the researcher and the English teacher in Cycle 1 and Cycle 2. There were the differences between Cycle 1 and Cycle 2. Firstly, in the first cycle, not all of the students showed enthusiasm while discussing the exercises given. They did not care whether the exercise accomplished or not. Then, in the second cycle, the students had showed enthusiasm while discussing the exercises given. The evidence was most of the students did the exercise cooperatively by teaching each other, sharing their ideas, and solving the problems found. Additionally, group activities made the students were reinforced by their peer's feedback, support, and warmth. Secondly, although all of the students did the quizzes in Cycle 1, but not all of them did the quizzes responsibly. They did not do it seriously. In the second cycle, since the students actively participated in discussing the exercise within their teams, their responsibility in joining the individual quiz increased. Most of the students did the quiz correctly because they wanted to give their best to their teams. At last, in Cycle 1, only five leaders did their role confidently while the rest had no confidence to lead their teams. They tended to be quiet and they did not control their team members. In Cycle 2, all of the group leaders did their role responsibly and confidently. The group leaders really tried to lead their teams to be better and stronger than before. The team members also helped their leaders by doing the instruction given by the leaders and giving feedback to maintain their relationships. In conclusion, the leaders and the members of the groups showed cooperation in building and maintaining the teams.

Moreover, the results of this research proved the theories which state that the use of Student Teams-Achievement Divisions technique can improve the students' participation as well as their reading comprehension achievement in the

teaching and learning process. As Slavin (1991:13) says that STAD technique can increase students in learning more significantly than traditional method and it can be used in mostly subjects such as language arts, mathematics, reading, science and social studies. In the same line, Ghaith and Yaghi (1998) as cited in Zuo (2011:987) maintain that “the STAD technique has consistently been shown to be among the most simple and effective CL methods in improving student achievement of well defined objectives in various subjects”. Based on those theories, it can be concluded that the STAD technique can improve the students’ achievement in learning.

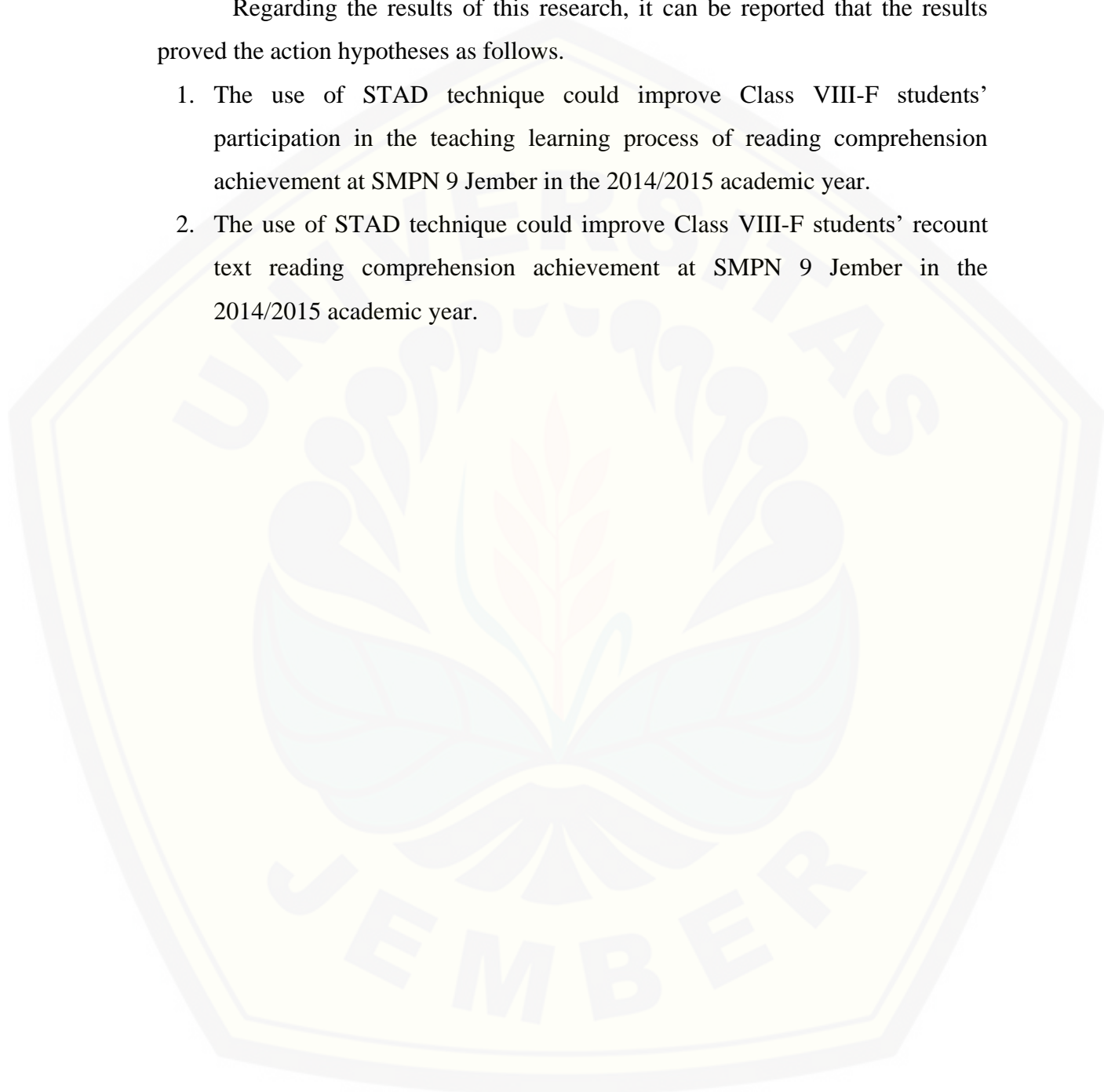
Further, the results of this research also strengthened the previous research findings conducted by Sutikno (2010), he conducted a classroom action research at SMPN 2 Sukowono-Jember in the 2009/2010 Academic Year. Sutikno found that STAD technique could improve students’ reading comprehension and participation in comprehending narrative reading text in teaching reading. The students’ result of reading comprehension test in the first cycle was 70%, meanwhile, in the second cycle was 82%. Additionally, the class atmosphere was more relax as the students became more active and motivated in joining the reading activity. Then, an experimental research was conducted by Cahyono (2013) also showed that there was a significant effect of applying Student Teams-Achievement Divisions technique on the eighth year students’ reading comprehension achievement at MTs. Negeri Jember II. He found that STAD technique could motivate the students in learning since peers’ feedback supported them to comprehend the reading text which covered the general information and the specific information.

However, the teacher found some obstacles while applying STAD technique in teaching reading. The first, the class was noisy while the students moved from their chairs to sit with their groups and move apart from their groups. Besides, they also complained that they were very tired to move again and again. The second, this technique took a long time to be applied in the classroom. It required the discussion for all team’s members. Mostly, the students still discussed another topic rather than the material given by the teacher. The third, this technique was

difficult to be done by the beginner. The teacher required to pay much attention in conducting the groups.

Regarding the results of this research, it can be reported that the results proved the action hypotheses as follows.

1. The use of STAD technique could improve Class VIII-F students' participation in the teaching learning process of reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.
2. The use of STAD technique could improve Class VIII-F students' recount text reading comprehension achievement at SMPN 9 Jember in the 2014/2015 academic year.



V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of this action research. The suggestions were proposed to the English teacher, the students and also the other researchers.

5.1 Conclusion

The use of STAD technique could improve the Class of VIII-F students' participation at SMP Negeri 9 Jember in the 2014/2015 academic year. It was shown by the result of the percentage of the students' active participation in each cycle. The result showed the improvement from 55% of the students who actively participated in the first meeting to 62.5% in the second meeting. Then, in Cycle 2 the improvement was from 76.4% to 82.5%.

Further, the use of STAD technique could improve the Class of VIII-F students' recount text reading comprehension achievement at SMP Negeri 9 Jember in the 2014/2015 academic year. It was shown by the result of the percentage of the students' reading comprehension test in each cycle. In the first cycle 65% (26 students) got score ≥ 74 in reading comprehension test. Then, the percentage increased in the second cycle to 77.5% (31 students) who got score ≥ 74 .

It can be concluded that STAD technique was able to improve the eighth grade students' participation and their recount text reading comprehension achievement at SMPN 9 Jember.

5.2 Suggestions

Considering the result of this classroom action research which showed that the use of STAD technique was able to improve the eighth grade students' participation and their recount text reading comprehension achievement at SMPN 9 Jember, some suggestions are proposed to the English teacher, the students, and the other researchers.

5.2.1 The English teacher

It is suggested to the English teacher that she should apply more STAD technique frequently as the technique when teaching reading comprehension especially and teaching other skills in English.

5.2.2 The Students

The students are suggested to be familiar to and use STAD technique when learning reading comprehension or other skills in English as an alternative technique in improving their ability in English.

5.2.3 The Other Researchers

The other researchers, who have the same problem, are suggested to use the results of this action research as references to conduct the same research but in different design of research to develop the quality of teaching reading comprehension. Then, it is suggested to apply STAD technique with the various strategy like asking the students to answer the individual quiz orally. By answering the quiz orally, it will make the students more motivated in learning.

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RESEARCH MATRIX

| Title | Problem | Variables | Indicators | Data Resources | Research Method | Hypothesis |
|--|---|---|---|--|--|---|
| <p>The use of STAD technique to improve the eighth grade students' participation and their recount text reading comprehension achievement at SMPN 9 Jember</p> | <p>1. Can the use of STAD technique improve the eighth grade students' recount text reading comprehension achievement at SMPN 9 Jemberin the 2014/2015 academic year?</p> <p>2. Can the use of STAD technique improve the eighth grade students' participation in the teaching learning process of reading comprehension achievement at SMPN 9 Jember</p> | <p>1. Independent Variable: The use of STAD technique in teaching reading.</p> <p>2. Dependent Variable:</p> <p>a. The students' recount text reading comprehension achievement in the form of test score.</p> <p>b. The students' participation.</p> | <p>1. The students' score of the reading test with the indicators:</p> <p>a. Comprehending the word meaning of the reading test</p> <p>b. Comprehending the sentence meaning of the reading test</p> <p>c. Comprehending the paragraph meaning of the reading test</p> <p>d. Comprehending the whole text meaning of the reading test</p> <p>2. The Students' Active Participation</p> <p>a. Making notes while class presentation</p> <p>b. Discussing the exercise within their teams</p> | <p>1. Research participants: The students of class VIII-F of SMPN 9 Jemberin the 2014/2015 academic year.</p> <p>2. Informant and the Collaborator: The English teacher of SMPN 9 Jember.</p> <p>3. Documents:</p> <p>a. The names of the research subjects</p> <p>b. The students' scores in the last English daily test</p> <p>c. English curriculum and syllabus</p> | <p>1. Research Design: Classroom Action Reasearch with the cycle model:</p> <ol style="list-style-type: none"> 1. The planning of the action 2. The implementation of the action 3. Class observation and evaluation 4. Data analysis and reflection of the action <p><i>(Adapted from Lewin, 1980 in Elliot, 1993:70)</i></p> <p>2. Area Determination Method: Purposive method</p> <p>3. Participant Determination Method: Purposive method</p> <p>4. Data Collection Method:</p> <p>a. Primary data: Reading comprehension test and observation.</p> <p>b. Supporting data: Interview, observation and documentation.</p> | <p>1. The use of STAD technique can improve the eighth grade students' recount text reading comprehension achievement at SMPN 9 Jemberin the 2014/2015 academic year.</p> <p>2. The use of STAD technique can improve the eighth grade students' participation in the teaching and learning process at SMPN 9 Jemberin the 2014/2015 academic year.</p> |

| | | | | | | |
|--|--|--|---|--|--|--|
| | <p>in the 2014/2015 academic year?</p> | | <p>c. Demonstrating their answer to the whole class d. Joining the individual quizzes</p> | | <p>5. Data Analysis Method:</p> <ul style="list-style-type: none"> The results of the students' reading scores are analyzed statistically by using this formula: $E = \frac{n}{N} \times 100\%$ E : The percentage of the students who get reading test score 74 or higher. n : The total number of the students who get reading test score 74 or higher. N : The total number of the students <i>(Adapted from Ali, 1993 : 186)</i> The result of the students' participation are analyzed statistically by using this formula: $E = \frac{n}{N} \times 100\%$ E : The percentage of active participation n : The total number of the students who are active N : The total number of the students <i>(Adapted from Ali, 1993 : 186)</i> The supporting data will be analyzed nonstatistically to support the primary data. | |
|--|--|--|---|--|--|--|

The Guide of Preliminary Study Interview

Interviewee : Ani Munawarah, S.Pd
 Interviewer : Prisia Della A
 Day/Date : Monday, February 23rd, 2015
 Place : SMP Negeri 9 Jember

| No | Interview Questions | Teacher's Answer |
|-----|--|---|
| 1. | What curriculum do you use in teaching English? | We implement Curriculum KTSP. |
| 2. | How many classes of the eighth grade are in this school? | There are 6 classes of the eighth grade. |
| 3. | How often do you teach English to the students? | Twice a week |
| 4. | What is the minimum requirement standard score for English in this school? | 74. It is also the standard for all language skills. |
| 5. | Do you teach all of four skills in the teaching and learning process? | Yes, I do. |
| 6. | Is there any class that has problems in the process of teaching and learning reading? | Yes, there is a class that has problems. The VIII F has the lowest mean score in reading. |
| 7. | What kind of problems do you think the students mostly have in mastering reading comprehension?? | Most of the students lack of vocabulary and they are too lazy to open their dictionaries. Because of that, they do not know what exactly meaning of the text. |
| 8. | How many students have the most problems in the class? | Based on the score of mid-term test, there were 32 students didn't achieve the minimum requirement standard score. |
| 9. | What teaching learning technique do you apply in teaching reading? | Pairing the students |
| 10. | Have you ever applied Student Teams-Achievement Divisions (STAD) technique to teach your students? | No, I haven't |
| 11. | May I conduct Classroom Action Research in that class? | Yes, you are permitted to conduct the Classroom Action Research in that class. |
| 12. | Do you agree to collaborate with me to conduct a classroom action research? | Yes of course. |

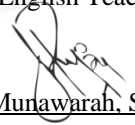
APPENDIX C

The Previous Reading Score of Class VIII-A

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|-------------|
| No. | NIS | | |
| 1 | 5112 | AFOH | 68 |
| 2 | 5113 | ALB | 76 |
| 3 | 4739 | AVR | 76 |
| 4 | 5114 | ABS | 68 |
| 5 | 5117 | BTH | 77 |
| 6 | 5077 | BN | 77 |
| 7 | 5118 | BVM | 66 |
| 8 | 5037 | DLS | 66 |
| 9 | 5167 | ER | 69 |
| 10 | 5122 | ERY | 70 |
| 11 | 5085 | FR | 74 |
| 12 | 5088 | HS | 72 |
| 13 | 5089 | IAP | 76 |
| 14 | 5171 | IM | 74 |
| 15 | 5127 | IAC | 74 |
| 16 | 5096 | MTD | 67 |
| 17 | 5046 | MSA | 69 |
| 18 | 5177 | MRA | 65 |
| 19 | 5135 | MRF | 72 |
| 20 | 5178 | ML | 73 |
| 21 | 4961 | MIS | 65 |
| 22 | 5136 | MF | 67 |
| 23 | 5181 | MISP | 77 |
| 24 | 5137 | MKU | 69 |
| 25 | 5182 | MAI | 62 |
| 26 | 5009 | MFS | 74 |
| 27 | 5225 | MHS | 73 |
| 28 | 5184 | MLH | 69 |
| 29 | 5104 | NHP | 75 |
| 30 | 5105 | NOS | 74 |
| 31 | 5057 | NP | 75 |
| 32 | 5014 | NK | 80 |
| 33 | 5149 | RBW | 75 |
| 34 | 5191 | RW | 78 |
| 35 | 5151 | RFJ | 66 |
| 36 | 5153 | RAP | 62 |
| 37 | 5233 | SMR | 65 |
| 38 | 5061 | SN | 62 |
| 39 | 5063 | SS | 69 |
| 40 | 5024 | TM | 72 |
| 41 | 5026 | WM | 62 |
| 42 | 4897 | YK | 65 |
| | | TOTAL | 2965 |
| | | RATA-RATA NILAI | 70.6 |

Jember, February 23rd, 2015

The English Teacher,



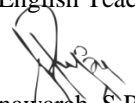
Ani Munawarah, S.Pd

NIP: 196910301994022001

The Previous Reading Score of Class VIII-B

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|-------------|
| No. | NIS | | |
| 1 | 5199 | AM | 77 |
| 2 | 5156 | AW | 69 |
| 3 | 5200 | AE | 76 |
| 4 | 5071 | AG | 70 |
| 5 | 5201 | AIM | 80 |
| 6 | 5072 | AFH | 67 |
| 7 | 5203 | AH | 68 |
| 8 | 5073 | AS | 74 |
| 9 | 5160 | AF | 70 |
| 10 | 5161 | ARS | 68 |
| 11 | 5205 | ARR | 75 |
| 12 | 5207 | BLGP | 70 |
| 13 | 5163 | BPU | 76 |
| 14 | 5080 | DMPP | 76 |
| 15 | 5165 | DW | 74 |
| 16 | 5209 | DL | 67 |
| 17 | 5211 | EFA | 70 |
| 18 | 5169 | GNS | 68 |
| 19 | 5170 | HK | 74 |
| 20 | 5087 | HF | 72 |
| 21 | 5172 | IB | 66 |
| 22 | 5173 | KETS | 65 |
| 23 | 5174 | KEWS | 80 |
| 24 | 5092 | LNA | 75 |
| 25 | 5218 | LN | 77 |
| 26 | 5176 | MY | 74 |
| 27 | 5219 | MQS | 72 |
| 28 | 5099 | MVA | 75 |
| 29 | 5179 | MDS | 65 |
| 30 | 5010 | MS | 77 |
| 31 | 5101 | MAA | 80 |
| 32 | 5223 | MNH | 75 |
| 33 | 5142 | NK | 75 |
| 34 | 5189 | RF | 78 |
| 35 | 5190 | RDM | 68 |
| 36 | 4809 | RA | 64 |
| 37 | 5231 | RS | 62 |
| 38 | 5092 | RHM | 69 |
| 39 | 5108 | S | 70 |
| 40 | 5193 | SCDC | 74 |
| 41 | 5068 | YMA | 65 |
| 42 | 5198 | YDYRP | 62 |
| | | TOTAL | 3009 |
| | | RATA-RATA NILAI | 71,7 |

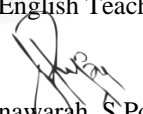
Jember, February 23rd, 2015
The English Teacher,


Ani Munawarah, S.Pd
NIP:19691030199402201

The Previous Reading Score of Class VIII-C

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|-------------|
| No. | NIS | | |
| 1 | 5075 | AJC | 77 |
| 2 | 5116 | AN | 57 |
| 3 | 4991 | DEI | 67 |
| 4 | 5082 | DZRF | 93 |
| 5 | 5083 | EFA | 77 |
| 6 | 5084 | EBA | 80 |
| 7 | 4994 | FR | 60 |
| 8 | 5212 | FA | 77 |
| 9 | 4996 | FAG | 63 |
| 10 | 5039 | FAP | 70 |
| 11 | 4997 | FAN | 73 |
| 12 | 5213 | IQ | 80 |
| 13 | 5000 | ITS | 63 |
| 14 | 5215 | JLHPP | 73 |
| 15 | 5044 | KS | 77 |
| 16 | 5045 | KAVR | 60 |
| 17 | 5133 | MMH | 80 |
| 18 | 5094 | MDCP | 73 |
| 19 | 5222 | MN | 67 |
| 20 | 5100 | MSB | 60 |
| 21 | 5051 | MA | 77 |
| 22 | 5050 | MUS | 73 |
| 23 | 5224 | MDSR | 93 |
| 24 | 5053 | MGP | 70 |
| 25 | 5054 | ML | 70 |
| 26 | 5227 | MRA | 63 |
| 27 | 5055 | MR | 57 |
| 28 | 5013 | NA | 73 |
| 29 | 5185 | NBF | 50 |
| 30 | 5188 | NM | 60 |
| 31 | 5106 | NP | 73 |
| 32 | 5015 | OKR | 57 |
| 33 | 5146 | PDF | 47 |
| 34 | 5147 | PNA | 77 |
| 35 | 5017 | RI | 60 |
| 36 | 5062 | SRN | 77 |
| 37 | 5022 | SAI | 60 |
| 38 | 5196 | VR | 80 |
| 39 | 5066 | VA | 77 |
| 40 | 5025 | WU | 70 |
| 41 | 5070 | YDH | 77 |
| 42 | 5110 | YEM | 57 |
| | | TOTAL | 2991 |
| | | RATA-RATA NILAI | 70,7 |

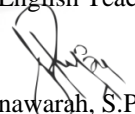
Jember, February 23rd, 2015
The English Teacher,


Ani Munawarah, S.Pd
NIP:196910301994022001

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|-------------|
| No. | NIS | | |
| 1 | 4985 | ANM | 80 |
| 2 | 5030 | AAK | 77 |
| 3 | 5158 | AF | 70 |
| 4 | 5076 | AHY | 80 |
| 5 | 5034 | ASN | 67 |
| 6 | 5035 | B | 93 |
| 7 | 5119 | CDSF | 97 |
| 8 | 5078 | CPDP | 77 |
| 9 | 5120 | DNW | 67 |
| 10 | 4989 | DSP | 77 |
| 11 | 4992 | DM | 63 |
| 12 | 510 | DHP | 83 |
| 13 | 4993 | DIP | 77 |
| 14 | 5082 | DDA | 70 |
| 15 | 5166 | DR | 57 |
| 16 | 4995 | FFA | 80 |
| 17 | 5001 | IN | 83 |
| 18 | 5090 | IE | 60 |
| 19 | 5002 | JB | 63 |
| 20 | 5129 | K | 77 |
| 21 | 5130 | LTO | 70 |
| 22 | 5047 | MYF | 70 |
| 23 | 5048 | MM | 80 |
| 24 | 5221 | MS | 93 |
| 25 | 5132 | MRE | 90 |
| 26 | 5093 | MTFPP | 60 |
| 27 | 5004 | MW | 63 |
| 28 | 5007 | MAF | 50 |
| 29 | 5183 | MFR | 57 |
| 30 | 5226 | MK | 63 |
| 31 | 5011 | MSMH | 70 |
| 32 | 5012 | MTEP | 77 |
| 33 | 5228 | NK | 80 |
| 34 | 5144 | NLZ | 83 |
| 35 | 5058 | NI | 77 |
| 36 | 5150 | RSR | 60 |
| 37 | 5059 | SE | 60 |
| 38 | 5060 | SN | 73 |
| 39 | 5155 | SM | 80 |
| 40 | 5069 | YA | 77 |
| 41 | 4853 | YA | 80 |
| 42 | 5111 | YPP | 77 |
| | | TOTAL | 2931 |
| | | RATA-RATA NILAI | 73,2 |

The Previous Reading Score of Class VIII-D

Jember, February 23rd, 2015
The English Teacher,


 Ani Munawarah, S.Pd
 NIP:196910301994022001

The Previous Reading Score of Class VIII-E

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|-------------|
| No. | NIS | | |
| 1 | 5028 | AR | 70 |
| 2 | 4986 | AAN | 77 |
| 3 | 4858 | AJW | 83 |
| 4 | 5074 | AJ | 60 |
| 5 | 5159 | ADA | 63 |
| 6 | 5162 | APCY | 100 |
| 7 | 5079 | DK | 77 |
| 8 | 5164 | DDIHR | 80 |
| 9 | 5121 | DIR | 77 |
| 10 | 5244 | DAP | 73 |
| 11 | 5168 | FAR | 63 |
| 12 | 5123 | FAKA | 87 |
| 13 | 5214 | IWI | 73 |
| 14 | 5091 | IBS | 57 |
| 15 | 5220 | MPM | 70 |
| 16 | 5134 | ML | 83 |
| 17 | 5098 | M | 60 |
| 18 | 5131 | MAM | 63 |
| 19 | 5175 | MACA | 80 |
| 20 | 5095 | MRM | 73 |
| 21 | 4924 | MWNS | 80 |
| 22 | 5003 | MYM | 73 |
| 23 | 5005 | MR | 80 |
| 24 | 5180 | MA | 97 |
| 25 | 5102 | MAN | 77 |
| 26 | 5139 | MAK | 63 |
| 27 | 5140 | MD | 50 |
| 28 | 5008 | MF | 77 |
| 29 | 5056 | MJF | 67 |
| 30 | 5103 | MSM | 57 |
| 31 | 5186 | NAS | 77 |
| 32 | 5187 | NMP | 78 |
| 33 | 5143 | NDP | 80 |
| 34 | 5229 | R | 83 |
| 35 | 5016 | RIM | 60 |
| 36 | 5230 | RHA | 73 |
| 37 | 5152 | RA | 80 |
| 38 | 5154 | SPP | 57 |
| 39 | 5192 | SA | 50 |
| 40 | 5195 | SM | 73 |
| 41 | 5067 | WRI | 70 |
| 42 | 5237 | WH | 77 |
| 43 | 5197 | WA | 83 |
| 44 | 5238 | YAD | 60 |
| | | TOTAL | 2901 |
| | | RATA-RATA NILAI | 72.6 |

Jember, February 23rd, 2015

The English Teacher,



Ani Munawarah, S.Pd

NIP: 196910301994022001

The Previous Reading Score of Class VIII-F

| Students' Number | | Students' Name | Score |
|------------------|------|------------------------|--------------|
| No. | NIS | | |
| 1 | 4984 | AAAM | 93 |
| 2 | 5157 | AF | 77 |
| 3 | 5029 | ABF | 57 |
| 4 | 4987 | AAW | 53 |
| 5 | 5204 | AHY | 70 |
| 6 | 5031 | AATP | 67 |
| 7 | 4988 | AWED | 77 |
| 8 | 5032 | AMF | 60 |
| 9 | 5033 | ANKA | 77 |
| 10 | 5206 | BR | 63 |
| 11 | 5036 | CMS | 57 |
| 12 | 4990 | DR | 53 |
| 13 | 5208 | DM | 63 |
| 14 | 5081 | DFR | 73 |
| 15 | 5038 | DAA | 53 |
| 16 | 5124 | FNN | 53 |
| 17 | 5087 | FHR | 73 |
| 18 | 4998 | GLB | 93 |
| 19 | 5040 | GTPN | 67 |
| 20 | 5125 | HF | 60 |
| 21 | 5041 | HLT | 73 |
| 22 | 4999 | HK | 77 |
| 23 | 5128 | IBF | 80 |
| 24 | 5043 | KEAK | 73 |
| 25 | 5216 | LH | 70 |
| 26 | 5217 | LK | 63 |
| 27 | 5097 | MMI | 80 |
| 28 | 5138 | MWR | 70 |
| 29 | 5052 | MA | 50 |
| 30 | 5141 | MM | 60 |
| 31 | 5107 | RAW | 77 |
| 32 | 5020 | SA | 73 |
| 33 | 5109 | SDS | 57 |
| 34 | 5064 | SM | 70 |
| 35 | 5021 | SIDC | 47 |
| 36 | 5065 | S | 67 |
| 37 | 5023 | TARA | 60 |
| 38 | 5236 | VAP | 57 |
| 39 | 5240 | YA | 73 |
| 40 | 5239 | YN | 67 |
| | | TOTAL | 2683 |
| | | RATA-RATA NILAI | 67,07 |

Jember, February 23rd, 2015
The English Teacher,


Ani Munawarah, S.Pd
NIP: 196910301994022001

APPENDIX D

Assigning Students to Teams

| Academic Performance | Students' Name | Rank Order | Team Study |
|------------------------------------|----------------|------------|------------|
| High-Performing Students | AAAM | 1 | A |
| | GLB | 2 | B |
| | IBF | 3 | C |
| | MMI | 4 | D |
| | AF | 5 | E |
| | AWED | 6 | F |
| | ANKA | 7 | G |
| | HK | 8 | H |
| Average-Performing Students | RAW | 9 | H |
| | DFR | 10 | G |
| | FHR | 11 | F |
| | HLT | 12 | E |
| | KEAK | 13 | D |
| | SA | 14 | C |
| | YA | 15 | B |
| | AHY | 16 | A |
| | LH | 17 | A |
| | MWR | 18 | B |
| | SM | 19 | C |
| | AATP | 20 | D |
| | GTPN | 21 | E |
| | S | 22 | F |
| | YN | 23 | G |
| | BR | 24 | H |
| | DM | 25 | H |
| | LK | 26 | G |
| | AAF | 27 | F |
| | HF | 28 | E |
| | MM | 29 | D |
| | TARA | 30 | C |
| | ABF | 31 | B |
| | CMS | 32 | A |
| Low-Performing Students | SDS | 33 | A |
| | VAP | 34 | B |
| | AAW | 35 | C |
| | DR | 36 | D |
| | DAA | 37 | E |
| | FNN | 38 | F |
| | MA | 39 | G |
| SIDC | 40 | H | |

APPENDIX E

The List of the Students' Identity in Group Study

| Group A | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | AAAM | Male | High |
| 2. | AHY | Male | Average |
| 3. | LH | Female | Average |
| 4. | CMS | Male | Average |
| 5. | SDS | Female | Low |

| Group B | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | GLB | Male | High |
| 2. | YA | Female | Average |
| 3. | MWR | Male | Average |
| 4. | ABF | Male | Average |
| 5. | VAP | Female | Low |

| Group C | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | IBF | Female | High |
| 2. | SA | Male | Average |
| 3. | SM | Female | Average |
| 4. | TARA | Male | Average |
| 5. | AAW | Male | Low |

| Group D | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | MMI | Male | High |
| 2. | KEAK | Male | Average |
| 3. | AATP | Male | Average |
| 4. | MM | Female | Average |
| 5. | DR | Female | Low |

| Group E | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | AF | Male | High |
| 2. | RAW | Female | Average |
| 3. | GTPN | Male | Average |
| 4. | DM | Female | Average |
| 5. | DAA | Male | Low |

| Group F | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | AWED | Female | High |
| 2. | FHR | Male | Average |
| 3. | S | Male | Average |
| 4. | AAF | Male | Average |
| 5. | FNN | Female | Low |

APPENDIX E

| Group G | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | ANKA | Female | High |
| 2. | DFR | Male | Average |
| 3. | YN | Female | Average |
| 4. | LK | Female | Average |
| 5. | MA | Male | Low |

| Group H | | | |
|---------|------|--------|-------------|
| No | Name | Gender | Performance |
| 1. | HK | Female | High |
| 2. | HLT | Male | Average |
| 3. | BR | Male | Average |
| 4. | HF | Male | Average |
| 5. | SIDC | Female | Low |



LESSON PLAN**Cycle 1 (Meeting 1)**

| | |
|------------------------|-----------------------------|
| School | : Junior High School |
| Subject | : English |
| Grade/Semester | : VIII/2 |
| Language Skill | : Reading |
| Genre | : Recount Text |
| Theme | : Recreation |
| Time Allocation | : 2 x 40' |

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators**Cognitive****a. Product**

- 3.1 Identifying the general information of recount text covering paragraph meaning and text meaning.
- 3.2 Identifying the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 3.3 Making notes of the theory of recount text explained by the teacher while class presentation.
- 3.4 Asking questions to the teammates about the exercise given.
- 3.5 Answering the questions of the teammates about the exercise given.
- 3.6 Answering the individual quiz properly.

APPENDIX F

Affective

- 3.7 Showing enthusiasm while doing the discussion.
- 3.8 Showing responsibility while joining the individual quiz.
- 3.9 Showing confidence while leading the team.

IV. Learning Objective**Cognitive****a. Product**

- 4.1 The students are able to identify the general information of recount text covering paragraph meaning and text meaning.
- 4.2 The students are able to identify the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 4.3 The students are able to make notes of the theory of recount text explained by the teacher while class presentation.
- 4.4 The students are able to ask questions to the teammates about the exercise given.
- 4.5 The students are able to answer the questions of the teammates about the exercise given.
- 4.6 The students are able to answer the individual quiz properly.

Affective

- 4.7 The students are able to show enthusiasm while doing the discussion.
- 4.8 The students are able to show responsibility while joining the individual quiz.
- 4.9 The students are able to show confidence while leading the team.

V. Learning Materials

- 5.1 The definition of recount text
- 5.2 The social function of recount text
- 5.3 The generic structure of recount text

APPENDIX F

5.4 The language feature of recount text

5.5 The example of recount text

5.6 Exercises

VI. Teaching Learning Approach, Method

6.1 Approach : Cooperative Learning

6.2 Technique : Students Teams-Achievement Divisions (STAD)

VII. Teaching and Learning Activities

| No | Teacher's Activities | Student's Activities | Time Allocation |
|----|---|--|-----------------|
| 1. | <p>Pre – Instructional Activities</p> <ul style="list-style-type: none"> ➤ Introduction <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance list ➤ Motivation <ol style="list-style-type: none"> 3. Motivating the students by showing a picture of "Taman Wisata Matahari". 4. Asking some leading questions related to the picture showed ➤ Stating Objective <ol style="list-style-type: none"> 5. Stating the objectives of the lesson | <ol style="list-style-type: none"> 1. Greeting the teacher 2. Responding to the teacher about who is present or absent 3. Looking at the picture showed 4. Answering the leading questions given 5. Listening to the teacher | 10' |
| 2 | <p>Main Activities</p> <ol style="list-style-type: none"> 6. Assigning the students into several teams consisting of 4-5 students based on STAD criteria 7. Explaining the procedure of STAD technique <p>➤ Class Presentation</p> <ol style="list-style-type: none"> 8. Distributing the model of recount text 9. Explaining the elements of recount text 10. Asking whether the explanation is clear or not | <ol style="list-style-type: none"> 6. Remembering the members of their teams 7. Listening to the teacher and understanding about the procedure 8. Receiving the model of recount text 9. Listening to the teacher explanation and making notes 10. Answering the question | 65' |

APPENDIX F

| | | | |
|-----------------|--|---|-----------|
| | <p>➤ Team Study</p> <p>11. Asking them to sit with their teams</p> <p>12. Distributing the exercise to the students</p> <p>13. Asking the students to do task I by matching the unfamiliar words with the appropriate meaning</p> <p>14. Asking the students to do task II by choosing the best answer of the alternatives provided based on the text correctly</p> <p>15. Cross checking the answer with the whole class</p> <p>➤ Individual Quiz</p> <p>16. Asking the students to move apart from their teams</p> <p>17. Distributing the quiz to the students</p> <p>18. Asking the students to do the quiz individually</p> <p>➤ Individual Improvement</p> <p>19. Cross checking the answer together with the class</p> <p>20. Calculating the improvement point by filling the quiz score sheet</p> <p>➤ Team Recognition</p> <p>21. In the next meeting, announce the team recognition to the class and give reward.</p> | <p>11. Gathering and sitting with their own teams</p> <p>12. Receiving the exercise</p> <p>13. Doing task I</p> <p>14. Doing task II</p> <p>15. Discussing the answers</p> <p>16. Moving apart from their teams</p> <p>17. Receiving the quiz</p> <p>18. Doing the quiz individually</p> <p>19. Checking the answer together</p> <p>20. Mentioning their score</p> <p>21. Listening to the teacher's announcement</p> | |
| <p>3</p> | <p>Post Activities</p> <p>➤ Closure</p> <p>22. Guiding the students to draw the conclusion about the given materials that the students have discussed</p> <p>23. Parting the students</p> | <p>22. Drawing the conclusion</p> <p>23. Responding to the teacher by saying good bye</p> | <p>5'</p> |

APPENDIX F

VIII. Media and Sources

4.10 **Media** :

- Single picture
- Student's worksheets

4.11 **Sources** :

- Zaida, N. 2009. Practice Your English Competence. Jakarta: Erlangga

IX. Evaluation

9.1 Process evaluation is conducted during teaching and learning process by using observation checklist (enclosed).

9.2 Product evaluation is conducted at the end of the cycle by administering a reading test.

Jember, May 22nd, 2015

English Teacher and Collaborator

Trainee Teacher,

Ani Munawaroh, S.Pd

Prisilia Della A

NIP:196910301994022001

NIM: 110210401035

MATERIAL

1. Pre-Instructional Activities

Showing a picture



Asking some leading questions

1. What picture is it?
2. Where is it? In a park or at school?
3. Why does the people come there?
To have holiday or to work?
4. Have you ever been to a park in holiday?
5. Where was it?
6. Were you happy?

2. Main Activities

- **Definition**

A text which retells events or experiences in the past.

- **Social function**

To inform or to entertain the reader or audience.

- **Generic structure**

1. Orientation : Tells who was involved, what happened, where the events took place, and when it happened.
2. Events : Describing series of event that happened in the past.
3. Reorientation : It is optional. Stating personal comment of the writer to the story.

- **Language feature**

1. Using simple past tense
2. Using action verb
3. Using chronological connection
4. Using adverb

APPENDIX F

Exercise**Task I**

Read the text carefully and find the meaning of unfamiliar words! Do it in group!

| Line | Kampoeng Wisata Taman Lele |
|------|---|
| 2 | <p>Last week Rehan's class had a trip to Kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.</p> |
| 5 | <p>At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals, There were crocodiles, deer, monkeys and of course, catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the</p> |
| 7 | <p>surface of water.</p> |
| 12 | <p>Rehan and his friends also enjoyed riding in a water pedicab and on a flying fox. At the end of their visit, the teacher asked them to gather at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition on the next school day. The teacher also said that the best composition would get two free tickets to Taman Lele.</p> |
| 14 | <p>Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.</p> |

Adapted from Practice your English Competence SMP Kelas VIII

Task I

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it in group!

- How many persons visited the park based on the text?
 - 24 students and 2 teachers.
 - 24 teachers and 2 students.
 - 25 students and 2 teachers.
 - 25 teachers and 2 students.
- What is the similar meaning of the word "trip" in line 1?
 - Journey
 - Adventure
 - Experience
 - Event
- Where did Rehan's class have a trip?
 - Kampoeng Lele.
 - Taman Lele.
 - Wisata Lele.
 - Kampoeng Wisata Taman.

APPENDIX F

4. How many kinds of animals were there in the park?
 - a. Three kinds of animals.
 - b. Four kinds of animals.
 - c. Five kinds of animals.
 - d. Six kinds of animals.
5. What is the social function of the text above?
 - a. To give information about KampoengWisata Taman Lele.
 - b. To persuade the reader to go to KampoengWisata Taman Lele.
 - c. To inform the readers about the last trip of the writer.
 - d. To describe the beauty of KampoengWisata Taman Lele.
6. Which paragraph tells us about the teacher gave a task to write a composition?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
7. “After lunch, the teacher asked them to write...” The underlined word refers to?
 - a. Rehan and twenty five students.
 - b. Rehan and his friends.
 - c. Rehan’s friends.
 - d. Friends.
8. What is the main idea of paragraph 4?
 - a. Rehan and his friends felt sad.
 - b. Rehan and his friends felt happy.
 - c. Rehan and his friends felt unhappy.
 - d. Rehan and his friends felt glum.
9. What is the opposite meaning of the word “enjoyed” (line 7)?
 - a. Demanded
 - b. Liked
 - c. Relished
 - d. Disliked
10. Which statement is TRUE according to the text above?
 - a. Rehan and his friends didn’t go to Kampoeng Wisata Taman Lele.
 - b. Rehan and his friends saw many kinds of animals in the park.
 - c. Rehan and his friends disliked go to Kampoeng Wisata Taman Lele.
 - d. Rehan and his friends had breakfast together.

APPENDIX F

Individual Quiz

| | |
|------|---|
| Line | Karimun Jawa Islands |
| 1 | Last vacation, my father took me to Karimun Jawa Islands. From Jeparu we took a ferry and the journey lasted for about six hours. |
| 3 | We spent the night at an inn which was located on the sea, not far from the quay. Below our room was water and in front of it was water too. The most exciting part of the inn was that it had breeding centres for turtles and sharks. The staff told me that the guests were allowed to swim with the sharks which were of small species. |
| 8 | The next day, a motorboat was ready to pick us up at 08.00 a.m. We planned to dive and snorkel in the small islands of Karimun Jawa. The first island we visited was Cemara Islands. The water was clear and warm and the seabed was sandy with a lot of seaweed growing there. The next islands |
| 12 | we visited were Tanjung Gelam and Menjangan Kecil. We went snorkeling in the water around the reef of both islands. I enjoyed it very much and felt grateful of my last vacation in Karimun Jawa. |

Adapted from Practice your English Competence SMP Kelas VIII

Task I

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it individually!

1. What is the main idea of paragraph 4?
 - a. The writer was very happy.
 - b. The writer was very sad.
 - c. The writer was very disappointed.
 - d. The writer was very angry.
2. How many persons were there based on the text?

| | |
|----------------|------------------|
| a. One person | c. Three persons |
| b. Two persons | d. Four persons |
3. Which statement is TRUE based on the text above?
 - a. The writer and his father didn't spend the night at an inn.
 - b. The writer and his father planned to dive and snorkel in the small islands.

APPENDIX F

- c. Tanjung Gelam and Cemara Island were the second islands which visited by the writer and his father.
- d. There were breeding centres for monkeys and sharks.
4. What is the similar meaning of the word “small” in line 9?
- a. Big
b. Large
c. Little
d. Great
5. “From Jepara, we took a ferry...” The underlined word refers to?
- a. My family and my father
b. My father and my sister
c. My father and I
d. My parents
6. What is the purpose of the text above?
- a. To inform the readers about the last holiday of the writer.
b. To persuade the reader to go to Karimun Jawa Islands.
c. To give information about Karimun Jawa Islands.
d. To describe the beauty of Karimun Jawa Islands.
7. What kinds of animals were in the breeding centres?
- a. Turtles
b. Sharks
c. Monkey
d. Turtles and sharks
8. Where did they plan to dive and snorkel?
- a. Small islands
b. Big islands
c. Great islands
d. Large islands
9. What time did a motorboat pick them up?
- a. 07.00 a.m
b. 08.00 a.m
c. 09.00 a.m
d. 10.00 a.m
10. Which paragraph tells us about the condition of Cemara Island?
- a. Paragraph 1
b. Paragraph 2
c. Paragraph 3
d. Paragraph 4

APPENDIX F

KEY ANSWER

Exercise

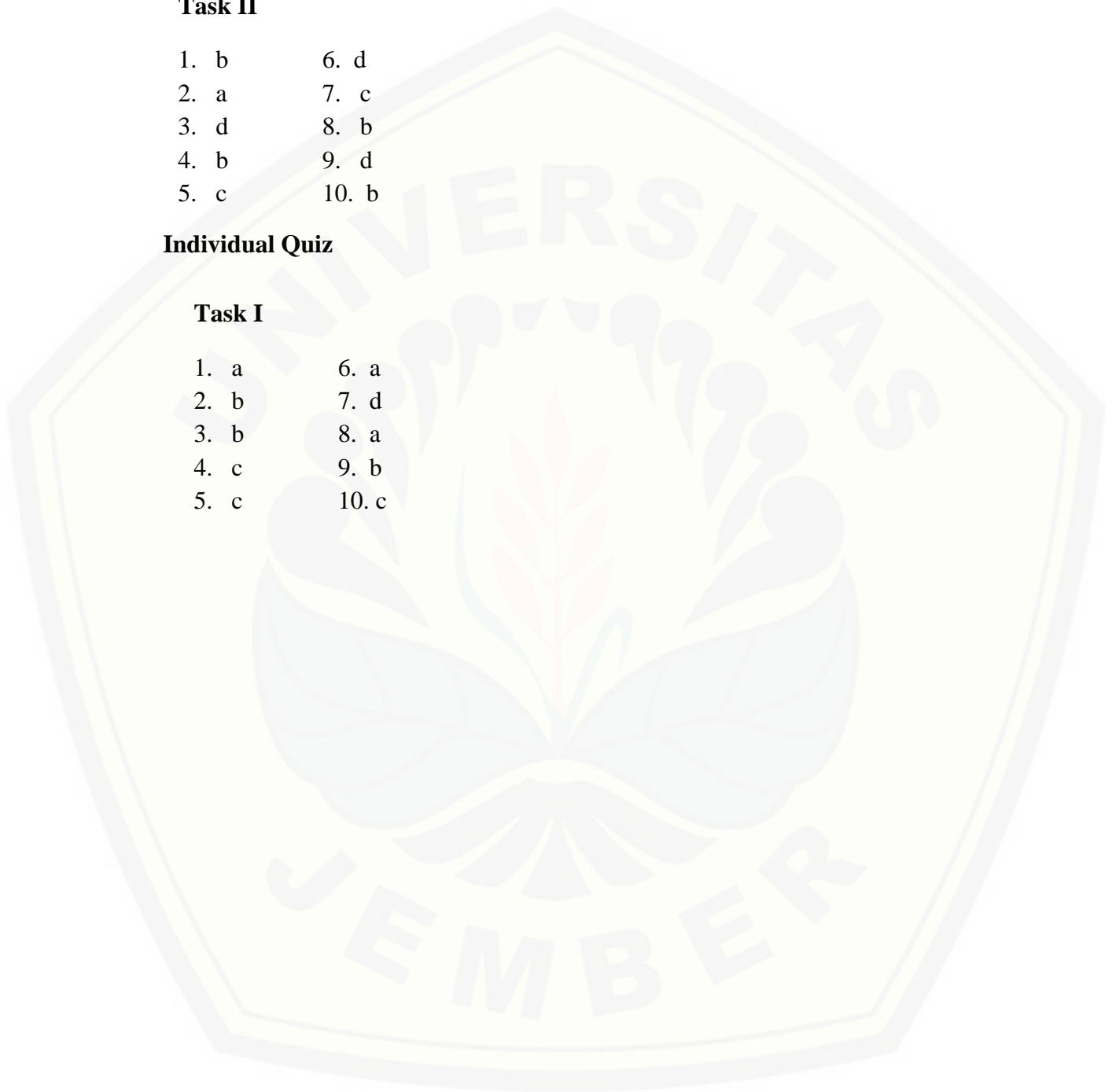
Task II

- | | |
|------|-------|
| 1. b | 6. d |
| 2. a | 7. c |
| 3. d | 8. b |
| 4. b | 9. d |
| 5. c | 10. b |

Individual Quiz

Task I

- | | |
|------|-------|
| 1. a | 6. a |
| 2. b | 7. d |
| 3. b | 8. a |
| 4. c | 9. b |
| 5. c | 10. c |



LESSON PLAN

Cycle 1 (Meeting 2)

| | |
|------------------------|-----------------------------|
| School | : Junior High School |
| Subject | : English |
| Grade/Semester | : VIII/2 |
| Language Skill | : Reading |
| Genre | : Recount Text |
| Theme | : Good Experience |
| Time Allocation | : 2 x 40' |

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

a. Product

- 3.1 Identifying the general information of recount text covering paragraph meaning and text meaning.
- 3.2 Identifying the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 3.3 Making notes of the theory of recount text explained by the teacher while class presentation.
- 3.4 Asking questions to the teammates about the exercise given.
- 3.5 Answering the questions of the teammates about the exercise given.
- 3.6 Answering the individual quiz properly.

Affective

- 3.7 Showing enthusiasm while doing the discussion.
- 3.8 Showing responsibility while joining the individual quiz.
- 3.9 Showing confidence while leading the team.

IV. Learning Objective**Cognitive****a. Product**

- 4.1 The students are able to identify the general information of recount text covering paragraph meaning and text meaning.
- 4.2 The students are able to identify the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 4.3 The students are able to make notes of the theory of recount text explained by the teacher while class presentation.
- 4.4 The students are able to ask questions to the teammates about exercise given.
- 4.5 The students are able to answer the questions of the teammates about exercise given.
- 4.6 The students are able to answer the individual quiz properly.

Affective

- 4.7 The students are able to show enthusiasm while doing the discussion.
- 4.8 The students are able to show responsibility while joining the individual quiz.
- 4.9 The students are able to show confidence while leading the team.

V. Teaching Learning Approach, Method

- 5.1 Approach : Cooperative Learning
- 5.2 Technique : Students Teams-Achievement Divisions (STAD)

VI. Teaching and Learning Activities

| No | Teacher's Activities | Student's Activities | Time Allocation |
|----|--|--|-----------------|
| 1. | <p>Pre – Instructional Activities</p> <ul style="list-style-type: none"> ➤ Introduction <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance list ➤ Motivation <ol style="list-style-type: none"> 3. Motivating the students by showing a picture of "Taman Wisata Matahari". 4. Asking some leading questions related to the picture showed ➤ Stating Objective <ol style="list-style-type: none"> 5. Stating the objectives of the lesson | <ol style="list-style-type: none"> 1. Greeting the teacher 2. Responding to the teacher about who is present or absent 3. Looking at the picture showed 4. Answering the leading questions given 5. Listening to the teacher | 10' |
| 2 | <p>Main Activities</p> <ol style="list-style-type: none"> 6. Reviewing the procedure of STAD technique <ul style="list-style-type: none"> ➤ Class Presentation <ol style="list-style-type: none"> 7. Distributing the model of recount text 8. Reviewing the elements of recount text 9. Asking whether there is question or not about the materials ➤ Team Study <ol style="list-style-type: none"> 10. Asking the students to sit with their teams 11. Distributing the exercise to the students 12. Asking the students to do task I by matching the unfamiliar words with the appropriate meaning 13. Asking the students to do task II by choosing the best answer | <ol style="list-style-type: none"> 6. Listening to the teacher and understanding about the procedure 7. Receiving the model of recount text 8. Answering teacher's questions and making notes 9. Answering the question 10. Gathering and sitting with their own teams 11. Receiving the exercise 12. Doing task I 13. Doing task II | 65' |

| | | | |
|----------|---|--|----|
| | <p>of the alternatives provided based on the text correctly</p> <p>14. Cross checking the answer with the whole class</p> <p>➤ Individual Quiz</p> <p>15. Asking the students to move apart from their teams</p> <p>16. Distributing the quiz to the students</p> <p>17. Asking the students to do the quiz individually</p> <p>➤ Individual Improvement</p> <p>18. Cross checking the answer together with the class</p> <p>19. Calculating the improvement point by filling the quiz score sheet</p> <p>➤ Team Recognition</p> <p>20. In the next meeting, announce the team recognition to the class and give reward.</p> | <p>14. Discussing the answers</p> <p>15. Moving apart from their teams</p> <p>16. Receiving the quiz</p> <p>17. Doing the quiz individually</p> <p>18. Checking the answer together</p> <p>19. Mentioning their score</p> <p>20. Listening to the teacher's announcement</p> | |
| 3 | <p>Post Activities</p> <p>➤ Closure</p> <p>21. Guiding the students to draw the conclusion about the given materials that the students have discussed</p> <p>22. Parting the students</p> | <p>21. Drawing the conclusion</p> <p>22. Responding to the teacher by saying good bye</p> | 5' |

VII. Media and Sources

7.1 Media :

- Single picture
- Student's worksheets
- White board

7.2 Sources :

- Zaida, Nur. 2009. *Practice Your English Competence*. Jakarta: Erlangga

VIII. Evaluation

5.1 Process evaluation is conducted during teaching and learning process by using observation checklist (enclosed).

9.2 Product evaluation is conducted at the end of the cycle by administering a reading test.

Jember, May 25th, 2015

English Teacher and Collaborator

Trainee Teacher

Ani Munawaroh, S.Pd

Prisilia Della A

NIP:196910301994022001

NIM: 110210401035

MATERIAL

1. Pre-Instructional Activities

Showing a picture



Asking some leading questions

1. What happened in this picture?
2. What did they get?
3. In your opinion, getting a trophy is a bad experience or a good experience?
4. So, have you ever had an experience being a winner of a contest or competition?
5. What was it?

2. Main Activities

Teacher asks some questions to review the materials about recount text.

- a. Did you remember what is recount text?
- b. Did you remember what is the social function of recount text?
- c. Did you remember what are the generic structures of recount text?
- d. Did you remember what is orientation?
- e. How about the tense used? Is it use simple present tense or simple past tense?
- f. Can you mention the examples of chronological connection?

Exercise**Task 1**

Read the text carefully and find the meaning of unfamiliar words! Do it in group!

| Line | Sarah's Birthday Party |
|------|--|
| 2 | On Saturday 23 October, I went to Sarah's birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina became Xena, the warrior princess, and George went as a vampire. |
| 5 | The party started at 07.00 p.m. First, we sang "Happy Birthday". Then, Sarah blew the candles. After that, we ate some food and drank coke. |
| 7 | Later on, we did some games. Everybody enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing "Hit and Seek", the lights suddenly went out. Some girls screamed because they were afraid of the dark. |
| 10 | Fortunately, it didn't take long. In ten minutes, the lights went on again and we continued the games. |
| 12 | Before the party was over, the MC announced the best costume of the party. I got the first prize. I was very happy. |
| 14 | Finally, my Dad arrived to take me home. I was so tired, but happy. This was the amazing experience that I ever had. |

Adapted from Practice your English Competence SMP Kelas VIII

Task II

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it in group!

- Whom did the writer go to the party with?
 - Xena and the vampire.
 - George and Tina.
 - Sarah and his friends.
 - His parents.
- What happened to the lights when the guests were playing "Hide and Seek"?
 - They went out.
 - They dimmed.
 - They worked so well.
 - They shone brightly.
- What is the main idea of paragraph 4?
 - The MC got the prize.
 - The writer won the best costume.

- c. The MC wore the best costume.
 - d. The writer lose the contest.
4. What is the similar meaning of the word “afraid” in line 9?
 - a. Scared
 - b. Brave
 - c. Unafraid
 - d. Gallant
 5. Who did announce the best costume of the party?
 - a. The writer
 - b. Sarah
 - c. George
 - d. The MC
 6. Which paragraph tells us about the date of Sarah’s birthday party?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 7. When did the guests enjoy the games?
 - a. After the announcement of the best costume.
 - b. At the beginning of the party.
 - c. Soon after they arrived.
 - d. After having meals.
 8. From the text, we know that a fancy dress party is...
 - a. a party for rich people.
 - b. a party in which the place is very fancy.
 - c. a party in which the host looks very nice.
 - d. a party in which the guests are wearing special costume.
 9. “I got the first prize”. (paragraph 4). The underlined word means....
 - a. award
 - b. price
 - c. place
 - d. fund
 10. What does the text tell us about?
 - a. It tells about the writer’s amazing experience.
 - b. It tells about the writer’s bad experience.
 - c. It tells about the writer’s birthday party.
 - d. It tells about the George’s birthday party.

Individual Quiz

| Line | Beach Clean Up |
|------|---|
| 2 | Yesterday our class had an excursion to Maron Beach. We left the school at six thirty. We brought brooms, big plastic bags and other cleaning utensils. We wore wide hats and gloves to protect our body from the sun |
| 5 | We arived at the beach after a thirty minute drive. The beach was so dirty. Garbage was everywhere. It was not beautiful at all. We looked at the dirty beach sadly. |
| 7 | Mrs Sumiyati told us to get off the bus and start our program right away. She showed us how to pick up the garbage and put it into the plastic bags. We did the cleaning up immediately. We picked up plastics, cans, dry leaves, unused sandals and put them into the plastic bags that we brought. Then we brought the garbage into the dumping ground. |
| 10 | |
| 12 | This was my first awesome experience to see the clean beach and we were very happy. |

Adapted from Practice your English Competence SMP Kelas VIII

Task I

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it individually!

- What made the students sad?
 - Strong sun
 - Distance of the beach
 - Heavy garbage
 - Condition of the beach
- Mrs Sumiyati is probably a
 - teacher
 - student
 - bus driver
 - beach owner
- Which statement is TRUE based on the text above?
 - The writer and his classmates didn't go to beach.
 - They arrived in maron Beach at seven.
 - At the beginning the beach was very clean.
 - They didn't bring any utensils to clean up the beach.
- What is the similar meaning of the word "dirty" in line 4?
 - Clean
 - Unclean
 - Hyginic
 - Tidy

5. What is the purpose of the text above?
 - a. To tell the writer's experience of having a beach clean up.
 - b. To let the readers know about the condition of Maron Beach.
 - c. To explain about the beauty of Maron beach to the readers.
 - d. To give the readers direction to reach the beach.
6. When did they have an excursion to Maron Beach?
 - a. Today
 - b. Yesterday
 - c. Two days ago
 - d. Last year
7. What did they wear to protect their body from the sun?
 - a. Small hats
 - b. Gloves
 - c. Small hats and gloves
 - d. Wide hats and gloves
8. Which paragraph tells us about how to clean up the beach?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
9. When did they feel happy?
 - a. When they looked the clean beach.
 - b. When they looked the dirty beach.
 - c. When they were cleaning up.
 - d. When they were wearing gloves.
10. What is the main idea of paragraph 1?
 - a. Students went to Maron beach to clean up the beach.
 - b. Students went to Maron beach to have a holiday.
 - c. Students went to Maron Beach to see a fish.
 - d. Students went to Maron Beach to take pictures.

KEY ANSWER

Exercise

Task II

- | | |
|------|-------|
| 1. c | 6. a |
| 2. a | 7. d |
| 3. b | 8. d |
| 4. a | 9. a |
| 5. d | 10. a |

Individual Quiz

Task I

- | | |
|------|-------|
| 1. d | 6. b |
| 2. a | 7. d |
| 3. b | 8. c |
| 4. b | 9. a |
| 5. a | 10. a |

READING COMPREHENSION TEST

Subject : English
Grade/Semester : VIII/I
Language Skill : Reading
Text Type : Recount text
Time : 75 minutes

Read the text carefully!

| | |
|------|---|
| Line | |
| 2 | I spent the last vacation in Bali with my father, mother and sister. We left Semarang at 12.45 p.m. |
| 5 | At 7 in the evening, we arrived at Ngurah Rai Airport and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel is a big hotel. It's about 5 hectares and located next to Sanur Beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning. |
| 7 | We spent the first day in Bali enjoying our stay in the hotel. We did some exercises in a gym and swam in the hotel's swimming pool. |
| 10 | On the second day, we were picked up by a minibus and went to Tanjung Benoa Harbour. Then, we took a boat to Nusa Penida Island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. We were amazed by this unique Balinese village. After that, we snorkelled in the sea. The fish and coral were stunning! Late in the evening, we went back to our hotel in Denpasar. |
| 14 | The following day, we went shopping at Sukowati Market. My Mom bought a lot of Balinese clothing. I bought a small painting for my bedroom. My sister decided |
| 16 | to buy some necklaces made of shells. She said she wanted them as souvenirs for her friends. Finally, we flew back to Semarang in the afternoon. |
| 18 | It was one of the nicest vacations that I've ever taken. |

Taken from Practice your English Competence SMP Kelas VIII

Choose a, b, c, or d as the best answer for the following questions based on the text!

1. What did the writer's family do in Bali?

| | |
|----------------------------|------------------------|
| a. Visited their relatives | c. Had a vacation |
| b. Did some jobs | d. Spent lots of money |

2. “The hotel was amazing.” (line 4)
What is the meaning of the underlined word?
- a. Very good
 - b. Very dirty
 - c. Near to the beach
 - d. Near to the sanur
3. What did they do in Nusa Penida Island?
- a. They enjoyed a unique village, snorkelled, and shopped.
 - b. They enjoyed a unique village and snorkelled.
 - c. They snorkelled and shopped.
 - d. They visited a hotel and shopped.
4. Where did they buy souvenirs?
- a. At Inna Grand Bali Hotel
 - b. At Tanjung Benoa
 - c. At Nusa Penida
 - d. At Sukowati Market
5. How long did they enjoy their vacation?
- a. Three days
 - b. Two days
 - c. One day
 - d. Half of the day
6. What is the purpose of writing that text?
- a. To tell the beauty of Bali.
 - b. To persuade the readers to visit Bali.
 - c. To tell about the writer’s vacation in Bali.
 - d. To describe several places of interest in Bali.
7. Whom did the writer go to Bali with?
- a. His father and sister
 - b. His mother and father
 - c. His sister and mother
 - d. His father, mother and sister
8. Where did they go after they arriving at Ngurah Rai Airport?
- a. Bali
 - b. Semarang
 - c. Hotel
 - d. Beach
9. What is the main idea of paragraph 1?
- a. The writer and his family went to the beach.
 - b. The writer and his family had a vacation in Bali.

- c. The writer and his family went to Ngurah Rai Airport.
d. The writer and his family in Semarang.
10. Which paragraph tells us about they went to Sukowati?
a. Paragraph 2
b. Paragraph 3
c. Paragraph 4
d. Paragraph 5
11. “We arrived at Ngurah Rai Airport....” What is the opposite meaning of the underlined word?
a. Came
b. Left
c. Picked
d. Visited
12. “She said she wanted them....” (line 16) The underlined word refers to?
a. Writer’s mom
b. Writer’s father
c. Writer’s friend
d. Writer’s sister
13. Which statement is FALSE according to the text above?
a. The writer and his family had visited Toyapakeh village.
b. The writer and his family stayed in the Inna Grand Bali Hotel.
c. The writer and his family didn’t do some exercise at the gym and swimming pool.
d. The writer and his family went shopping at Sukowati.
14. What is the main idea of paragraph 4?
a. They went to Tanjung Bena.
b. They went to Nusa penida Island.
c. They went to harbour.
d. They went to Sukowati.
15. What is the similar meaning of the word “great” in the line 10?
a. Excellent
b. Bad
c. Nasty
d. Ugly
16. Which statement is TRUE based on the text?
a. They arrived at Juanda Airport in the evening.
b. The writer’s sister bought a lot of Balinese clothing.
c. There were four persons who went to Bali.
d. They disliked Toyapakeh village.
17. What is the similar meaning of the word “Small” in line 15?
a. Big
c. Great

- b. Large
d. Little
18. Which paragraph tells us about the writer's opinion of his vacation?
a. Paragraph 3
c. Paragraph 5
b. Paragraph 4
d. Paragraph 6
19. What is the main idea of paragraph 3?
a. Their activity on the first day.
b. They went to the gym.
c. They swam in the swimming pool.
d. They slept in the hotel.
20. What is the suitable title of the text above?
a. My vacation in Inna Grand Hotel Bali
b. Tanjung Benoa Harbour
c. Went to Ngurah Rai Airport
d. My Vacation in Bali

KEY ANSWER

- | | |
|-------|-------|
| 1. c | 11. b |
| 2. a | 12. d |
| 3. b | 13. c |
| 4. d | 14. b |
| 5. a | 15. a |
| 6. c | 16. c |
| 7. d | 17. d |
| 8. c | 18. d |
| 9. b | 19. a |
| 10. d | 20. d |

The Distribution of the Exercise Item

| The Reading Indicators | | Exercise Items | Total Items |
|-------------------------------|-------------------------|-----------------------|--------------------|
| Specific information | Word comprehension | 2, 11, 12, 15, 17 | 5 |
| | Sentence comprehension | 1, 3, 4, 7, 8 | 5 |
| General information | Paragraph comprehension | 9, 10, 14, 18, 19 | 5 |
| | Text comprehension | 5, 6, 13, 16, 20 | 5 |
| Total | | | 20 |

LESSON PLAN

Cycle 2 (Meeting 1)

| | |
|------------------------|-----------------------------|
| School | : Junior High School |
| Subject | : English |
| Grade/Semester | : VIII/2 |
| Language Skill | : Reading |
| Genre | : Recount Text |
| Theme | : Bad Experience |
| Time Allocation | : 2 x 40' |

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

a. Product

- 3.1 Identifying the general information of recount text covering paragraph meaning and text meaning.
- 3.2 Identifying the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 3.3 Making notes of the theory of recount text explained by the teacher while class presentation.
- 3.4 Asking questions to the teammates about exercise given.
- 3.5 Answering the questions of the teammates about exercise given.
- 3.6 Answering the individual quiz properly.

Affective

- 3.7 Showing enthusiasm while doing the discussion.

3.8 Showing responsibility while joining the individual quiz.

3.9 Showing confidence while leading the team.

IV. Learning Objective

Cognitive

a. Product

4.1 The students are able to identify the general information of recount text covering paragraph meaning and text meaning.

4.2 The students are able to identify the specific information of recount text covering word meaning and sentence meaning.

b. Process

4.3 The students are able to make notes of the theory of recount text explained by the teacher while class presentation.

4.4 The students are able to ask questions to the teammates about exercise given.

4.5 The students are able to answer the questions of the teammates about exercise given.

4.6 The students are able to answer the individual quiz properly.

Affective

4.7 The students are able to show enthusiasm while doing the discussion.

4.8 The students are able to show responsibility while joining the individual quiz.

4.9 The students are able to show confidence while leading the team.

V. Learning Materials (Enclosed)

VI. Teaching Learning Approach, Method

1. Approach : Cooperative Learning
2. Technique : Students Teams-Achievement Divisions (STAD)

VII. Teaching and Learning Activities

| No | Teacher's Activities | Student's Activities | Time Allocation |
|----|---|---|-----------------|
| 1. | <p>Pre – Instructional Activities</p> <ul style="list-style-type: none"> ➤ Introduction <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance list ➤ Motivation <ol style="list-style-type: none"> 3. Giving motivation by showing a picture of "Taman Wisata Matahari". 4. Asking some leading questions related to the picture showed ➤ Stating Objective <ol style="list-style-type: none"> 5. Stating the objectives of the lesson | <ol style="list-style-type: none"> 1. Greeting the teacher 2. Responding to the teacher about who is present or absent 3. Looking at the picture showed 4. Answering the leading questions given 5. Listening to the teacher | 10' |
| 2 | <p>Main Activities</p> <ol style="list-style-type: none"> 6. Reviewing the procedure of STAD technique <ul style="list-style-type: none"> ➤ Class Presentation <ol style="list-style-type: none"> 7. Distributing the model of recount text 8. Explaining the elements of recount text 9. Asking whether the explanation is clear or not ➤ Team Study <ol style="list-style-type: none"> 10. Asking the students to sit with their teams 11. Distributing the exercise to the students 12. Asking the students to do task I by matching the unfamiliar words with the appropriate meaning 13. Asking the students to do task II by choosing the best answer of the alternatives provided based on the text correctly | <ol style="list-style-type: none"> 6. Listening to the teacher and understanding about the procedure 7. Receiving the model of recount text 8. Listening to the teacher explanation and making notes 9. Answering the question 10. Gathering and sitting with their own teams 11. Receiving the exercise 12. Doing task I 13. Doing task II | 65' |

| | | | |
|----------|---|---|----|
| | <p>14. Cross checking the answer with the whole class</p> <p>➤ Individual Quiz</p> <p>15. Asking the students to move apart from their teams</p> <p>16. Distributing the quiz to the students</p> <p>17. Asking the students to do the quiz individually</p> <p>➤ Individual Improvement</p> <p>18. Cross checking the answer together with the class</p> <p>19. Calculating the improvement point by filling the quiz score sheet</p> <p>➤ Team Recognition</p> <p>20. In the next meeting, announce the team recognition to the class and give reward.</p> | <p>14. Discussing the answers</p> <p>15. Moving apart from their teams</p> <p>16. Receiving the quiz</p> <p>17. Doing the quiz individually</p> <p>18. Checking the answer together</p> <p>19. Mentioning their score in order to make the teacher calculate it easier</p> <p>20. Listening to the teacher's announcement</p> | |
| 3 | <p>Post Activities</p> <p>➤ Closure</p> <p>21. Guiding the students to draw the conclusion about the materials that the students have discussed</p> <p>22. Parting the students</p> | <p>21. Drawing the conclusion</p> <p>22. Responding to the teacher by saying good bye</p> | 5' |

VIII. Media and Sources

1. **Media** :

- Single picture
- Student's worksheets
- White board

2. **Sources** :

- Zaida, Nur. 2009. *Practice Your English Competence*. Jakarta: Erlangga

IX. Evaluation

9.1 Process evaluation is conducted during teaching and learning process by using observation checklist (enclosed).

9.2 Product evaluation is conducted at the end of the cycle by administering a reading test.

Jember, June 1st, 2015

English Teacher and Collaborator

The Trainee Teacher

Ani Munawaroh, S.Pd

Prisilia Della A

NIP:196910301994022001

NIM: 110210401035

MATERIAL**1. Pre-Instructional Activities****Showing a picture****Asking some leading questions**

1. What happened to the man?
2. What is the pain?
3. In your opinion, Having a toothache is bad experience or good experience?
4. So, have you ever experienced a toothache? Was that hurt?
5. When was it?

2. Main Activities

Teacher asks some questions to review the materials about recount text.

- a. Did you remember what is recount text?
- b. Did you remember what is the social function of recount text?
- c. Did you remember what are the generic structures of recount text?
- d. Did you remember the formula of simple past tense?
- e. According to the text, what is the main idea of paragraph 1?
- f. According to the text, which paragraph that belongs to orientation?

Exercise**Task 1**

Read the text carefully and find the meaning of unfamiliar words! Do it in group!

| | |
|------|---|
| Line | |
| 2 | I had a terrible day today. Early in the morning, I got up with a pain in one of my teeth. I at once remembered that I forgot to brush my teeth last night. |
| 5 | When Mom knocked on my door, I could not open the door. I stayed in my bed holding my cheek. My mom opened the door and asked me what happened. I told her that I had a terrible toothache. She gave me an aspirin to |
| 7 | relieve my pain. Then, she asked me to get dressed and then called the dentist. |
| 10 | I cried loudly and refused to go to the dentist. I was so scared. My Mom insisted that I had to go, but I refused. Finally, my Mom called the dentist to cancel the appointment. |
| | Soon, I regretted my decision because the pain in my tooth became worse. I promised to my Mom that I would go to the dentist the next day. |

Taken from Practice your English Competence SMP Kelas VIII

Task II

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it in groups!

1. How did the writer get the toothache?
 - a. He went to bed too late.
 - b. He ate too many candies.
 - c. He had a serious mouth cancer.
 - d. He didn't brush his teeth at the night.
2. Which statement is TRUE according to the text?
 - a. The writer was so sad that he could not go to school that day.
 - b. The writer finally decided to go to the dentist the next day.
 - c. The dentist came to the writer's house because his mother called him.
 - d. The writer's mother did not want to make an appointment with the dentist

3. “Soon, I regretted my decision....” (line 10)
The underlined word means....
- To feel happy about something you have done.
 - To feel sorry about something you have done.
 - To make somebody else happy to know it.
 - To let somebody else know what happens.
4. What is the best title for the text above?
- My bad day
 - My happy day
 - My great day
 - My amazing day
5. What did the mother do after the writer refused to go to the dentist?
- Invited the dentist to go to her house.
 - Gave an aspirin to the writer.
 - Cancelled the appointment with the dentist.
 - Asked the writer to get dressed.
6. Why did the writer refuse to go to the dentist?
- He didn’t want to leave his room.
 - He was afraid of the dentist.
 - He wanted to go to school.
 - He had plenty work to do.
7. “I told her that I had terrible toothache...” The underlined word refers to?
- The writer
 - The writer’s mother
 - The writer’s sister
 - The dentist
8. What is the main idea of paragraph 4?
- The writer felt sorry and wanted to go to the dentist.
 - The writer felt happy when his mom cancelled the appointment.
 - The dentist came to the writer’s house.
 - The writer’s tooth got better.
9. What is the opposite meaning of the word “terrible” (line 1)?
- Horrible
 - Frightful
 - Normal
 - Dreadful

10. Which paragraph tells us about the mother gave a medicine to the writer?

- a. Paragraph 1
b. Paragraph 3
c. Paragraph 2
d. Paragraph 4

Individual Quiz

| | |
|------|---|
| Line | |
| 1 | One day my English teacher asked me to demonstrate how to sharpen a pencil in front of the class. |
| 3 | I walked quickly to the front of the classroom. Then, my teacher handed me a sharpener and pencil. I was very nervous. I held the pencil in my right hand and the sharpener in my left hand. After that, I tried to insert the pencil into the hole. But I missed the hole because my hands were trembling nervously. I tried again. Still, I missed it. My friends laughed at me. I became more and more nervous. My teacher smiled and said, "Relax! Don't be nervous!" |
| 8 | I finally could finish it and I felt relieved. When I wanted to go back to my seat, my teacher gave me her right hand. I quickly took it and shook her hand. But then she said, "No. Adi, I want you to give me back the pencil and the sharpener." My face turned red for the second time and my friends could not stop laughing at me. |
| 11 | I was so embarrassed and I couldn't forget that experience. |

Taken from Practice your English Competence SMP Kelas VIII

Task II

Choose a, b, c, or d as the best answer for the following questions based on the text!

- Where did the event take place?
 - In a living room
 - In a classroom
 - At a bookstore
 - At a stationer's
- What is the main idea of the second paragraph?
 - The writer did the task nervously
 - The writer missed his friends
 - The writer felt embarrassed
 - The writer's friend is happy
- Which statement is TRUE based on the text above?
 - The teacher gave a sharpener and book to the writer

- b. The writer was not felt nervous
 - c. His friends didn't laugh at him
 - d. The writer felt embarrassed for the second time
4. What is the similar meaning of the word "embarrassed" in the line 16?
 - a. Brave
 - b. happy
 - c. Afraid
 - d. Ashamed
 5. "My teacher gave me her right hand." The underlined word refers to?
 - a. I
 - b. His Teacher
 - c. Adi
 - d. His friends
 6. What things did the writer get from his teacher?
 - a. A pencil, sharpener and teacher's hand
 - b. A big smile and laugh
 - c. A pencil and sharpener
 - d. A sharpener and ruler
 7. Why did the writer fail to insert the pencil into the hole?
 - a. He could not find the hole
 - b. The pencil was dull
 - c. His hands were trembling
 - d. He was sick
 8. What is the purpose of the text above?
 - a. To tell the writer's bad experience
 - b. To tell the writer's good experience
 - c. To tell the readers about how to use a sharpener
 - d. To tell the readers about how to buy a sharpener
 9. Which paragraph tells us about the misunderstanding between the writer and his teacher?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
 10. Why did the teacher give a sharpener and a pencil to Adi?
 - a. Because the teacher asked him to play them
 - b. Because the teacher asked him to demonstrate how to sharpen a pencil
 - c. Because the teacher asked him to throw them
 - d. a, b, c are correct

KEY ANSWER**Exercise****Task I**

2. d
3. e
4. f
5. a
6. c

Task II

- | | |
|------|-------|
| 1. d | 6. b |
| 2. b | 7. b |
| 3. b | 8. a |
| 4. a | 9. c |
| 5. c | 10. c |

Individual Quiz**Task I**

2. d
3. e
4. a
5. f
6. c

Task II

- | | |
|------|-------|
| 1. b | 6. c |
| 2. a | 7. c |
| 3. d | 8. a |
| 4. d | 9. c |
| 5. b | 10. b |

LESSON PLAN

Cycle 2 (Meeting 2)

| | |
|------------------------|-----------------------------|
| School | : Junior High School |
| Subject | : English |
| Grade/Semester | : VIII/2 |
| Language Skill | : Reading |
| Genre | : Recount Text |
| Theme | : Holiday |
| Time Allocation | : 2 x 40' |

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*.

III. Indicators

Cognitive

a. Product

- 3.1 Identifying the general information of recount text covering paragraph meaning and text meaning.
- 3.2 Identifying the specific information of recount text covering word meaning and sentence meaning.

b. Process

- 3.3 Making notes of the theory of recount text explained by the teacher while class presentation.
- 3.4 Asking questions to the teammates about exercise given.
- 3.5 Answering the questions of the teammates about exercise given.
- 3.6 Answering the individual quiz properly.

Affective

- 3.7 Showing enthusiasm while doing the discussion.

3.8 Showing responsibility while joining the individual quiz.

3.9 Showing confidence while leading the team.

IV. Learning Objective

Cognitive

a. Product

4.1 The students are able to identify the general information of recount text covering paragraph meaning and text meaning.

4.2 The students are able to identify the specific information of recount text covering word meaning and sentence meaning.

b. Process

4.3 The students are able to make notes of the theory of recount text explained by the teacher while class presentation.

4.4 The students are able to ask questions to the teammates about exercise given.

4.5 The students are able to answer the questions of the teammates about exercise given.

4.6 The students are able to answer the individual quiz properly.

Affective

4.7 The students are able to show enthusiasm while doing the discussion.

4.8 The students are able to show responsibility while joining the individual quiz.

4.9 The students are able to show confidence while leading the team.

V. Learning Materials (Enclosed)

VI. Teaching Learning Approach, Method

1. Approach : Cooperative Learning
2. Technique : Students Teams-Achievement Divisions (STAD)

VII. Teaching and Learning Activities

| No | Teacher's Activities | Student's Activities | Time Allocation |
|----|---|---|-----------------|
| 1. | <p>Pre – Instructional Activities</p> <ul style="list-style-type: none"> ➤ Introduction <ol style="list-style-type: none"> 1. Greeting the students 2. Checking the students' attendance list ➤ Motivation <ol style="list-style-type: none"> 3. Giving motivation by showing a picture of "Taman Wisata Matahari". 4. Asking some leading questions related to the picture showed ➤ Stating Objective <ol style="list-style-type: none"> 5. Stating the objectives of the lesson | <ol style="list-style-type: none"> 1. Greeting the teacher 2. Responding to the teacher about who is present or absent 3. Looking at the picture showed 4. Answering the leading questions given 5. Listening to the teacher | 10' |
| 2 | <p>Main Activities</p> <ol style="list-style-type: none"> 6. Reviewing the procedure of STAD technique <ul style="list-style-type: none"> ➤ Class Presentation <ol style="list-style-type: none"> 7. Distributing the model of recount text 8. Explaining the elements of recount text 9. Asking whether the explanation is clear or not ➤ Team Study <ol style="list-style-type: none"> 10. Asking the students to sit with their teams 11. Distributing the exercise to the students 12. Asking the students to do task I by matching the unfamiliar words with the appropriate meaning 13. Asking the students to do task II by choosing the best answer of the alternatives provided based on the text correctly | <ol style="list-style-type: none"> 6. Listening to the teacher and understanding about the procedure 7. Receiving the model of recount text 8. Listening to the teacher explanation and making notes 9. Answering the question 10. Gathering and sitting with their own teams 11. Receiving the exercise 12. Doing task I 13. Doing task II | 65' |

| | | | |
|----------|---|---|----|
| | <p>14. Cross checking the answer with the whole class</p> <p>➤ Individual Quiz</p> <p>15. Asking the students to move apart from their teams</p> <p>16. Distributing the quiz to the students</p> <p>17. Asking the students to do the quiz individually</p> <p>➤ Individual Improvement</p> <p>18. Cross checking the answer together with the class</p> <p>19. Calculating the improvement point by filling the quiz score sheet</p> <p>➤ Team Recognition</p> <p>20. In the next meeting, announce the team recognition to the class and give reward.</p> | <p>14. Discussing the answers</p> <p>15. Moving apart from their teams</p> <p>16. Receiving the quiz</p> <p>17. Doing the quiz individually</p> <p>18. Checking the answer together</p> <p>19. Mentioning their score in order to make the teacher calculate it easier</p> <p>20. Listening to the teacher's announcement</p> | |
| 3 | <p>Post Activities</p> <p>➤ Closure</p> <p>21. Guiding the students to draw the conclusion about the given materials that the students have discussed</p> <p>22. Parting the students</p> | <p>21. Drawing the conclusion</p> <p>22. Responding to the teacher by saying good bye</p> | 5' |

VIII. Media and Sources

1. **Media** :

- Single picture
- Student's worksheets
- White board

2. **Sources** :

- Zaida, Nur. 2009. *Practice Your English Competence*. Jakarta: Erlangga

IX. Evaluation

9.2 Process evaluation is conducted during teaching and learning process by using observation checklist (enclosed).

9.2 Product evaluation is conducted at the end of the cycle by administering a reading test.

Jember, June 3rd, 2015

English Teacher and Collaborator

The Trainee Teacher

Ani Munawaroh, S.Pd

Prisilia Della A

NIP:196910301994022001

NIM: 110210401035

MATERIAL**1. Pre-Instructional Activities****Showing a picture****Asking some leading questions**

1. What does the boy say?
2. What is “liburan” in English?
3. Where did you go last holiday?
4. Was there any students who didn't go anywhere?
5. Why didn't you go anywhere?

2. Main Activities

Teacher asks some questions to review the materials about recount text.

- a. Did you remember what is recount text?
- b. Did you remember what is the social function of recount text?
- c. Did you remember what are the generic structures of recount text?
- d. Can you mention the example of chronological connection based on the text?
- e. What is the purpose of that text?
- f. Can you mention which paragraph belongs to orientation, events and reorientation based on the text?

Exercise**Task I**

Read the text carefully and find the meaning of unfamiliar words! Do it in group!

| | |
|------|---|
| Line | |
| 2 | The holiday had come. At first, I had no idea how to spend my free time. I had no plan because I knew my parents were very busy. My father was finishing his project, while my mother had to take care of my little sister. She was just five months. |
| 5 | Luckily, one of my friends, Zaky, didn't have any plans either. So, he came to my house nearly every day during the holiday. We did a lot of things. |
| 7 | On the first day, we went around the city by motorcycle. We stopped by at some malls in the city and enjoyed window shopping. |
| 10 | The next day, I taught Zaky how to play volleyball. It took three days for him to be able to do the service well. |
| | We spent the last two days by visiting museums in our city: Ronggowarsito and Mandala Bakti Museums. We learned a lot from the things displayed in the museum. |

Taken from Practice your English Competence SMP Kelas VIII

Task II

Choose a, b, c, or d as the best answer for the following questions based on the text!

- Why didn't the writer have plans to spend his free time?
 - He didn't know that holiday had come.
 - He wanted to spend the holiday at home.
 - His parents were busy.
 - He was very busy.
- Which statement is TRUE according to the text?
 - The writer went around the city by bicycle.
 - Zaky also didn't have any plans to holiday.
 - The writer and Zaky visited three museums during the holiday.
 - The things displayed at the museums were boring.
- How many days did Zaky spend to practice serving?
 - Five days
 - Four days
 - Three days
 - Two days

4. "We did a lot of things" (line 6)
The underlined word refers to
- a. The writer and his parents
 - b. His little sister
 - c. The writer and Zaky
 - d. Zaky and his parents
5. How long did the holiday last?
- a. Five days
 - b. Sixdays
 - c. Three days
 - d. Two days
6. What is the main idea of paragraph 3?
- a. The writer learned how to play volleyball.
 - b. Zaky learned how to play volleyball from the writer.
 - c. At the beginning, Zaky could play volleyball very well.
 - d. Zaky took two days to be able to do the service well.
7. "We learned a lot from the things...." (line 12)
What is the similar meaning of the underlined word?
- a. Studied
 - b. Walked
 - c. Visited
 - d. Asked
8. How did the writer feel when he knew Zaky didn't have any plans either?
- a. Sad
 - b. Guilty
 - c. Sorry
 - d. happy
9. Which statement is FALSE according to the fourth paragraph?
- a. They spent the last two day together.
 - b. They went to the museums.
 - c. There four museums that they were visited
 - d. They learned a lot from the museum
10. How old was the writer's sister?
- a. Five years
 - b. Five months
 - c. Five days
 - d. a, b, c are correct

Individual Quiz

| | |
|------|---|
| Line | |
| 1 | <p>Last year, I spent my vacation at my aunt's house. She lives behind one of the hills in Boyolali. I went there with my brother, Yoga. We took a bus from Semarang and got off at Solo bus station. My aunt had waited for us there. She, then, took us to her house in Selo. This place is famous for its beautiful scenery.</p> |
| 3 | |
| 6 | |
| 6 | <p>The journey at Selo was thrilling. We had to climb the hill. The streets were twisted here and there. Moreover, it was foggy that afternoon. So, I could only see a few metres in front of me. Luckily, my aunt was a good driver. She managed it very well.</p> |
| 10 | <p>We arrived at my aunt's house at seven o'clock in the evening. The place was completely dark. It was also very cold. Yoga and I refused to take a bath although my aunt said she had prepared hot water for us.</p> |
| 16 | <p>At night, we went to one of the hills there. There was an sacrificial ceremony. The villagers sacrificed a buffalo head for the Mount Merapi. People were dancing and singing during the ceremony. They wore Javanese costumes. Yoga and I enjoyed the performance. We wore very thick jacket.</p> |

Taken from Practice your English Competence SMP Kelas VIII

Task I

Choose a, b, c, or d as the best answer for the following questions based on the text! Do it individually!

1. Where did the writer spend his vacation last year?

| | |
|---------|-------------|
| a. Solo | c. Semarang |
| b. Selo | d. Boyolali |
2. How was the street to Selo?

| | |
|-------------------------|---------------------------|
| a. Uphill and twisted | c. Dangerous and straight |
| b. Downhill and twisted | d. Narrow and dangerous |
3. Which statement is TRUE based on the text above?
 - a. The writer went to his aunt's house with his mother.
 - b. His aunt could drive carefully.
 - c. The writer and his brother wanted to take a bath.
 - d. There was a flag ceremony done by the villagers.

4. How did the writer go to Selo?
 - a. By bus
 - b. By foot
 - c. By plane
 - d. By boat
5. "We wore very thick jackets ." (line 16) The underlined word refers to?
 - a. I and my brother
 - b. His brother and his uncle
 - c. The writer and his brother
 - d. His aunt and his brother
6. Why did the writer refuse to take a bath?
 - a. The weather was very cold.
 - b. It was hard to get hot water.
 - c. The night was warm and cozy.
 - d. He waited to see the performance.
7. What did the villagers do that night?
 - a. Enjoyed the foggy night.
 - b. Took the hot water bath.
 - c. Made an offering ceremony.
 - d. Enjoyed the tour around the city.
8. "They wore Javanese costumes." (paragraph 4)
The underlined word refers to?
 - a. The viewers
 - b. The villagers
 - c, The writer and his aunt
 - d. The writer and his brother
9. Which paragraph tells us about the condition along the road to the his aunt's house?
 - a. Paragraph 1
 - b. Paragraph 2
 - c. Paragraph 3
 - d. Paragraph 4
10. What is the purpose of the text above?
 - a. To tell about the writer's last vacation.
 - b. To tell about the house of his aunt.
 - c. To tell the condition of Selo.
 - d. To tell the sacrificial ceremony.

KEY ANSWER**Exercise****Task I**

2. e
3. d
4. f
5. a
6. c

Task II

- | | |
|------|-------|
| 1. b | 6. b |
| 2. b | 7. a |
| 3. c | 8. d |
| 4. c | 9. c |
| 5. b | 10. b |

Individual Quiz**Task I**

2. d
3. f
4. c
5. a
6. e

Task II

- | | |
|------|-------|
| 1. b | 6. a |
| 2. a | 7. c |
| 3. b | 8. b |
| 4. a | 9. b |
| 5. c | 10. a |

READING COMPREHENSION TEST

Subject : English
Grade/Semester : VIII/2
Language Skill : Reading
Text Type : Recount text
Time : 75 minutes

Read the text carefully!

| | |
|------|--|
| Line | |
| 2 | It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to the bedroom and chose to sleep in front of the television. I decided not to say anything and directly |
| 5 | went to bed. |
| 7 | I was half asleep when I heard a scream coming from the living room. It was about two in the morning. I jumped out of the bedroom and rushed to the voice. In the living room, I found Aldo crying. His right hand was on his right ear. He said, "Help, help, help. It hurts!" Then he told me that an insect had entered his ear. I was half |
| 10 | sorry for the insect. I figured out it was an ant. I imagine how poor the ant was. |
| 14 | Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after our arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant, it was a young cockroach! Gosh! It was a big as baby's little finger. |
| | From the on, Aldo never slept in front of television anymore. |

Taken from Practice your English Competence SMP Kelas VIII

Choose a, b, c, or d as the best answer for the following questions based on the text!

1. What happened to Aldo?
 - a. An insect bit him.
 - b. He felt pity to the insect.
 - c. An insect entered his ear.
 - d. He was imagining an insect.

2. How did the doctor help him?
 - a. He took the insect out using pincers.
 - b. He used pincers to kill the insect.
 - c. He put the pincers to his ears.
 - d. He examined Aldo's ears.
3. "It was as big as a baby's little finger." (line 13)
The underlined word refers to....
 - a. The ant
 - b. The young cockroach
 - c. Aldo's ear
 - d. The baby's little finger
4. What is the main idea of paragraph 4?
 - a. Aldo slept beside the TV.
 - b. Aldo came back to sleep in front of the TV.
 - c. Aldo didn't want to sleep in front of the TV.
 - d. Aldo was happy to sleep in front of the TV again.
5. How many persons were there in the house?
 - a. One person
 - b. Two persons
 - c. Three persons
 - d. Four persons
6. What did Aldo do when the writer passed the living room?
 - a. He brushed his teeth
 - b. He slept on the bed
 - c. He ate something
 - d. He laid on the floor
7. Whom did Aldo go to the hospital with?
 - a. His father
 - b. His mother
 - c. The doctor
 - d. The writer
8. Where did usually Aldo sleep?
 - a. In the bedroom
 - b. In front of the television
 - c. In the hotel
 - d. In the kitchen

9. Which statement is FALSE based on the paragraph 1?
- At 9 p.m the writer passed the living room.
 - The writer slept on the bed.
 - Aldo slept in the bedroom.
 - The writer didn't say anything to Aldo.
10. Which paragraph tells us about Aldo cried because of his pain?
- Paragraph 1
 - Paragraph 2
 - Paragraph 3
 - Paragraph 4
11. "He refused to go to...." (line 3) What is the opposite meaning of the underlined word?
- Repelled
 - Rejected
 - received
 - Pushed away
12. "He, then, used a pair of pincers.....(line 12) The underlined word refers to?
- The writer
 - Aldo
 - Aldo's friend
 - The doctor
13. Which statement is TRUE according to the text above?
- The writer took Aldo to the drug store.
 - Aldo screamed in the early morning.
 - The doctor gave medicines to Aldo.
 - The writer felt sorry to the young cockroach.
14. What is the main idea of paragraph 3?
- The insect was an ant.
 - Aldo was taken to the hospital.
 - The cockroach was big.
 - The doctor was surprised to see the insect.
15. What is the similar meaning of the word "Surprised" in the line 13?
- Shocked
 - Scared
 - Embarrassed
 - Ashamed
16. Which paragraph tells us about the habit of Aldo every night?
- Paragraph 1
 - Paragraph 2
 - Paragraph 3
 - Paragraph 4

17. Which of the following sentences best expresses the main idea of the whole text?
- Aldo liked to sleep in front of the television.
 - Aldo was afraid of the cockroach.
 - Aldo was in a pain because the young cockroach entered his ear.
 - Aldo did not want to sleep in front of the television again.
18. What is the purpose of the text above?
- To tell about Aldo's bad experience of having pain in the his ear.
 - To tell about the young cockroach.
 - To tell about the pair pincers.
 - To tell about the writer's pain.
19. What is the suitable title of the text above?
- The cockroach
 - A pair of pincers
 - The writer's pain
 - Aldo's pain
20. "... and rushed to the voice." (paragraph 2)?
What is the meaning of the underlined word?
- | | |
|------------------|------------------|
| a. Run very fast | c. Run carefully |
| b. Run very slow | d. Run normally |

KEY ANSWER

- | | |
|-------|-------|
| 1. c | 11. c |
| 2. a | 12. d |
| 3. b | 13. b |
| 4. c | 14. b |
| 5. b | 15. a |
| 6. d | 16. a |
| 7. d | 17. c |
| 8. b | 18. a |
| 9. b | 19. d |
| 10. b | 20. A |

The Distribution of the Exercise Item

| The Reading Indicators | | Exercise Items | Total Items |
|-------------------------------|-------------------------|-----------------------|--------------------|
| Specific information | Word comprehension | 3, 11, 12, 15, 20 | 5 |
| | Sentence comprehension | 1, 2, 6, 7, 8, 15 | 5 |
| General information | Paragraph comprehension | 4, 9, 10, 14, 16 | 5 |
| | Text comprehension | 5, 13, 17, 18, 19 | 5 |
| Total | | | 20 |

OBSERVATION CHECKLIST MEETING 1 IN CYCLE 1

| Students' Number | Name | Indicators | | | | Score | Active | Passive |
|-------------------|------|------------|-------|-----|------|-------|--------|---------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | AAAM | √ | √ | √ | √ | 4 | √ | - |
| 2 | AF | - | - | - | √ | 1 | - | √ |
| 3 | ABF | √ | √ | - | √ | 3 | √ | - |
| 4 | AAW | - | √ | - | √ | 2 | - | √ |
| 5 | AHY | - | - | - | √ | 1 | - | √ |
| 6 | AATP | √ | - | √ | √ | 3 | √ | - |
| 7 | AWED | - | √ | - | √ | 2 | - | √ |
| 8 | AMF | √ | √ | - | √ | 3 | √ | - |
| 9 | ANKA | - | √ | √ | √ | 3 | √ | - |
| 10 | BR | √ | - | - | √ | 2 | - | √ |
| 11 | CMS | √ | - | - | √ | 2 | - | √ |
| 12 | DR | - | - | - | √ | 1 | - | √ |
| 13 | DM | √ | - | √ | √ | 3 | √ | - |
| 14 | DFR | √ | √ | - | √ | 3 | √ | - |
| 15 | DAA | √ | - | - | √ | 2 | - | √ |
| 16 | FNN | - | √ | √ | √ | 3 | √ | - |
| 17 | FHR | - | - | - | √ | 1 | - | √ |
| 18 | GLB | √ | √ | √ | √ | 4 | √ | - |
| 19 | GTPN | √ | √ | - | √ | 3 | √ | - |
| 20 | HF | - | - | - | √ | 1 | - | √ |
| 21 | HLT | √ | - | √ | √ | 3 | √ | - |
| 22 | HK | √ | √ | √ | √ | 4 | √ | - |
| 23 | IBF | - | √ | - | √ | 2 | - | √ |
| 24 | KEAK | - | √ | - | √ | 2 | - | √ |
| 25 | LH | - | - | - | √ | 1 | - | √ |
| 26 | LK | √ | √ | - | √ | 3 | √ | - |
| 27 | MMI | √ | √ | - | √ | 3 | √ | - |
| 28 | MWR | √ | √ | - | √ | 3 | √ | - |
| 29 | MA | - | - | - | √ | 1 | - | √ |
| 30 | MM | - | - | - | √ | 1 | - | √ |
| 31 | RAW | - | √ | √ | √ | 3 | √ | - |
| 32 | SA | √ | - | √ | √ | 3 | √ | - |
| 33 | SDS | - | √ | - | √ | 2 | - | √ |
| 34 | SM | √ | √ | - | √ | 3 | √ | - |
| 35 | SIDC | √ | √ | √ | √ | 4 | √ | - |
| 36 | S | - | - | - | √ | 1 | - | √ |
| 37 | TARA | - | - | - | √ | 1 | - | √ |
| 38 | VAP | √ | √ | - | √ | 3 | √ | - |
| 39 | YA | √ | √ | - | √ | 3 | √ | - |
| 40 | YN | √ | - | √ | √ | 3 | √ | - |
| Total | | 23 | 19 | 12 | 40 | | 22 | 18 |
| Percentage | | 57.5% | 47.5% | 30% | 100% | | 55% | 45% |

Jember, May 22nd, 2015

The English Teacher,



Ani Munawarah, S.Pd

NIP: 196910301994022001

Categories:

- 1) The students actively making notes while class presentation
- 2) The students actively discussing the exercise cooperatively
- 3) The students actively demonstrating their answer to the whole class
- 4) The students actively joining the individual quiz

OBSERVATION CHECKLIST MEETING 2 IN CYCLE 1

| Students' Number | Name | Indicators | | | | Score | Active | Passive |
|-------------------|------|------------|-------|-----|------|-------|--------|---------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | AAAM | √ | √ | √ | √ | 4 | √ | - |
| 2 | AF | - | - | - | √ | 1 | - | √ |
| 3 | ABF | √ | √ | - | √ | 3 | √ | - |
| 4 | AAW | - | - | - | √ | 1 | - | √ |
| 5 | AHY | - | - | - | √ | 1 | - | √ |
| 6 | AATP | √ | - | √ | √ | 3 | √ | - |
| 7 | AWED | √ | - | - | √ | 2 | - | √ |
| 8 | AMF | √ | √ | - | √ | 3 | √ | - |
| 9 | ANKA | √ | - | √ | √ | 3 | √ | - |
| 10 | BR | - | - | - | √ | 1 | - | √ |
| 11 | CMS | - | - | - | √ | 1 | - | √ |
| 12 | DR | √ | - | - | √ | 2 | - | √ |
| 13 | DM | √ | √ | √ | √ | 4 | √ | - |
| 14 | DFR | √ | √ | - | √ | 3 | √ | - |
| 15 | DAA | - | - | - | √ | 1 | - | √ |
| 16 | FNN | - | √ | √ | √ | 3 | √ | - |
| 17 | FHR | √ | - | - | √ | 2 | - | √ |
| 18 | GLB | √ | √ | √ | √ | 4 | √ | - |
| 19 | GTPN | √ | √ | - | √ | 3 | √ | - |
| 20 | HF | - | - | - | √ | 1 | - | √ |
| 21 | HLT | √ | - | √ | √ | 3 | √ | - |
| 22 | HK | √ | √ | √ | √ | 4 | √ | - |
| 23 | IBF | √ | √ | - | √ | 3 | √ | √ |
| 24 | KEAK | √ | √ | - | √ | 3 | √ | - |
| 25 | LH | - | - | - | √ | 1 | - | √ |
| 26 | LK | √ | - | √ | √ | 3 | √ | - |
| 27 | MMI | - | √ | - | √ | 2 | - | √ |
| 28 | MWR | √ | √ | - | √ | 3 | √ | - |
| 29 | MA | - | - | - | √ | 1 | - | √ |
| 30 | MM | - | - | - | √ | 1 | - | √ |
| 31 | RAW | √ | - | √ | √ | 3 | √ | - |
| 32 | SA | √ | √ | √ | √ | 4 | √ | - |
| 33 | SDS | √ | √ | √ | √ | 4 | √ | - |
| 34 | SM | √ | √ | - | √ | 3 | √ | - |
| 35 | SIDC | - | √ | √ | √ | 3 | √ | - |
| 36 | S | √ | √ | - | √ | 3 | √ | - |
| 37 | TARA | - | - | - | √ | 1 | - | √ |
| 38 | VAP | √ | √ | - | √ | 3 | √ | - |
| 39 | YA | √ | √ | - | √ | 3 | √ | - |
| 40 | YN | √ | √ | √ | √ | 4 | √ | - |
| Total | | 26 | 21 | 14 | 40 | | 25 | 15 |
| Percentage | | 65% | 52.5% | 35% | 100% | | 62.5% | 37.5% |

Jember, May 25th, 2015

The English Teacher,

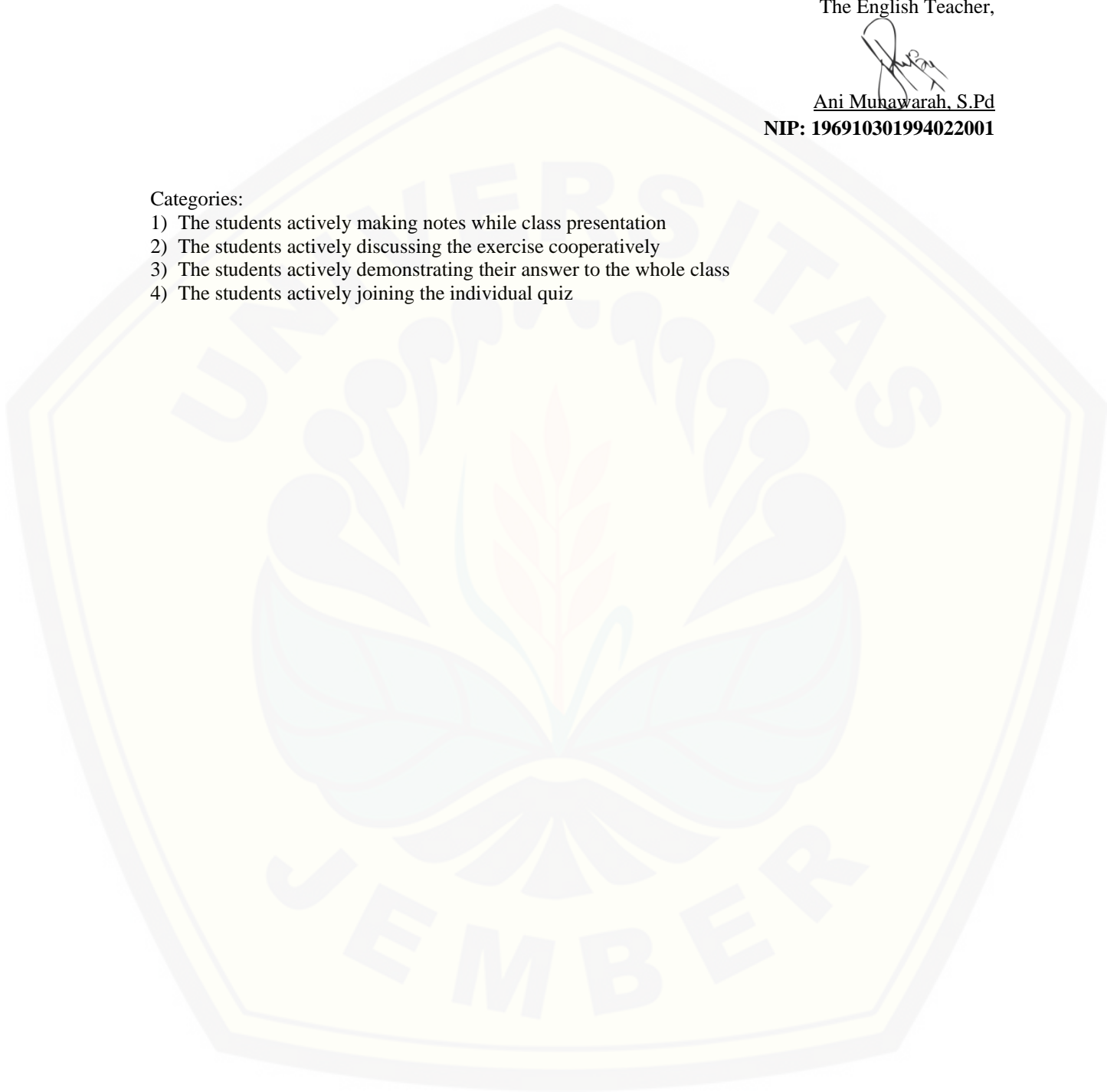


Ani Munawarah, S.Pd

NIP: 196910301994022001

Categories:

- 1) The students actively making notes while class presentation
- 2) The students actively discussing the exercise cooperatively
- 3) The students actively demonstrating their answer to the whole class
- 4) The students actively joining the individual quiz



OBSERVATION CHECKLIST MEETING 1 IN CYCLE 2

| Students' Number | Name | Indicators | | | | Score | Active | Passive |
|-------------------|------|------------|-----|-----|------|-------|--------|---------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | AAAM | - | - | - | - | - | - | - |
| 2 | AF | √ | - | √ | √ | 3 | √ | - |
| 3 | ABF | √ | √ | √ | √ | 4 | √ | - |
| 4 | AAW | √ | √ | - | √ | 3 | √ | - |
| 5 | AHY | √ | √ | √ | √ | 4 | √ | - |
| 6 | AATP | √ | √ | √ | √ | 4 | √ | - |
| 7 | AWED | - | - | - | √ | 1 | - | √ |
| 8 | AMF | - | √ | √ | √ | 3 | √ | - |
| 9 | ANKA | √ | √ | √ | √ | 4 | √ | - |
| 10 | BR | - | √ | √ | √ | 3 | √ | - |
| 11 | CMS | - | - | - | √ | 1 | - | √ |
| 12 | DR | √ | √ | - | √ | 3 | - | √ |
| 13 | DM | √ | √ | √ | √ | 4 | √ | - |
| 14 | DFR | - | - | - | - | - | - | - |
| 15 | DAA | √ | - | - | √ | 2 | - | √ |
| 16 | FNN | √ | √ | √ | √ | 4 | √ | - |
| 17 | FHR | - | - | - | √ | 1 | - | √ |
| 18 | GLB | √ | √ | √ | √ | 4 | √ | - |
| 19 | GTPN | √ | √ | √ | √ | 4 | √ | - |
| 20 | HF | √ | - | - | √ | 2 | - | √ |
| 21 | HLT | √ | √ | √ | √ | 4 | √ | - |
| 22 | HK | √ | √ | √ | √ | 4 | √ | - |
| 23 | IBF | - | √ | √ | √ | 3 | √ | - |
| 24 | KEAK | √ | √ | - | √ | 3 | √ | - |
| 25 | LH | √ | √ | - | √ | 3 | √ | √ |
| 26 | LK | - | - | - | √ | 1 | √ | - |
| 27 | MMI | √ | √ | √ | √ | 4 | √ | - |
| 28 | MWR | √ | √ | √ | √ | 4 | √ | - |
| 29 | MA | - | - | - | √ | 1 | - | √ |
| 30 | MM | - | √ | - | √ | 2 | - | √ |
| 31 | RAW | √ | √ | √ | √ | 4 | √ | - |
| 32 | SA | √ | √ | √ | √ | 4 | √ | - |
| 33 | SDS | √ | √ | √ | √ | 4 | √ | - |
| 34 | SM | √ | √ | - | √ | 3 | √ | - |
| 35 | SIDC | - | √ | √ | √ | 3 | √ | - |
| 36 | S | √ | √ | - | √ | 3 | √ | - |
| 37 | TARA | - | - | - | √ | 1 | - | √ |
| 38 | VAP | - | √ | √ | √ | 3 | √ | - |
| 39 | YA | √ | √ | - | √ | 3 | √ | - |
| 40 | YN | √ | √ | √ | √ | 4 | √ | - |
| Total | | 27 | 29 | 22 | 38 | | 29 | 10 |
| Percentage | | 71% | 76% | 57% | 100% | | 76.4% | 23.6% |

Jember, June 1st, 2015

The English Teacher,

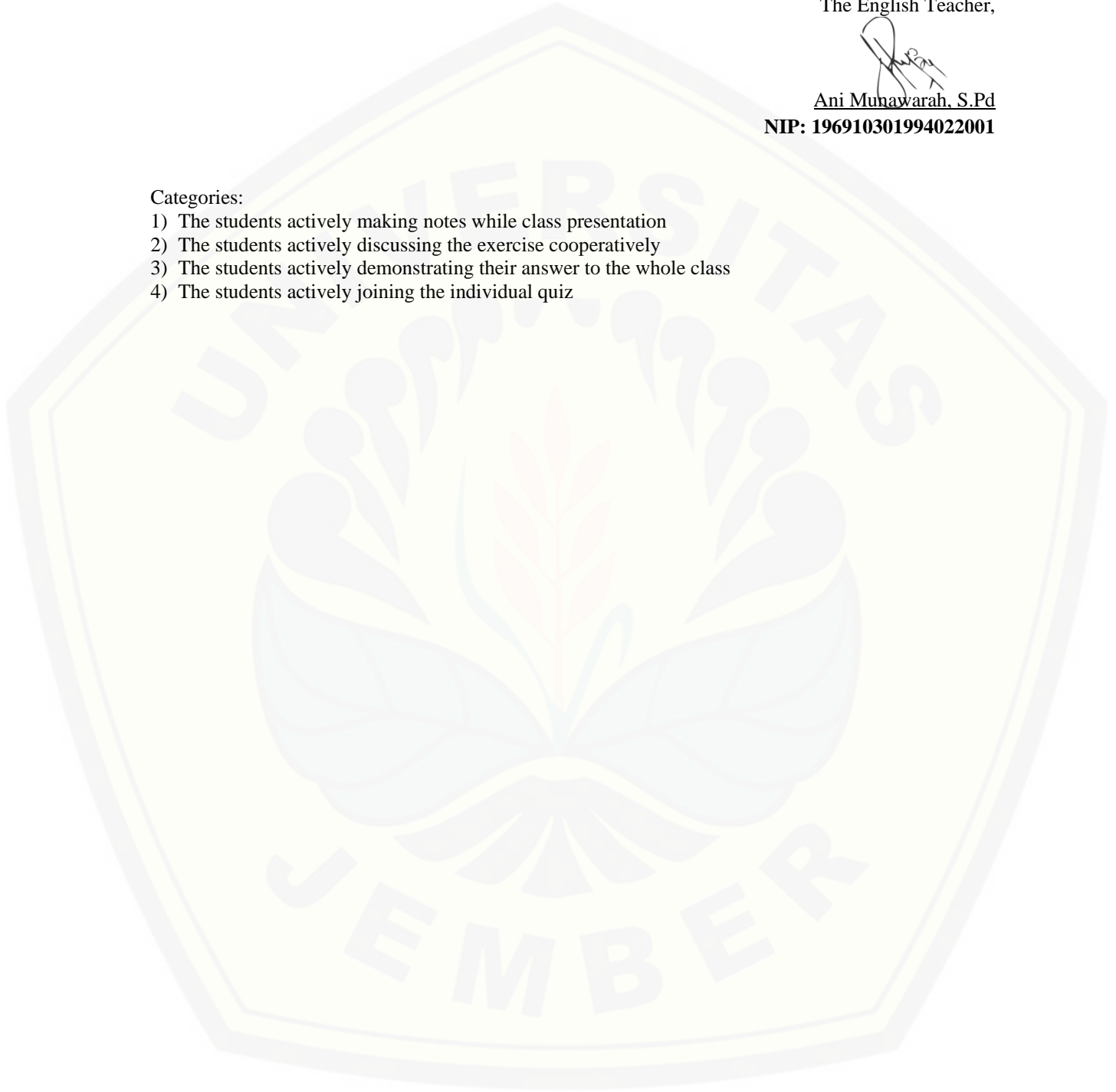


Ani Munawarah, S.Pd

NIP: 196910301994022001

Categories:

- 1) The students actively making notes while class presentation
- 2) The students actively discussing the exercise cooperatively
- 3) The students actively demonstrating their answer to the whole class
- 4) The students actively joining the individual quiz



OBSERVATION CHECKLIST MEETING 2 IN CYCLE 2

| Students' Number | Name | Indicators | | | | Score | Active | Passive |
|-------------------|------|------------|-------|-------|------|-------|--------|---------|
| | | 1 | 2 | 3 | 4 | | | |
| 1 | AAAM | √ | √ | √ | √ | 4 | √ | - |
| 2 | AF | √ | - | √ | √ | 3 | √ | - |
| 3 | ABF | √ | √ | √ | √ | 4 | √ | - |
| 4 | AAW | - | √ | √ | √ | 3 | √ | - |
| 5 | AHY | √ | √ | √ | √ | 4 | √ | - |
| 6 | AATP | √ | √ | √ | √ | 4 | √ | - |
| 7 | AWED | - | √ | √ | √ | 3 | √ | - |
| 8 | AMF | √ | √ | - | √ | 3 | √ | - |
| 9 | ANKA | √ | √ | √ | √ | 4 | √ | - |
| 10 | BR | √ | √ | - | √ | 3 | √ | - |
| 11 | CMS | - | - | - | √ | 1 | - | √ |
| 12 | DR | √ | √ | - | √ | 3 | - | √ |
| 13 | DM | √ | √ | √ | √ | 4 | √ | - |
| 14 | DFR | √ | √ | √ | √ | 4 | √ | - |
| 15 | DAA | √ | √ | - | √ | 3 | √ | - |
| 16 | FNN | √ | √ | √ | √ | 4 | √ | - |
| 17 | FHR | √ | √ | √ | √ | 4 | √ | - |
| 18 | GLB | √ | √ | √ | √ | 4 | √ | - |
| 19 | GTPN | - | √ | √ | √ | 3 | √ | - |
| 20 | HF | √ | √ | - | √ | 3 | √ | - |
| 21 | HLT | √ | √ | √ | √ | 4 | √ | - |
| 22 | HK | - | √ | √ | √ | 3 | √ | - |
| 23 | IBF | √ | √ | - | √ | 3 | √ | - |
| 24 | KEAK | √ | √ | - | √ | 3 | √ | - |
| 25 | LH | - | √ | √ | √ | 3 | √ | - |
| 26 | LK | √ | - | - | √ | 2 | - | √ |
| 27 | MMI | √ | √ | √ | √ | 4 | √ | - |
| 28 | MWR | √ | √ | √ | √ | 4 | √ | - |
| 29 | MA | - | - | - | √ | 1 | - | √ |
| 30 | MM | - | √ | - | √ | 2 | - | √ |
| 31 | RAW | - | √ | - | √ | 2 | - | √ |
| 32 | SA | √ | √ | √ | √ | 4 | √ | - |
| 33 | SDS | √ | √ | √ | √ | 4 | √ | - |
| 34 | SM | √ | √ | - | √ | 3 | √ | - |
| 35 | SIDC | √ | √ | √ | √ | 4 | √ | - |
| 36 | S | √ | √ | - | √ | 3 | √ | - |
| 37 | TARA | - | - | √ | √ | 2 | - | √ |
| 38 | VAP | √ | √ | - | √ | 3 | √ | - |
| 39 | YA | √ | √ | √ | √ | 4 | √ | - |
| 40 | YN | √ | √ | √ | √ | 4 | √ | - |
| Total | | 30 | 35 | 25 | 40 | | 33 | 7 |
| Percentage | | 75% | 87.5% | 62.5% | 100% | | 82.5% | 17.5% |

Jember, June 3rd, 2015

The English Teacher,

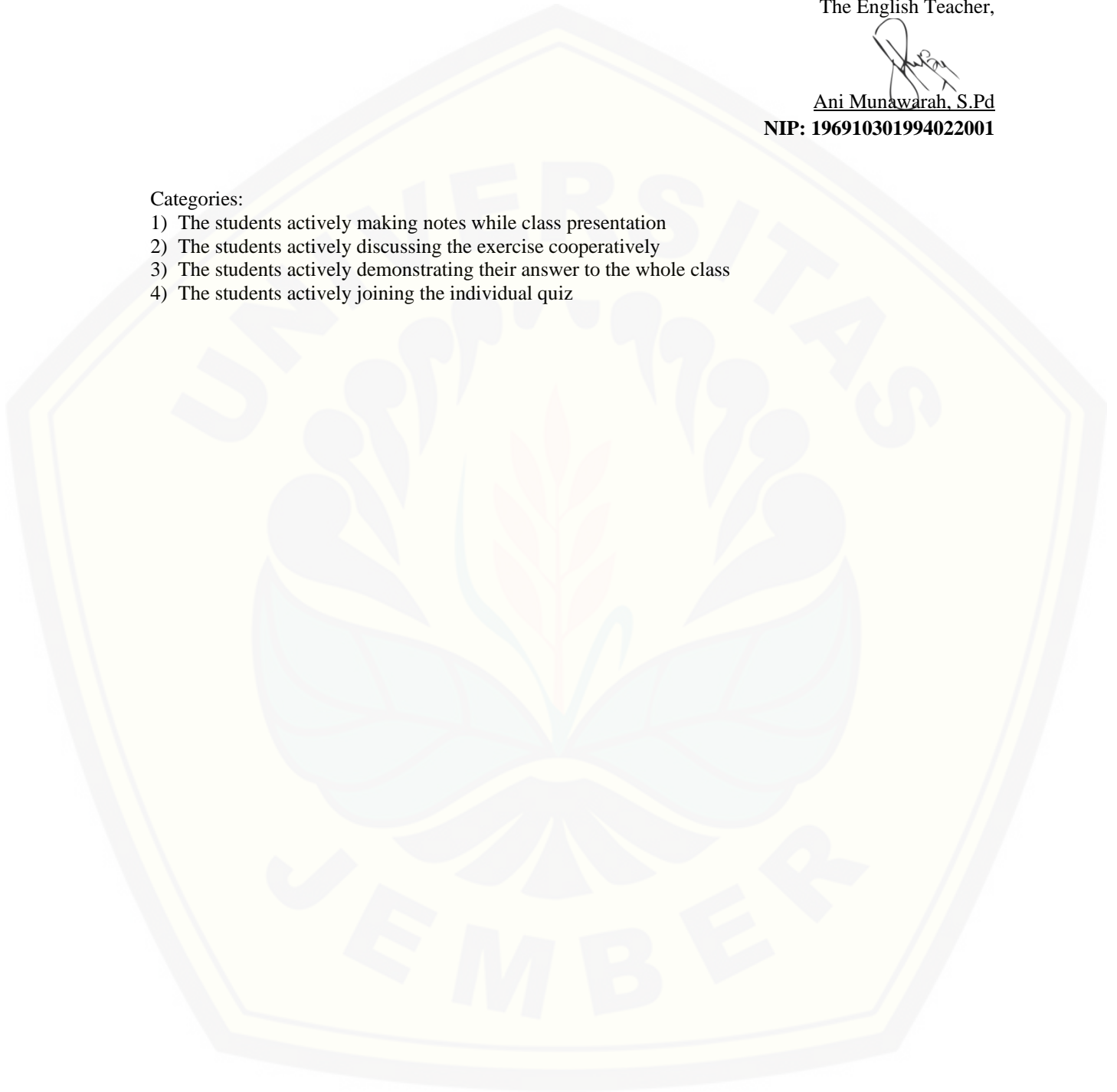


Ani Munawarah, S.Pd

NIP: 196910301994022001

Categories:

- 1) The students actively making notes while class presentation
- 2) The students actively discussing the exercise cooperatively
- 3) The students actively demonstrating their answer to the whole class
- 4) The students actively joining the individual quiz



**The Results of the students' Reading Comprehension Test
in Cycle 1**

| Students' Number | Name | Scores | Achieved | Not Achieved |
|------------------|------|----------------------|----------|--------------|
| 1 | AAAM | 90 | √ | - |
| 2 | AF | 75 | √ | - |
| 3 | ABF | 60 | - | √ |
| 4 | AAW | 75 | √ | - |
| 5 | AHY | 85 | √ | - |
| 6 | AATP | - | - | - |
| 7 | AWED | 60 | - | √ |
| 8 | AAF | 75 | √ | - |
| 9 | ANKA | 80 | √ | - |
| 10 | BR | 55 | - | √ |
| 11 | CMS | 85 | √ | - |
| 12 | DR | 75 | √ | - |
| 13 | DM | 80 | √ | - |
| 14 | DFR | 70 | - | √ |
| 15 | DAA | 75 | √ | - |
| 16 | FNN | 85 | √ | - |
| 17 | FHR | 65 | - | √ |
| 18 | GLB | 90 | √ | - |
| 19 | GTPN | 80 | √ | - |
| 20 | HF | 75 | √ | - |
| 21 | HLT | 70 | - | √ |
| 22 | HK | 85 | √ | - |
| 23 | IBF | 85 | √ | - |
| 24 | KEAK | 60 | - | √ |
| 25 | LH | 55 | - | √ |
| 26 | LK | 80 | √ | - |
| 27 | MMI | 75 | √ | - |
| 28 | MWR | 65 | - | √ |
| 29 | MA | 75 | √ | - |
| 30 | MM | 75 | √ | - |
| 31 | RAW | - | - | - |
| 32 | SA | 70 | - | √ |
| 33 | SDS | 75 | √ | - |
| 34 | SM | 90 | √ | - |
| 35 | SIDC | 75 | √ | - |
| 36 | S | 65 | - | √ |
| 37 | TARA | 75 | √ | - |
| 38 | VAP | 60 | - | √ |
| 39 | YA | 80 | √ | - |
| 40 | YN | 85 | √ | - |
| Total | | 2835 | 26 | 12 |
| | | Mean Score = 74,6 | 65% | 45% |

**The Results of the students' Reading Comprehension Test
in Cycle II**

| Students' Number | Name | Scores | Achieved | Not Achieved |
|------------------|------|----------------------|----------|--------------|
| 1 | AAAM | 95 | √ | - |
| 2 | AF | 80 | √ | - |
| 3 | ABF | 65 | - | √ |
| 4 | AAW | 70 | - | √ |
| 5 | AHY | 85 | √ | - |
| 6 | AATP | 70 | √ | √ |
| 7 | AWED | 60 | - | √ |
| 8 | AAF | 80 | √ | - |
| 9 | ANKA | 90 | √ | - |
| 10 | BR | 75 | √ | - |
| 11 | CMS | 75 | √ | - |
| 12 | DR | 70 | - | √ |
| 13 | DM | 80 | √ | - |
| 14 | DFR | 80 | √ | - |
| 15 | DAA | 85 | √ | - |
| 16 | FNN | 75 | √ | - |
| 17 | FHR | 75 | √ | - |
| 18 | GLB | 100 | √ | - |
| 19 | GTPN | 85 | √ | - |
| 20 | HF | 80 | √ | - |
| 21 | HLT | 90 | √ | - |
| 22 | HK | 85 | √ | - |
| 23 | IBF | 80 | √ | - |
| 24 | KEAK | - | - | - |
| 25 | LH | 75 | √ | - |
| 26 | LK | 85 | √ | - |
| 27 | MMI | 90 | √ | - |
| 28 | MWR | 70 | - | √ |
| 29 | MA | 80 | √ | - |
| 30 | MM | 75 | √ | - |
| 31 | RAW | 80 | √ | - |
| 32 | SA | 75 | √ | - |
| 33 | SDS | 80 | √ | - |
| 34 | SM | 85 | √ | - |
| 35 | SIDC | 75 | √ | - |
| 36 | S | 55 | - | √ |
| 37 | TARA | 80 | √ | - |
| 38 | VAP | 65 | - | √ |
| 39 | YA | 90 | √ | - |
| 40 | YN | 80 | √ | - |
| Total | | 3070 | 31 | 8 |
| | | Mean Score = 78,7 | 79% | 21% |

The Sample of the Students' Worksheet

95

| READING COMPREHENSION TEST | |
|---|--|
| Name : Abdil Aziz Almekhoni | |
| Student's Number : 1 | |
| Class : VIII F | |
| Day/Date : Friday, June 5 th 2015 | |
| 1. A B <input checked="" type="checkbox"/> D 2. <input checked="" type="checkbox"/> B C D 3. A <input checked="" type="checkbox"/> C D 4. A B C <input checked="" type="checkbox"/> D 5. <input checked="" type="checkbox"/> B C D 6. A B <input checked="" type="checkbox"/> D 7. A B C <input checked="" type="checkbox"/> D 8. A B <input checked="" type="checkbox"/> D 9. A <input checked="" type="checkbox"/> C D 10. A B C <input checked="" type="checkbox"/> D | 11. <input checked="" type="checkbox"/> B C D 12. A B C <input checked="" type="checkbox"/> D 13. A B <input checked="" type="checkbox"/> D 14. A <input checked="" type="checkbox"/> C D 15. <input checked="" type="checkbox"/> B C D 16. A B <input checked="" type="checkbox"/> D 17. A B C <input checked="" type="checkbox"/> D 18. A B C <input checked="" type="checkbox"/> D 19. <input checked="" type="checkbox"/> B C D 20. A B C <input checked="" type="checkbox"/> D |
| SCORE : | |

100

| READING COMPREHENSION TEST | |
|---|--|
| Name : Gilang Lintang Bhaskara | |
| Student's Number : 18 | |
| Class : VIII F | |
| Day/Date : Friday, June 5 th 2015 | |
| 1. A B <input checked="" type="checkbox"/> D 2. <input checked="" type="checkbox"/> B C D 3. A <input checked="" type="checkbox"/> C D 4. A B C <input checked="" type="checkbox"/> D 5. <input checked="" type="checkbox"/> B C D 6. A B <input checked="" type="checkbox"/> D 7. A B C <input checked="" type="checkbox"/> D 8. A B <input checked="" type="checkbox"/> D 9. A <input checked="" type="checkbox"/> C D 10. A B C <input checked="" type="checkbox"/> D | 11. A <input checked="" type="checkbox"/> C D 12. A B C <input checked="" type="checkbox"/> D 13. A B <input checked="" type="checkbox"/> D 14. A <input checked="" type="checkbox"/> C D 15. <input checked="" type="checkbox"/> B C D 16. A B <input checked="" type="checkbox"/> D 17. A B C <input checked="" type="checkbox"/> D 18. A B C <input checked="" type="checkbox"/> D 19. <input checked="" type="checkbox"/> B C D 20. A B C <input checked="" type="checkbox"/> D |
| SCORE : | |

APPENDIX O



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 530738 Faks: 0331-332 475
Laman: www.fkip.unej.ac.id

06 MAY 2015

Nomor 3289/UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Negeri 9 Jember
Jember

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

Nama : Prisilia Della A.
NIM : 110210401035
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 Use of STAD Technique to Improve Students' Participation and Their Recount Text Reading Comprehension Achievement at SMP Negeri 9 Jember"**.

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.



a.n. Dekan
Penjabat Dekan I,

D. Sukatman, M.Pd.
NIP. 19640123 199512 1 001

APPENDIX P



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SEKOLAH RINTISAN SSN
SMPN 9 JEMBER

Jl. Kutai No. 169, Bumi Tegal Bai Telp. (0331) 339231 Jember 68123

**SURAT KETERANGAN**

Nomor : 424 / 175 / 413.03.20523895 / 2015

Yang bertanda tangan di bawah ini :

Nama : H. JOKO SUCAHYO, S. Pd., M. Pd.
N I P : 19660901 198901 1 001
Pangkat / Gol. : Pembina Tk. I – IV/b
J a b a t a n : Kepala Sekolah
Unit Kerja : SMP Negeri 9 Jember

Menerangkan bahwa :

Nama : Prisilia Della A.
N I M : 110210401035
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan Universitas Jember

Yang bersangkutan telah melaksanakan Penelitian tentang “ The Use of STAD Technique to Improve Student’ Participation and Their Recount Text Reading Comprehension Achievement at SMP Negeri 9 Jember “ pada tanggal 22 Mei 2015 s.d. 05 Juni 2015 di kelas VIII F SMP Negeri 9 Jember.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 31 Juli 2015

Kepala Sekolah,

H. JOKO SUCAHYO, S. Pd., M. Pd.
NIP. 19660901 198901 1 001