ENHANCING THE SEVENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) STRATEGY

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 Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is dedicated to:

1. My beloved parents: Edy Sudarsono and Sulasiyah.

2. My beloved brother and sister: Akbar Dwi Vanes Firmansyah and Nazma Salsabila.

3. All of my beloved family and friends that I cannot mention one by one.

MOTTO

"Teamwork makes the dream work, but a vision becomes a nightmare when the leader has a big dream and a bad team"
(John Calvin Maxwell)

STATEMENT OF THESIS AUTHENCITY

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

I certify that the content of the thesis is the result of my 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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CONSULTANTS' APPROVAL

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The writer

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Enhancing the Seventh Grade Students' Reading Comprehension Achievement by Using Student Teams-Achievement Divisions (STAD) Strategy; Ivan Putra Pratama; 150210401093; 90 pages; English Language Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to enhance the VII-C grade students' reading comprehension achievement by using STAD strategy. The reason for choosing VII-C was that this class had the lowest score in reading comprehension. Based on the interview and observation, the strategy implemented by the teacher was not too effective. It was probably because of the teacher did not allow the students to do certain strategy so that the students didn't show their enthusiasm in the teaching and learning process. Moreover, the high achiever students were not willing to help and work with the low achievers. Therefore, STAD was chosen to enhance the students' reading comprehension achievement. STAD is a part of cooperative learning in which the students are divided into groups consisted of 4-5 member, then they will teach each other about the material given and they should consist of heterogeneous members.

This research was done in one cycle which consisted of three meetings. The first and second meetings were the implementation of the action while the last meeting was intended for the reading comprehension test. The criteria of success determined by the researcher was 75% of the students achieved the standard minimum score (78) and 75% of the students actively participated in the teaching and learning process. The results of observation in Cycle 1 showed that the percentage of the students' active participation increased from meeting 1 that was 75% to 91% in meeting 2. It means that the strategy has been successful to encourage the students' participation. Besides, the percentage of the students who achieved the standard minimum score increased from pre-Cycle that was 31.25% to 81.25% in Cycle 1. It can be concluded that Cycle 1 was succeeded in

enhancing the students' reading comprehension achievement because more than 75% of the students achieved the standard minimum score. The action was stopped because the result of the observation and reading comprehension achievement test had achieved the minimum requirement.

Based on the results above, it can be concluded that the use of STAD strategy could enhance the seventh grade students' reading comprehension achievement and their active participation. Therefore, it is suggested for the English teacher to use STAD as an alternative strategy to teach reading comprehension and other skills such as listening comprehension. Since the members of the group were decided and chosen by teacher, sometimes they felt uncomfortable with their teammates, therefore, it is suggested for the English teacher to divide the students into heterogeneous group and let the students to choose the team members equally by themselves. For the students, it is expected that the use of STAD strategy can make them help each other to improve their reading comprehension achievement. For future researchers, it is expected that the result of this research can be used by future researchers to conduct further research dealing with a similar topic by using the same research design on different language skill, such as listening comprehension to enhance the students' listening comprehension achievement through STAD strategy. Besides, the researcher also suggests future researchers to implement the STAD strategy for different level of subjects, schools, and different text type of genre as well.

CHAPTER I. INTRODUCTION

This chapter presents some issues related to the topic of the research. They are research background, research questions, and research contributions.

1.1 Research Background

Reading is one of the important skills in learning English; therefore the latest curriculum (K13) demands the students to get all or most of the information by themselves (*Permendikbud* number 68; year 2013). The information provided in the internet is expected to extend their range of learning and make the students able to understand the text by themselves. In addition, reading comprehension skills become more important as children progress through educational system (Clarke, *et al*, 2014:9). Therefore, every student has to be able to access meaning through printed words and electronic media.

In this new millennium era, students can get information by reading textbooks, e-books, internet, and news. Clarke, *et al* (2014:1) state that texts can inform and develop knowledge, provide us with new vocabulary and provoke new ways of thinking by providing us alternative perspectives that kindle our imaginations to create rich mental images that may stay in our mind. Besides, they also state that some of the students experience difficulties to comprehend the content of the text. According to Clarke, *et al* (2014:13), reading is a highly complex process because for many students, the messages conveyed through written text are not well understood; therefore, it may not be surprising that some students struggle to become proficient readers.

Before conducting the research, a preliminary study was done by doing an interview with the English teacher and observation was also done at SMPN 2 Jember to collect some information related to the strategy, curriculum, and difficulties that the students had. It was found that reading comprehension is the most problematic case in class. The students of VII-C got the lowest score in reading comprehension that is 68.9 (see Appendix 4). They had problems in finding the specific and general information from the text because they only read the text without comprehending it well and some of the students were lack of

vocabulary that made them difficult in comprehending the text. In teaching and learning process, the English teacher taught the students by asking them to read the text aloud and do the exercise individually. That kind of strategy was not too effective to be implemented because most of the students didn't show their enthusiasm during the teaching and learning activity, especially on reading comprehension.

Based on the observation of teaching and learning process in VII-C classroom by using observation checklist, less than 50% of the students participated actively in teaching and learning process. Based on the researcher's experience during the teaching practicum program for 3 months, the high achiever students were not willing to work with the low achievers. Therefore, the low achievers became passive because only the high achievers that could keep up with the teaching and learning process. It became the main reason for the students to get low scores and could not reach the standard minimum score. Moreover, students were lack of motivation because there was no challenge while working in group or in pairs because the teacher only asked them to discuss and do the exercises by themselves.

Based on the condition above, to enhance students' reading comprehension achievement, various kinds of strategy such as flipped classroom, mind mapping, problem-based learning, cooperative learning, etc. are needed to enhance students' reading comprehension and teachers should have them. Slavin, *et al* (1985:13) note that cooperative learning programs have positive effects on a wide range of outcomes, including achievement, intergroup relations, attitudes toward mainstreamed academically handicapped students and self-esteem. Moreover, cooperative learning is the single most effective educational innovation to simultaneously address the many challenges and crises we face (Kagan and Kagan, 2009:61). Thus, it can be concluded that cooperative learning is one of the effective ways to enhance students' reading comprehension achievement.

To solve the problem, the researcher applied a strategy to enhance students' reading comprehension achievement. Students Teams-Achievement Division (STAD) is a part of cooperative learning in which, the students are divided into

groups consisting of 4-5 members. Slavin (1991:11) notes that Student Teams-Achievement Divisions (STAD) consists of study together with the members, give regular quizzes, and team scoring. The improvement score systems in STAD can motivate students to reach their goal. Thus, every member of the group will be more active because individual improvement score system in STAD demands the students to contribute in the teaching and learning process. Slavin (1991:15) also notes that STAD can increase learning more significantly than traditional methods. Therefore, it can be concluded that STAD is appropriate to enhance students' reading comprehension achievement.

The previous research findings showed that STAD could improve the students' reading comprehension achievement. A research conducted by Tohamba (2017) at SMAN 7 Kendari showed that STAD as cooperative learning model could improve the students' reading comprehension achievement. The students who got score $\geq$ 65 increased from 56.3% to 84.4%. Another classroom action research conducted by Umar (2015) at SMA Fatahillah Jakarta revealed that STAD could improve the twelfth grade students' reading comprehension achievement. She found that the students who got score $\geq$ 75 increased from 40% to 86.66%. Besides, a classroom action research of using STAD to teach reading comprehension was also conducted by Aprianti (2013) at SMPN 21 Pekanbaru. She found that STAD could improve the students' achievement in comprehending recount text. Those researches showed that STAD could improve the students' reading comprehension achievement.

Based on the previous studies above, the researcher conducted a research entitled, "Enhancing the Seventh Grade Students' Reading Comprehension Achievement by Using STAD strategy".

1.2 Research Questions

Based on the research background above, the research questions were formulated as follows.

1. How can the use of Student Teams-Achievement Divisions (STAD) strategy enhance the seventh grade students' reading comprehension achievement at SMPN 2 Jember?

2. How can the use of Student Teams-Achievement Divisions (STAD) strategy enhance the seventh grade students' participation in the teaching and learning process of reading at SMPN 2 Jember?

1.3 Research Contributions

1.3.1 Empirical Contribution

The results of this research were expected to be useful for future researchers who have the same research design as their references or information to conduct another research such as on how to enhance the students' listening comprehension achievement through STAD strategy on different text type of genre.

1.3.2 Practical Contribution

The results of this research were expected to be helpful to improve students' reading comprehension achievement and their participation in teaching and learning process. Moreover, the STAD strategy was expected to give the students a new experience in reading activities.

The results of the research were also expected to be useful for the English teachers as their information in implementing the STAD strategy. Moreover, the English teachers were also expected to be able to apply this strategy as an alternative strategy to improve the students' reading comprehension achievement and motivation in teaching and learning process.

CHAPTER II. RELATED LITERATURE REVIEW

This chapter presents some theories related to the research questions. They are reading comprehension, cooperative learning approach, student teams-achievement division (STAD), reading comprehension achievement, the steps of teaching reading by using STAD and previous research review.

2.1 Reading Comprehension

Reading is an interactive process in two ways because reading combines many cognitive processes working together at the same time such as receiving, extracting, integrating and interpreting information from the text (Grabe, 2009:15). The text in reading provides information that the writer wants to deliver to the reader. In addition, Grellet (1981:8) notes that reading is an active skill that involves guessing, predicting, checking and asking oneself questions. Thus, it can be said that reading is an interaction between the reader and the writer.

Comprehension is a part of life because every waking minute, your brain is busy making sense of your world (Mikulecky & Jeffries, 1996:14). The same thing happens in reading. In the process of reading, our brain tells our eyes what to look for in order to make a connection. Thus, it can be said that reading and comprehension cannot be separated. Snow (2002:11) notes that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Moreover, Anderson *et al* (in Klingner *et al.*, 2007:2) say that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. Thus, it can be concluded that reading comprehension is important for the students to make them understand the meaning or information from the text.

2.2 Cooperative Learning Approach

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning (Johnson *et al*, in Gillies *et al*, 2008:26). In other words, it can be said that cooperative learning

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involves students to work in group and achieve certain goals. In this case, the students can support each other to achieve the objective. Moreover, Kagan and Kagan (2009:101) say that cooperative learning is based on the premise that all students can do well if they get proper encouragement and support. From the statement above, it can be said that the role of each member of the group is really important.

Cooperative learning methods are structured, systematic instructional strategies capable of being used at any grade level in most school subjects (Slavin *et al*, 1985:6). In addition, Kagan and Kagan (2009:81) say that there are so many dimensions of cooperative learning that it is impossible to determine how much each contributes to the academic and social gains that result. In other words, it can be said that cooperative learning is effective to enhance or improve the students' achievement.

2.2.1 Components of Cooperative Learning

There are several points to indicate whether cooperative learning is successful or not. Johnson & Johnson in Gillies, *et al* (2008:19) note that there are five elements that the teacher has to structure. Those five elements are positive interdependence, individual accountability and personal responsibility, promotive interaction, appropriate use of social skills, and group processing. Each of the elements will be explained in the following sections.

1. Positive Interdependence

Positive interdependence creates mutual support among students, creates peer norms in favoring achievement, and increases the frequency and quality of peer tutoring (Kagan and Kagan 2009:82). In other words, positive interdependence can be indicated when the outcomes of a team goes up together because every member of the group has good chemistry. Thus, when the positive interdependence is achieved, the students will help each other, encourage and cooperate to get positive outcomes.

2. Individual Accountability and Personal Responsibility

   Positive interdependence will lead to accountability and responsibility. Individual accountability means that each member of the group is accountable for completing his or her part of the work (Jollife, 2007:3). Moreover, Johnson & Johnson (in Gillies, *et al*, 2008:22) say that individual accountability exists when the performance of each individual member is assessed, the results are given back to the individual and the group to compare against a standard of performance, and the member is responsible to contribute his share to the groups' success. Therefore, it can be said that every member of the group has his own responsibility, and the cooperation will be higher when the individual accountability is structured.

3. Promotive Interaction

   Promotive interaction occurs as individuals encourage and facilitate each other's efforts to accomplish group's goals (Johnson & Johnson in Gillies *et al*, 2008:23). It can be said that in cooperative learning, the students should help and encourage each other to achieve the goals. The objective of the team is easier to achieve if the promotive interaction is structured. In this case, the students have to maximize their opportunities to work, help and encourage each other. Furthermore, promotive interaction is important in order to create cooperation in a group.

4. Appropriate Use of Social Skills

   Cooperative learning demands the students to work with their team and it needs a teamwork to make a successful cooperative learning. Thus, it can also be said that students should know how to communicate with others. Gillies (2007:5) says that students need to be taught how to communicate effectively with each other so that they know how to express their ideas, acknowledge to others, deal with disagreements, and manage conflict. Therefore, the members of the group should have skills in communicating, cooperating, conflict-management by resolving conflicts between each member of the group to create good teamwork.

5. Group Processing

Group processing is defined as reflecting on a group session to describe what member actions are helpful or unhelpful and make decisions about what actions to continue or change (Johnson & Johnson in Gillies *et al*, 2008:25). In other words, it can be said that group processing exists when the members of the group discuss how well they are achieving their goals and maintaining things.

2.3 Student Teams-Achievement Division (STAD)

STAD is a part of cooperative learning besides Teams-Games-Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC). According to Slavin (1991:8), STAD is the simplest student team learning method where students are assigned to four or five-member learning teams and each team is a microcosm of the entire class made up of high, average and low performing students. Moreover, Kagan and Kagan (2009:460) say that the use of STAD includes enduring teams and an improvement point scoring systems which provide high motivation for students across the range of ability.

From the statement above, it can be said that STAD is an effective strategy in improving students' achievement. Moreover, Slavin (1991:13) states that STAD has been evaluated in 16 studies involving the students in grades 2-10 and the results were found to increase learning more significantly than the traditional methods. The use of STAD includes discussing problems, teaching each other on the material given and preparing each other for quizzes. To be more specific, in STAD, students are assigned to make a group of 4-5 members, then they will teach each other about the material given and they should consist of heterogeneous members.

2.4 The Components and the Steps of Teaching Reading by Using STAD

According to Slavin (1991:20), STAD is made up of five major components: class presentation, teams, quizzes, individual improvement scores, and team recognition. Those five components will be explained in the following sections.

1. Class Presentation

In this case, the material in STAD is introduced by the teacher. According to Kagan and Kagan (2009:460), the materials in STAD are the most often lecture-discussion but could include audio-visual presentations. The teacher in this research uses power point presentations and speaker in presenting the material during the teaching and learning activity. Moreover, Slavin (1991:20) says that the class presentation in Student Teams-Achievement Divisions differs from usual teaching only in that they must focus on the STAD unit. Therefore, the students must pay attention on the teacher's presentation in order to do well in quizzes session because their scores on quizzes determine the team score. Thus, it can be said that the activity in this component is mainly done by the teacher by introducing new material to the students.

2. Teams

After the teacher presents the material, the students meet their team members that consist of heterogeneous members. Every team will represent a cross-section of the class in academic performance, sex, race, and ethnicity. In this research, the students were assigned into groups consisting of 4-5 members, then each group consisted of high achievers, average achievers, and low achievers based on the previous mean score and each group was mixed between 2 male students and 2 female students. Kagan and Kagan (2009:165) say that heterogeneous teams maximize the potential for cross-ability tutoring, positive race relations, improved cross-sex relations, and efficient classroom management. In this session, the students take the form of students' quizzing one another to be sure that they understand the content or they are working with problems together and correcting each other.

3. Quizzes

After discussing the materials with group members, the students take individual quizzes composed of course-content-related. The students are not allowed to help each other during the quizzes. Slavin (1991:21) notes that this ensures that every student is individually responsible for knowing the materials. In

other words, it can be said that the purpose of taking quizzes is to evaluate the students' knowledge gained after class presentation and team discussion.

4. Individual Improvement Score

Individual improvement score is to indicate how well every student can perform compared to their usual performance. Every student is given a base score or the minimum score to achieve in each quiz. Every student can contribute to the teams by getting higher score than the base score. Then, the individual score of each member will be calculated and become the final score of the group.

5. Team Recognition

The teams receive recognition for the sum of improvement. The purpose of team recognition is not only to give reward or certificate but also to recognize the students' success to accomplish the goal. Team recognition can be done by giving a small prize, bulletin board, newsletter, etc. The team with higher improvement will receive the recognition. The teacher in this research gives a small prize to the team having the highest improvement.

In this research, the researcher applied the steps of teaching reading comprehension proposed by Slavin (1991). According to Slavin (1991:23), there are several steps in applying STAD as follows.

1. Preparing the materials

In this case, the teacher prepared the material which was going to be taught to the students. In this research, the teacher used descriptive texts to teach reading comprehension achievement. Moreover, the teacher also prepared worksheets, answer sheets, quizzes, and quiz answer sheets.

2. Assigning the students to teams

The students were assigned into teams consisting of 4-5 members. Each team consisted of high achievers, average achievers, and low achievers based on the previous scores. Moreover, every team was mixed between 2 male students and 2 female students.

3. Determining the students' base score

The teacher determined the students' base score based on the previous mean score. The base score was just a start and it was modified to reflect the students' actual scores after every two quizzes.

4. Presenting the lesson

The teacher introduced how STAD worked to the students in order to make them focus on the unit of STAD. The teacher used a brief lecture and discussion in presenting the lesson.

5. Distributing worksheets to the students

The teacher gave two worksheets to each team in every meeting in order to make them focus on teamwork so that they did not do the task individually.

6. Asking the students to discuss the text and do the exercises in group

The students were discussing the text together, learned the material with their team, compared and shared the ideas, corrected the misconception, and checked the answers together. The purpose was to make sure that all members mastered the material and they learned how to solve the problem by discussing with their teammates.

7. Conducting an individual quiz

In this part, the teacher asked the students to do the quiz individually. They were not allowed to help each other during the quiz. The purpose of giving individual quiz was to evaluate the students' knowledge gained by the class presentation and team discussion.

8. Calculating improvement score and giving the most successful team a recognition

The teacher gave a reward to the team having the highest improvement. The most successful team was determined by considering the students' improvement point in each team. The formula to calculate students' improvement point is illustrated in the following table.

Table 2.1 The formula of the students' improvement point

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

(Slavin, 2005:159)

The average of the improvement points of each member was found out to get a team score. The team with the most improvement score got a small prize from the teacher.

Table 2.2 The Classification of Team Recognition

No.	Average Team Improvement Score	Reward
1.	15 Points	Good Team
2.	16 Points	Great Team
3.	17 Points	Super Team

(Slavin, 2005:160)

2.5 The Advantages and Disadvantages of STAD

Slavin (1991:22) states several advantages of STAD in teaching and learning process as follows.

1. Frequent quizzes give feedback to students and teacher

After several quizzes that the students do, they will know their ability by evaluating the results. They will learn harder if there is no improvement from their base score. By giving frequent quizzes, the students will be more motivated to work with their team to improve their score. Moreover, it can also give the teacher feedback and learn what to do for the next.

2. Improvement scores challenge the students

The improvement score system will make the students work harder than before. They will work as a team to achieve the team's goal. If the score of one of the group members is still under the base score, the other members will help and learn together.

3. Curriculum materials are available in most subjects

STAD can be applied to teach mathematics, language, arts, science, foreign language, and some parts of social studies, such as geography, graph or map skills, and any knowledge-level objectives (Slavin, 1991:20). Thus, it can be said that STAD is appropriate and effective to teach English, especially in teaching reading comprehension.

Besides the advantages, STAD also has disadvantages. According to Slavin (1991:64), almost all problems in STAD are problems with teams. In STAD, the students will be unhappy about their team since the team members are chosen by the teacher. To cope with this problem, the researcher as the teacher gave the students time to know each other and maintained their relationship when team members behaved badly because they did not match with their team members. To cope with this problem, the teacher in this research should give them additional points based on their behavior, cooperativeness, and effort (Slavin, 1991:61). By giving them additional points, hopefully, then they will behave nicely.

2.6 Reading Comprehension Achievement

Achievement tests are directly related to language courses to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives (Hughes, 2003:13). In other words, it can be said that reading comprehension achievement refers to the students' scores after being taught using STAD strategy and tested with reading comprehension achievement. There are several components in reading comprehension, namely:

1.   Word Comprehension

In order to understand the meaning of the text, the first thing that we have to do is understanding the meaning of the word. Clarke *et al* (2014:16) say that text

comprehension relies on being able to access word meanings efficiently and integrate them into the context of the passage. Thus, it can be said that word comprehension is about how students are able to understand the meanings of the words.

2. Sentence Comprehension

After comprehending the word, the next step is comprehending the sentence. Grellet (1981:15) says that it is important to train the students, as early as possible, to look first for the core of the sentence that consists of subject and a verb. Actually, sentence comprehension is about connecting the words to get the meaning of the text.

3. Paragraph Comprehension

According to Lunsford (2011:75), paragraph is a series of sentences that must have one focus as controlling idea. Paragraph comprehension is one of the important things in reading comprehension achievement. Furthermore, the students must know how to comprehend the paragraph by relating one sentence to another sentence in order to get the meaning of the text.

4. Text Comprehension

According to Grellet (1981:15), a text is not made up of independent sentences or clauses but that is a web of related ideas that are announced throughout the passage. Thus, it can be said that text comprehension is the final and the most important step in reading comprehension. Therefore, the students must know how to comprehend the text well starting from word, sentence, and paragraph comprehension.

Based on the components of reading comprehension above, all of the components will be used to measure the students' reading comprehension achievement because those components represent the specific and general information of the text in which, word comprehension and sentence comprehension belong to specific information while paragraph comprehension and text comprehension belong to general information.

2.7 Previous Research Review

There are some previous researches related to the issue of STAD. First, a classroom action research conducted by Tohamba (2017) entitled "The Use of STAD Technique to Improve Students' Reading Achievement at Class XI A1 of SMAN 7 Kendari". The research findings showed that STAD as cooperative learning model could improve the eleventh grade students' reading comprehension achievement. It was revealed that the students who got score $\geq$ 65 increased from 56.3% to 84.4%.

The second research was conducted by Anggraeni (2015) entitled "The Use of STAD Technique to Improve the Eighth Grade Students' Participation and Their Recount Text Reading Comprehension Achievement at SMPN 9 Jember". The research findings showed that the students who got score $\geq$ 74 increased from 65% to 77.5%.

The third research was conducted by Umar (2015) entitled "Applying Student Teams Achievement Division (STAD) Technique to Improve Students' Reading Comprehension in Discussion Text". The research findings showed that STAD could improve the twelfth grade students' reading achievement. It was revealed that the students who got score $\geq$ 75 increased from 40% to 86.66%.

The last research was conducted by Aprianti (2013) entitled "The Use of STAD Strategy to Improve Reading Ability of the Second Year Students of SMPN 21 Pekanbaru in Comprehending Recount Text". The research findings showed that the average score improved from Cycle 1 that was 66.42 to 77.95 in Cycle 2.

Based on the previous studies above, it can be concluded that STAD can be used as an effective strategy to enhance students' reading comprehension achievement. Therefore, the researcher used those research studies to support the idea of using STAD to enhance the students' reading comprehension at SMPN 2 Jember.

There were some differences between the previous researches and this research. It was about the context of the research and the participants of the research. The previous researches involved the eleventh and twelfth grade

students of Senior High School and the eighth grade students of Junior High School. Meanwhile, this research involved the seventh grade students of Junior High School. Besides, the previous researches used curriculum 2006 (*KTSP* 2006). Meanwhile, this research combined curriculum 2013 (*K13*) with STAD strategy. The text used by the researcher was descriptive text. Meanwhile, the previous researches used recount text, narrative text and discussion text.

CHAPTER III. RESEARCH METHODS

This chapter presents the methods used in this research. They are research design, research selection, selection of research participants, data collection methods, and data analysis method.

3.1 Research Design

The research design applied by the researcher was a classroom action research because the aim was to enhance the seventh grade students' reading comprehension achievement by using STAD. Creswell (2012:577) says that action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information, and subsequently improve the ways their particular educational setting operates, their teaching, and their students in learning.

According to Lodico *et al,* (2010:322) a classroom action research uses cycle model that consists of five steps. They are reflecting, getting data, planning, acting, and analyzing the result of the action. The researcher conducted the research collaboratively with the English teacher. To be more specific, the collaboration focused on finding and defining the research problem, reflecting and identifying the problem of the research, gathering the data of the research, planning the action of the research, implementing the action of the research and analyzing the results of the action. The design of the classroom action research is illustrated in the following figure:

Figure 3.1 The diagram of the classroom action research process is as follows.
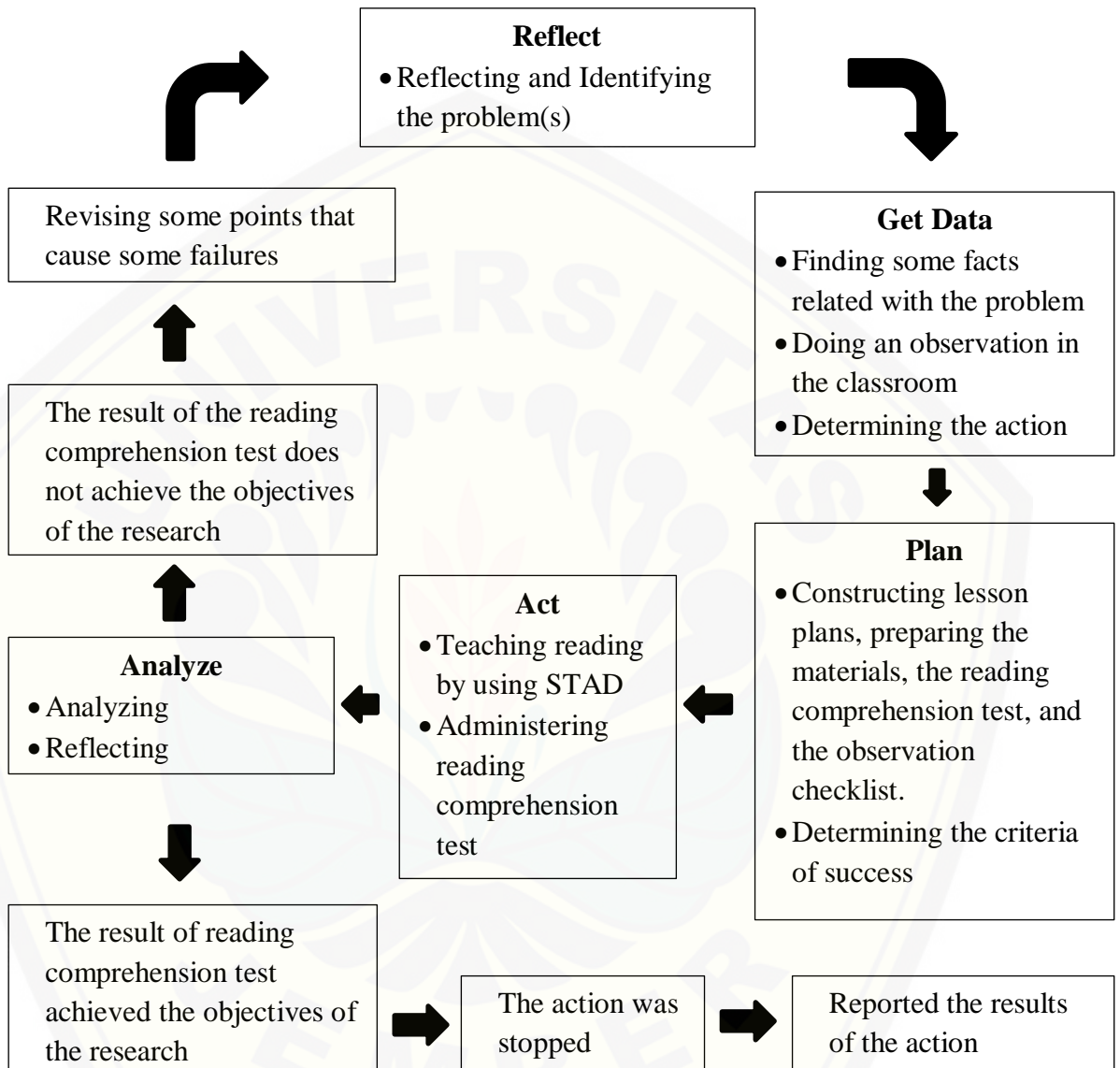
(Adapted from Lodico *et al*, 2010:322)

The procedures of the research design were as follows.

1. Interviewing the seventh grade English teacher of SMPN 2 Jember to find out the students' problem(s) in the teaching and learning process, especially in reading comprehension.

2. Collecting the data to support the research

3. Determining the action

4. Planning the action by constructing and preparing lesson plans, materials, observation checklist, reading comprehension test and criteria of success.

5. Implementing the action by teaching reading comprehension by using STAD.

6. Monitoring the implementation of the action by observing the students during the teaching and learning process.

7. Administering a reading comprehension test to the students.

8. Analyzing the data from the observation and reading comprehension test.

9. Reflecting the results of the students' scores.

3.2 Research Selection

The researcher conducted this research at SMPN 2 Jember. The reasons for choosing SMPN 2 Jember as the research context were; first, VII-C class still had difficulty in reading comprehension. It was proved by the result of the interview with the seventh grade English teacher and the students' previous mean score in reading comprehension that was only 68.9; second, the seventh grade English teacher never applied STAD during the teaching and learning process, especially in teaching reading comprehension; third, the principal of SMPN 2 Jember gave permission to the researcher to conduct the research; the last, the researcher got the experience in teaching the seventh grade students during the practice teaching program (KKPLP) at SMPN 2 Jember for 3 months in 2018.

3.3 Selection of Research Participants

The researcher applied purposive method to determine the research participants. Fraenkel and Wallen (2000:112) state that purposive method is how the researcher uses personal judgment to select the samples as the representatives. Thus, the researcher used his personal judgment to determine the research participants of this research, that is VII-C class students' of SMPN 2 Jember. This class was chosen based on the preliminary study on their reading comprehension scores that most of the students got low scores in reading comprehension and based on class observation the researcher found that the students did not participate actively in the teaching and learning process of reading

comprehension. It was proved by the result of their previous mean score of reading comprehension that was only 68.9 (see Appendix 3).

3.4 Data Collection Methods

There were two kinds of data collection methods in this research, namely: reading comprehension achievement test and observation. Each point is explained in the following sections respectively.

3.4.1 Reading Comprehension Achievement Test

According to Hughes (2003:13), achievement test is directly related to the language courses to establish how successful individual students, groups of students, or the course themselves are in achieving the objectives. In this research, the researcher used an achievement test to know how successful the students in accomplishing the goal. Reading comprehension achievement test was constructed in the form of objective test. The reason for choosing an objective test was because there was no judgment needed in the scoring system. Moreover, Ary, et al (2010:201) say that multiple choice is quite objective because the scoring is done by comparing students' answers with the scoring key. Thus, an objective test in the form of multiple choice was chosen because it did not need judgment from the researcher to correct the students' work. The test which was constructed by the researcher consisted of 20 items and each correct answer was scored 5 and 0 for the incorrect answer. The test consisted of several indicators of reading comprehension, that is, paragraph comprehension and text comprehension which covered general information, and word comprehension and sentence comprehension which covered specific information.

3.4.2 Observation

According to Creswell (2012:213), observation is a process of gathering some information by observing people and places at a research site. He also states about the advantages of observation such as the opportunity to record information as it occurs in a setting, to study actual behavior, and the like. In this research, the researcher used an observation checklist to collect the data on students'

participation during the teaching and learning activity. The observation checklist table is illustrated below:

Table 3.1 Observation checklist for students' participation

Students' Initial Names	Indicators					Active	Passive
	1	2	3	4	5		

The categories of the indicators were as follows.

1. Discussing the task with the team members
2. Making notes while teaching and learning process was going on
3. Helping the team learn the material
4. Joining the individual quiz
5. Asking questions related to the text

Notes: The students who fulfilled ≥ 3 indicators were categorized as active and the students who fulfilled less than 3 indicators were categorized as passive

3.5 Data Analysis Method

The results which were analyzed by the researcher were the students' scores on reading comprehension test and the students' participation in each cycle. Besides, the researcher determined the criteria of success in order to know whether the action was successful or not. The criteria used were as follows.

1. The use of STAD enhanced the students' reading comprehension achievement when 75% of the students achieved the standard minimum score 78.

2. The use of STAD enhanced the students' participation when 75% of the students participated actively in the teaching and learning process.

The researcher analyzed the result of the action by using two formulas below:

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

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

Notes:

E: The percentage of the students who get score ≥ 78

n: The total number of the students who get score ≥ 78

N: The total number of students

(Ali, 1993:186)

The results of students' participation were analyzed by using this formula:

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

Notes:

E: The percentage of the students' participation

A: The number of the students who participate actively in the teaching and learning process

N: The total number of the students

(Cohen et al, 2000:326)

CHAPTER V. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

Based on the results of the data analysis and discussion, it can be concluded that:

1. the use of STAD strategy could enhance the seventh grade students' participation during the teaching and learning activities. The result showed that the students' participation improved from 75% to 91%. The average percentage from the first and second meeting achieved the criteria of success.
2. the use of STAD strategy could enhance the seventh grade students' reading comprehension achievement. The result showed that there were 26 students or 81.25% of the students who achieved the standard minimum score. Thus, it needed one cycle only to enhance the students' reading comprehension achievement.

5.2 Suggestions

Considering the result of the use STAD strategy which could enhance the students' active participation and their reading comprehension achievement, some suggestions are proposed to the English teachers, students, and future researchers as follows.

5.2.1 The English Teachers

The English teachers of SMPN 2 Jember are suggested to use STAD strategy in teaching reading comprehension. STAD strategy can be used as an alternative strategy by the English teachers to maximize the students' potential, create cooperativeness between each student, create competitive in enjoyable atmosphere, and encourage the students to be actively participated in the teaching and learning process.

5.2.2 Future Researchers

It is expected that the result of this research can be used by future researchers to conduct further research dealing with a similar topic by using the same research design on different language skill, such as listening comprehension to enhance the students' listening comprehension achievement through STAD strategy. The researcher also suggests future researchers to implement the STAD strategy for different level of subjects, schools, and different type of text genre as well.
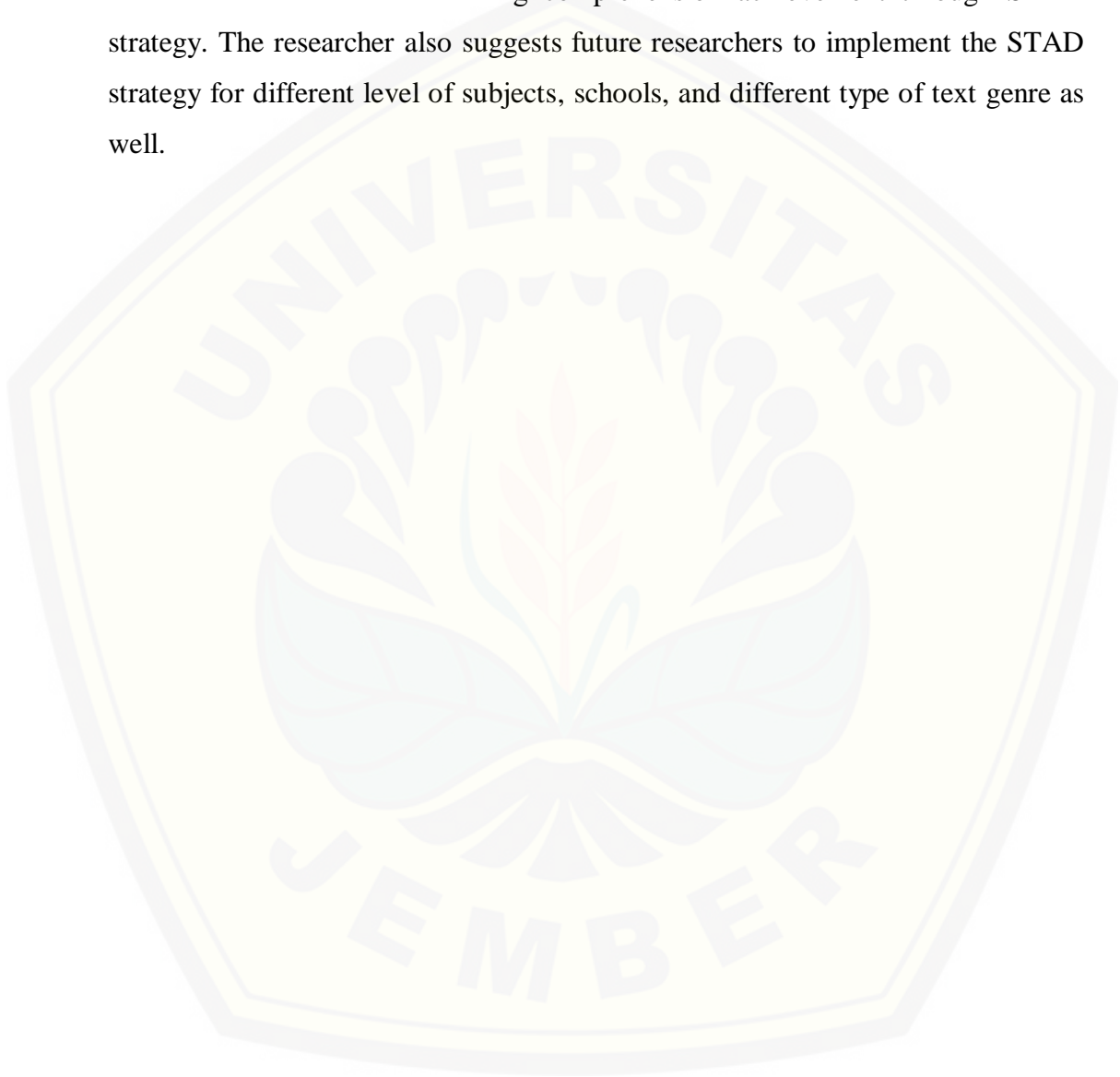
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APPENDIX 1

Research Matrix

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HYPOTHESIS
Enhancing the Seventh Grade Students' Reading Comprehension Achievement by Using Student Teams-Achievement Divisions (STAD) Strategy	1. Can the use of Student Teams-Achievement Divisions (STAD) strategy enhance the seventh grade students' reading comprehension achievement at SMPN 2 Jember? 2. Can the use of Student Teams-Achievement Divisions (STAD) strategy enhance the seventh grade students' participation in the teaching and learning process of reading at SMPN 2 Jember?	**Independent Variable:** The use of STAD strategy in reading comprehension **Dependent Variable:** 1. The students' reading comprehension achievement	1. The use of STAD strategy in reading comprehension: a) Having heterogeneous teams b) Having team study c) Having score improvement system d) Having individual quizzes e) Having team recognition (Robert E. Slavin, 1991) 2. The students' reading comprehension achievement that consists of:	1. Participant of the research: the seventh grade students of SMPN 2 Jember 2. Informant and collaborator: the English teachers of the seventh grade students' at SMPN 2 Jember 3. Documentation: a) Names of the participants b) The participants' previous reading mean scores	1. **Research Design**: A classroom action research with the cycle model. The stages of each cycle are: a. Reflecting b. Getting data c. Acting d. Planning e. Analyzing (Lodico, et al 2006:291 2. **Research Area** Determination Method: Purposive method 3. **Research Subject** Determination Method: Purposive method 4. **Data Collection Method**: a. Reading test b. Observation 5. **Data Analysis Method**: a. The result of students' reading comprehension test will be analyzed by using: $$E = \frac{n}{N} \, X \, 100\%$$	1. The use of STAD can enhance the seventh grade students' reading comprehension at SMPN 2 Jember 2. The use of STAD can enhance the seventh grade students' participation in teaching and learning process of reading comprehension at SMPN 2 Jember

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| | | | a) Word comprehension
b) Sentence comprehension
c) Paragraph comprehension
d) Text comprehension | | *Notes:*
E: The percentage of the students who get score ≥ 78
n: The total number of students who get score ≥ 78
N: The total number of students
(Ali, 1993 : 186) | |
| | | 2. The students' participation in reading comprehension | 3. The students' participation in class that consists of:
a) Discussing the task with the team members
b) Making notes while teaching and learning process is going on
c) Helping the team learn the material
d) Joining the individual quiz
e) Asking questions related to the text | | b. The result of students' participation will be analyzed by using:

$$E = \frac{A}{N} \ X \ 100\%$$

Notes:
E: The percentage of the students' participation
A: The number of the students who participate actively in the teaching and learning process
N: The total number of students
(Cohen et al, 2000:326) | |

APPENDIX 2

Supporting Data Instruments

Interview guide for the preliminary study

No	Questions	Answers
1.	What curriculum has been implemented at SMPN 2 Jember?	This school has implemented Curriculum 2013 (K13).
2.	How many times do you teach English in a week?	I teach English twice a week.
3.	How do you teach reading to your students?	I usually use the students' textbook and ask them to read the text loudly and do the exercises individually. Sometimes, I ask them to do the exercises in pairs or in groups.
4.	What kind of difficulties do the students have in reading comprehension?	Most of the students have difficulties in finding the general and specific information of the text. Moreover, most of them are lack of vocabulary, structure, and motivation, especially, in reading comprehension, most of them are passive and do not show their enthusiasm during the teaching and learning process of reading comprehension.
5.	What is the standard minimum score for English at SMPN 2 Jember?	The standard minimum score for all language skills at SMPN 2 Jember is 78.
6.	Which class has the lowest score in reading?	It's VII-C class because most of them got scores below the standard minimum score.
7.	Do you know what STAD is? Have you ever implemented STAD to teach reading?	I have heard about STAD before and I know about STAD but I have never implemented this strategy to teach reading.
8.	Why haven't you implemented STAD to teach reading comprehension?	I think the students are interested in my teaching and learning style. So, I only use the students' textbook using question and answer technique
9.	May I conduct a classroom action research in VII-C class?	Yes, of course.

APPENDIX 3

The Seventh Grade Students' Mean Scores of Reading Comprehension

No	Class	Scores
1.	VII A	74.84
2.	VII B	79.21
3.	VII C	68.9
4.	VII D	73.38
5.	VII E	72.86
6.	VII F	79.1

The Seventh Grade Students' Previous Scores of Reading Comprehension

No	VII A STUDENTS' INITIAL NAMES	SCORES	VII B STUDENTS' INITIAL NAMES	SCORES	VII C STUDENTS' INITIAL NAMES	SCORES	VII D STUDENTS' INITIAL NAMES	SCORES	VII E STUDENTS' INITIAL NAMES	SCORES	VII F STUDENTS' INITIAL NAMES	SCORES
1.	ASE	76	ARTPA	90	AA	55	ANDY	46	AAPAS	78	AMA	90
2.	AASP	78	AKR	58	ANH	40	AJ	60	AQS	74	AHNP	90
3.	ARAP	72	ANY	60	AAP	70	AS	56	ARS	90	ARN	73
4.	ADZ	55	AKR	83	BMPM	50	ANM	90	AFZ	70	AMZ	85
5.	ARF	76	ARM	90	BAA	75	CAW	82	ARAF	55	ARY	90
6.	AJF	74	AON	90	DAW	72	DNRSP	85	BPA	68	AVA	78
7.	CDPT	80	AIB	85	EYPP	74	ERAAN	84	DFA	70	AVVZ	80
8.	CRS	78	ANT	83	FANP	88	FJ	50	DMZ	78	AFJ	85
9.	CPTS	80	CIAT	90	GRD	65	HFZ	66	DSF	80	ASS	90
10.	DAR	90	CDNA	88	JIP	72	INF	60	DFA	74	BNA	55
11.	DFP	80	DSAH	83	KR	70	JJAJJ	55	FANP	88	DDH	85
12.	ELF	78	FMH	78	KMP	80	KFY	84	GTW	75	ERDR	85
13.	FDAZ	64	FFM	72	KMFAH	88	KASP	90	MAQA	80	FAG	90
14.	IANH	80	JB	82	KNIC	90	MJ	74	MRH	72	FOF	80
15.	IVFK	72	KFAT	80	LFH	88	MAA	60	MSF	50	GKR	63
16.	KNA	80	LNW	85	MZAA	65	MFPM	86	MZIR	70	GAR	67
17.	KAAS	74	LTD	90	MQ	70	MNU	90	NRG	78	IAS	50
18.	MEP	76	MMAP	83	MAB	45	MRDP	75	NMPG	88	JACF	85
19.	MBP	64	MHB	70	MNA	62	NTYA	90	NR	70	JEH	76
20.	MDR	82	NBIS	88	MNF	80	NDN	80	NAM	50	JAP	90
21.	MKGW	58	NCL	70	MTH	55	RDD	63	NFSH	70	MRGK	60
22.	MMN	56	RATJ	50	NAM	45	RFN	76	QLIS	78	MAF	85
23.	MNN	88	RAM	90	NDA	80	RAK	78	RTH	80	MND	90
24.	MAA	86	RAGP	83	NNU	78	SRK	84	RIIG	74	MAW	80
25.	NK	74	RRR	85	NRP	90	SBR	80	SEL	80	MASM	68
26.	NCS	80	RSM	53	NCW	60	SRO	60	TSK	84	NRA	80
27.	NRP	64	RD	73	NSS	65	TG	50	VPN	40	NAH	74
28.	NKTS	76	SAD	80	SCS	90	TEI	90	WNK	90	NZV	86
29.	PAC	76	SAHSP	85	THAA	70	VF	85	ZS	58	RMAS	83
30.	RSW	80	TRS	88	YIH	80	WCF	76	ZAPK	74	ZAN	80
31.	TNF	74	YRA	70	ZZPW	40	YW	70				
32.	YANH	74	ZKK	80	ZRA	55						
MEAN SCORE	2395/32 =74,84		2535/32 = 79,21		2207/32 = 68.9		2275/31 = 73,38		2186/30 = 72,86		2373/30 =79,1	

APPENDIX 5

The List of Students in VII-C Based on the Academic Performance

Students' Academic Performance	Students' Initial Names	Students' Scores	Students' Team
High achiever students	KNIC	90	A
	NRP	90	B
	SCS	90	C
	FANP	88	D
	KMFAH	88	E
	LFH	88	F
	KMP	80	G
	YIH	80	H
Average achiever students	MNF	80	A
	NDA	80	B
	NNU	78	C
	BAA	75	D
	EYPP	74	E
	DAW	72	F
	JIP	72	G
	AAP	70	H
	KR	70	A
	MQ	70	B
	THAA	70	C
	GRD	65	D
	MZAA	65	E
	NSS	65	F
	MNA	62	G
	NCW	60	H
Low achiever students	AA	55	A
	MTH	55	B
	ZRA	55	C
	BMPM	50	D
	MAB	45	E
	NAM	45	F
	ANH	40	G
	ZZPW	40	H

APPENDIX 6

The List of Students in Groups

Group A			
No	Students' Initial Names	Gender	Performance
1	KNIC	Female	High
2	MNF	Male	Average
3	KR	Female	Average
4	AA	Male	Low

Group B			
No	Students' Initial Names	Gender	Performance
1	NRP	Male	High
2	NDA	Female	Average
3	MQ	Female	Average
4	MTH	Male	Low

Group C			
No	Students' Initial Names	Gender	Performance
1	SCS	Female	High
2	BAA	Male	Average
3	THAA	Male	Average
4	ZRA	Female	Low

Group D			
No	Students' Initial Names	Gender	Performance
1	FANP	Male	High
2	NUU	Female	Average
3	GRD	Female	Average
4	BMPM	Male	Low

Group E			
No	Students' Initial Names	Gender	Performance
1	KMFAH	Female	High
2	EYPP	Female	Average
3	MZAA	Male	Average
4	MAB	Male	Low

Group F			
No	Students' Initial Names	Gender	Performance
1	LFH	Female	High
2	DAW	Male	Average
3	NSS	Female	Average
4	NAM	Male	Low

Group G			
No	Students' Initial Names	Gender	Performance
1	KMP	Female	High
2	JIP	Female	Average
3	MNA	Male	Average
4	ANH	Female	Low

Group H			
No	Students' Initial Names	Gender	Performance
1	YIH	Male	High
2	AAP	Female	Average
3	NCW	Female	Average
4	ZZPW	Female	Low

APPENDIX 7

LESSON PLAN
(Cycle 1 meeting 1)

Level	: **Junior High School**
Subject	: **English**
Grade/Semester	: **VII/2**
Language skill	: **Reading**
Theme	: **Famous Public Figures**
Text type	: **Descriptive Text**
Time allocation	: **2 x 40 minutes**

A. Core Competences

1. Menghargai dan menghayati ajaran agama yang dianutinya.
2. Menunjukkan 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 apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competences and Indicators

No	Basic Competences			Indicators	
1.	3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Mentioning the social function, generic structures, and language features of descriptive text
2.	4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.1.1	Identifying the general information and the specific information of descriptive text in the form of multiple choice
			4.7.1.2	Finding the unfamiliar words of descriptive text
			4.7.1.3	Finding the meaning of the unfamiliar words of descriptive text
			4.7.1.4	Answering Task 1 by matching the words with the group
			4.7.1.5	Answering comprehension questions in Task 2 in the form of multiple choice with the group
			4.7.1.6	Answering comprehension questions in Task 3 in the form of multiple choice individually

C. Learning Objectives

1. The students are able to mention the social function, the generic structures, and the language features of descriptive text
2. The students are able to identify the general information and the specific information of descriptive text
3. The students are able to find unfamiliar words of descriptive text
4. The students are able to find the meaning of unfamiliar words of descriptive text

5. The students are able to answer Task 1 by matching the words with the group

6. The students are able to answer Task 2 in the form of multiple choice with the group

7. The students are able to answer Task 3 in the form of multiple choice individually

D. Learning Materials

The learning materials are enclosed.

E. Teaching Technique and Approach

1. Technique : STAD (Student Teams-Achievement Division)
2. Approach : Scientific Approach

F. Media and Teaching Sources

1. Media : Whiteboard, board marker, powerpoint presentation, and LCD Viewer

2. Teaching Sources : https://englishcoo.com/contoh-descriptive-text-about-someone/

G. Teaching and Learning Activities

Pre-Instructional Activities	Time Allocation
Activities	
1. Greeting the students	1'
2. Asking the students to pray	1'
3. Checking the students' attendance list	2'
4. Giving a riddle to the students (Taylor Swift)	1'
5. Listening to a part of Taylor Swift's song entitled *Shake It Off*	1'
6. Showing a picture of Taylor Swift to the students	1'
7. Stating the learning objectives to the students	2'

Main Activities		
	Class Presentation	
Observing	1. Distributing the example of a descriptive text to the students and asking them to read it silently	3'
	2. Asking the students to analyze the social function, generic structures, and language features of descriptive text	5'
Questioning	1. Giving the students opportunities by guiding them to ask some questions related to the text (the generic structure, the language features, etc.)	3'
	Team Study	
Collecting Information	1. Assigning students into groups based on STAD criteria	2'
	2. Asking the students to work within the group	1'
	3. Explaining the procedures of STAD	2'
	4. Asking the students to mention the social function, generic structures, and language features of the example text given	2'
	5. Asking the students to find the unfamiliar words and guiding them to find the meaning of each word. Example: The meaning of the word *appear* is to show up.	2'
Associating	1. Asking the students to do Task 1 with the group by matching the words in column A to the words in column B to find the synonym of each word	3'

	2. Asking the students to do Task 2 with the group by answering the questions related to the text by crossing the A, B, C or D	10'
	Individual Quiz	
	1. Asking the students to move from the group and going back to their seats	1'
	2. Asking the students to do the individual quiz (Task 3) by answering the questions related to the text by crossing the A, B, C or D	15'
Communicating	Individual Improvement Score & Team Recognition	
	1. Discussing the task and the individual quiz with the whole class	15'
	2. Filling the quiz score sheet to calculate the improvement point of each group	1'
	3. Announcing the team recognition based on the score improvement point in the next meeting	1'

Closure	Time Allocation
1. Guiding the students to conclude the materials given	2'
2. Stating the conclusion	2'
3. Parting the students	1'

APPENDIX A

Enclosure

1. Pre-Instructional Activities

a. Giving a riddle to the students:

I am a famous female singer in the world. My lips are usually red and my hair is blonde. Shake it off is one of my popular song. Who am I?

b. Listening to a part of Taylor Swift's song entitled *Shake It Off*

c. Showing a picture of Taylor Swift to the students:
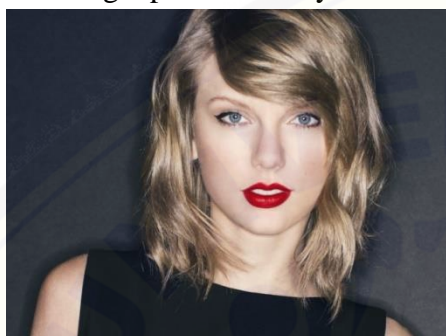
1. Do you know who she is?

2. Main Activities

a. The Definition of Descriptive Text

Descriptive text is a text which says or describes what a person, an animal, a place or a thing is like.

b. The Social Function of Descriptive Text

The social function of descriptive text is to describe a person, an animal, a place or a thing.

c. The Generic Structure of Descriptive Text

Identification : It is introducing a particular person, animal or thing

Description : It is describing physical appearance, quality, behavior, etc.

d. The Language Features of Descriptive Text

1. Using simple present tense, the sentence structure used is simple present tense because it tells the fact of the object or subject

2. Using adjectives to clarify the noun such as beautiful, powerful, famous, wealthy, popular, etc.

3. Using action verbs, that show activities such as appear, move, suffer, etc.

Exercise

Taylor Swift

Taylor Alison Swift is an American singer and a songwriter. She is known for narrative songs about her personal life. Her songs are very popular; namely, Shake It Off, Blank Space and Bad Blood. Taylor Swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines.

By 2017, she is 28 years old. She was born on December 13, 1989, in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her hair is blonde and her eye colour is blue. Her lips are usually red as she likes red very much. Taylor Swift is a famous and wealthy woman but her life was not always so sweet. She suffered bullying in the school, especially in Junior High. She said that she got dumped by a group of popular girls in the school. They thought that it was weird that she liked country music. This changed after she moved to Nashville and became a successful singer.

Adopted from https://englishcoo.com/contoh-descriptive-text-about-someone/

TASK 1

Match the word in column A to the word in column B to find the synonym of each word. Do it with the group on the answer sheet provided.

A	B
1. Powerful	a. Famous
2. Beautiful	b. Bizzare
3. Popular	c. Pretty
4. Suffered	d. Influential
5. Weird	e. Endure

TASK 2

Answer the questions correctly based on the text above by crossing the A, B, C or D. Do it with the group on the answer sheet provided.

1. What does the second paragraph tell us about?
   a. It tells us about Taylor Swift's favorite things
   b. It tells us about Taylor Swift's physical appearances and Junior High School experiences
   c. It tells us about how she started her career as a singer
   d. It tells us about where Taylor Swift's address is

2. **"<u>Her</u> life was not always so sweet.."** What does the underlined word refer to?
   a. Some of popular girls   c. Taylor Swift
   b. A wealthy woman   d. A blonde girl
3. What happened to Taylor in Junior High School?
   a. She got a lot of achievements c. She became a wealthy woman
   b. She became a popular singer d. She got bullied
4. What is the opposite meaning of the word "wealthy"? (line 9)
   a. rich   c. prosperous
   b. poor   d. affluent
5. Which statement is TRUE according to the text above?
   a. Taylor was born in the UK
   b. Taylor's favorite music genre was country
   c. She never suffered from bullying
   d. Her favorite color is blue
6. What is the purpose of the text above?
   a. To tell the readers about Taylor Swift's experience
   b. To inform the readers about how to be a good singer
   c. To describe and give information about Taylor Swift
   d. To persuade the readers to watch Taylor's concert
7. What is the similar meaning of the word "dumped"? (line 10)
   a. retained   c. kept
   b. saved   d. ejected
8. What does the first paragraph tell us about?
   a. It tells us about who Taylor Swift is
   b. It tells us about Taylor Swift's career
   c. It tells us about Taylor Swift in Junior High School
   d. It tells us about Taylor Swift's favorite things
9. Why did Taylor get bullied?
   a. Because she appeared as one of the most influential women
   b. Because she liked country music
   c. Because she was not beautiful
   d. Because she was not rich
10. Does Taylor become a successful singer?
    a. No, she does not
    b. Never
    c. Yes, she does
    d. Yes, she does not

Individual Quiz

J.K. Rowling

J. K. Rowling is a British novelist who writes the phenomenal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the best selling book series in history. The books were sold more than 400 million copies.

Joanne Rowling was born on 31st July 1965 in Yate, Gloucestershire, England. So, she is 52 years old by 2017. About her physical appearance, her height is 165 centimeters and weighs 54 kilograms. She has blonde hair and blue eyes. She was married twice. Now, she has got three children. JK. Rowling is a terrific and successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular magic and high imagination, she turns to be very famous and wealthy.

Adopted from https://englishcoo.com/contoh-descriptive-text-about-someone/

TASK 3

Answer the questions correctly based on the text above by crossing the A, B, C or D. Do it in individually on the answer sheet provided.

1. What is the purpose of the text above?
   a. To give information about J.K. Rowling's daily activity
   b. To persuade the readers to buy J.K. Rowling's book
   c. To tell about J.K. Rowling's books
   d. To describe and give information about J.K. Rowling
2. "**They** have become..." What does the underlined word refer to?
   a. J.K. Rowling   c. J.K. Rowling's children
   b. Harry Potter books   d. J.K. Rowling's physical appearance
3. What does the second paragraph tell us about?
   a. It tells us about her physical appearances and how she became a famous and wealthy woman
   b. It tells us about where she lives
   c. It tells us about her daily activities
   d. It tells us about her favorite things
4. How many children does she have?
   a. Four   c. Five
   b. Two   d. Three

5. How does she become a wealthy and famous woman?
   a. By writing a song
   b. By writing Harry Potter books
   c. By writing books about romance
   d. By writing books about her journey

6. What does the similar meaning of the word "destitute"? (line 10)
   a. Poor   c. Wealthy
   b. Rich   d. Affluent

7. How many copies were Harry Potter books sold?
   a. Less than 400 million copies
   b. More than 300 million copies
   c. More than 400 hundred copies
   d. More than 400 million copies

8. Which statement is TRUE according to the text above?
   a. She has more than three children
   b. She has more than one husband
   c. She was born in Yate, Gloucestershire, USA
   d. She was 52 years old 2 years ago

9. What is the opposite meaning of the word "terrific"? (line 8)
   a. Wonderful   c. Awesome
   b. Great   d. Horrible

10. How was the public's reaction to Harry Potter books?
    a. The books didn't get any appreciation from the public
    b. The books didn't get any attention from the public
    c. The books got public attention
    d. The books only got appreciation from people in England

Answer Key

Task 1		Task 2		Task 3	
1.	D	1.	B	1.	D
2.	C	2.	C	2.	B
3.	A	3.	D	3.	A
4.	E	4.	B	4.	D
5.	B	5.	B	5.	B
		6.	C	6.	A
		7.	D	7.	D
		8.	A	8.	D
		9.	B	9.	D
		10.	C	10.	C

Test Item Distribution of Task 2

The Reading Comprehension Indicators	Numbers of Item
Word Comprehension	2,4,7
Sentence Comprehension	3,9,10
Paragraph Comprehension	1,8
Text Comprehension	5,6

Test Item Distribution of Task 3

The Reading Comprehension Indicators	Numbers of Item
Word Comprehension	2,6,9
Sentence Comprehension	4,5,7,10
Paragraph Comprehension	3
Text Comprehension	1,8

APPENDIX B

EVALUATION SHEET

1. The students' participation will be observed by using the observation checklist. The observation checklist is as follows.

Students' Initial Names	Indicators					Active	Passive
	1	2	3	4	5		

The categories of the indicators are as follow.
1. Discussing the task with the team members
2. Making notes while teaching and learning process is going on
3. Helping the team learn the material
4. Joining the individual quiz
5. Asking questions related to the text

Notes: The students who fulfill ≥ 3 indicators will be categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

2. The score of reading comprehension exercise will be calculated by using the following formula:

$$\text{Score} = \frac{\textbf{Correct answer}}{\textbf{Whole questions}} \text{ x } 100$$

Jember,

Collaborator   Researcher

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APPENDIX 8

LESSON PLAN
(Cycle 1 Meeting 2)

Level	: Junior High School
Subject	: English
Grade/Semester	: VII/2
Language skill	: Reading
Theme	: Famous Public Figures
Text type	: Descriptive Text
Time allocation	: 2 x 40 minutes

A. Core Competences
1. Menghargai dan menghayati ajaran agama yang dianutinya.
2. Menunjukkan 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 apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Basic Competences and Indicators

1.	3.7	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1	Mentioning the social function, generic structures, and language features of descriptive text
2.	4.7.1	Menagkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.	4.7.1.1	Identifying the general information and the specific information of descriptive text in the form of multiple choice
			4.7.1.2	Finding the unfamiliar words of descriptive text
			4.7.1.3	Finding the meaning of the unfamiliar words of descriptive text
			4.7.1.4	Answering Task 1 by matching the words with the group
			4.7.1.5	Answering comprehension questions in Task 2 in the form of multiple choice with the group
			4.7.1.6	Answering comprehension questions in Task 3 in the form of multiple choice individually

C. Learning Objectives

1. The students are able to mention the social function, the generic structures, and the language features of descriptive text
2. The students are able to identify the general information and the specific information of descriptive text
3. The students are able to find unfamiliar words of descriptive text
4. The students are able to find the meaning of unfamiliar words of descriptive text

5. The students are able to answer Task 1 by matching the words with the group

6. The students are able to answer Task 2 in the form of multiple choice with the group

7. The students are able to answer Task 3 in the form of multiple choice individually

D. Learning Materials

The learning materials are enclosed

E. Teaching Technique and Approach

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

F. Media and Teaching Sources

1. Media   : Whiteboard, board marker, powerpoint presentation, LCD Viewer

2. Teaching Sources   : -https://www.belajarbahasainggrisku.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html
   - https://englishcoo.com/contoh-descriptive-text-about-someone/

G. Teaching and Learning Activities

Pre-Instructional Activities	Time Allocation
Activities	
1. Greeting the students	1'
2. Asking the students to pray	1'
3. Checking the students' attendance list	2'
4. Giving a riddle to the students (Tulus)	1'
5. Listening to a part of Tulus's song entitled *Teman Hidup*	1'
6. Showing a picture of Tulus to the students	1'
7. Stating the learning objectives to the students	2'

Main Activities		
	Class Presentation	
Observing	1. Distributing the example of a descriptive text to the students and asking them to read it silently	3'
	2. Asking the students to analyze the social function, generic structures, and language features of descriptive text	5'
Questioning	1. Giving the students opportunities by guiding them to ask some questions related to the text (the generic structure, the language features, etc.)	3'
	Team Study	
Collecting Information	1. Assigning students into groups based on STAD criteria	2'
	2. Asking the students to work within the group	1'
	3. Reviewing the procedures of STAD	2'
	4. Asking the students to mention the social function, generic structures, and language features of the example text given	2'
	5. Asking the students to find the unfamiliar words and guiding them to find the meaning of each word. Example: The meaning of the word *honor* is to give special recognition or distinction upon	2'

Associating	1. Asking the students to do Task 1 with the group by matching the words in column A to the words in column B to find the synonym of each word	3'
	2. Asking the students to do Task 2 with the group by answering the questions related to the text by crossing the A, B, C or D	10'
	Individual Quiz	
	1. Asking the students to move from the group and going back to their seats	1'
	2. Asking the students to do the individual quiz (Task 3) by answering the questions related to the text by crossing the A, B, C or D	15'
Communicating	Individual Improvement Score & Team Recognition	
	1. Discussing the task and the individual quiz with the whole class	15'
	2. Filling the quiz score sheet to calculate the improvement point of each group	1'
	3. Announcing the team recognition based on the score improvement point	1'
Closure		Time Allocation
1. Guiding the students to conclude the materials given		2'
2. Stating the conclusion		2'
3. Parting the students		1'

APPENDIX A

Enclosure

1. Pre-Instructional Activities

a. Giving a riddle to the students:

I am a famous male singer in Indonesia. My hair is black and curly. Teman Hidup is one of my popular song. Who am I?

b. Listening to a part of Tulus's song entitled *Teman Hidup*

c. Showing a picture of Tulus to the students:

1. Do you know who he is?

2. Main Activities

   a. The Definition of Descriptive Text

   Descriptive text is a text which says or describes what a person, an animal, a place or a thing is like.

   b. The Social Function of Descriptive Text

   The social function of descriptive text is to describe a person, an animal, a place or a thing.

   c. The Generic Structure of Descriptive Text

   Identification   : It is introducing a particular person, animal or thing

   Description   : It is describing physical appearance, quality, behavior, etc.

   d. The Language Features of Descriptive Text

     1. Using simple present tense, the sentence structure used is simple present tense because it tells the fact of the object or subject

     2. Using adjectives to clarify the noun such as honored

     3. Using action verbs, that show activities such as handle, release, distribute, etc.

Exercise

Muhammad Tulus Rusydi

Muhammad Tulus Rusydi was born in Bukit Tinggi, Sumatra Barat, August 20th, 1987. He is 27 years old. He is a singer and songwriter from Indonesia. Besides, he is also an architect who graduated from Parahyangan Catholic University, Bandung. He started his career by singing at several jazz music community and campus events in Bandung. During his study at university, Tulus had ever joined in Sikuai Band.

His first album was handled by a producer named Ari Renaldi. It was distributed by Demajors and released by his own recording company, Tulus Record, in September 2011. His songs, Sewindu, Teman Hidup, Kisah Sebentar, Tuan Nona Kesepian, dan Jatuh Cinta, became on the top of chart in all radios throughout Indonesia. Rolling Stone Indonesia magazine honored Tulus as Editor's Choice: Rookie of the Year in 2013. His first album had also been in the first rank of Rolling Stone chart in January and February in 2012

Adopted from https://www.belajarbahasainggrisku.id/2015/02/3-contoh-descriptive-text-mengenai-seseorang-dalam-bahasa-inggris.html

TASK 1

Match the word in column A to the word in column B to find the synonym of each word. Do it with the group on the answer sheet provided.

A	B
1. Handled	a. Directed
2. Released	b. Corporation
3. Distributed	c. Peak
4. Company	d. Announced
5. Top	e. Shared

TASK 2

Answer the questions correctly based on the text above by crossing the A, B, C or D. Do it with the group on the answer sheet provided.

1. Which statement is TRUE according to the text above?
   a. Tulus is not an architect
   b. Tulus is a singer
   c. Tulus is 26 years old
   d. Tulus was born in Jember

2. What does the second paragraph tell us about?
   a. It tells us about who Tulus is
   b. It tells us about where Tulus's address is
   c. It tells us about who the writer is
   d. It tells us about Tulus's albums

3. What is the similar meaning of the word "started"? (line 4)
   a. initiated   c. ended
   b. finished   d. concluded

4. "**He started his career...**" What does the underlined word refer to?
   a. The writer   c. Tulus
   b. The writer's career d. Tulus's album

5. What is the purpose of the text above?
   a. To tell the readers about the writer's experience
   b. To tell the readers about the writer's father
   c. To describe and give information about Tulus
   d. To persuade the readers to watch Tulus's concert

6. Who was the producer of Tulus first album?
   a. Ari Renaldi
   b. The writer
   c. Renaldi Yunardi
   d. Tulus

7. How old is Tulus?
   a. He is 29   c. He is 26
   b. He is 27   d. He is 25

8. What does the first paragraph tell us about?
   a. It tells us about who the writer is
   b. It tells us about who Tulus is
   c. It tells us about the writer's favorite actor
   d. It tells us about Tulus's physical appearances

9. What is the opposite meaning of the word "several"? (line 4)
   a. few   c. numerous
   b. various   d. all

10. Did Tulus become rookie of the year in 2013?
    a. No, she didn't   c. No, he didn't
    b. Yes, she did   d. Yes, he did

Individual Quiz

Oprah Winfrey

Oprah Gail Winfrey is a great talk show host from America. Her well-known talk show The Oprah Winfrey Show was the highest-rated television program from 1986 to 2011. Because of this phenomenal talk show, she dubbed as the "Queen of All Media". She has also been ranked the richest African-American and the greatest black philanthropist in American history.

Oprah was born on January 29, 1954 in Mississippi, United States. By 2017, her age is 62 years old. She has 169 centimeters tall and her weight is 77 kilograms. During her career, she successfully lost her weight. But then, she gained much weight again. She has brown eyes and black hair. Oprah Winfrey was born into poverty in rural Mississippi. She has molested her cousin, uncle, and a family friend when she was nine years old. At 14, she became pregnant but her son was born prematurely and he died shortly after birth. Then, she moved to her father's house and landed a job in radio. The consistent efforts led her into the successful African-American in the world.

Adopted from https://englishcoo.com/contoh-descriptive-text-about-someone/

TASK 3

Answer the questions correctly based on the text above by crossing the A, B, C or D. Do it in individually on the answer sheet provided.

1. What does the second paragraph tell us about?
   a. It tells us about Oprah's physical appearances
   b. It tells us about the writer's favorite things
   c. It tells us about who Oprah Winfrey is
   d. It tells us about who the writer is
2. What does the first paragraph tell us about?
   a. It tells us about where Oprah Winfrey's address is
   b. It tells us about who Oprah Winfrey is
   c. It tells us about the writer's experience
   d. It tells us about who the writer is
3. What is the purpose of the text above?
   a. To tell about the writer's experience
   b. To tell about the writer's sister
   c. To describe and give information about Oprah Winfrey
   d. To describe about the writer's mother
4. What is the opposite meaning of the word "consistent"? (line 13)
   a. stable   c. persistent
   b. steady   d. inconsistent

5. Which statement is TRUE according to the text above?
    a. Oprah is 64 years old
    b. Oprah has black eyes
    c. Oprah has blonde hair
    d. Oprah was born in United Kingdom

6. Why does Oprah dub as the Queen of All Media?
    a. Because she was born in Mississippi
    b. Because of her phenomenal talk show
    c. Because she is one of the richest people in the world
    d. Because she was born into poverty

7. "**She has molested her cousin...**" What does the underlined word refer to?
    a. Oprah Winfrey   c. Oprah's cousin
    b. The writer   d. Oprah's brother

8. Which statement is NOT TRUE according to the text above?
    a. She is a talk show host
    b. She is 64 years old
    c. She has brown eyes and black hair
    d. Oprah Winfrey is a singer

9. How tall is she?
    a. She is 199cm   c. She is 169cm
    b. She is 159cm   d. She is 179cm

10. What is the opposite meaning of the word "successful"? (line 14)
    a. Failed   c. Prosperous
    b. Fortunate   d. Victorious

Answer Key

Task 1

1.	A
2.	D
3.	E
4.	B
5.	C

Task 2

1.	B
2.	D
3.	A
4.	C
5.	C
6.	A
7.	B
8.	B
9.	D
10.	D

Task 3

1.	A
2.	B
3.	C
4.	D
5.	A
6.	B
7.	A
8.	D
9.	C
10.	A

Test Item Distribution of Task 2

The Reading Comprehension Indicators	Number of Items
Word Comprehension	3,4,9
Sentence Comprehension	6,7,10
Paragraph Comprehension	2,8
Text Comprehension	1,5

Test Item Distribution of Task 3

The Reading Comprehension Indicators	Number of Items
Word Comprehension	4,7,10
Sentence Comprehension	6,9
Paragraph Comprehension	1,2
Text Comprehension	3,5,8

APPENDIX B

EVALUATION SHEET

1. The students' participation will be observed by using the observation checklist. The observation checklist is as follows:

Students' Initial Names	Indicators					Active	Passive
	1	2	3	4	5		

The categories of the indicators are as follow:

1. Discussing the task with the team
2. Making notes while teaching and learning process
3. Helping the team learn the material
4. Joining the individual quiz
5. Asking questions related to the text

Notes: The students who fulfill ≥ 3 indicators categorized as active and the students who fulfill less than 3 indicators will be categorized as passive.

2. The score of reading comprehension exercise will be calculated by using the following formula:

$$Score = \frac{Correct\ answer}{Whole\ questions} \times 100$$

Jember,

Collaborator   Researcher

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APPENDIX 9

Reading Comprehension Test

Subject	**: English**
Class/Semester	**: VII/2**
Language Skill	**: Reading**
Text Type	**: Descriptive Text**
Time Allocation	**: 40 Minutes**

My Cat

   Nunu is my pet's name. He is a male fluffy kitten. He has greyish-brown fur all over his body and tail. He has black stripes over his front and hid leg. The colour of his eyes is black and his nose is also black. He has a short little tail. He has a pair of black triangular ear. Although he has claws on his feet but he isn't harmful.

   I feed Nunu regularly, three times a day. He likes most food I give him, such as salty dried fish, raw and cooked fish and meat, or even chicken and fish bone. He only drinks freshwater as I never give him milk. I train Nunu to keep his cleanliness by providing him litter pan. Sometimes, I also wash him to make him clean. I usually play with him by using a piece of paper that I tied by yarn. When I pull the yarn up and down, the moving piece of paper will attract him and he will chase it. He is so amazing with his playful habit. I will look after him until he grows to be an adult cat.

Adopted from https://www.contohtext.com/2017/04/5-contoh-descriptive-text-tentang-hewan-terjemahan.html

Read the text above carefully and answer the questions 1-10 correctly by crossing the A,B,C or D on the answer sheet provided.

1. What does the second paragraph tell us about?
    a. It tells us about how to get a cat
    b. It tells us about the cat's favorite things
    c. It tells us about who Nunu is
    d. It tells us about the writer's habit the cat
2. What is the similar meaning of the word "harmful"? (line 4)
    a. Secure   c. Harmless
    b. Safe   d. Dangerous

3. How many times did the writer feed Nunu?
   a. Three times a week   c. Two times a day
   b. Three times a day   d. Two times a week

4. "**<u>He</u> has black stripes over...**" the underlined word refers to?
   a. Nunu's fur   c. The dog's fur
   b. The writer's fur   d. The writer's dog

5. What is the purpose of the text above?
   a. To inform the readers how to get a cat
   b. To describe the writer's pet
   c. To persuade the readers to buy a cat
   d. To tell the readers about the writer's experience

6. What kind of food does the writer give to the cat?
   a. Bird food, grains, cricket
   b. Dog food and meat
   c. Salty dried fish and meat
   d. Milk and water

7. What is the opposite meaning of the word "regularly"? (line 5)
   a. Frequently   c. Habitually
   b. Repeatedly   d. Irregularly

8. Which statement is not TRUE according to the text above?
   a. The writer never gives the cat milk
   b. The cat only drinks fresh water
   c. The writer plays with Nunu by using a ball
   d. The cat never drinks fresh milk

9. What does the writer do to keep the cat clean?
   a. He provides fresh water
   b. He provides a litter pan
   c. He never washes the cat
   d. He provides a cage for the cat

10. What does the color of the fur?
    a. Black   c. Greyish-brown
    b. Brown   d. Grey

Chairul Tanjung

Chairul Tanjung is a successful businessman from Indonesia. He leads the CT Corp which consists of three sub-holding companies: Mega Corp, Trans Corp, and CT Global Resources. These companies concern on financial services, media, retail, lifestyle, entertainment, and natural resources. Some of his businesses are Bank Mega, Carrefour, Trans TV, Trans 7, Trans Studio, and others.

Chairul Tanjung has a tall body, dark hair, slightly slanted eyes and brown skin like most of Indonesian. Chairul Tanjung was born on June 16, 1962 and he is 55 years old in 2017. Chairul Tanjung has two children with his beloved wife Anita Ratnasari Tanjung. Chairul has graduated from faculty of Dentistry at University of Indonesia. Because of being economically disadvantaged, he began to do business in the college. After graduation, he has established bigger businesses. In 2014, he was in the 375th as the richest people in the world by Forbes.

Adopted from https://englishcoo.com/contoh-descriptive-text-about-someone/

Read the text above carefully and answer the questions 11-20 correctly by crossing the A,B,C or D on the answer sheet provided.

11. How many sub-holding companies does Chairul Tanjung have?
    a. Only one   c. Three
    b. Four   d. Five

12. What does the first paragraph tell us about?
    a. It tells us about who Chairul Tanjung is in general
    b. It tells us about how to lead a company
    c. It tells us about where Chairul Tanjung was born
    d. It tells us about Chairul Tanjung's favorite things

13. Where did he finish his study as a Dentist?
    a. University of Jakarta
    b. University of Gadjah Mada
    c. Bandung Institute of Technology
    d. University of Indonesia

14. What is the similar meaning of the word "established"? (line 11)
    a. Removed   c. Destroyed
    b. Built   d. Ruined

15. When did he begin his business?

a. When he was graduated   c. When he was in college

b. When he was a child   d. in 2004

16. How does Chairul Tanjung physical look like?

    a. He has black skin   c. He has short and red hair

    b. He has blonde hair   d. He has dark hair and brown skin

17. What is the purpose of the text above?

    a. To describe Chairul Tanjung

    b. To amuse the readers

    c. To give information about Chairul Tanjung's companies

    d. To give information about Chairul Tanjung's journey

18. What is the opposite meaning of the word "slightly"? (line 6)

    a. Greatly   c. A lot

    b. A little   d. Extremely

19. What did he achieve in 2014?

    a. He was one of the most handsome people in the world

    b. He was one of the presidents of Indonesia

    c. He was in the list of the richest people in the world

    d. He was one of the ministers of Indonesia

20. Which statement is TRUE according to the text above?

    a. Chairul Tanjung is an actor

    b. Chairul Tanjung has five children

    c. Chairul Tanjung was born on June 16, 1962

    d. Chairul Tanjung is 55 years old

Answer Key

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

Test Item Distribution of Reading Test 1

The Reading Comprehension Indicators	Numbers of Item
Word Comprehension	2,4,7,14,18
Sentence Comprehension	3,6,9,10, 11, 13, 15, 16, 19
Paragraph Comprehension	1,12
Text Comprehension	5,8,17,20

APPENDIX 10

The Results of Observation

No	Students' Intial Names	Meeting 1							Meeting 2						
		Indicators							Indicators						
		1	2	3	4	5	A	P	1	2	3	4	5	A	P
1.	AA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
2.	ANH	-	✓	-	✓	-		✓	-	✓	-	✓	-		✓
3.	AAP	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
4.	BMPM	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
5.	BAA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	✓	✓	
6.	DAW	-	✓	-	✓	-		✓	✓	✓	✓	✓	-	✓	
7.	EYPP	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
8.	FANP	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
9.	GRD	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
10.	JIP	-	✓	-	✓	-		✓	-	✓	-	✓	-		✓
11.	KR	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
12.	KMP	-	✓	-	✓	✓	✓		✓	✓	-	✓	✓	✓	
13.	KMFAH	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
14.	KNIC	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
15.	LFH	-	✓	-	✓	✓	✓		✓	✓	✓	✓	-	✓	
16.	MZAA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	✓	✓	
17.	MQ	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
18.	MAB	-	✓	-	✓	-		✓	✓	✓	✓	✓	-	✓	
19.	MNA	-	✓	-	✓	-		✓	-	✓	-	✓	-		✓
20.	MNF	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
21.	MTH	-	✓	-	✓	-		✓	✓	✓	✓	✓	✓	✓	
22.	NAM	-	✓	-	✓	-		✓	✓	✓	✓	✓	-	✓	
23.	NDA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
24.	NNU	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	✓	✓	
25.	NRP	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
26.	NCW	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	✓	✓	
27.	NSS	-	✓	-	✓	-		✓	✓	✓	✓	✓	-	✓	
28.	SCS	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
29.	THAA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
30.	YIH	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	-	✓	
31.	ZZPW	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
32.	ZRA	✓	✓	✓	✓	-	✓		✓	✓	✓	✓	-	✓	
Total							24	8						29	3
Percentage							75%	25%						91%	9%

APPENDIX 11

The Results of the Students' Reading Comprehension Test

No	Students' Initial Names	Score	Achieved	Not Achieved
1.	AA	95	✓	
2.	ANH	90	✓	
3.	AAP	80	✓	
4.	BMPM	80	✓	
5.	BAA	85	✓	
6.	DAW	80	✓	
7.	EYPP	80	✓	
8.	FANP	80	✓	
9.	GRD	80	✓	
10.	JIP	90	✓	
11.	KR	65		✓
12.	KMP	90	✓	
13.	KMFAH	90	✓	
14.	KNIC	95	✓	
15.	LFH	85	✓	
16.	MZAA	95	✓	
17.	MQ	60		✓
18.	MAB	55		✓
19.	MNA	85	✓	
20.	MNF	85	✓	
21.	MTH	75		✓
22.	NAM	55		✓
23.	NDA	90	✓	
24.	NNU	90	✓	
25.	NRP	90	✓	
26.	NCW	80	✓	
27.	NSS	65		✓
28.	SCS	85	✓	
29.	THAA	85	✓	
30.	YIH	85	✓	
31.	ZZPW	85	✓	
32.	ZRA	80	✓	
	Total	**2610/32=81.5**	**26 (81.25%)**	**6 (18.75%)**

APPENDIX 12

A Letter of Research Permission

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

Nomor   : 3 5 2 9 /UN25.1.5/LT/2019   0 2 MAY 2019
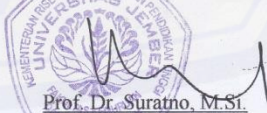Lampiran : -
Hal   : Permohonan Izin Penelitian

Yth. Kepala

SMP Negeri 2 Jember

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

Nama	:	Ivan Putra Pratama
NIM	:	150210401093
Jurusan	:	Pendidikan Bahasa dan Seni
Program Studi	:	Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di SMP Negeri 2 Jember dengan judul "Enhancing the Seventh Grade Students' Reading Comprehension Achievement by Using STAD Strategy". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian permohonan ini kami sampaikan atas perhatian dan kerjasama yang baik kami sampaikan terima kasih.

a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 196706251992031003

APPENDIX 13

A Letter of Finished Research

PEMERINTAH KABUPATEN JEMBER
SMPN 2 JEMBER
Jalan PB. Sudirman 26 Jember. 68118, Telp. 0331- 484878,
Fax. 0331-426884, website : www.smpn2jember.sch.id,
E-mail : info@smpn2jember.sch.id

SURAT KETERANGAN
Nomor: 415.42/966/413.01.20523857/2019

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Jember menerangkan bahwa :

Nama	: Ivan Putra Pratama
NIM	: 150210401093
Program Studi	: Bahasa Inggris
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember
Jurusan	: Bahasa dan Seni

yang tersebut di atas telah selesai melaksanakan penelitian yaitu pada tanggal 29 April 2019 sampai dengan 10 Mei 2019 dengan judul "Enhancing the Seventh Grade Students' Reading Comprehension Achievement by Using STAD Strategy" di SMP Negeri 2 Jember Tahun Pelajaran 2018-2019.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 20 Mei 2019
Kepala SMP Negeri 2 Jember

M. SUBARNO, S. Pd, M. Pd
NIP. 19630813 198602 1 006