



**THE IMPLEMENTATION OF STUDENT TEAMS–ACHIEVEMENT
DIVISIONS (STAD) TECHNIQUE TO ENHANCE STUDENTS’ READING
COMPREHENSION**

THESIS

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JEMBER UNIVERSITY**

2019



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

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DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents: Ja'far Shiddiq (alm) and Yatimah
2. My beloved brothers: Saiful Rijal and Lukman Harun



MOTTO

“There is only one thing that makes a dream impossible to achieved: the fear of failure”

(Paulo Coelho)



STATEMENT OF THESIS AUTHENTICITY

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

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

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Jember, June 26th 2019

The writer,

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CONSULTANTS' APPROVAL

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COMPREHENSION**

THESIS

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1. The Dean of the Faculty of Teacher Training and Education, Jember University;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of English Education Program;
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6. The Principal of MTs Muncar, the English Teacher, and the VIII-1 grade students who helped in conducting this research.

I expect this thesis is useful for the readers. Any criticism and suggestions will be appreciate to make this thesis better.

Jember, June 26th 2019

The Writer

SUMMARY

The Implementation of Student Team–Achievement Divisions (STAD) Technique to Enhance Students’ Reading Comprehension, Anida Rofiqoh, 120210401104, 2019, English Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

This classroom action research was conducted at MTs Muncar. It was intended to help the students improve their reading comprehension achievement of descriptive text and their participation. Based on the interview with the English teacher of the eighth grade students of MTs Muncar combined with analyzed the students’ previous English score and observation in the classroom, it was known that the VIII-1 grade students had difficulties in reading comprehension. They had difficulties in comprehending a text, lack of vocabularies, and less motivation in teaching and learning process especially in reading comprehension. Therefore, the researcher tried to help the students solved the problems by implementing Student Teams–Achievement Divisions (STAD) Technique as a technique in teaching reading comprehension. Observation checklist and reading comprehension test were used by the researcher to collect the data. Thus, the data were analyzed to know the result of the students’ reading comprehension achievement and their participation after conducting the research. There were two cycles in this research. In each cycle consisted of two meetings and a test.

In the first cycle, there was improvement of the students’ participation. There were 13 (65%) active students of 20 students in the teaching learning process in the first meeting. And there were 15 (75%) active students in the teaching learning process in the second meeting. The average score of the students’ participation in the first cycle was 70%. It showed that the students’ participation in the teaching learning process of reading comprehension through STAD technique met the target. Besides, the result of the students’ reading comprehension test in the first cycle showed that there were 13 (65%) students of 20 students who achieved the minimum score. It could be concluded that the result of the students’ reading comprehension test in the first cycle did not achieved the target research,

that was 70% of the students got score at least 70. So, the actions continued to the second cycle.

The result of the observation in the second cycle showed that the average percentage of the observation improved from the first cycle, that was 85% students were categorized as active students. In addition, there was improvement of the average of the students' reading comprehension test. There were 16 (80%) students of 20 students got score at least 70. It could be concluded that the second cycle had met the criteria of success of this research.

The research finding above showed that STAD technique could improve the VIII-1 grade students' of MTs Muncar reading comprehension achievement and their participation. By considering the research finding, it is expected that the English teacher use STAD technique as a technique in teaching and learning process especially in teaching reading comprehension. The result of this research is also suggested as reference to the future researcher who wants to conduct a research dealing with the implementation of STAD technique in different English skill, different level student, or different research design.

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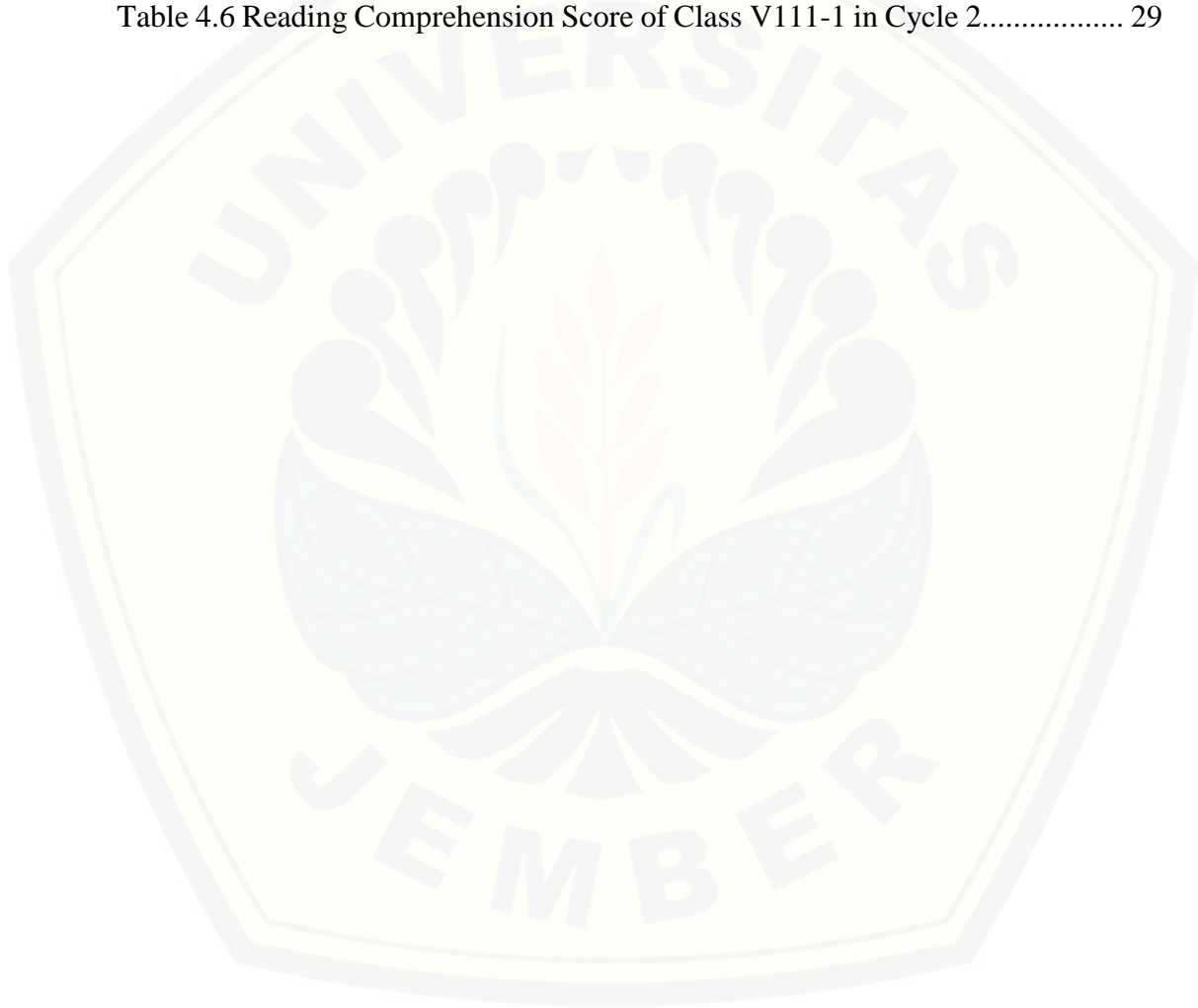


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CHAPTER 1. INTRODUCTION

This chapter contains the background of the research, the problems of the research, the objectives of the research, and the contributions of the research.

1.1 Background of the Research

Reading is one of the English language skills that the students should learn and master. Reading is needed by the students because reading can increase their knowledge and get many new information. Grellet (1996:3) says that “it is not enough to understand the gist of the text, more detail comprehension is necessary”. Therefore, the students need to improve their comprehension in reading to help them understand the content of the text easily.

Based on the interview with the English teacher of the eighth grade student of MTs Muncar combined with analyzed the students’ previous English score and observation in the classroom, it was found that: 1) the students had difficulties in comprehending a text. So, they got low score in reading comprehension; 2) the students also got low motivation in teaching and learning process especially in reading comprehension. It was because of the students’ lack of vocabulary. The students had difficulties in understanding the question. They always asked to the teacher or their friend about the meaning of the question. It made the class crowded. In addition, some students did not pay attention to the teacher’s explanation. They talked each other during the teaching learning process. Therefore, to help the students solve their problem in the classroom especially reading comprehension, an appropriate reading strategy was needed.

One of the reading strategies was Student Teams–Achievement Division (STAD). Research on the use of STAD to improve the students’ reading comprehension was needed due to the students’ lack of reading comprehension ability. STAD is one of the techniques that can be used to improve the teaching of reading comprehension. STAD is one of the cooperative learning types developed by Slavin in the last 1970s (Zuo, 2011:987) at John Hopkins University. STAD technique can be used to help the students improve their achievement in various subjects. This is supported by Slavin (1991:92) who says that STAD technique has

been used in a wide of variety of subjects such as mathematics, language arts and social studies.

STAD for language learning especially English in EFL learners has been investigated widely. Jalilifar (2009), Rahimi (2015), Khansir & Alipour (2015), Ebrahimi & Roohani (2016) conducted an experimental research by implementing STAD technique on different level of students (university and elementary students). The results showed that there was a significant effect of using STAD technique on the students' academic performance. Furthermore, Narzoles (2015) implemented quasi-experimental design. The result showed that there was a significant effect on the students' academic performance and their attitudes toward English.

Different with the previous researches above, Handayani & Kumara (2018) conducted a classroom action research by implementing STAD and picture series on elementary students. The result showed that STAD and picture series could improve the students' speaking skill.

Based on the previous researches above, it could be known that the design of the researches was dominated by experimental research design on university and elementary level students. In other words, the research on STAD with classroom action research (CAR) design on SMP level has rarely conducted. Besides, CAR problem mainly was based on the problem faced by the students in the classroom. Thus far no research had been conducted research on the use of STAD technique to improve the students' reading comprehension for the eighth students of MTs Muncar. Therefore, in this research conducted a classroom action research by implementing STAD technique on SMP level students to help the students solve their problem in reading and improve their participation in learning reading.

Dealing with the discussion above, this research entitled "The Implementation of Student Teams–Achievement Divisions (STAD) Technique to Enhance Students' Reading Comprehension Achievement" conducted.

1.2 Problems of the Research

Based on the research background above, the research problems can be formulated as follows:

1.2.1 How can the implementation of Student Teams–Achievement Divisions (STAD) Technique improve the eighth grade students' participation?

1.2.2 How can the implementation of Student Teams–Achievement Divisions (STAD) Technique improve the eighth grade students' reading comprehension achievement?

1.3 Objectives of the Research

Based on the research background and the research problems, the objectives of this research are as the following:

1.3.1 To improve the eighth grade students' participation through the use of Student Teams–Achievement Divisions (STAD) Technique

1.3.2 To improve the eighth grade students' reading comprehension achievement through the use of Student Teams–Achievement Divisions (STAD) Technique

1.4 Research Contributions

The results of this research are expected to give contributions as the following:

1.4.1 Empirical contribution

It is expected that the results of this research will be useful for the future researcher who wants to conduct a research focusing on the implementation of Student Teams–Achievement Divisions (STAD) technique in different language skills and different research design. For example: The Effect of STAD Technique on Students' Vocabulary Achievement.

1.4.2 Practical contribution

It is expected that the result of this research will be useful to help the students improve their participation and their academic achievement especially on improving their reading comprehension.

1.4.3 Theoretical contribution

It is expected that the results of this research that was the implementation of STAD will be useful for the English teacher to develop the technique to teach English especially for teaching reading comprehension.



CHAPTER 2. REVIEW OF RELATED LITERATURE

The review of related literature deals with the theoretical framework: Student Teams–Achievement Division (STAD), conceptual review: STAD for teaching reading comprehension, and previous studies on the use of STAD as technique to teach English especially reading comprehension.

2.1 Theoretical Framework: Student Teams–Achievement Division (STAD)

Social constructivist theory of Vygotsky (1978) shows that learning is essentially a social activity. Vygotsky states that culture and society, language and interaction play an important role in understanding how people learn. Knowledge, attitude, thought, value of children will develop through an interaction process. Social constructivist theory is a theory underlying cooperative learning (Yusnani, 2018:977).

Cooperative learning is one of teaching approaches suggested in teaching and learning process. According to Slavin (1995) cooperative learning is a technique that brings students of different levels into small group to work together towards common goal. It means cooperative learning considers group work as most important activity during teaching and learning process. Moreover, Yahya (2002) stated that cooperative learning is an effective strategy for classroom with English students. So, cooperative learning is one of suitable strategies in classroom that can help students to achieve the learning objectives together with their group work.

There are five models of cooperative learning, they are: Student Teams–Achievement Division (STAD), Teams Games–Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC) (Slavin, 2005:11). This research focused on Student Teams–Achievement Division (STAD).

Student Teams–Achievement Division (STAD) is one of the cooperative learning types developed by Slavin in the last 1970s (Zuo, 2011:987). According to Slavin (2005:143) STAD is the simplest type of cooperative learning. He states that STAD is the most suitable technique for new teachers who use cooperative learning strategy. The main point behind STAD is to motivate the student help each other to

master the materials presented by the teacher (Slavin: 1994 in Wyk, 2010:84). It means that the students have more opportunity to help each other within their group in the learning activity. So, it can make them more motivated in joining the teaching learning process, including teaching of reading.

Slavin (1991:22) says that there are five major components of STAD technique, they are class presentation, team study, quiz, individual improvement score, and team recognition.

2.2 Conceptual Review: STAD for Teaching Reading Comprehension

2.2.1 Student Teams–Achievement Division (STAD)

Student Teams–Achievement Division (STAD) is one of the cooperative learning strategies. STAD technique can be used to improve students' achievement in various subjects as already mentioned by Slavin (1991:92) who says that STAD technique has been used in a wide of variety of subjects such as mathematics, language arts, and social studies.

Based on Slavin (1991:22) there are five major components of STAD technique. The first is class presentation. In STAD, the students have to pay attention to the teacher's explanation during class presentation, because it can help them to do the quiz easily. The second is team study. It is an important component in STAD. The function of team study is to make sure that each team member studies seriously, masters all the materials, and prepares for their individual quiz. The third is quiz. The quiz aims to know the students' mastery to the material that have been taught. The quiz will be given individually and the students are not allowed to help each other. The fourth is individual improvement score. The purpose of individual improvement is to give the students a performance goal that they can reach. The last is team recognition. Team will get a reward if the average score of the team reached the certain criteria. The main focus of certain criteria is to give motivation to the students to be more active in the teaching and learning process. The team recognition can be done by giving a reward.

Further, STAD has some advantages, disadvantages and the solutions. According to Slavin (1991:24) there are some advantages of STAD. The first,

frequent quizzes give feedback to the students and the teacher. The second, improvement scores challenge the students to improve further in order to reach their performance goal. The third, take less instructional time than Teams–Games–Tournament (TGT). The last, curriculum materials are available in most subjects. STAD can be used to teach mathematic, language arts, science, foreign language, and any several parts of social studies, such as geography, graphs or map skills, any knowledge-level objectives.

Besides the advantages, there are some disadvantages of STAD (Slavin, 1991:63). First, team members does not get along. Some students will be unhappy with their team. Second, noise. Third, absences, it can be a problem in STAD because each member contributes points to the team. Last, ineffective use of team practice.

Slavin (1991:63) also provides the solution for its problems, they are: a) giving more time for teammates to make themselves comfortable with their team; b) giving more additional team points based on team's behavior, cooperativeness, and effort; c) prorating the score for teammates who do not participate in the quiz; d) giving only two worksheets for a team which consists of four members and three worksheets for a team which consists of five members.

2.2.2 Reading Comprehension

Reading is an important skill in a foreign language learning and plays a major role in getting information and knowledge from original resources (Mohammadi and Davarbina, 2015). Therefore, the students have to master reading comprehension skill to get a new information and knowledge. According to Grellet (1996:7) “reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it”. In other words, reading should be learnt by the students from very beginning to help them comprehend a content of the text and get new information easily. Reading comprehension is understanding a written text to get required information (Grellet, 1996:2). It means that the students should have a good skill in comprehending a text. It is needed to help the

students to get required information easily. Therefore, reading is important to be learnt by the students.

The main focus of this research was to improve the students' reading comprehension achievement and their participation by implementing STAD as a technique. This research focused on finding general information (paragraph and text comprehension) and finding specific information (word and sentence comprehension). General information of the text deals with the main idea of each paragraph, the title, and the topic of the text. The main idea of a paragraph is the most important thing because it explains the ideas of the whole paragraph (McWhorter, 1989:106). The students can comprehend the content of the text by finding the general information. Specific information of the text deals with the supporting ideas of the text. McWhorter (1989:113) says that supporting details are needed to support the main idea of a paragraph.

Based on Angie (2012) there are some types of text, they are: analytical exposition text, hortatory exposition text, discussion text, narrative text, recount text, news item text, report text, descriptive text, explanation text, and procedure text. This research only focused on descriptive text. "Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing" (Angie, 2012).

Furthermore, Angie (2012) states that there are two generic structures of a descriptive text, namely: identification and description. Identification refers to an introduction of a person, place, animal or object will be describe. Description contains a description of something such as animal, thing, place or person by describing its features, forms, colors, or anything related to what the writer describe. Language features of a descriptive text are: specific participant has a certain object, is not common and unique (only one), for example: Bandengan beach, my house, uncle Jim; the use of adjective (an adjective) to clarify the noun, for example, be used for the following expression: a beautiful beach, a handsome man, the famous place in Jepara, etc; use the present tense sentence for telling the facts of object descriptions; using action verbs, there are verbs that show an activity, for example: run, sleep, walk, cut, etc (Nurdiono, 2015).

There are four components of reading comprehension that have to be mastered by the students and become the indicators of the students' reading comprehension achievement. According to McWorther (1989:90) reading comprehension deals with word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. So, the reading comprehension test has to measure those components of reading comprehension.

a. Word Comprehension

A word is the important point in reading. A word is the smallest unit of a text that has meaning. The first step to be a successful reader is to know what the words mean (Harmer, 2004:70). It means the meaning of the word is important in order to comprehend the meaning of the text. The example of word comprehension is as follows:

1. "My mother is a beautiful person" What is the opposite of the underlined word?
 - a. Handsome
 - b. Good
 - c. Amazing
 - d. Ugly

www.englishindo.com

The answer is D. Ugly

b. Sentence Comprehension

A sentence consists of a group of words that deliver a new meaning. A sentence expresses at least a key idea, which consists of a simple subject and a verb relating something or someone (McWorther, 1989:99). It means sentence comprehension is understanding what the sentence tells about, what the subject, the verb or the object is. The example of sentence comprehension is as follows:

1. Who is Anisa?
 - a. The writer's mother
 - b. The writer's friend
 - c. The writer's sister
 - d. The writer's niece

www.englishindo.com

The answer is A. The writer's mother

c. Paragraph Comprehension

A paragraph comes from some sentences. According to McWorther (1989:93) a paragraph is a group of related sentences about a single topic. There are two aspects or elements in a paragraph, namely a topic sentence and supporting details. A

topic sentence is the main idea of the paragraph that needs other statements to support it (supporting details/sentences).

The example of paragraph comprehension:

1. What is the main idea of the fourth paragraph?
 - a. The writer's mother
 - b. The writer's brother
 - c. The writer's sister
 - d. The writer's father

(www.englishindo.com)

The answer is C. The writer's sister

d. Text Comprehension

Reading is an activity to get information. Grellet (1996:2) states that reading comprehension is understanding a written text to get required information. The reader can get the information needed in a text. To get the information they need, the readers should have a good skill in comprehending a text. The example of text comprehension

My Sphinx Cat

My Sphinx cat is the only pet I have. He has a little hair but is not totally hairless as he has a peach fuzz over much of his body. His coat is often a warm chamois. My Sphinx has a normal cat proportion.

I like his tail although my mom say that it is like a rats tail. I love his usual color varieties including, tortoiseshell, chocolate, black, blue, lilac, chocolate etc. He is really an amazing cat. Believe it or not, he is very intelligent cat. He can respond my voice commands.

1. What is the main topic of the text?
 - a. My sphinx cat
 - b. A pet
 - c. Cat
 - d. My mom

(<https://www.nurdiono.com/purpose-and-example-descriptive-text.html>)

The answer is A. My sphinx cat

2.2.3 STAD Technique in Teaching Reading

Slavin (1991:25) states that there are some steps in implementing STAD in teaching and learning process.

1) Preparing materials

The teacher has to prepare the materials before teaching in the class. The material can be adapted from Team Learning Project developed by John Hopkins or adapted from textbooks, other publishers, internet, or materials

created by the teacher. The teacher has to prepare worksheets, answer sheets, and a quiz that is given to the students after practice.

2) Assigning the students to teams

STAD team consists of four or five students who are heterogeneous, in terms of academic performance, religion, gender, and ethnicity. In STAD, the students cannot choose their own members of the team to avoid unbalanced composition of the team. Each team should have a higher performer, a low performer, and two average performers. In addition, a team should be combination by male and female students.

3) Determining the students' based score

The students' based score is used to know the students' improvement score after giving a treatment. The students' based score is obtained from the previous score given by the teacher.

4) Presenting the lesson

Each lesson in STAD begins with a class presentation. The teacher presents the content of the lesson to the students. In teaching learning activity, the teacher has to focus on introduction, developing stage, and guidance practice of all the lesson.

5) Team study

During team study, the team members' tasks are to master the material given by the teacher and they can help their teammates master the material. The students are given worksheet and answer sheet as the medium to practice the skill that is being taught and to assess themselves and their teammates about the material given. The higher level students of each team are expected to teach their teammates until they understand the material given by teacher.

6) Individual quizzes

The students are not allowed to help each other while doing this quiz. The quiz functions to measure the students' knowledge about what they have learned in class presentation and team practice. The team members have to perform better than before, because their scores determine their team's score.

7) Calculating individual improvement score and team score

As soon as possible after each quiz, the teacher calculates individual improvement score and team score, and gives a present for team with highest score. The improvement points are calculated for each team member and divided by the number of team members to get team score. Based on Slavin (2005:159), there is a formula to calculate students' improvement scores.

Slavin's formula of students' improvement score is shown in table 2.1

Table 2.1 The Formula of the Students' Improvement Score

No	Quiz score	Improvement point
1.	More than 10 points below the base score	5 points
2.	1-10 points below base score	10 points
3.	Base score until 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)

2.3 Previous Studies of STAD

There were some previous researches conducted related to the topic of the implementation of STAD technique. The first one was done by Jalilifar (2009) entitled "the effect of cooperative learning technique on college students' reading comprehension". He conducted an experimental research by comparing two cooperative learning techniques, they are: Student Teams–Achievement Divisions (STAD) and Group Investigation (GI) involving college students as the research participants. He intended to know the effectiveness of cooperative learning techniques on reading comprehension achievement. The result showed that STAD is a more effective technique for teaching EFL reading comprehension than GI.

The second research was investigated by Rahimi (2015). She applied an experimental research and the participants of the research were Iranian pre university EFL learners. She investigated the effects of STAD on students' reading comprehension. She found that there was a significant effect on the students' reading comprehension and their motivation.

The third, Ebrahimi & Roohani (2016) conducted a research on the impact of STAD on students' reading comprehension. They used Iranian university students as the participants of the research. They applied an experimental research as the research design. The result of the research indicated that STAD was more effective technique for English compared to the lecturing methods of teaching.

The last was Handayani & Kumara (2018) who conducted a classroom action research by implementing STAD technique and picture series on students' speaking skill. They used the 3rd grade of Cipta Dharma elementary school as the participants. The result of the research showed that STAD technique and picture series can improve the students' speaking skill.

From the discussion above, it could be understood that STAD technique was effective to be used in the teaching of English, and there was a significant effect on the students' participation on university and elementary level students. This research conducted a classroom action research, the same with Handayani & Kumala's research (2018). But, there were some differences from the previous research. The first were the students level, this research used the eighth grade students' of MTs Muncar. The second, this research only implement STAD as a technique to teach reading comprehension. The last, the previous researches used pre-test and post-test to measure the students' ability while this research only used post-test.

CHAPTER 3. RESEARCH METHOD

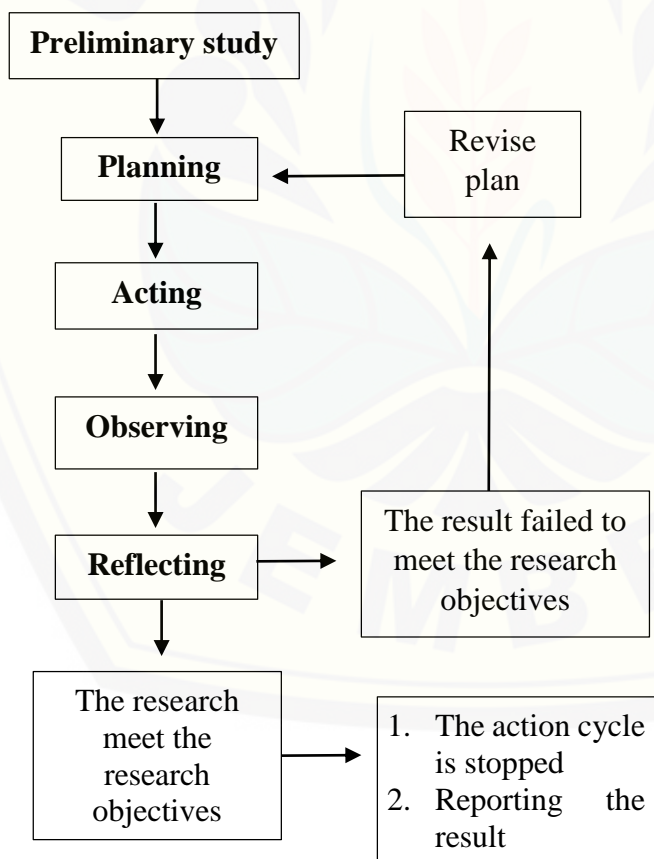
This chapter presents the discussion of the research design, the research context, the research participants, the data collection method, and the data analysis method.

3.1 The Research Design

This research used classroom action research design. It was intended to improve the students’ reading comprehension achievement and their participation through Student Teams–Achievement Divisions (STAD) Technique. The cycle model of this action research consists of 4 steps, they are: planning, acting, observing, and reflecting (Adapted from Kemmis and McTaggart, in McNiff, 2002:50).

The design of this research is shown in the diagram below:

Diagram 3.1 The Design of Classroom Action Research



(Adapted from Kemmis and McTaggart, in Mc Niff, 2002:50)

Preliminary study was done, and it was continued by constructing the lesson plan based on the finding of the problem in preliminary study. Next, the researcher was implementing the action based on the problem and doing the observation during the action. After that, the researcher analyzed the collected data and made reflection to evaluate the results of the action. The action continued to the next cycle if 70% of students' reading test scores in the first cycle could not achieve the minimum score that is 70.

3.2 Research Context

This research was conducted at MTs Muncar. It was located on Jl. Ki Hajar Dewantara No. 142, Muncar Banyuwangi. This school was chosen because there was a problem about reading comprehension especially for the eighth grade students. In addition, the Principal of the school and the English teacher had given permission to the researcher to conduct this classroom action research. This school applied 2013 Curriculum. The time of English lesson in this school is 4x40 minutes in a week and lecturing method is mostly used in the teaching and learning process.

3.3 Research Participants

The research participants were the students of 8-1 of MTs Muncar. This class was chosen because most of the students of 8-1 got difficulties in comprehending a text. They also had low score in their reading comprehension test. In addition, the students also had low motivation in teaching and learning process. It could be known from the English teacher's document of the percentage of the students' participation during teaching and learning process which is around 60% while the standard percentage of the active participation of this school is 70%. Therefore, a classroom action research was needed to improve the students' reading comprehension achievement and their participation.

3.4 Data Collection Method

In conducting this classroom action research, the data were collected by using a reading comprehension test, observation, interview, and documentation.

3.4.1 Reading Comprehension Test

According to Hughes (2003:9) there are four types of test, they are: proficiency test, achievement test, diagnostic test, and placement test. An achievement test will be used. The purpose of achievement test is to measure how successful the students are able to achieve the learning objectives after joining an instruction. So, it is appropriate to measure the students' reading comprehension achievement after treating the action to the students. That is teaching reading comprehension by using STAD as a technique.

There are two types of test based on the scoring system, they are objective test and subjective test (Hughes, 2003:19). This research will use an objective test. According to Heaton (1988:25) an objective test is a test that consists of only one correct answer or a limited number of correct answers and no judgment is required in the part of scoring. The objective test in the form of multiple choice is chosen because it is easy to score and the score is highly reliable. Based on Hughes (2003:76) states that the most obvious advantage of multiple choice is that the scoring can be perfectly reliable.

The reading comprehension test consists of 25 test items consisting of 15 test items on finding general information (paragraph and text comprehension) and 10 test items on finding specific information (word and sentence comprehension) (See in appendix H and L). Dealing with the scoring, each correct item will be scored 4. Therefore, the total score of the test items is 100 points and the time allocation in accomplishing the test is 60 minutes.

3.4.2 Observation

Observation was used to get the data of the students' participation in the teaching learning process. In collecting the data, observation checklist was used to record the students' active participation in teaching learning process. The indicators to be observed are: a) paying attention to the teacher's explanation; b) reading the text given by the teacher; c) discussing the material with the team; d) doing the quiz given by the teacher individually; e) answering the question of the quiz to the whole class.

Table 3.1 The Observation Checklist for Students' Participation

No.	Students' Name	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

The students are considered as active participants if they met at least three of the five indicators mentioned in the checklist. Whereas, the students who met only two indicators of the five indicators are considered as passive participants. This research succeeded if 70% of the students were active in the teaching learning process.

3.4.3 Interview

Interview is a kind of conversation or speech used by a researcher to know the respondent's information about something (Hatch, 2002:91). In this research, interview was conducted to get information of teaching learning process in reading comprehension by the English teacher of MTs Muncar. The researcher used structured interview in conducting the interview. Structured interview is an interview in which the questions are organized before the interview is conducted (Cohen et al, 2007:355). From the interview, the researcher knows that VIII-1 of MTs Muncar got low score in the reading comprehension, and they also had low motivation in learning English especially reading comprehension.

3.4.4 Documentation

Elliot (1991:78) states that “documentation can provide information which is relevant to the issues and problems under investigation”. In this research, the documentations used to get data about the names of the students and the previous English test score of the VIII grade students at MTs Muncar to know the class that has lowest score of English.

3.5 Data Analysis Method

The data analysis method used to analyze the obtained data. The collected data about the students’ reading comprehension achievement analyzed by using percentage and mean score formula as follows:

$$\Sigma = \frac{A}{N} \times 100\%$$

Notes:

Σ = the percentage of the students active participation

A = the total number of the students who are active

N = the total number of the students

(Cohen et al, 2007:442)

$$\Sigma = \frac{A}{N} \times 100\%$$

Notes:

Σ = the percentage of the students who got score ≥ 70

A = the number of the students who got score ≥ 70

N = the number of the students doing the test

(Cohen et al, 2007:442)

$$M = \frac{\Sigma x}{n}$$

Notes:

M = the mean score of the students’ reading comprehension

Σx = the score of the students’ reading comprehension

n = the total number of the students

(Gay et al, 2012:323)

CHAPTER 5. CONCLUSION AND SUGGESTIONS

This chapter contains the conclusion and suggestions. The research conclusions and suggestions are discussed in the following part.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that teaching and learning process of reading comprehension through STAD technique at the VIII-1 grade students of MTs Muncar could improved the students' reading comprehension achievement and their participation.

The implementation of STAD technique could improve the students' participation in the teaching learning process of reading comprehension. It could be known from the improvement of the percentage of the students' participation from the first cycle that was 70% to 85% in the second cycle.

The improvement of the students' reading comprehension test could be seen from the improvement of the percentage of the students who got score at least 70 that was 65% of the students in the first cycle and 80% in the second cycle.

5.2 Suggestions

Based on the results of the action research above, the suggestions are proposed to the English teacher, the students, and the future researches.

5.2.1 The English Teacher

By considering the result of this action research. The English teacher is suggested to use STAD technique as an alternative in teaching reading comprehension. It is due to the fact that STAD technique could improve the students' reading comprehension achievement and their participation.

5.2.2 The Future Researcher

The result of this research is suggested as reference to the future researcher who wants to conduct a research dealing with the implementation of STAD technique in the teaching learning process. The research can be used different research design, different level student, or different English skill.

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APPENDIX A

RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data resources	Research methods	Hypothesis
<p>The Implementation of Student Teams–Achievement Division (STAD) Technique to Enhance The Students’ Reading Comprehension</p>	<p>1. How can the use of Student Teams–Achievement Divisions (STAD) Technique improve the students’ participation in the teaching learning reading comprehension?</p> <p>2. How can the use of Student Teams–Achievement Divisions (STAD) Technique improve the students’ reading comprehension achievement?</p>	<p>1. Independent variable: Teaching Reading by using Student Teams–Achievement Divisions (STAD) Technique</p> <p>2. Dependent variables: a) The students’ participation in joining the teaching learning process b) The students’ reading comprehension</p>	<p>1. Component of STAD: 1) Class presentation 2) Team 3) Quiz 4) Individual improvement 5) Team recognition</p> <p>1.1 The indicators of the students’ participation are as the following: a) The students pay attention to the teacher b) The students study the materials with the team c) The students discuss the exercises with the team d) The students answer the question of the exercises to the whole class e) The students join the quiz given by the teacher individually</p> <p>1.2 The students’ score of reading comprehension test include:</p>	<p>1. Research Participants: The VIII-1 class of MTs Muncar</p> <p>2. Informant and Collaborator: The eighth grade English teacher of MTs Muncar</p> <p>3. School Documents: a) The names of the research participants b) The students’ reading comprehension test score obtained from the test done by the English teacher</p>	<p>1. Research design: Classroom Action Research with the cycle model. The stages of the cycle are: 1) Planning 2) Acting 3) Observing 4) Reflecting <i>(Adapted from Kemmis and McTaggart, in Mc Niff, 2002:50)</i></p> <p>2. Research area: Purposive method</p> <p>3. Research subject determination method: Purposive method</p> <p>4. Data collection method: a) Reading comprehension test b) Observation c) Interview d) Documentation</p> <p>5. Data analysis method: The data is analyzed by using the formula:</p>	<p>1. The Implementation of STAD technique can improve the students’ participation in teaching learning process in reading class</p> <p>2. The use of STAD technique can improve the students’ reading comprehension achievement at MTs Muncar</p>

			<p>a. General information (paragraph comprehension & text comprehension)</p> <p>b. Specific information (word comprehension & sentence comprehension)</p>	$\Sigma = \frac{A}{N} \times 100\%$ <p>Notes: Σ = the percentage of students' participation in reading class A = the total number of students who are active N = the total number of students</p> $\Sigma = \frac{A}{N} \times 100\%$ <p>Notes: Σ = the percentage of the students who got score ≥ 70 A = the number of the students who got score ≥ 70 N = the total number of students <i>(Adapted from Cohen, 2007:442)</i></p> $M = \frac{\Sigma x}{n}$ <p>Notes: M = the mean score of the students' reading comprehension Σx = the score of the students' reading comprehension n = the total number of the students <i>(Gay et al, 201 2:323)</i></p>	
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APPENDIX B**Data Instruments****I. Interview Guide**

No.	The questions	Data resources
1.	What curriculum do you use in teaching English?	Curriculum 2013 for Junior High School
2.	What textbook do you use to teach English for eighth grade students?	When English rings a bell
3.	How do you usually teach reading comprehension to the students?	Lecturing method by giving questions to the students
4.	Have you ever used STAD as a technique in teaching reading comprehension?	No, I have not used STAD technique
5.	What kinds of problems do you think the students have in reading comprehension?	The students have difficulties to understand the meaning of the text They lack of vocabulary
6.	How many classes are there in each grade of MTs Muncar?	There are 4 classes in each grade
7.	Is there any class that has problems in reading comprehension? Which class? How many students that have the problems?	Yes, there is VIII-1. Most of the students in this class. It can be seen from the reading score of VIII-1. There are 20 students that have problems with reading comprehension

II. Documentation

1.	The names of the research subjects
2.	The previous scores of reading comprehension test from the English teacher of VIII-1 grade

APPENDIX C



YAYASAN " MIFTAHUL ULUM "
MADRASAH TSANAWIYAH MUNCAR

STATUS : TERAKREDITASI-B |NSM : 121235100009 |NPSN : 20581670

Kedungrejo Muncar Banyuwangi

Alamat : Jl. Ki Hajar Dewantara No. 142 Kedungrejo Muncar Banyuwangi Jawa Timur | Telp : 0333-593928 | e-mail : mts.muncar@gmail.com

**The Names and the Previous Reading Comprehension Test Score of VIII-1
 Students at MTs Muncar Banyuwangi**

No	Students Names	Gender		Score
		Male	Female	
1.	Agil Mahbub	√		65
2.	Ahmad Zainurrofiq	√		44
3.	Annisa Adelia Fahmi		√	72
4.	Aprisilla Ayu Legita		√	60
5.	Arista Rosita Dewi		√	58
6.	Ayesya Al Gibrani		√	54
7.	Dela Dwi Hidayanti		√	60
8.	Dika Agustalia Andaresa		√	40
9.	Dover	√		40
10.	Ferdiansyah	√		60
11.	Hendra Almuarip Abd R	√		62
12.	Hera Eky Astya Dewi		√	60
13.	Jessica Carolin		√	44
14.	Mohammad Rijalulloh	√		70
15.	Putri Crystal Violin		√	80
16.	Putri Rofika Indah		√	54
17.	Revita Dewi		√	55
18.	Rudi Hairuddin	√		40
19.	Shela Nurul Ilahiyah		√	70
20.	Sintya Dwi Wahyuni		√	78
Jumlah M/F		M=7/F=13		1.166

(Source: The English teacher's document)

$$M = \sum/N$$

$$M = 1.166/20 = 58.3$$

APPENDIX D**Score Sheet for the Quiz and Teams' Score****I. Score Sheet for the Quiz**

Students' Names	Date:			Date:		
	Base score	Quiz score	Improvement score	Base score	Quiz score	Improvement score
AM	65	65	20	65	70	20
AZ	44	55	30	55	60	20
AAF	72	75	20	75	80	20
AAL	60	60	20	60	70	20
ARD	58	60	20	60	65	20
AAG	54	55	20	55	60	20
DDH	60	55	10	55	55	20
DAA	40	40	20	40	50	20
D	40	50	10	50	60	20
F	60	60	20	60	70	20
HAAR	62	60	20	60	70	20
HEAD	60	65	20	65	70	20
JC	44	50	20	50	60	20
MR	70	75	20	75	75	20
PCV	80	75	10	75	80	20
PRI	54	60	20	60	70	20
RD	55	60	20	60	65	20
RH	40	55	20	55	60	20
SNI	70	70	20	70	75	20
SDW	78	80	20	80	95	30

II. Teams' Score

Team	Teams' Score	
	Quiz 1	Quiz 2
A	20 points	20 points
B	16 points	20 points
C	18 points	20 points
D	22 points	22 points

APPENDIX E**LESSON PLAN****(Meeting 1, cycle 1)**

School	: MTs Muncar
Subject	: English
Level/Semester	: VIII/Even semester
Language Skill	: Reading Comprehension
Materials	: Descriptive text
Theme	: Describing people
Time Allocation	: 2 x 40 minutes

A. Standard Competences

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

B. Basic Competences and Indicators

Basic competences		Indicators	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1	Showing seriously in learning English.
2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Showing the attitude of honesty, discipline, and responsibility.
3.3	Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.	3.3.1	Finding general information (paragraph comprehension & text comprehension) and specific information (word comprehension & sentence comprehension) of descriptive text.
4.4	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	4.4.1	Identifying the general information (paragraph comprehension & text comprehension) and the specific information (word comprehension & sentence comprehension) of descriptive text.

C. Learning Objectives

1. Students are able to show the seriousness of learning English.
2. Students are able to show honesty, discipline, and responsibility.
3. Students are able to find general information and specific information of descriptive text.
4. Students are able to identify the information of the descriptive text.

D. Learning Materials

(Enclosed)

E. Learning Method

Cooperative learning: Students Teams Achievement Divisions Technique (STAD)

The steps: class presentation – team – quiz – individual improvement – team recognition.

F. Media and Source

Media: Picture, LKS, Students' worksheet, White board

Source:

- <http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html>

G. Learning Activities

Activities		Time
Teacher's activities	Student's activities	
Set induction		
1. Greeting the students	1. Responding the teacher's greeting	5'
2. Checking the attendance list	2. Responding the teacher	
3. Observing the students' preparation physically and psychologically	3. Responding the teacher	
4. Giving some leading questions	4. Answering the teacher's questions	
Main activities		
Observing		
Class presentation		
1. Preparing the materials of descriptive text	1. Waiting for the teacher	
2. Explaining the definition of reading of descriptive text, the generic structure, the language features, and the purpose of the text	2. Paying attention to the teacher's explanation and making note	
3. Giving example of the descriptive text	3. Receiving the example of the descriptive text and read it	
Questioning		
Team study		
1. Dividing the students into groups, each group consists of 4-5 students	1. Responding the teacher	70'
2. Asking the students to sit with their team	2. Finding their group and sitting with their group	
3. Giving the descriptive text in the written form for each group	3. Reading the text	
4. Observing the students' activity with their group	4. Discussing the text	
Exploring		
Quiz		
1. Giving the quiz to the students individually	1. Doing the quiz individually	
Associating		
Individual improvement		
1. Asking the students' to discuss the quiz together in the class	1. Discussing the quiz together in the class	
Team recognition		
1. Analyzing the students' score	1. Waiting to the teacher	
2. Giving reward to the group with the highest score	2. Receiving the reward	
Closing		
1. Making conclusion about the materials that have been learnt	1. Paying attention to the teacher	5'
2. Parting the students	2. Responding to the teacher	

H. Assessment

Affective

No.	Students' Name	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

The indicators observe are as follows:

1. The students pay attention to the teacher's explanation
2. The students read the text given by the teacher
3. The students discuss the material with their team
4. The students do the quiz individually
5. The students answer the question of the quiz to the whole class

Jember, 8 April 2019

The researcher

Anida Rofiqoh

120210401104

MATERIALS

Leading Questions



- *“Do you know him?”*
- *“How does he look like?”*

Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text

- **Identification:** identifying the phenomenon/thing to be described
- **Description:** describing the phenomenon/thing in parts, qualities, or/and characteristics

Language features of descriptive text

- Using adjective
- Using simple present tense

The example of descriptive text**Lionel Messi****Identification**

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother's is Celia Maria Cuccitini. He has 2 brothers and 1 sister. His brother's names are Rodrigo and Matias. His sister's name is Maria Sol.

Description

Lionel Messi is a famous football player. He plays for Barcelona FC. He can dribble well like dancing. He can also run very fast although his body is too short for a football player. He can pass the ball well and help his team winning a game.

Lionel Messi has several achievements. He has ever won the best football player in the world for 3 times. In Spain, he has several achievements such as the best goal scorer and top goal scorer. He brings Barcelona to win trophy of La Liga and Champions League many times.

Lionel Messi is well-known as a very kind hearted person. He is very polite in and outside the pitch. He founds an institution of charity to help children in health and education.

(Taken from: <http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html>)

Read the text above and choose the best answer to the following questions based on the text!

1. What kind of the text above?
 - a. Descriptive text
 - b. Discussion text
 - c. Recount text
 - d. Report text
2. Where was Messi born?
 - a. Spain
 - b. Barcelona
 - c. Rosario
 - d. Argentina
3. What is the name of Messi's father?
 - a. Rodrigo
 - b. Matias
 - c. Jorge
 - d. Cuccitini
4. How many children does Jorge and Celia have?
 - a. One
 - b. Two
 - c. Three
 - d. Four

5. What does the first paragraph tell us about?
 - a. Messi's career
 - b. Messi's family
 - c. Messi's character
 - d. Messi's achievement
6. "He can also run very fast." (paragraph 2, line 6). What is the opposite of underline word?
 - a. Quick
 - b. Slow
 - c. Good
 - d. Beautiful
7. What is the main topic of the third paragraph?
 - a. Messi's career
 - b. Messi's family
 - c. Messi's character
 - d. Messi's achievement
8. Which statement is TRUE based on the text?
 - a. Messi has three siblings
 - b. Rodrigo is Messi's father
 - c. Messi won the best football player in the world for twice.
 - d. Messi brings Barcelona to win trophy of La Liga for once.
9. "...he has **several** achievements such as..." (the third paragraph, line ten). What is similar word of **several**?
 - a. Nothing
 - b. Never
 - c. Some
 - d. Same
10. These following statements are TRUE, except?
 - a. Maria Sol is Messi's mother
 - b. Messi has two brother
 - c. Messi plays for Barcelona FC
 - d. Messi won the best football player in the world for three times

APPENDIX F**LESSON PLAN****(Meeting 2, cycle 1)**

School	: MTs Muncar
Subject	: English
Level/Semester	: VIII/Even semester
Language Skill	: Reading Comprehension
Materials	: Descriptive text
Theme	: Describing people
Time Allocation	: 2 x 40 minutes

A. Standard Competences

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

B. Basic Competences and Indicators

Basic competences		Indicators	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1	Showing seriously in learning English.
2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.2.1	Showing the attitude of honesty, discipline, and responsibility.
3.3	Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.	3.3.1	Finding general information (paragraph comprehension & text comprehension) and specific information (word comprehension & paragraph comprehension) of descriptive text.
4.4	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	4.4.1	Identifying the general information (paragraph comprehension & text comprehension) and the specific information (word comprehension & sentence comprehension) of the descriptive text.

C. Learning Objectives

1. Students are able to show the seriousness of learning English.
2. Students are able to show honesty, discipline, and responsibility.
3. Students are able to find general information and specific information of descriptive text.
4. Students are able to identify the information of the descriptive text.

D. Learning Materials

(Enclosed)

E. Learning Method

Cooperative learning: Students Teams Achievement Divisions Technique (STAD)

The steps: class presentation – team – quiz – individual improvement – team recognition

F. Media and Source

Media: Picture, LKS, Students' worksheet, White board

Source: <http://www.sekolahoke.com/2015/09/descriptive-text-penyanyi-raisa-1905.html?m=1>

G. Learning Activities

Activities		Time
Teacher's activities	Student's activities	
Set induction		
1. Greeting the students	1. Responding the teacher's greeting	5'
2. Checking the attendance list	2. Responding the teacher	
3. Observing the students' preparation physically and psychologically	3. Responding the teacher	
4. Giving some leading questions	4. Answering the teacher's questions	
Main activities		
Observing		
Class presentation		
1. Preparing the materials of descriptive text	1. Waiting for the teacher	
2. Explaining the definition of reading of descriptive text, the generic structure, the language features, and the purpose of the text	2. Paying attention to the teacher's explanation and making note	
3. Giving example of the descriptive text	3. Receiving the example of the descriptive text and read it	
Questioning		
Team study		
1. Dividing the students into groups, each group consists of 4-5 students	1. Responding the teacher	70'
2. Asking the students to sit with their team	2. Finding their group and sitting with their group	
3. Giving the descriptive text in the written form for each group	3. Reading the text	
4. Observing the students' activity with their group	4. Discussing the text	
Exploring		
Quiz		
1. Giving the quiz to the students individually	1. Doing the quiz individually	
Associating		
Individual improvement		
1. Asking the students' to discuss the quiz together in the class	1. Discussing the quiz together in the class	
Team recognition		
1. Analyzing the students' score	1. Waiting to the teacher	
2. Giving reward to the group with the highest score	2. Receiving the reward	
Closing		
1. Making conclusion about the materials that have been learnt	1. Paying attention to the teacher	5'
2. Parting the students	2. Responding to the teacher	

H. Assessment

Affective

No.	Students' Name	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

The indicators observe are as follows:

1. The students pay attention to the teacher's explanation
2. The students read the text given by the teacher
3. The students discuss the material with their team
4. The students do the quiz individually
5. The students answer the question of the quiz to the whole class

Jember, 8 April 2019

The researcher

Anida Rofiqoh
120210401104

MATERIALS

Leading Questions



- “Do you know her?”
- “How does she look like?”

Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text

- **Identification:** identifying the phenomenon/thing to be described
- **Description:** describing the phenomenon/thing in parts, qualities, or/and characteristics

Language features of descriptive text

- Using adjective
- Using simple present tense

The example of descriptive text**Raisa****Identification**

Raisa Andriana is also known as Raisa. She was born in Jakarta on June 6, 1990. This beautiful lady is Sundanese-Dutch.

Description

She is a singer. The genre of her music is pop and jazz. Her famous song is “Could it be” which takes her to be one of the famous lady singers in Indonesia.

Raisa is good looking with long hair and pointed nose. She has white skin and nice smile. Her chubby cheek makes her face easy to remember.

(Taken from: <http://www.sekolahoke.com/2015/09/descriptive-text-penyanyi-raisa-1905.html?m=1>)

Read the text above and choose the best answer to the following questions based on the text!

- What kind of the text above?
 - Descriptive text
 - Discussion text
 - Recount text
 - Report text
- When was Raisa born?
 - 6 July 1990
 - 6 July 1980
 - 6 June 1990
 - 6 June 1980
- Who is Raisa?
 - A song writer
 - A composer
 - a singer
 - an actress
- What is Raisa’s music genre?
 - Jazz - rock
 - Jazz - country
 - Pop - rock
 - Jazz - pop
- What does the second paragraph tell us about?
 - Raisa’s profile
 - Raisa’s career
 - Raisa’s character
 - Raisa’s achievement
- “**Her** famous song is “Could it be”..” (paragraph 2, line 4). The word **her** refers to?
 - Song
 - Raisa
 - Singer
 - Indonesian
- What is the main topic of the third paragraph?
 - Raisa’s career
 - Raisa’s family
 - Raisa’s song
 - Raisa’s physical appearance
- Which statement is TRUE based on the text?
 - Raisa is Sundanese-Dutch
 - Raisa was born in Bandung, June 6, 1990
 - Raisa is an Indonesian actress
 - Raisa has long hair and a flat nose

9. “She has white skin...” (the third paragraph, line five). What is the opposite of the underline word?
- a. Light c. Dark
 - b. Fair d. Soft
10. These following statements are TRUE, except?
- a. Raisa is an Indonesian song writer
 - b. “Could it be” is Raisa’s famous song
 - c. Raisa has chubby cheeks
 - d. Raisa was born in Jakarta



APPENDIX G

QUIZ 1

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-10

Justin Bieber

His name is Justin Bieber. He is very famous singer nowadays. He begins to be a star after his voice was published at youtube.com. Justin was born on 1 March 1994 in Startford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia Lynn Mallette.

Justin has red hair, sharp nose and blue eyes. People say that his face is cute. It makes his fans being crazy when they meet him.

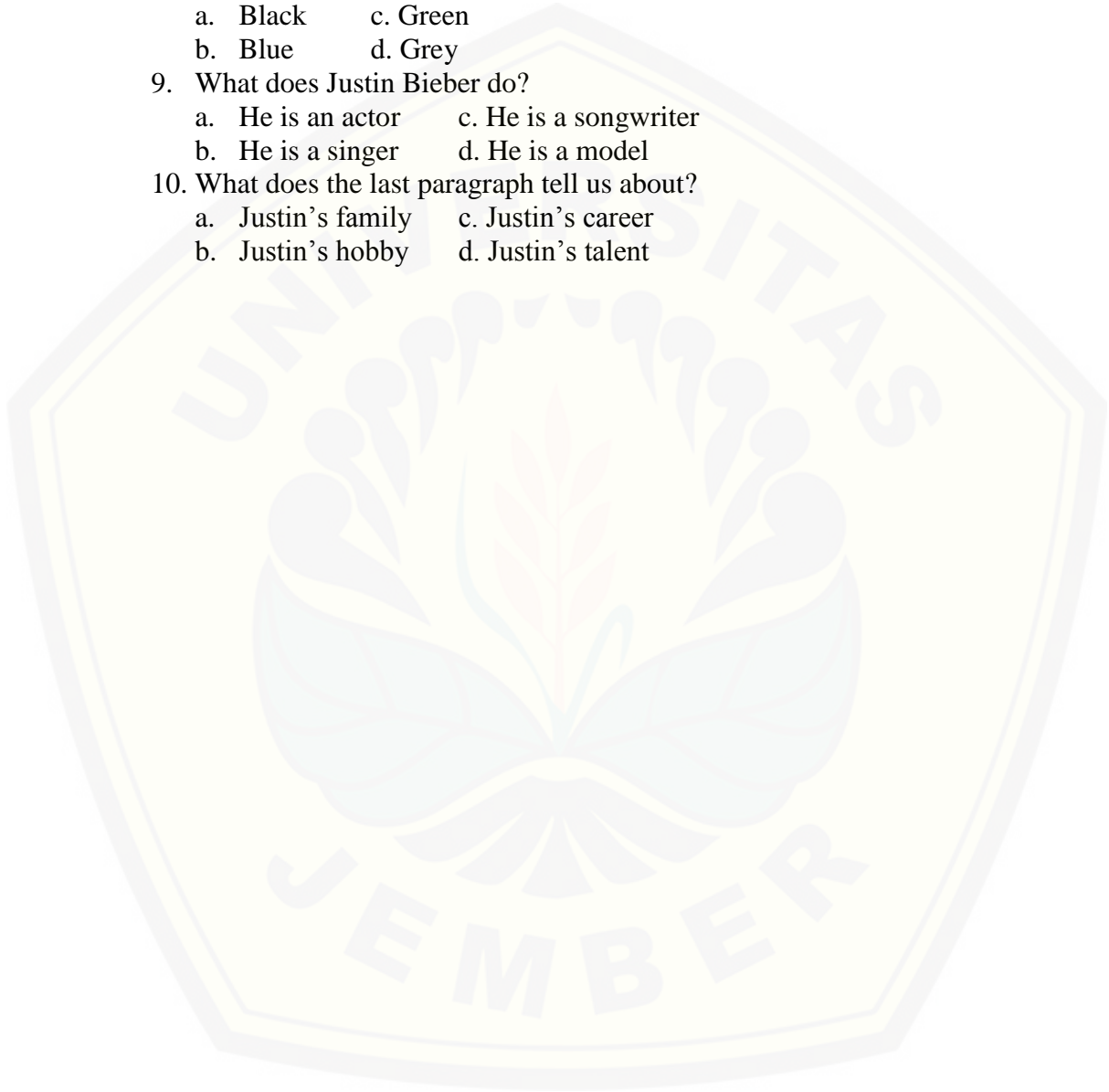
Justin is a very talented musician. He can sing beautifully. He also can play some music instrument for instance piano, drum, guitar, and saxophone.

Justin Bieber starts his career by realising his first single "One More Time" and his album in 2009 entitled "My World". Baby, Somebody to Love, and Never Say Never are very popular songs to everyone in the world.

(Taken from: <http://diannovitasarikandow.blogspot.com/2010/04/v-behaviour/defaultvmlo.html?m=1>)

1. What does the text tell us about?
 - a. Justin Bieber
 - b. Jeremy Jack Bieber
 - c. Patricia Lynn Mallette
 - d. Justin Bieber's father
2. "He begins to be a star after **his** voice was published at youtube.com" (the first paragraph, line one). The word "his" refers to?
 - a. Jerin
 - b. Patricia
 - c. Justin
 - d. Malette
3. Where was Justin Bieber born?
 - a. Startford
 - b. Saskatoon
 - c. Sherbrooke
 - d. Saguenay
4. "It makes his fans being crazy when they meet him" (Paragraph 2, line 6). What does the word him refer to?
 - a. Justin's fans
 - b. Justin Bieber
 - c. Justin's mother
 - d. Justin's father
5. What is the main idea of paragraph 2?
 - a. Justin Bieber's physical appearance
 - b. Justin Bieber's family
 - c. Justin Bieber's friend
 - d. Justin Bieber's profession
6. These following statements are TRUE, *except*?
 - a. Justin was born in Canada
 - b. Justin is a famous singer
 - c. Jeremy is Justin's father
 - d. Justin was born on 1 May 1994

7. “Baby, Somebody to Love, and Never Say Never are very popular songs to everyone in the world” (paragraph 4, line 10). What is the meaning of the underlined word?
 - a. Handsome
 - b. Awesome
 - c. Famous
 - d. Incredible
8. What is the color of Justin’s eyes?
 - a. Black
 - b. Blue
 - c. Green
 - d. Grey
9. What does Justin Bieber do?
 - a. He is an actor
 - b. He is a singer
 - c. He is a songwriter
 - d. He is a model
10. What does the last paragraph tell us about?
 - a. Justin’s family
 - b. Justin’s hobby
 - c. Justin’s career
 - d. Justin’s talent



Text for questions number 11-20**Stefan William**

Stefan William was born in California, USA, on August 11, 1993. He is an Indonesian actor. He is the first son of Clinton Avery and Ellen Thelma Umboh.

Stefan is a very good looking guy. He is very tall. His height is 1,78 cm. He has white skin, pointed nose and average body.

Stefan has some hobbies as boys in general. He likes playing game, futsal and basketball. What interesting is he has ever won international and national game competition.

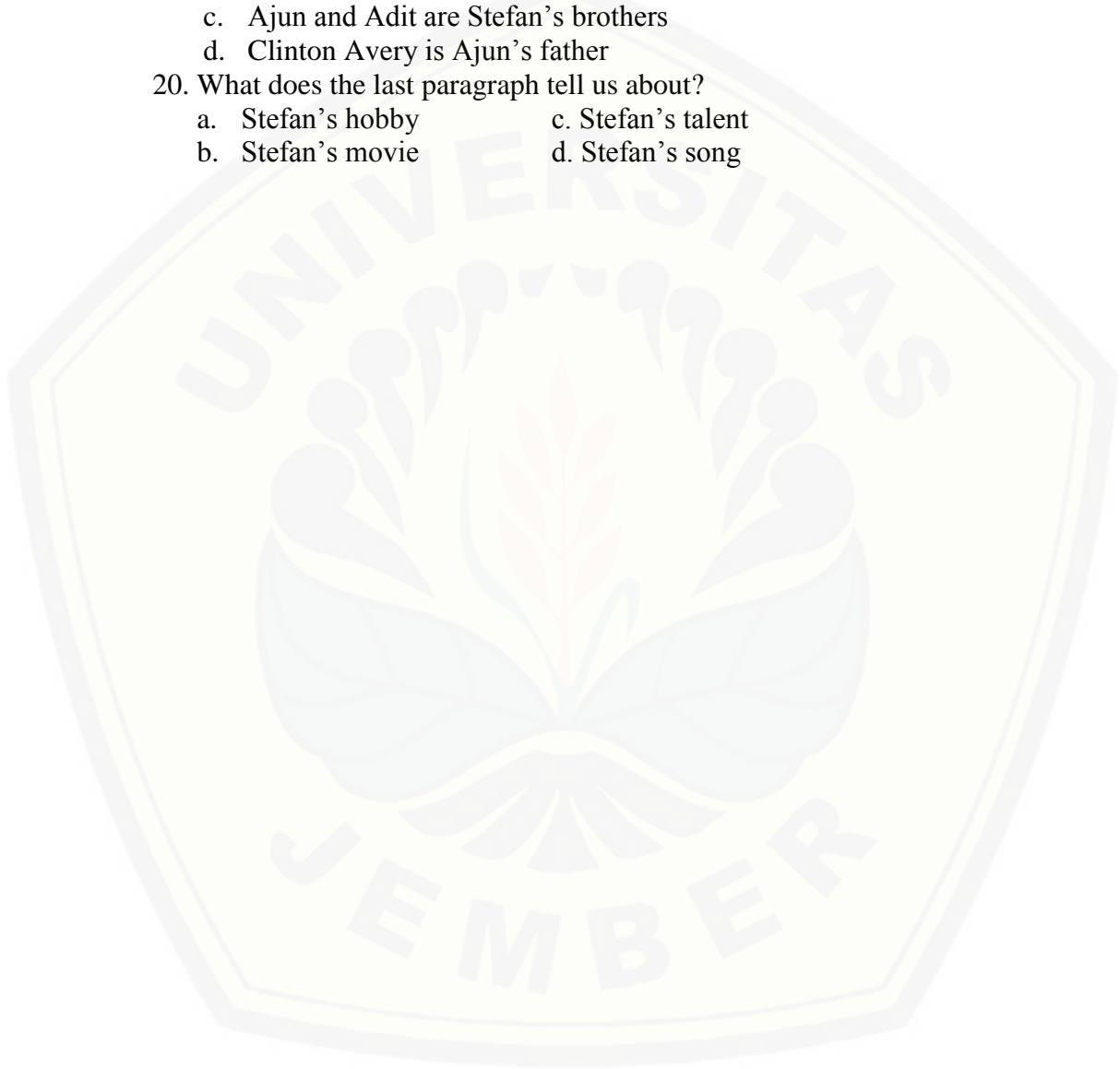
Stefan plays in several TV series, like Arti Sahabat and Anak Jalanan. He also appears in movies such as best friend and Keranda Kuntilanak.

Beside acting, Stefan is also talented in music. He founds a band named The Junas Monkey with his friends, Ajun and Adit.

(Taken from: <http://www.sekolahoke.com/2016/02/descriptive-text-stefan-william-boy-2042.html?m=1>)

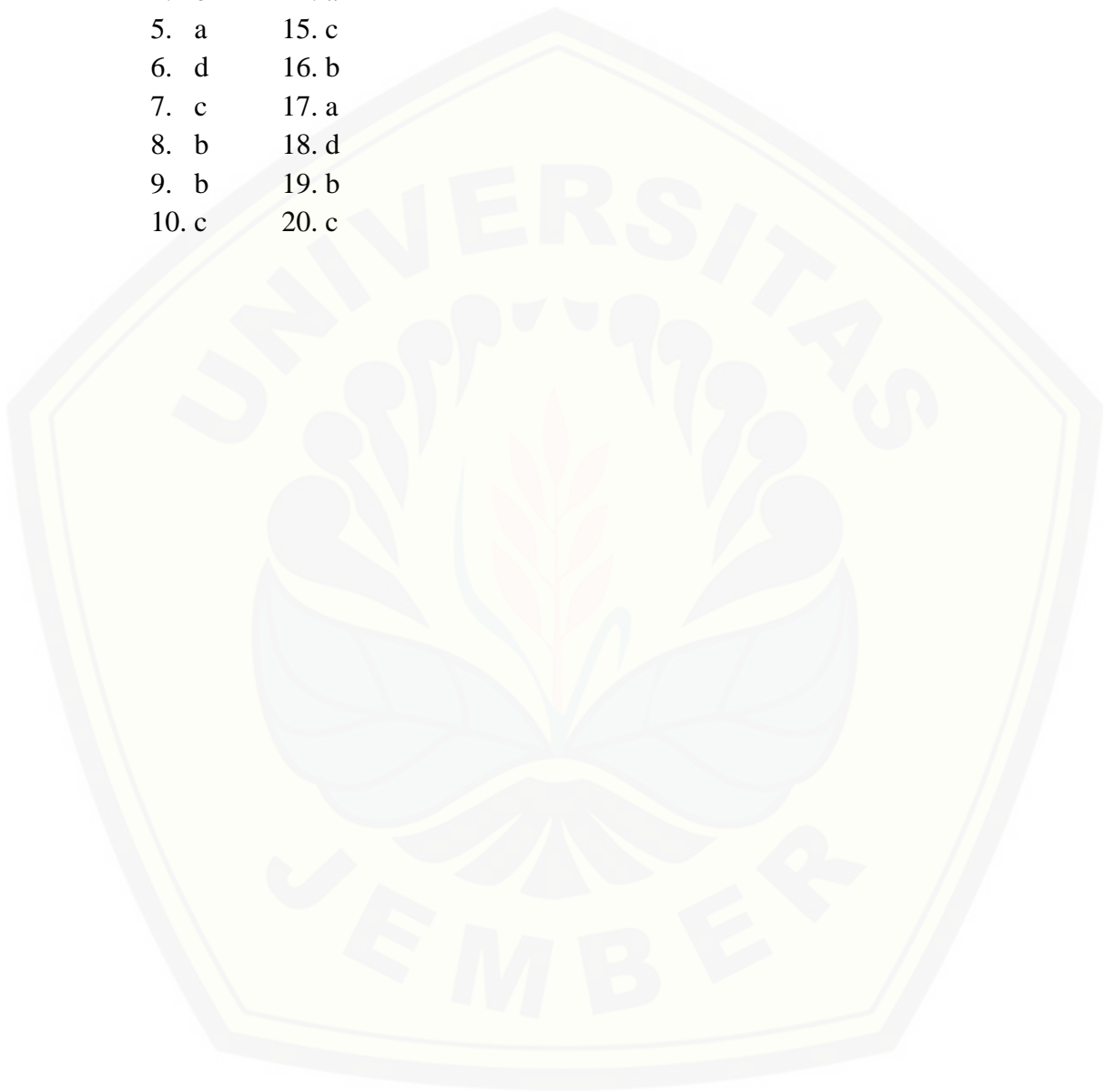
11. What is the main topic of the text above?
 - a. Justin Bieber
 - b. Stefan William
 - c. Clinton Avery
 - d. Ellen Umboh
12. "He has white skin" (paragraph 2, line 5). What is the opposite word of the underlined word?
 - a. Light
 - b. Pale
 - c. Dark
 - d. Tan
13. When was Stefan born?
 - a. 11 August 1994
 - b. 11 August 1995
 - c. 11 August 1939
 - d. 11 August 1993
14. What does the second paragraph tell us about?
 - a. Stefan's physical appearance
 - b. Stefan's family
 - c. Stefan's career
 - d. Stefan's hobby
15. How does Stefan look like?
 - a. He is tall and has long hair
 - b. She is tall and has pointed nose
 - c. He is tall and has white skin
 - d. He has pointed nose and slim body
16. What is the main idea of the third paragraph?
 - a. Stefan's career
 - b. Stefan's hobby
 - c. Stefan's family
 - d. Stefan's movie
17. These following statements are true based on the text, *except*?
 - a. Celine Evangelista is Stefan's wife
 - b. Stefan is the first son of Clinton Avery
 - c. Stefan has a band named The Junas Monkey
 - d. Stefan likes playing game, futsal, and basketball

18. "He founds a band named The Junas Monkey" (the last paragraph, line 11).
The word "he" refers to?
- a. Clinton c. Adit
 - b. Ajun d. Stefan
19. Which statement is true according to the text?
- a. Celine Evangelista is Stefan's wife
 - b. Stefan is the first son of Clinton Avery
 - c. Ajun and Adit are Stefan's brothers
 - d. Clinton Avery is Ajun's father
20. What does the last paragraph tell us about?
- a. Stefan's hobby c. Stefan's talent
 - b. Stefan's movie d. Stefan's song



Answer Key

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



APPENDIX H

Reading Comprehension Test Cycle 1

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-15

Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) calls him CR7. CR is the acronym of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchat, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

(Taken from: <http://www.sekolahoke.com/2012/11/descriptive-text-cristiano-ronaldo.html?m=1>)

1. What kind of text is above?
 - a. Descriptive text
 - b. Discussion text
 - c. Report text
 - d. Recount text
2. What is the main topic of the text?
 - a. Real Madrid
 - b. Football player
 - c. Manchester United
 - d. Cristiano Ronaldo
3. "But, **Madridista** calls him CR7" (paragraph 1, line 1). The word "**Madridista**" refers to?
 - a. Ronaldo's fans
 - b. Real Madrid's fans
 - c. Real Madrid team
 - d. Ronaldo's rival
4. Where was Ronaldo born?
 - a. Madrid
 - b. Funchat
 - c. Barcelona
 - d. Manchester
5. When was Ronaldo born?
 - a. 7 February 1985
 - b. 20 February 1995
 - c. 5 February 1985
 - d. 7 February 1995
6. What is the topic of the second paragraph?
 - a. Ronaldo's career
 - b. Ronaldo's hobby
 - c. Ronaldo's family
 - d. Cristiano Ronaldo

7. Who is Liliana Catia?
 - a. Ronaldo's mother
 - b. Ronaldo's sister
 - c. Ronaldo's girlfriend
 - d. Ronaldo's brother
8. What is the name of Ronaldo's brother?
 - a. Jose Dinis Aveiro
 - b. Maria Dolores
 - c. Liliana
 - d. Hugo
9. How many children does Jose and Maria have?
 - a. Four
 - b. Three
 - c. Two
 - d. One
10. These following statements are TRUE, *except*?
 - a. Ronaldo has two siblings
 - b. Ronaldo is a good football player
 - c. CR is acronym of Cristiano Ronaldo
 - d. The name of Ronaldo's mother is Maria Dolores
11. "**He** is from Portugal" (paragraph 3, line 7). The word "**he**" refers to?
 - a. Hugo
 - b. Liliana Catia
 - c. Cristiano Ronaldo
 - d. Maria Dolores Dos Santos Aveiro
12. What is the main topic of the third paragraph?
 - a. Ronaldo's family
 - b. Ronaldo's career
 - c. Ronaldo's love story
 - d. Ronaldo's physical appearance
13. "Cristiano Ronaldo is a **famous** footballer" (paragraph 3, line 7). The similar word of **famous** is ...
 - a. Popular
 - b. Handsome
 - c. Kind
 - d. Smart
14. Which statement is TRUE based on the text?
 - a. Ronaldo has a brother
 - b. Ronaldo is a good model
 - c. Ronaldo has a sister
 - d. Ronaldo is from Madrid
15. What does the last paragraph tell us about?
 - a. Ronaldo's hobby
 - b. Ronaldo's family
 - c. Ronaldo's performance
 - d. Ronaldo's goal

Text for number 16-25**Selena Gomez**

Her name is Selena Marie Gomez. She is usually called Selena Gomez or Miss Gomez. She was born on 22 July 1992 in Grand Praire, Texas, USA.

Selena Gomez is a singer, song writer, and American actress. She sings for some sountracks, like Cinderella and Trinker Bell. Her performance as an actress can be seen at Cinderella Story DVD version.

Miss Gomez has red hair, pointed nose, and slim body. She looks beautiful while she is smiling. She is also famous with her Latin face.

Selena Gomez does not have siblings. She is the only child in her family. Her father's name is Ricardo and her mother's name is Mandy Cornett.

(Taken from: <http://www.sekolahoke.com/2012/02/descriptive-text-selena-gomez.html?m=1>)

16. What is the main idea of the text above?
 - a. Mandy Cornett
 - b. Selena's mother
 - c. Ricardo
 - d. Selena Gomez
17. What is the full name of Selena?
 - a. Selena Gomez
 - b. Mandy Cornett
 - c. Selena Marie Gomez
 - d. Selena Mandy Gomez
18. What does the second paragraph tell us about?
 - a. Selena's career
 - b. Selena's hobby
 - c. Selena's goal
 - d. Selena's family
19. What does Selena do?
 - a. She is an actor, songwriter and singer
 - b. She is an American Actress, singer and songwriter
 - c. She is a singer, songwriter and American model
 - d. She is a Cinderella, songwriter and tinkler bell
20. "**Her** performance as an actress...." (the second paragraph, line four). The word "**her**" refers to?
 - a. Mandy Cornett
 - b. Selena Gomez
 - c. Ricardo
 - d. Justin Bieber
21. How does Selena look like?
 - a. She has red hair, pointed nose, and slim body
 - b. She has Latin face, beautiful smile and brown hair
 - c. She has a beautiful face, pointed nose and slim body
 - d. She has a beautiful face, beautiful smile and pointed nose

22. What is the topic of the third paragraph?
- Selena's physical appearance
 - Selena's love story
 - Selena's hair and nose
 - Selena's family
23. "Miss Gomez has red hair, pointed nose ..." (paragraph 3, line 6). What is the opposite of the underlined word?
- Sharp
 - Long
 - Flat
 - Beautiful
24. The following statements are TRUE, *except*?
- Selena has no sibling
 - Ricardo is father of Selena
 - Mandy Cornett is Selena's sister
 - Selena has red hair and pointed nose
25. What is the main idea of the last paragraph?
- Selena's physical appearance
 - Selena's love story
 - Selena's hair and nose
 - Selena's family

Answer Key

- | | | |
|-------|-------|-------|
| 1. a | 11. c | 21. a |
| 2. d | 12. b | 22. a |
| 3. b | 13. a | 23. c |
| 4. b | 14. a | 24. c |
| 5. c | 15. c | 25. d |
| 6. c | 16. d | |
| 7. b | 17. c | |
| 8. d | 18. a | |
| 9. a | 19. b | |
| 10. a | 20. b | |

	Indicators	Numbers	Total Items	Score Each Items	Total Score
Specific Information	Word comprehension	3, 11, 13, 19, 20, 23	6	4	24
	Sentence comprehension	4, 5, 7, 8, 9, 17, 21	7	4	28
General Information	Paragraph comprehension	6, 12, 15, 18, 22, 25	6	4	24
	Text comprehension	1, 2, 10, 14, 16, 24	6	4	24

APPENDIX I**LESSON PLAN****(Meeting 1, cycle 2)**

School	: MTs Muncar
Subject	: English
Level/Semester	: VIII/Even semester
Language Skill	: Reading Comprehension
Materials	: Descriptive text
Theme	: Describing people
Time Allocation	: 2 x 40 minutes

A. Standard Competences

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

B. Basic Competences and Indicators

Basic competences		Indicators	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1	Showing seriously in learning English.
2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	1.2.1	Showing the attitude of honesty, discipline, and responsibility.
3.3	Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.	1.3.1	Finding general information (paragraph comprehension & text comprehension) and specific information (word comprehension & sentence comprehension) of descriptive text.
4.4	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	4.4.1	Identifying the general information (paragraph comprehension & text comprehension) and the specific information (word comprehension & sentence comprehension) of the descriptive text.

C. Learning Objectives

1. Students are able to show the seriousness of learning English.
2. Students are able to show honesty, discipline, and responsibility.
3. Students are able to find general information and specific information of descriptive text.
4. Students are able to identify the information of the descriptive text.

D. Learning Materials

(Enclosed)

E. Learning Method

Cooperative learning: Students Teams Achievement Divisions Technique (STAD)

The steps: class presentation – team – quiz – individual improvement – team recognition.

F. Media and Source

Media: Picture, LKS, Students' worksheet, White board

Source: <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous..html?m=1>

G. Learning Activities

Activities		Time
Teacher's activities	Student's activities	
Set induction		
1. Greeting the students	1. Responding the teacher's greeting	5'
2. Checking the attendance list	2. Responding the teacher	
3. Observing the students' preparation physically and psychologically	3. Responding the teacher	
4. Giving some leading questions	4. Answering the teacher's questions	
Main activities		
Observing		
Class presentation		
1. Preparing the materials of descriptive text	1. Waiting for the teacher	
2. Explaining the definition of reading of descriptive text, the generic structure, the language features, and the purpose of the text	2. Paying attention to the teacher's explanation and making note	
3. Giving example of the descriptive text	3. Receiving the example of the descriptive text and read it	
Questioning		
Team study		
1. Dividing the students into groups, each group consists of 4-5 students	1. Responding the teacher	70'
2. Asking the students to sit with their team	2. Finding their group and sitting with their group	
3. Giving the descriptive text in the written form for each group	3. Reading the text	
4. Observing the students' activity with their group	4. Discussing the text	
Exploring		
Quiz		
1. Giving the quiz to the students individually	1. Doing the quiz individually	
Associating		
Individual improvement		
1. Asking the students' to discuss the quiz together in the class	1. Discussing the quiz together in the class	
Team recognition		
1. Analyzing the students' score	1. Waiting to the teacher	
2. Giving reward to the group with the highest score	2. Receiving the reward	
Closing		
1. Making conclusion about the materials that have been learnt	1. Paying attention to the teacher	5'
2. Parting the students	2. Responding to the teacher	

H. Assessment

Affective

No.	Students' Name	Indicators					Categories	
		1	2	3	4	5	Active	Passive
1.								
2.								
3.								
4.								
5.								

The indicators observe are as follows:

1. The students pay attention to the teacher's explanation
2. The students read the text given by the teacher
3. The students discuss the material with their team
4. The students do the quiz individually
5. The students answer the question of the quiz to the whole class

Jember, 8 April 2019

The researcher

Anida Rofiqoh
120210401104

MATERIALS

Leading Questions



- *“Do you know him?”*
- *“How does he look like?”*

Descriptive text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Generic structure of descriptive text

- **Identification:** identifying the phenomenon/thing to be described
- **Description:** describing the phenomenon/thing in parts, qualities, or/and characteristics

Language features of descriptive text

- Using adjective
- Using simple present tense

The example of descriptive text**Sule****Identification**

His full name is Entis Sutisna. People call him Sule. He is a famous comedian in Indonesia. He was born on 15 November 1976 in Bandung, West Java. He speaks Sundanese fluently.

Description

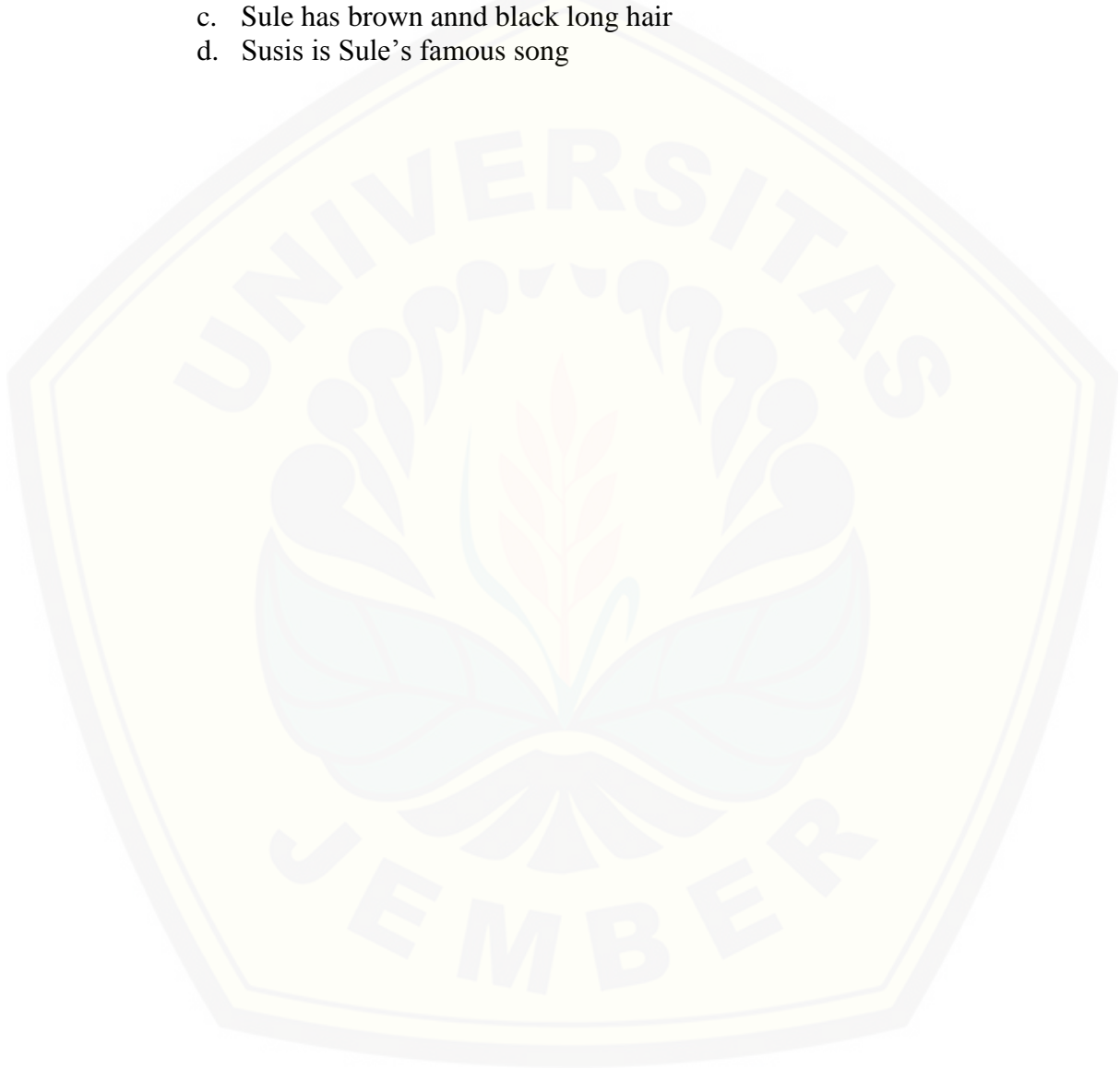
Sule is very unique. He has brown and black long hair, an oval face, a flat nose. He is a ridiculous man and full of jokes. He is very funny. Sule plays in several TV shows such as Opera Van Java, Awas Ada Sule, Pas Mantab, and Saung Sule. He also can sing very well. He has a famous song entitled Suis (Suami Sieun Istri)

(Taken from: <http://www.sekolahoke.com/2011/08/descriptive-text-sule-prikitiw-famous..html?m=1>)

Read the text above and choose the best answer to the following questions based on the text!

1. What kind of the text above?
 - a. Descriptive text
 - b. Discussion text
 - c. Recount text
 - d. Report text
2. Where was Sule born?
 - a. Bogor
 - b. Sunda
 - c. Bandung
 - d. Jakarta
3. Who is Sule?
 - a. a song writer
 - b. a composer
 - c. a comedian
 - d. an actor
4. What is the full name of Sule?
 - a. Enting Sutisna
 - b. Saung Sule
 - c. Sule Prikitiw
 - d. Entis Sutisna
5. What does the first paragraph called?
 - a. Orientation
 - b. Identification
 - c. Description
 - d. Reorientation
6. "He has a famous song entitled Suis" (paragraph 2, line 4). The word **He** refers to?
 - a. Saung Sule
 - b. Sule
 - c. Suami Sieun Istri
 - d. Opera Van Java
7. What is the last paragraph called?
 - a. Orientation
 - b. Identification
 - c. Description
 - d. Reorientation
8. Which statement is TRUE based on the text?
 - a. Entis Sutisna is the full name of Sule
 - b. Sule is an Indonesian movie maker
 - c. Sule has an oval face and a pointed nose
 - d. Sule plays in a TV show

9. “....a flat nose” (the last paragraph, line four). What is the opposite of the underline word?
- a. Handsome
 - b. Nice
 - c. Pointed
 - d. Good
10. These following statements are TRUE, except?
- a. Sule is an Indonesian song writer
 - b. Sule plays in several TV shows
 - c. Sule has brown annd black long hair
 - d. Sulus is Sule’s famous song



APPENDIX J**LESSON PLAN****(Meeting 2, cycle 2)**

School	: MTs Muncar
Subject	: English
Level/Semester	: VIII/Even semester
Language Skill	: Reading Comprehension
Materials	: Descriptive text
Theme	: Describing people
Time Allocation	: 2 x 40 minutes

A. Standard Competences

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

B. Basic Competences and Indicators

Basic competences		Indicators	
1.1	Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional.	1.1.1	Showing seriously in learning English.
2.2	Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	1.2.1	Showing the attitude of honesty, discipline, and responsibility.
3.3	Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang/binatang/benda, sangat pendek dan sederhana.	1.3.1	Finding general information (paragraph comprehension & text comprehension) and specific information (word comprehension & sentence comprehension) of descriptive text.
4.4	Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana	4.4.1	Identifying the general information (word & sentence comprehension) of the descriptive text.

C. Learning Objectives

1. Students are able to show the seriousness of learning English.
2. Students are able to show honesty, discipline, and responsibility.
3. Students are able to find general information and specific information of descriptive text.
4. Students are able to identify the information of the descriptive text.

D. Learning Materials

(Enclosed)

E. Learning Method

Cooperative learning: Students Teams Achievement Divisions Technique (STAD)

The steps: class presentation – team – quiz – individual improvement – team recognition.

F. Media and Source

Media: Picture, LKS, Students' worksheet, White board

Source:

- <https://www.slideshare.net/meidinasilvia7/descriptive-44345736>

G. Learning Activities

Activities		Time
Teacher's activities	Student's activities	
Set induction		
1. Greeting the students	1. Responding the teacher's greeting	5'
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Quiz		
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Associating		
Individual improvement		
1. Asking the students' to discuss the quiz together in the class	1. Discussing the quiz together in the class	
Team recognition		
1. Analyzing the students' score	1. Waiting to the teacher	
2. Giving reward to the group with the highest score	2. Receiving the reward	
Closing		
1. Making conclusion about the materials that have been learnt	1. Paying attention to the teacher	5'
2. Parting the students	2. Responding to the teacher	

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Jember, 8 April 2019

The researcher

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120210401104

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Language features of descriptive text

- Using adjective
- Using simple present tense

The example of descriptive text

Raffi Ahmad

Identification

His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java.

Raffi has two siblings, they are Nisya Saadia Ifat and Syahnaz Sadiqah. He is the first child of his family. His father's name is Munawar Ahmad and his mother's name is Amy Qanita. Raffi Ahmad has a wife, her name is Nagita Slavina Mariana Tengker. He has a son, named Rafathar Malik Ahmad.

Description

Raffi is a handsome man. He is tall enough, 170 cm. He is loyal, optimistic, and humorous person. He has a slim body, a light skin, a pointed nose, brown eyes and short black hair. His hobbies are collecting car and big motorbike.

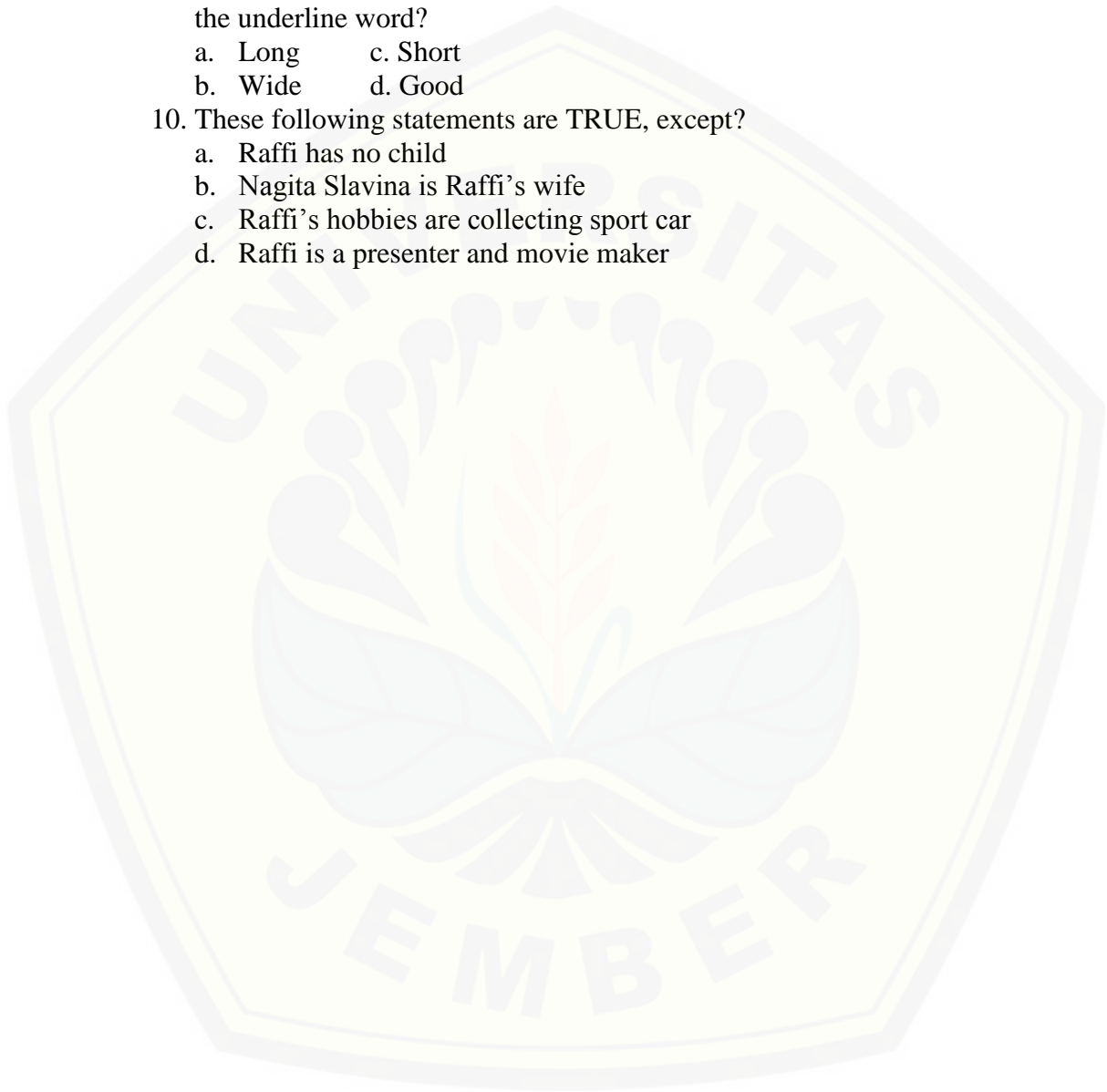
Raffi is a presenter and an actor. Raffi plays in several movies, such as Tunjuk Satu Bintang and Love is Cinta. He is also a singer. He sings with his vocal group BBB (Bukan Bintang Biasa). Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

(Taken from: <https://www.slideshare.net/meidinasilvia7/descriptive-44345736>)

Read the text above and choose the best answer to the following questions based on the text!

- What kind of the text above?
 - Descriptive text
 - Discussion text
 - Recount text
 - Report text
- How many sibling Raffi has?
 - Four siblings
 - Three siblings
 - Two siblings
 - a sibling
- Who is Nagita Slavina?
 - Raffi's mother
 - Araffi's sister
 - Raffi's wife
 - Raffi's mother in law
- How many children Amy and Munawar have?
 - None
 - a child
 - Two children
 - Three children
- What does the topic of the second paragraph?
 - Raffi's family
 - Raffi's hobby
 - Raffi's career
 - Raffi's physical appearance
- "**His** hobbies are collecting car and big motorbike" (paragraph 3, line 9). The word **his** refers to?
 - Rafatar
 - Raffi
 - Munawar
 - Nagita
- What is the main idea of the last paragraph?
 - Raffi's family
 - Raffi's hobby
 - Raffi's career
 - Raffi's physical appearance

8. Which statement is TRUE based on the text?
 - a. Rafatar Malik Ahmad is Nagita's son
 - b. Raffi has no siblings
 - c. Amy Qanita is Raffi's mother in law
 - d. Collecting sport car and big motorbike are Rafatar's hobbies
9. "He is tall enough" (the last paragraph, line four). What is the opposite of the underline word?
 - a. Long c. Short
 - b. Wide d. Good
10. These following statements are TRUE, except?
 - a. Raffi has no child
 - b. Nagita Slavina is Raffi's wife
 - c. Raffi's hobbies are collecting sport car
 - d. Raffi is a presenter and movie maker



APPENDIX K

QUIZ 2

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-10

Nikita Willy

Nikita Willy is one of popular artists in Indonesia. Her full name is Nikita Purnama Willy. She was born on 29 June 1994 in Jakarta.

Nikita Willy is a beautiful girl. She has long black hair, a pointed nose, brown eyes and white skin. She is not tall enough, 153 cm.

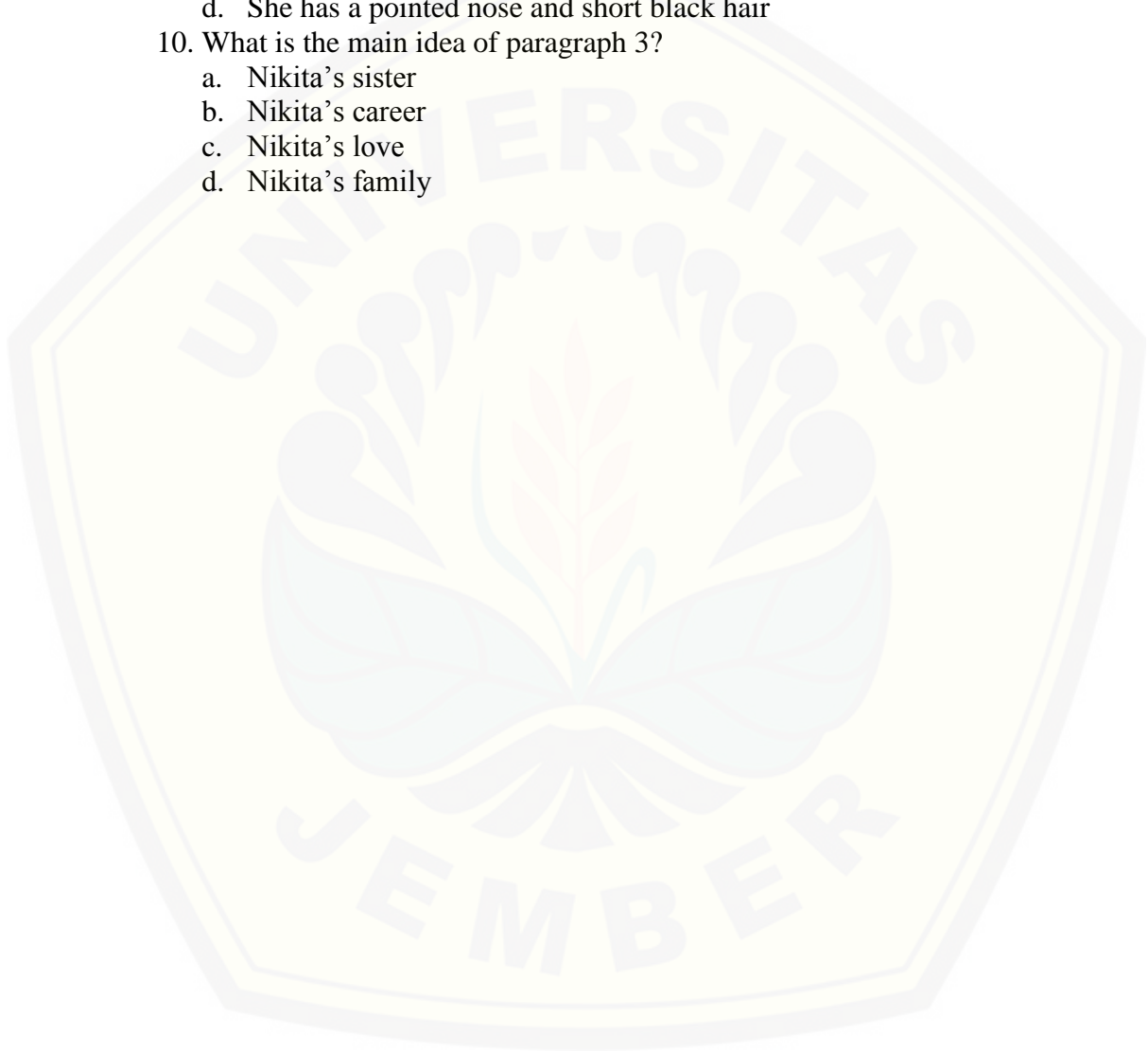
Nikita Willy is the first child of her family. She has a sister, named Winona Willy. Her father's name is Henry Willy and her mother's name is Yora Febrine.

Nikita Willy has acted in electronic cinema, such as *Doa Membawa Berkah* and *Bidadari*. She also plays in some movies, such as *MBA (Married By Accident)* and *Bestfriend*. There are many achievements that Nikita has got. One of them is Panasonic Gobel Award.

(Taken from: <http://www.sekolahoke.com/2011/08/descriptive-text-nikita-willy.html>)

1. What kind of text is above?
 - a. Descriptive text
 - b. Discussion text
 - c. Recount text
 - d. Report text
2. Where was Nikita Willy born?
 - a. Indonesia
 - b. Bandung
 - c. Jakarta
 - d. Surabaya
3. What is the second paragraph called?
 - a. Description
 - b. Identification
 - c. Discussion
 - d. Resolution
4. "Nikita Willy is a beautiful girl" (the second paragraph, line three). What is the meaning of the underlined word?
 - a. Good looking
 - b. Handsome
 - c. Ugly
 - d. Awesome
5. Who is Nikita Willy?
 - a. Singer
 - b. Dancer
 - c. Presenter
 - d. Artist
6. "Her father's name is Henry Willy" (the last paragraph, line 7). The word "her" refers to?
 - a. Winona Willy
 - b. Henry Willy
 - c. Nikita Willy
 - d. Yora Febrine
7. These following statements are TRUE, *except*?
 - a. She was born on 29 June 1994
 - b. She is tall enough
 - c. She has a pointed nose
 - d. She is a popular artist

8. What does the second paragraph tell us about?
 - a. Nikita's achievement
 - b. Nikita's physical appearance
 - c. Nikita's film
 - d. Nikita's career
9. How does Nikita look like?
 - a. She is tall and has long hair
 - b. She has black eyes and white skin
 - c. She has a pointed nose and long black hair
 - d. She has a pointed nose and short black hair
10. What is the main idea of paragraph 3?
 - a. Nikita's sister
 - b. Nikita's career
 - c. Nikita's love
 - d. Nikita's family



Text for questions number 11-20**Dian Sastro**

Dian Sastro is one of popular artists in Indonesia. Her full name is Diandra Paramitha Sastrowardoyo. We know her as Dian Sastro. She was born in Jakarta, March 16, 1982. Her father's name is Ariawan Rusdianto Sastrowardoyo and her mother's name is Dewi Parwati Setyorini.

Dian Sastro merried to a man, named Indraguna Sutowo on May 18, 2010. They have a son, named Syailendra Sutowo.

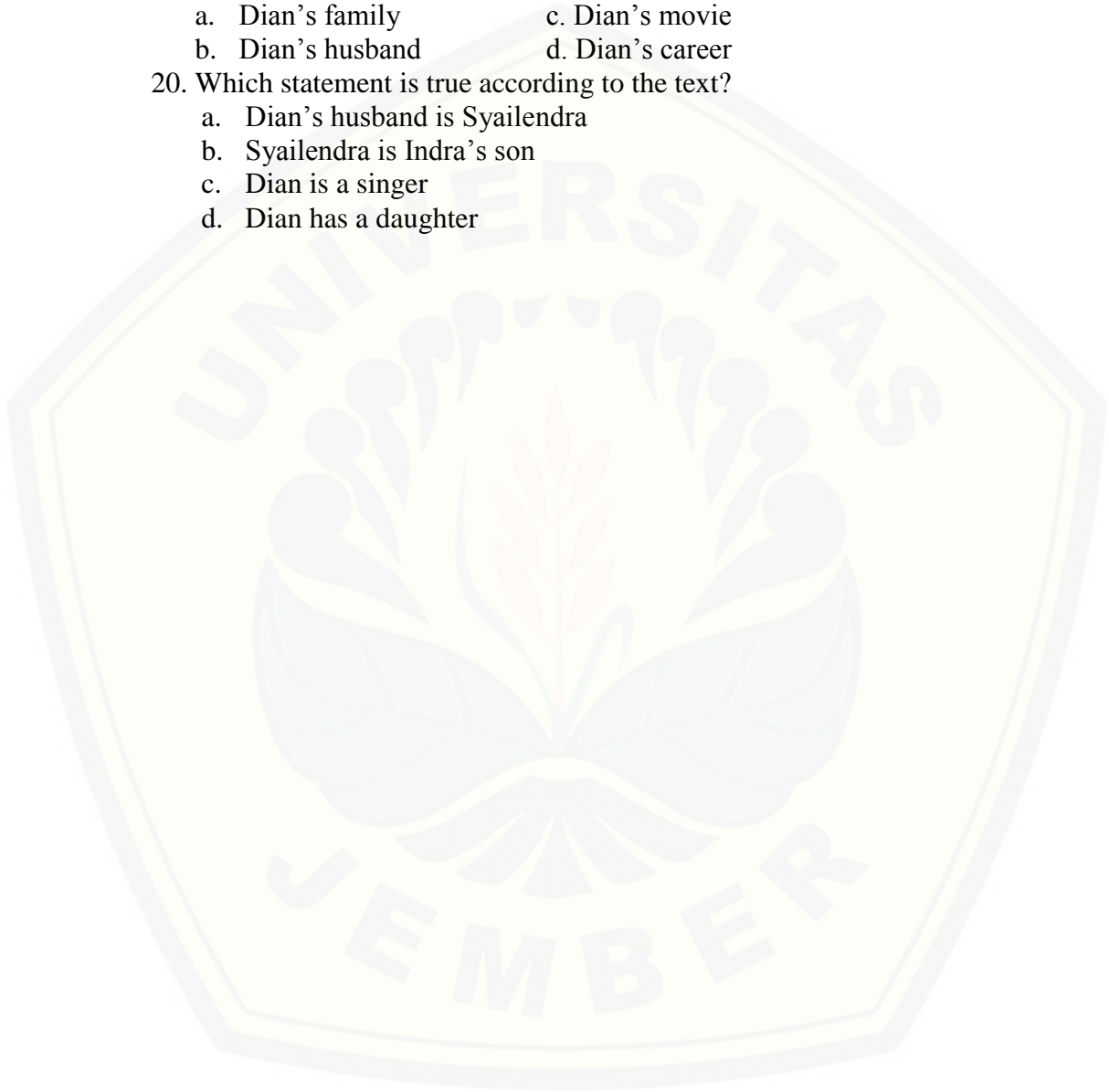
Dian Sastro is beautiful. Her beauty represents Indonesian's women. She has black hair, a pointed nose, thin lips, and white skin.

She acts in several movies. She has well known as Cinta in Ada Apa Dengan Cinta (AADC) released in 2002. She is not only an actress, but also a model of advertisement and music video.

(Taken from: <http://www.sekolahoke.com/2011/05/descriptive-text-dian-sastro.html?m=1>)

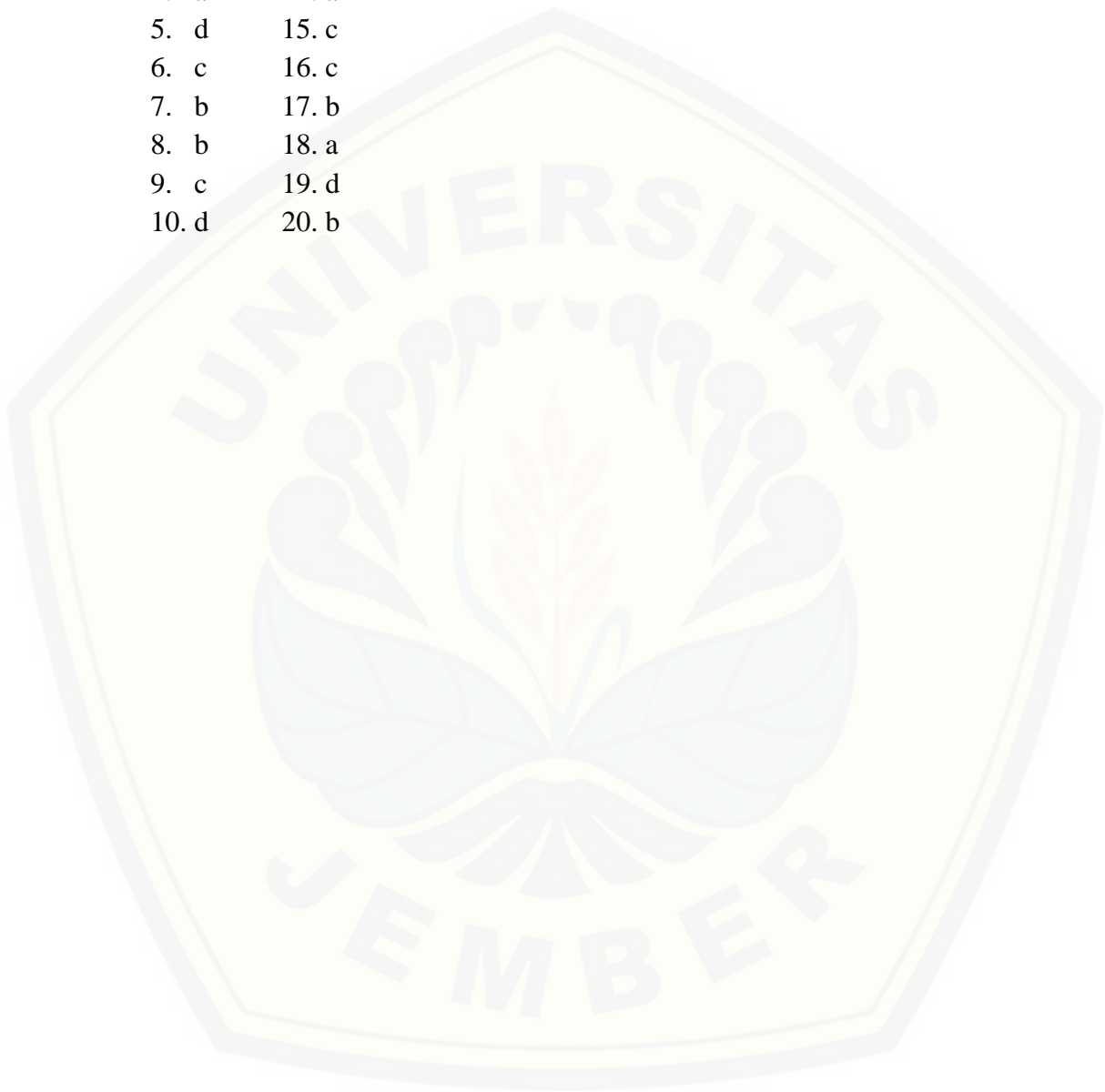
11. What is the main topic of the text above?
 - a. Ariawan Sastrowardoyo
 - b. Dian Sastrowardoyo
 - c. Dewi Setyorini
 - d. Indraguna Sutowo
12. What is Dian Sastro's complete name?
 - a. Dian Sastrowardoyo
 - b. Dian Paramitha Sastrowardoyo
 - c. Diandra Paramitha Sastrowrdoyo
 - d. Diandra Paramitha Sutowo
13. "... thin lips, and white skin." (paragraph 3, line 8). What is the opposite of the underlined word?
 - a. Long
 - b. Wide
 - c. Cute
 - d. Thick
14. "She has black hair." (the third paragraph, line eight). What is the meaning of the underlined word?
 - a. Dark
 - b. Light
 - c. Tan
 - d. Brown
15. What does the third paragraph tell us about?
 - a. Dian's family
 - b. Dian's profil
 - c. Dian's physical appearance
 - d. Dian's career
16. "Her beauty represents Indonesian's women" (paragraph 2, line 5). What does the underlined word refer to?
 - a. Indra
 - b. Dewi
 - c. Dian
 - d. Ariawan
17. These following statements are TRUE, *except*?
 - a. Dian is an artist
 - b. Indra has a son
 - c. Indra is Dian's husband
 - d. Dewi is Dian's mother

18. How does Dian look like?
- a. She has black hair and a pointed nose
 - b. She has a flat nose, thin lips, and white skin
 - c. She has a flat nose, thick lips, and white skin
 - d. She has a pointed nose, thick lips, and white skin
19. What is the main idea of the last paragraph?
- a. Dian's family
 - b. Dian's husband
 - c. Dian's movie
 - d. Dian's career
20. Which statement is true according to the text?
- a. Dian's husband is Syailendra
 - b. Syailendra is Indra's son
 - c. Dian is a singer
 - d. Dian has a daughter



Answer Key

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



APPENDIX L

Reading Comprehension Test Cycle 2

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-15

My Sister

I am the first kid in my family. I have two siblings, a sister and a brother. I will describe my sister to you. Her name is Nita Noviani. She is a lovely sister that I have ever had and I love her so much.

Nita is 3 years old younger than me. She was born in Bandung, on 28 November 1998. She is about 18 years old now. She looks beautiful, even more beautiful than me. She has black long straight hair and also black eyes, like me. Her height is about 165 cm and she is taller than me. She has light skin.

She studied in the same school with me. She just enrolled in the same university with me, but we are in different department. She is taking elementary school education department while I choose English department. She has the same hobbies with me as well. We like watching movies. We like to watch action and comedy movies. We also like to cook together. Besides, she also likes to read novels.

She is a good sister because she likes to help me whenever I need a help. She likes to hear my stories and likes to give any advices when I have problems. She is a sympathetic person. However, there is a side of her that I do not like. She is a lazy person. But, after all, she is my cute and lovely sister. She is a nice girl, friendly and talkative sometimes. She is my place to share my stories with and I love her.

(Taken from: <https://www.kakakpintar.id/contoh-descriptive-text-person-artinya/>)

1. What kind of text is above?
 - a. Descriptive text
 - b. Discussion text
 - c. Report text
 - d. Recount text
2. What is the main topic of the text?
 - a. Real Madrid
 - b. Football player
 - c. Manchester United
 - d. Cristiano Ronaldo
3. "I have ever had and I love her so much" (paragraph 1, line 2). The word "I" refers to?
 - a. My sister
 - b. The writer
 - c. Nita
 - d. My brother
4. Who is the writer's sister?
 - a. A lovely sister
 - b. Nita Noviani
 - c. a nice girl
 - d. a good sister
5. Where was Nita born?
 - a. Jawa Barat
 - b. Jakarta
 - c. Bandung
 - d. Badung

6. What is the topic of the second paragraph?
 - a. Nita's love story
 - b. The writer's love story
 - c. Nita's physical appearance
 - d. The writer's physical appearance
7. How old is Nita?
 - a. Three years old
 - b. Eighteen years old
 - c. Five years old
 - d. Eighty years old
8. What is the color of Nita's hair?
 - a. Brown
 - b. Blue
 - c. Blonde
 - d. Black
9. How many sibling the writer have?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
10. These following statements are TRUE, *except*?
 - a. The writer's has two sisters
 - b. Nita is the writer's sister
 - c. Nita likes watching movie
 - d. Nita likes to help the writer
11. "**She** studied in the same school with me" (paragraph 3, line 8). The word "**she**" refers to?
 - a. Nita's sister
 - b. Nita's brother
 - c. Nita
 - d. The writer
12. What is the main topic of the third paragraph?
 - a. Nita's family
 - b. Nita's hobby
 - c. Nita's love story
 - d. Nita's physical appearance
13. "She is a **nice** girl" (paragraph 4, line 16). The similar word of **nice** is ...
 - a. Kind
 - b. Beautiful
 - c. Lovely
 - d. Smart
14. Which statement is TRUE based on the text?
 - a. Nita has two siblings
 - b. The writer's has two sisters
 - c. Nita has two sisters
 - d. The writer has two brothers
15. What does the last paragraph tell us about?
 - a. Nita's hobby
 - b. Nita's family
 - c. Nita's character
 - d. Nita's sister

Text for number 16-25**Ariana Grande**

Ariana Grande is a beautiful American singer and song writer. She was born in Florida on June 26, 1993. She has an older brother named Frankie, who is also an actor. Since childhood, she joined a group of children and community theater.

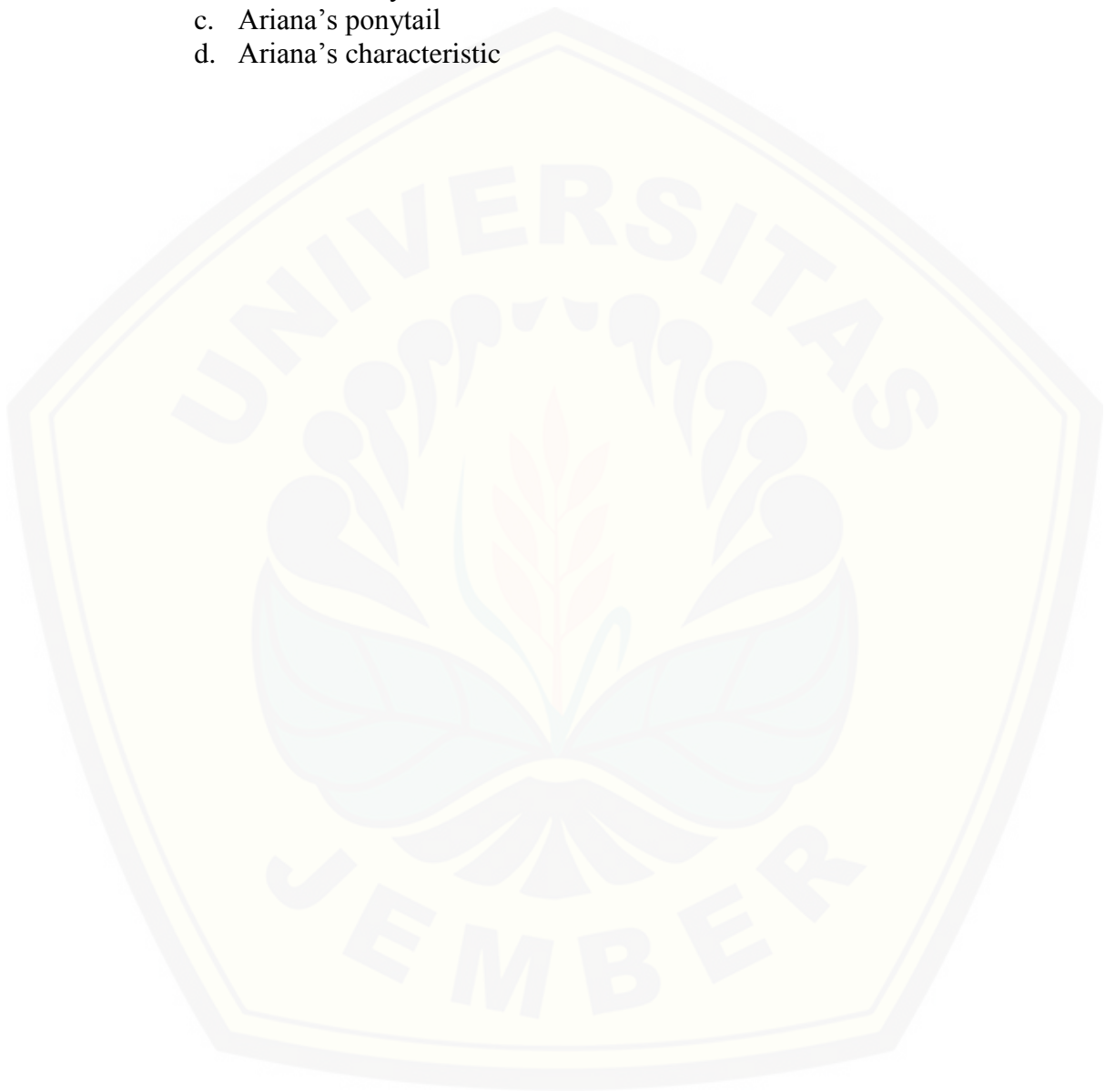
Ariana is very popular among people since she released her album "Yours Truly", in June 2013 and released on 2 September 2013 in the UK. After releasing the album, Ariana Grande was ranked number 4 on the Billboard list of the "Children's Hottest Music" in 2013. Her vocal is amazing enough reminding people to Mariah Carey with 4 octave vocal range. Ariana fans nickname is arianators.

Ariana Grande is my inspiration. Her body is slim with tiny mini costume on every performance. She is very famous with her hair and ponytail.

(Taken from: <http://alyeafasa.blogspot.com/>)

16. What is the main idea of the text above?
 - a. Mariah Carey
 - b. Arianators
 - c. Frankie
 - d. Ariana Grande
17. Who is Frankie?
 - a. Ariana's father
 - b. Ariana's friend
 - c. Ariana's brother
 - d. Ariana's boyfriend
18. What does the first paragraph tell us about?
 - a. Ariana's profile
 - b. Ariana's hobby
 - c. Ariana's career
 - d. Ariana's family
19. What does Ariana do?
 - a. She is an actor and a songwriter
 - b. She is an American Actress and a singer
 - c. She is a singer and a songwriter
 - d. She is an American model and a singer
20. "...since she released *her* album "Yours Truly", in June 2013...." (the second paragraph, line four). The word "**her**" refers to?
 - a. Mariah Carey
 - b. Ariana Grande
 - c. Frankie
 - d. Arianators
21. What is the name of Ariana's fans?
 - a. Arianators
 - b. Grande's
 - c. Ponytail
 - d. Your's truly
22. What is the topic of the second paragraph?
 - a. Ariana's career
 - b. Ariana's hobby
 - c. Ariana's song
 - d. Ariana's friend
23. "Her body is slim..." (paragraph 3, line 9). What is the opposite of the underlined word?
 - a. Tiny
 - b. Long
 - c. Fat
 - d. Beautiful

24. The following statements are TRUE, *except*?
- a. Ariana has a brother
 - b. Ariana has slim body
 - c. Frankie is Ariana's boyfriend
 - d. Ariana was born in Florida
25. What is the main idea of the last paragraph?
- a. Ariana's inspiration
 - b. Ariana's body
 - c. Ariana's ponytail
 - d. Ariana's characteristic



Answer Key

- | | | |
|-------|-------|-------|
| 1. a | 11. c | 21. a |
| 2. d | 12. b | 22. a |
| 3. b | 13. a | 23. c |
| 4. b | 14. a | 24. c |
| 5. c | 15. c | 25. d |
| 6. c | 16. d | |
| 7. b | 17. c | |
| 8. d | 18. a | |
| 9. a | 19. b | |
| 10. a | 20. b | |

	Indicators	Numbers	Total Items	Score Each Items	Total Score
Specific Information	Word comprehension	3, 11, 13, 19, 20, 23	6	4	24
	Sentence comprehension	4, 5, 7, 8, 9, 17, 21	7	4	28
General Information	Paragraph comprehension	6, 12, 15, 18, 22, 25	6	4	24
	Text comprehension	1, 2, 10, 14, 16, 24	6	4	24

APPENDIX M**Observation Checklist of the Students' Activities During Team Study in the First Cycle**

No.	Students' Names	Meeting 1 Indicators				Meeting 2 Indicators			
		1	2	3	4	1	2	3	4
1.	AM	√			√	√	√		√
2.	AZ	√	√		√	√		√	√
3.	AAF	√	√	√	√	√	√	√	√
4.	AAL	√	√	√	√	√	√	√	√
5.	ARD	√	√		√	√		√	√
6.	AAG	√			√	√		√	√
7.	DDH	√	√		√	√	√	√	√
8.	DAA		√	√		√	√	√	
9.	D	√				√			√
10.	F	√							√
11.	HAAR			√	√	√	√		
12.	HEAD			√	√				√
13.	JC	√		√		√	√		√
14.	MR	√	√	√	√	√	√	√	√
15.	PCV	√	√	√	√	√	√	√	√
16.	PRI	√	√	√	√	√	√	√	√
17.	RD	√	√			√	√		√
18.	RH	√				√	√		
19.	SNI	√	√	√	√	√	√	√	√
20.	SDW	√	√	√	√	√	√	√	√

The Indicators observe are as follows:

1. The students discuss the material with their team
2. The students help their team work in understanding the material
3. The students share their idea to the team work
4. The students do the exercise together with their team work

Observation Checklist of the Students' Activities During Team Study in the Second Cycle

No.	Students' Names	Meeting 1 Indicators				Meeting 2 Indicators			
		1	2	3	4	1	2	3	4
1.	AM	√	√		√	√	√	√	√
2.	AZ	√	√		√	√	√	√	√
3.	AAF	√	√	√	√	√	√	√	√
4.	AAL	√	√	√	√	√	√	√	√
5.	ARD	√	√		√	√		√	√
6.	AAG	√	√		√	√	√	√	√
7.	DDH	√	√		√	√	√	√	√
8.	DAA	√	√	√		√	√	√	√
9.	D	√	√		√	√	√		√
10.	F	√	√		√	√	√		√
11.	HAAR	√	√	√	√	√	√		√
12.	HEAD	√	√	√	√	√	√		√
13.	JC	√	√	√	√	√	√		√
14.	MR	√	√	√	√	√	√	√	√
15.	PCV	√	√	√	√	√	√	√	√
16.	PRI	√	√	√	√	√	√	√	√
17.	RD	√	√		√	√	√		√
18.	RH	√			√	√	√		√
19.	SNI	√	√	√	√	√	√	√	√
20.	SDW	√	√	√	√	√	√	√	√

The Indicators observe are as follows:

1. The students discuss the material with their team
2. The students help their team work in understanding the material
3. The students share their idea to the team work
4. The students do the exercise together with their team work

APPENDIX N

The Results of the Observation in Cycle 1

No	Students' Names	Meeting 1					Categories		Meeting 2					Categories	
		Indicators					Active	Passive	Indicators					Active	Passive
		1	2	3	4	5			1	2	3	4	5		
1.	AM	√	-	√	√	√	√		√	√	√	√	√	√	
2.	AZ	-	-	-	√	√		√	-	√	-	-	√		√
3.	AAF	√	√	√	√	√	√		√	√	√	√	√	√	
4.	AAL	-	-	-	√	√		√	-	√	-	-	√		√
5.	ARD	-	-	√	√	√	√		√	√	-	√	√	√	
6.	AAG	√	√	-	√	√	√		√	-	√	√	√	√	
7.	DDH	√	-	√	√	√	√		√	√	√	√	√	√	
8.	DAA	√	-	-	-	√		√	-	√	-	-	√		√
9.	D	√	-	-	√	√	√		√	√	-	√	√	√	
10.	F	√	√	-	√	√	√		√	√	-	√	√	√	
11.	HAAR	√	-	-	-	√		√	√	√	-	-	√	√	
12.	HEAD	√	-	-	-	√		√	-	√	-	-	√		√
13.	JC	√	√	-	√	√	√		√	√	-	-	√	√	
14.	MR	√	√	√	√	√	√		√	√	√	√	√	√	
15.	PCV	√	√	√	√	√	√		√	√	√	√	√	√	
16.	PRI	√	-	√	√	√	√		√	√	√	√	√	√	
17.	RD	√	-	-	-	√		√	√	-	√	√	√	√	
18.	RH	√	-	-	-	√		√	-	-	√	√	√		√
19.	SNI	√	√	√	√	√	√		√	√	√	√	√	√	
20.	SDW	√	√	√	√	√	√		√	√	√	√	√	√	
Total		17	8	9	15	20	13	7	15	17	11	14	20	15	5
Percentages		85%	40%	45%	75%	100%	65%	35%	75%	85%	55%	70%	100%	75%	25%

The Results of the Observation in Cycle 2

No	Students' Names	Meeting 1					Categories		Meeting 2					Categories		
		Indicators					Active	Passive	Indicators					Active	Passive	
		1	2	3	4	5			1	2	3	4	5			
1.	AM	√	-	√	√	√	√		√	√	√	√	√	√	√	
2.	AZ	-	√	-	√	√	√		√	√	-	√	√	√	√	
3.	AAF	√	√	√	√	√	√		√	√	√	√	√	√	√	
4.	AAL	√	-	-	√	√	√		√	√	√	√	√	√	√	
5.	ARD	-	-	√	√	√	√		√	√	-	√	√	√	√	
6.	AAG	√	√	-	√	√	√		√	-	√	√	√	√	√	
7.	DDH	√	-	√	√	√	√		√	√	√	√	√	√	√	
8.	DAA	√	-	-	√	-		√	-	-	-	√	√			√
9.	D	√	-	-	√	√	√		√	√	√	√	√	√	√	
10.	F	√	√	-	√	√	√		√	√	√	√	√	√	√	
11.	HAAR	√	-	-	√	-		√	√	-	√	√	√	√	√	
12.	HEAD	√	-	-	√	-		√	√	-	√	√	√	√	√	
13.	JC	√	√	-	√	√	√		√	√	√	√	√	√	√	
14.	MR	√	√	√	√	√	√		√	√	√	√	√	√	√	
15.	PCV	√	√	√	√	√	√		√	√	√	√	√	√	√	
16.	PRI	√	√	√	√	√	√		√	√	√	√	√	√	√	
17.	RD	√	√	-	√	√	√		√	-	√	√	√	√	√	
18.	RH	√	-	-	√	-		√	-	-	-	√	√			√
19.	SNI	√	√	√	√	√	√		√	√	√	√	√	√	√	
20.	SDW	√	√	√	√	√	√		√	√	√	√	√	√	√	
Total		18	10	9	20	16	16	4	18	16	14	20	20	18	2	
Percentages		90%	50%	45%	100%	80%	80%	20%	90%	80%	70%	100%	100%	90%	10%	

APPENDIX O

The Result of Reading Comprehension Test in Cycle 1 and Cycle 2

No.	Students' Names	Standard Minimum Score	Cycle 1			Cycle 2		
			Reading Score	Achieved	Not Achieved	Reading Score	Achieved	Not Achieved
1.	AG	70	74	√		78	√	
2.	AZ	70	70	√		74	√	
3.	AAF	70	78	√		80	√	
4.	AAL	70	70	√		70	√	
5.	ARD	70	68		√	74	√	
6.	AAG	70	74	√		74	√	
7.	DDH	70	48		√	68		√
8.	DAA	70	64		√	70	√	
9.	D	70	70	√		76	√	
10.	F	70	74	√		70	√	
11.	HAAR	70	60		√	64		√
12.	HEAD	70	64		√	70	√	
13.	JC	70	70	√		74	√	
14.	MR	70	80	√		84	√	
15.	PCV	70	80	√		94	√	
16.	PRI	70	70	√		76	√	
17.	RD	70	68		√	68		√
18.	RH	70	50		√	58		√
19.	SNI	70	84	√		80	√	
20.	SDW	70	80	√		88	√	
Total			1.396	13	7	1.490	16	4
Percentage		$\frac{\sum A}{N} \times 100\%$		65%	35%		80%	20%
Mean score		$M = \frac{\sum x}{n}$	69.8			74.5		

APPENDIX P

The Samples of the Students' Reading Comprehension Test Score

(The student's highest score)

84

Student's number : 19
Class : 84

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-15

Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madrística (Real Madrid's fans) calls him CR7. CR is the acronym of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchal, Madeira, Portugal on 5 February 1985. His father's name is José Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catarina.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

1. What kind of text is above?
 a. Descriptive text c. Report text
 b. Discussion text d. Recount text
2. What is the main topic of the text?
 a. Real Madrid c. Manchester United
 b. Football player d. Cristiano Ronaldo
3. "But, Madrística calls him CR7" (paragraph 1, line 1). The word "Madrística" refers to?
 a. Ronaldo's fans c. Real Madrid team
 b. Real Madrid's fans d. Ronaldo's rival
4. Where was Ronaldo born?
 a. Madrid c. Barcelona
 b. Funchal d. Manchester
5. When was Ronaldo born?
 a. 7 February 1985 c. 5 February 1985
 b. 20 February 1995 d. 7 February 1995
6. What is the topic of the second paragraph?
 a. Ronaldo's career c. Ronaldo's family
 b. Ronaldo's hobby d. Cristiano Ronaldo
7. Who is Liliana Catarina?
 a. Ronaldo's mother c. Ronaldo's girlfriend
 b. Ronaldo's sister d. Ronaldo's brother

8. What is the name of Ronaldo's brother?
 a. José Dinis Aveiro c. Liliana
 b. Maria Dolores d. Hugo
9. How many children does José and Maria have?
 a. Four c. Two
 b. Three d. One
10. These following statements are TRUE, *except!*
 a. Ronaldo has two siblings
 b. Ronaldo is a good football player
 c. CR is acronym of Cristiano Ronaldo
 d. The name of Ronaldo's mother is Maria Dolores
11. "He is from Portugal" (paragraph 3, line 7). The word "he" refers to?
 a. Hugo c. Cristiano Ronaldo
 b. Liliana Catarina d. Maria Dolores Dos Santos Aveiro
12. What is the main topic of the third paragraph?
 a. Ronaldo's family c. Ronaldo's love story
 b. Ronaldo's career d. Ronaldo's physical appearance
13. "Cristiano Ronaldo is a famous footballer" (paragraph 3, line 7). The similar word of famous is ...
 a. Popular d. Kind
 b. Handsome c. Smart
14. Which statement is TRUE based on the text?
 a. Ronaldo has a brother c. Ronaldo has a sister
 b. Ronaldo is a good model d. Ronaldo is from Madrid
15. What does the last paragraph tell us about?
 a. Ronaldo's hobby c. Ronaldo's performance
 b. Ronaldo's family d. Ronaldo's goal

Text for number 16-25

Selena Gomez

Her name is Selena Marie Gomez. She is usually called Selena Gomez or Miss Gomez. She was born on 22 July 1992 in Grand Prairie, Texas, USA.

Selena Gomez is a singer, song writer, and American actress. She sings for some soundtracks, like Cinderella and Trinker Bell. Her performance as an actress can be seen at Cinderella Story DVD version.

Miss Gomez has red hair, pointed nose, and slim body. She looks beautiful while she is smiling. She is also famous with her Latin face.

Selena Gomez does not have siblings. She is the only child in her family. Her father's name is Ricardo and her mother's name is Mandy Cornett.

16. What is the main idea of the text above?
 a. Mandy Cornett c. Ricardo
 b. Selena's mother d. Selena Gomez
17. What is the full name of Selena?
 a. Selena Gomez c. Selena Marie Gomez
 b. Mandy Cornett d. Selena Mandy Gomez
18. What does the second paragraph tell us about?
 a. Selena's career c. Selena's goal
 b. Selena's hobby d. Selena's family
19. What does Selena do?
 a. She is an actor, songwriter and singer
 b. She is an American Actress, singer and songwriter
 c. She is a singer, songwriter and American model
 d. She is a Cinderella, songwriter and tinkler bell
20. "Her performance as an actress..." (the second paragraph, line four). The word "her" refers to?
 a. Mandy Cornett c. Ricardo
 b. Selena Gomez d. Justin Bieber
21. How does Selena look like?
 a. She has red hair, pointed nose, and slim body
 b. She has Latin face, beautiful smile and brown hair
 c. She has a beautiful face, pointed nose and slim body
 d. She has a beautiful face, beautiful smile and pointed nose
22. What is the topic of the third paragraph?
 a. Selena's physical appearance
 b. Selena's love story
 c. Selena's hair and nose
 d. Selena's family
23. "Miss Gomez has red hair, pointed nose ..." (paragraph 3, line 6). What is the opposite of the underlined word?
 a. Sharp c. Flat
 b. Long d. Beautiful
24. The following statements are TRUE, *except!*
 a. Selena has no sibling c. Mandy Cornett is Selena's sister
 b. Ricardo is father of Selena d. Selena has red hair and pointed nose
25. What is the main idea of the last paragraph?
 a. Selena's physical appearance
 b. Selena's love story
 c. Selena's hair and nose
 d. Selena's family

21
4
84

The Samples of the Students' Reading Comprehension Test Score

(The student's lowest score)

Student's number : 78-1
 Class : 8-1

48

Read the following texts and choose the best answer to the following questions based on the text by crossing a, b, c or d!

Text for questions number 1-15

Ronaldo

His name is Cristiano Ronaldo. We can call him Ronaldo. But, Madridista (Real Madrid's fans) calls him CR7. CR is the acronym of Cristiano Ronaldo, and 7 is his shirt number when playing for both Manchester United and Real Madrid.

Ronaldo was born in Funchat, Madeira, Portugal on 5 February 1985. His father's name is Jose Dinis Aveiro. His mother's name is Maria Dolores Dos Santos Aveiro. He has one brother, Hugo, and two sisters, Elma and Liliana Catia.

Cristiano Ronaldo is a famous footballer. He is from Portugal, a country in Europe. Before playing for Real Madrid, he has played for Sporting Lisbon and Manchester United.

People know Cristiano Ronaldo is a good football player. He can run fast and dribble well. As a striker, he becomes a goal getter for Manchester United and Real Madrid along his career. He can get more than 30 goals every season.

1. What kind of text is above?
 a. Descriptive text c. Report text
 b. Discussion text d. Recount text

2. What is the main topic of the text?
 a. Real Madrid c. Manchester United
 b. Football player d. Cristiano Ronaldo

3. "But, Madridista calls him CR7" (paragraph 1, line 1). The word "Madridista" refers to?
 a. Ronaldo's fans b. Real Madrid team
 c. Real Madrid's fans d. Ronaldo's rival

4. Where was Ronaldo born?
 a. Madrid c. Barcelona
 b. Funchat d. Manchester

5. When was Ronaldo born?
 a. 7 February 1985 b. 5 February 1985
 c. 20 February 1995 d. 7 February 1995

6. What is the topic of the second paragraph?
 a. Ronaldo's career b. Ronaldo's family
 c. Ronaldo's hobby d. Cristiano Ronaldo

7. Who is Liliana Catia?
 a. Ronaldo's mother c. Ronaldo's girlfriend
 b. Ronaldo's sister d. Ronaldo's brother

8. What is the name of Ronaldo's brother?
 a. Jose Dinis Aveiro c. Liliana
 b. Maria Dolores d. Hugo

9. How many children does Jose and Maria have?
 a. Four b. Two
 c. Three d. One

10. These following statements are TRUE, *except*!
 a. Ronaldo has two siblings
 b. Ronaldo is a good football player
 c. CR is acronym of Cristiano Ronaldo
 d. The name of Ronaldo's mother is Maria Dolores

11. "He is from Portugal" (paragraph 3, line 7). The word "he" refers to?
 a. Hugo b. Cristiano Ronaldo
 c. Liliana Catia d. Maria Dolores Dos Santos Aveiro

12. What is the main topic of the third paragraph?
 a. Ronaldo's family b. Ronaldo's love story
 c. Ronaldo's career d. Ronaldo's physical appearance

13. "Cristiano Ronaldo is a famous footballer" (paragraph 3, line 7). The similar word of famous is ...
 a. Popular b. Kind
 c. Handsome d. Smart

14. Which statement is TRUE based on the text?
 a. Ronaldo has a brother c. Ronaldo has a sister
 b. Ronaldo is a good model d. Ronaldo is from Madrid

15. What does the last paragraph tell us about?
 a. Ronaldo's hobby c. Ronaldo's performance
 b. Ronaldo's family d. Ronaldo's goal

Text for number 16-25

Selena Gomez

Her name is Selena Marie Gomez. She is usually called Selena Gomez or Miss Gomez. She was born on 22 July 1992 in Grand Prairie, Texas, USA.

Selena Gomez is a singer, song writer, and American actress. She sings for some soundtracks, like Cinderella and Trinker Bell. Her performance as an actress can be seen at Cinderella Story DVD version.

Miss Gomez has red hair, pointed nose, and slim body. She looks beautiful while she is smiling. She is also famous with her Latin face.

Selena Gomez does not have siblings. She is the only child in her family. Her father's name is Ricardo and her mother's name is Mandy Cornett.

16. What is the main idea of the text above?
 a. Mandy Cornett c. Ricardo
 b. Selena's mother d. Selena Gomez

17. What is the full name of Selena?
 a. Selena Gomez b. Selena Marie Gomez
 c. Mandy Cornett d. Selena Mandy Gomez

18. What does the second paragraph tell us about?
 a. Selena's career c. Selena's goal
 b. Selena's hobby d. Selena's family

19. What does Selena do?
 a. She is an actor, songwriter and singer
 b. She is an American Actress, singer and songwriter
 c. She is a singer, songwriter and American model
 d. She is a Cinderella, songwriter and tinkler bell

20. "Her performance as an actress..." (the second paragraph, line four). The word "her" refers to?
 a. Mandy Cornett c. Ricardo
 b. Selena Gomez d. Justin Bieber

21. How does Selena look like?
 a. She has red hair, pointed nose, and slim body
 b. She has Latin face, beautiful smile and brown hair
 c. She has a beautiful face, pointed nose and slim body
 d. She has a beautiful face, beautiful smile and pointed nose

22. What is the topic of the third paragraph?
 a. Selena's physical appearance
 b. Selena's love story
 c. Selena's hair and nose
 d. Selena's family

23. "Miss Gomez has red hair, pointed nose ..." (paragraph 3, line 6). What is the opposite of the underlined word?
 a. Sharp c. Flat
 b. Long d. Beautiful

24. The following statements are TRUE, *except*!
 a. Selena has no sibling c. Mandy Cornett is Selena's sister
 b. Ricardo is father of Selena d. Selena has red hair and pointed nose

25. What is the main idea of the last paragraph?
 a. Selena's physical appearance
 b. Selena's love story
 c. Selena's hair and nose
 d. Selena's family

12
 4
 8

APPENDIX Q

The Letter of Research Permission



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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Laman: www.unej.ac.id

16 JAN 2019

Nomor : 0462 / UN25.1.5 / LT / 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala MTs Muncar Banyuwangi
Banyuwangi

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

Nama : Anida Rofiqoh
NIM : 120210401104
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 Implementation of Student Teams–Achievement Division (STAD) Technique to Enhance Students’ Reading Comprehension". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

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



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

APPENDIX R

The Statement Letter of Accomplishing the Research from the Principal of MTs Muncar



YAYASAN "MIFTAHUL ULUM"
MADRASAH TSANAWIYAH MUNCAR

STATUS : TERAKREDITASI-B | NSM : 121235100009 | NPSN : 20581670
Kedungrejo Muncar Banyuwangi

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SURAT KETERANGAN

Nomor: 468/A.e-1/MTs.M/V/2019

Yang bertanda tangan di bawah ini:

Nama : Drs. AS'AD GAZALI
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Jabatan : Kepala Sekolah MTs Muncar

Menerangkan bahwa:

Nama : ANIDA ROFIQOH
NIM : 120210401104
Jurusan/Program studi : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris
Universitas : Universitas Jember

Telah melakukan penelitian di MTs Muncar Banyuwangi pada tanggal 10 April s/d 08 Mei 2019 dengan judul "The Implementation of Student Teams – Achievement Division (STAD) Technique to Enhance Students' Reading Comprehension"

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Banyuwangi, 10 Mei 2019

