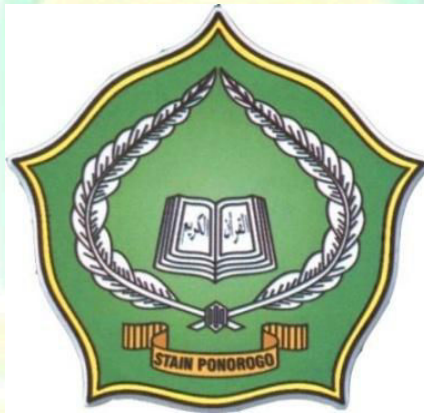


**IMPROVING STUDENTS' READING ACHIEVEMENT IN
DESCRIPTIVE TEXT USING STUDENT TEAM ACHIEVEMENT
DIVISIONS (STAD) STRATEGY FOR THE SEVENTH GRADE
STUDENTS OF MTS. AL-ISHLAH PONOROGO
IN ACADEMIC YEAR 2015/2016**

THESIS



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ABSTRACT

Umamah, Erni L. 2016. Improving Reading Achievement Using STAD Strategy for the Seventh Grade Students of MTs. Al-Ishlah Ponorogo in Academic Year 2015/2016. Thesis, English Education Department, Faculty of Education, State Islamic College of Ponorogo, Advisor NurulKhasanah, M.Pd.

Key words: Reading Achievement, Student Team Achievement Divisions.

Reading is one of the skill in English that can help us to get information and knowledge. In reading achievement, the students are expected to be able to understand the meaning of the text perfectly, especially in descriptive text. The lack of the language and experience are still the main problem faced by the students of MTs. Al-Ishlah especially grade 7B. They are difficult to express their ideas, difficult to read the text, and difficult in understanding the main idea. To solve the problems of reading achievement, the researcher tries to use STAD Strategy in teaching reading of descriptive text.

This research was aimed at improving students' reading achievement in descriptive text using STAD strategy for 7B students of MTs. Al-Ishlah in academic year 2015/2016. The problem statement of this research is: 1) can the implementation of STAD strategy in improving students' reading achievement in descriptive text for the 7B students of MTs. Al-Ishlah in academic year 2015/2016. The purpose of the study is to describe the implementation of STAD Strategy in improving students' reading achievement for the 7B students of MTs. Al-Ishlah in academic year 2015/2016.

The research was done in MTs. Al-Ishlah started on 08-28 April 2016. The subject in this research was the students of VIIB that consist of 22 students. The research was done in three cycles and used three instruments. There were observation, documentation, and the test. The KKM of the test was 75. Based on the result of the test in cycle one, it was found that the students who got score ≥ 75 are 11 students or 53%. But 11 students got score under KKM. The researcher decided to do the cycle two and revises the plan. The researcher given more explanation about descriptive text. After conducting cycle two, 17 students get score ≥ 75 or 78%. The researcher decides to do the cycle three and revises the plan. Finally, after conducting cycle three, 21 students get score ≥ 75 . From the observation showed that students are more active, cooperative and enjoy in the class. It could be seen from the result of observation that increased 53%, 78%, to 93%.

The use of STAD strategy in reading achievement helps the students in improving reading achievement in descriptive text. STAD strategy can give information about the learning process. It makes the students easier in understanding about descriptive text. Thus, the researcher suggests for the English teacher to be creative and innovative to create learning for the students. And for the future researcher, it is hoped to conduct the action research and present the result better than this.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an instrument to express ideas, opinion and feeling. It is important for our society, moreover in modern life. Language is a part of the culture of a people and the chief means by which the members of a society communicate.¹ Language is used to communicate and to give information to other people and society. If students have more than one language, the students can communicate and support the development of knowledge and culture easily.

English as an international language is spoken in most international events and used as the medium of information on science, technology, and culture. It is also a reality that English has an important role in most of international science books. However, the science of this language still often regarded as a difficult language by most of people. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners. Such as pronunciation, spelling and cultural background of the language.

Generally, English involves some skills. They are identified as receptive skills and productive skills. Receptive skills concern with the ability to encode other messages; reading and listening. Productive skills deal with the ability to

¹ Robert Lado, Language Teaching (New York: Tata McGraw-Hill, 1976), 23.

decode messages to other; speaking and writing. All of the language skills support each other.

In Indonesia, education is one of the important sectors in national development to increase the qualities and the quantities of human living and the effectiveness of all education activities especially in a formal education.

English is taught in junior high school and senior high school, even in elementary school. Studying English is not the new thing for the seventh grade students of senior high school. Although English is not the new thing for Senior High School students, in fact, they still have many difficulties in studying English. As we know English is not the Indonesian first language. It is difficult for the students to remember English vocabularies and to understand when someone speak English.

One of the important components in learning English is reading because reading is essential skill to be mastered in order to ensure success for learners in learning English as a second language.² Through reading activity, students can enlarge their knowledge. It is a reason that students' reading skill must be developed. Teacher has duties to develop their skills. Everything that teachers do in reading class should be designed to build students' skills to increase understanding about the complex content of the text. The strategy, method and

² David Nunan, *Practical English Language Teaching Contemporary* (USA: E.J. Brill, 2003), 69.

teaching media that is chosen and used by the teacher will influence the success of teaching learning process and students' achievement.

A great proportion of students in our school system today struggle to learn and achieve English for a variety of reasons. Research has shown that “struggling readers are likely to avoid reading or behave helplessly with text.”³ The ability to write articulately gives power and opportunity to share and influence, thought, ideas, and opinions with others.

Reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. The mental process we call “reading” has two parts: word recognition and comprehension⁴. To perform the act of reading is to recognize words in print and to comprehend their collective meaning. One without the other is not reading. When a student correctly pronounces the words of a sentence in print but does not understand anything about their collective meaning, he has low qualification in reading.

Most student are not natural born readers. In fact, reading is not a naturally occurring skill at all, but rather a complex process that requires a careful and systematic instructional approach according to the research gathered by the National Reading Panel. It is dependent upon a number of factors including a

³ Chelsea Pierleoni, Student Perceptions of Their Own Reading Achievement and the Motivational Factors Which Affect this Achievement (New York: St. John Fisher College, 2012), 3.

⁴ Gough Hoover, Advancing Reading Achievement: Becoming Effective Teachers of Reading through Collective Study (California: National Education Association, 1996), 9.

student's world knowledge, vocabulary and memory skills. Of all the skills, student must acquire in their daily reading is the most critical one for future success in school as well as throughout life.⁵

Reading is one of the big problems faced by the students. Reading is one of the skills that need concentration to understand. Some students feel bored to pass reading process in the class because the teacher doesn't have the varieties method to deliver the material.⁶

In this research, the research only focuses on reading aspect because the researcher wants to improve the student's reading achievement to the seventh grade students at MTs. Al-IshlahPonorogo in academic year 2015-2016. The fact shows that there are still something that need to be repaired in the English Learning Process at MTs. Al-IshlahPonorogo, especially in teaching reading at seventh grade. According to interview with some students, they simply does not like reading. The lack of the language and experience are still the main problem faced by the student. According to the observation, they are difficult to express their ideas; sometimes they have difficulties to read the text using correct pronunciation; they have difficulties in understanding about the main idea with limited vocabularies that they know. When the students believe that they cannot

⁵Healy Cathy, *International Journal of Reading-Teaching and Learning What the Experts Say* (US: Parent Educational Advocacy Training Center, 1997), 1.

⁶ Transcript documentation and interview with Mrs. NurainiSyah in MTs. Al-IshlahPonorogo at thursday March 10th 2016 11.30 o'clock

write, they disengage themselves from the reading process.⁷ It is important for the teacher to identify students who have negative attitude toward reading.

To cover reading, Student Teams Achievement Divisions (STAD) Strategy can be judged as a resolution because it is one of the strategy that have contributed to our understanding of the process of reading. According to Slavin there are some advantages of STAD Strategy. Slavin finds in his study that STAD Strategy increases the number of friendship between black and white students. This finding proves that STAD Strategy gives a positive effect to students' social life. Another advantage of STAD Strategy is the lower achiever can also participate more in the classroom. Besides, this Strategy can also increase students' self-esteem and motivate the students to learn more. The students are also intrinsically motivated to do their best. In addition, the last advantage of STAD Strategy is that students come to the class every day because they realize that their team score depends on them.⁸

So, since reading as a process; students have huge opportunities to explore their understanding in catching the mind message that write on the text which they read and expand it without any fear to get error-less. In the same cases, classroom activities cannot be separated from teacher's role. The teacher holds

⁷ Transcript documentation and interview with Mrs. NurainiSyah in MTs. Al-IshlahPonorogo at thursday March 10th 2016 11.30 o'clock

⁸HayatunisaLinta, Student Team Achievement Divisions (STAD) Technique in Teaching (Journal of English and Education, 2014), 18.

the control of the class during teaching-learning process and the students must be more active to create the success of learning-teaching process.

Based on the phenomenon above, the writer is interested in conducting research entitled "Improving Student's Reading Achievement in Descriptive Text Using Student Teams Achievement Divisions (STAD) Strategy For The Seventh Grade Students of MTs. Al-IshlahPonorogo In Academic Year 2015-2016"

B. Identification and Limitation of the Problem

1. Identification of the Study

From the background of the study, there are a lots of problems concerning with the reading skill. Those problems can be stated as follows:

- a. The students simply does not like reading.
- b. The students cannot read well eventhough it is short text.
- c. The students have difficult to express their ideas; sometimes they has difficulties to read the text using correct pronunciation; they has difficulties in understanding about the main idea of the limited vocabulary that they know.
- d. The students disengage themselves from the reading processwhen the students believe that they cannot write,⁹

⁹ Transcript documentation and interview with Mrs. NurainiSyah in MTs. Al-IshlahPonorogo at Thursday March 10th 2016 11.30 o'clock

2. Limitation of the study

To avoid a far ranging discussion, this study focuses on some concerns identified as follow:

- a. This research will focus on knowing whether the use of Student Teams Achievement Divisions (STAD) Strategy can improve student's reading achievement or not.
- b. The object of this study is improving students reading achievement in reading descriptive text by using Student Team Achievement Divisions (STAD) Strategy.

C. Statement of the Problem

To get focus on the research and to avoid irregularity toward research object, it is important to determine the statements of the problem toward the scope of the research.

Based on the identification and limitation of the study, it can be stated the formulated problem as below:

1. Can the implementation of Student Team Achievement Divisions (STAD) Strategy improve student's reading achievement in Descriptive Text for the seventh grade students of MTs. Al-IshlahMa'arifPonorogo in academic year 2015-2016?

D. Objective of the Classroom Action Research

Based on the statement of the problems above, it can be figured out the purpose of the study as following:

1. To describe the implementation of Student Teams Achievement Divisions (STAD) Strategy in improving student's reading achievement for the seventh grade students of MTs. Al-IshlahMa'arifPonorogo in academic year 2015-2016 or not.

E. Significances of the Classroom Action Research

The results of this research are expected to give useful information and contributions for educational environment, theoretically and practically.

1. Theoretically
 - a) The results of this study will be useful and contribute to scientific treasure in the field of education.
 - b) People who want to conduct a research in English teaching learning process can use the results of the research as the reference.
2. Practically
 - a) Teachers

This study is expected to help MTs. Al-Ishlah's teacher to improve the use of teaching methods which are suitable with each subject they teach. Particularly Student Teams Achievement Divisions (STAD)

Strategy can be used as a good strategy which is appropriate in teaching reading for junior high school students.

b) Students

Especially for the seventh grade students of MTs.Ma'arif Al-IshlahBungkal, Ponorogo in academic year of 2015/2016, this study is expected to give them an awareness of improving their reading achievement in descriptive by using Student Team Achievement Divisions (STAD) Strategy.

c) Researcher

This research is expected to add the researcher's knowledge and experience in teaching reading. Beside it, the researcher will know how to improve student's achievement in reading descriptive text for the seventh grade students of MTs.Ma'arif Al-IshlahBungkalPonorogo in academic year2015/2016.

d) For the Readers

This study is expected to give a contribution for readers, particularly the students of English Department of STAIN Ponorogo in enriching references concerned with the improving reading achievement in descriptive text using Student Team Achievement Divisions (STAD) Strategy.

F. Organization of the Thesis

To facilitate preparation of the thesis, the discussion in a research report will be grouped in to five chapter. It chapter consist of sub-units associated with the systemic as follow:

CHAPTER I INTRODUCTION

This chapter consists of some discussions about background of the study, identification and limitation of the problem, and statement of the problem, objective of the classroom action research, significances of the classroom action research, and organization of the thesis.

CHAPTER II REVIEW OF LITERATURE

This chapter explains about theoretical background, definition of reading, reading skill, the goals of reading, kinds of reading, the reading process, teaching reading, Strategy, kind of Strategy Student Team Achievement Divisions (STAD) Strategy, basic concept of Student Team Achievement Divisions (STAD) Strategy, the benefit of Student Team Achievement Divisions (STAD) Strategy, the step can be applied in Student Team Achievement Divisions (STAD) Strategy; previous research finding; theoretical framework; and hypothesis.

CHAPTER III RESEARCH METHODOLOGY

This chapter explains about classroom action research object setting and research subject characteristic; research variable; classroom action research

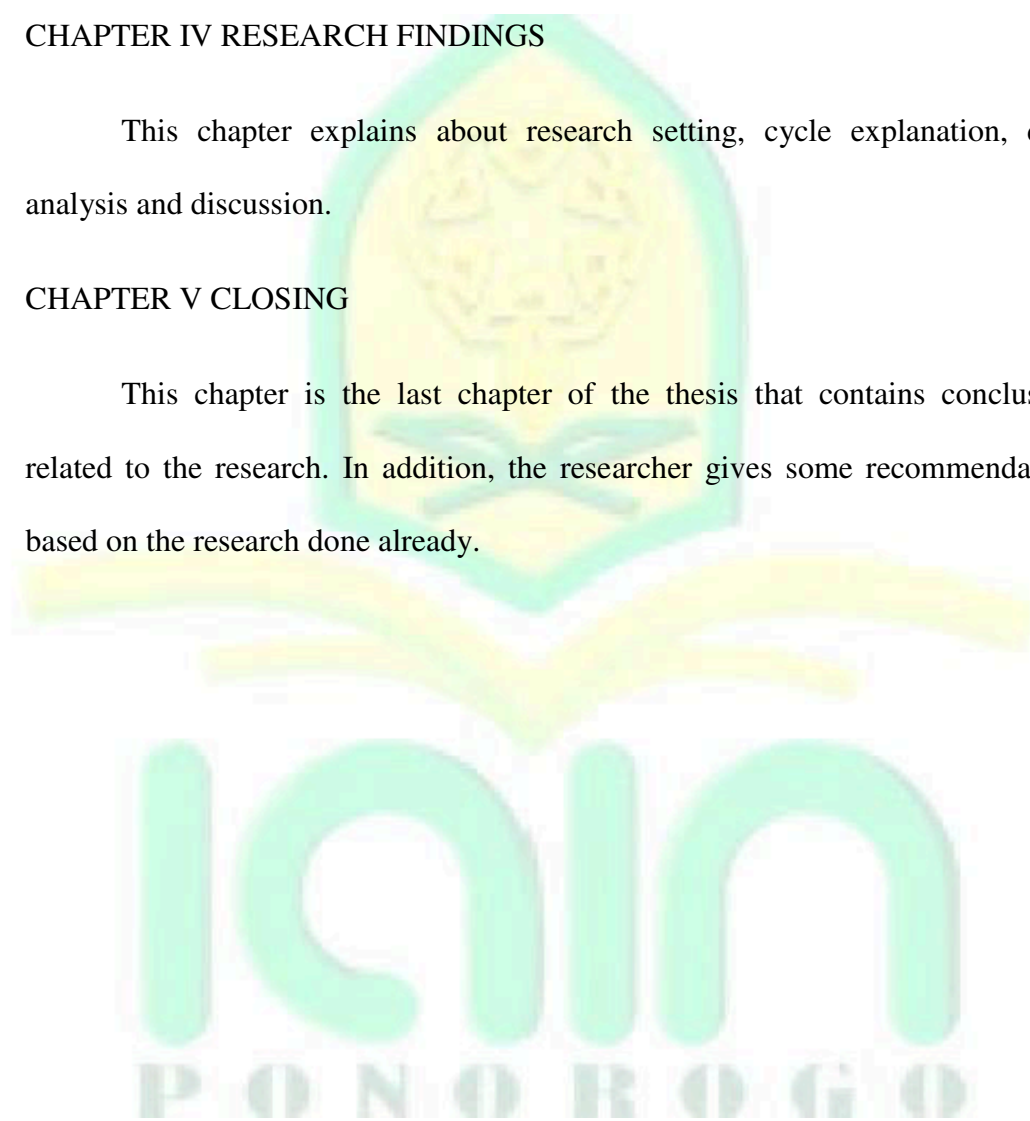
procedure, definition of action research, model of action research, planning, action, observation, reflection, preparation, application, evaluation; data collection technique; data analysis.

CHAPTER IV RESEARCH FINDINGS

This chapter explains about research setting, cycle explanation, data analysis and discussion.

CHAPTER V CLOSING

This chapter is the last chapter of the thesis that contains conclusion related to the research. In addition, the researcher gives some recommendation based on the research done already.



CHAPTER II

REVIEW OF RELATED LITERATURES

A. Theoretical Background

1. Reading

a. Definition of Reading

According to Allington," Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost¹⁰.

According to Emerald Dechant,"Reading is a part of language skills. It is closely linked to other skills such as speaking, writing, and listening. These language skills cannot be separated each other. The important reading activity is comprehension of the text beside the knowledge of letters and punctuation, reader need the skill to comprehend a text. This is intended to encourage students to enjoy reading and have a comprehension skill of reading."¹¹

Reading is a process to get information by understanding meaning from the text. According Henry Guntur Tarigan,"Reading is a process that

¹⁰Ricard Allington A, Teaching Struggling Readers: Articles from the Reading Teacher.1998, 23.

¹¹Marta Dallman, the Teaching of Reading (New York: College Publishing. 1982), 43.

is done and practice by readers to get the main message that delivered by writer through written media”¹²

Reading means process that is done by a reader to get message and information from the text. According to David Nunan, reading is fluent process of readers combining information from a text and their own background knowledge to build meaning.¹³ Reading is likewise a skill that teacher simply expects learners to acquire. Reading arguably is the most essential skill for success in all education contexts.

b. The Components of Reading

Reading has some components, they are:

1. Phonemic awareness

A phonemic is the smallest unit of sound in a word. For example: the word “eat” is made up of three phonemes (or three sounds): /e/a/ and /t/. The word fish also made up three phonemes (or three sounds) even though “fish” has four letters: /f/i/sh/.

2. Phonic

Phonic is the relationship between a specific letter and its sound, only as it relates to the written word. Phonic is used, for example, when a reader comes across an unknown word. With knowledge of phonics,

¹²Henry Guntur Tarigan, *Membaca sebagai Suatu Ketrampilan Berbahasa*. (Bandung: Angkasa. 2008), 7.

¹³ David Nunan, *Practical English Language Teaching* (America: Contemporary, 2003), 68.

he can try to feat the word by focusing on the specific sound of each letter or combination of letter.

3. Fluency

Fluency is the ability to read text accurately and smoothly. When fluent readers read aloud, their expressions, intonation, and pacing sound natural-much like speaking. Fluency develops from reading practice.

4. Vocabulary

When children learn to read, they begin to understand that the words on the page correspond to the words they encounter every day in spoken English.

5. Text Comprehension

Text comprehension is the interaction that happens between readers and text. More than, merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read.¹⁴

¹⁴http://www.scsk12.org/SCS/subject-areas/kweb/images/NationalReading_Panel_FAQ.pdf accessed on 14/01/2013. 09:30.

c. The Skills of Reading

Reading is either hard or easy, a person makes it.¹⁵ So people need to know what the basic skills of reading are. There are some basic skills of writing such as:

1. Skimming

Reading text to get the general idea of a passage. For example, most readers are able to read a newspaper headline and the first paragraph or two to determine what it is about.

2. Scanning

Successful readers can scan things they read to locate facts or specific information. For example, to locate a number in the phone book or a file from a list on a computer screen.

3. Reading Comprehension

The reader read to understand the total meaning of a passage.

4. Critical reading

It requires that readers evaluate what they read, considering, whether or not they share the author's point of view or are convinced by the author's argument or position.

¹⁵ Charles A. Perfetti. Learning Research and Development Center University of Pittsburgh (America: Contemporary: 2001), 67.

5. Reading extensively

The reader reads broadly in areas interest, such as mystery novels, or in a field of study, such as history or cooking. ¹⁶

2. Teaching Reading

a. Definition of Teaching

Teaching is an educative activity. According to Douglas Brown, teaching is guiding and facility learning, enabling the learner to learn, setting the condition for learning.¹⁷ In teaching, teacher must make a good interaction with the students in order to make the students able to accept the materials presented easily.

Brown states,” Teaching is showing or helping someone how to do something providing with knowledge causing to know or understand”.¹⁸

There is an opinion from the English expert that teaching is a process of transforming knowledge to the students.

Thus, teaching is an activity of helping students how to learn the subject matter and guiding them to understand new knowledge. For this case, the teacher has to give students an opportunity to construct new knowledge. Students must be involved in teaching process. On the other words, teaching is a process of helping students to understand new

¹⁶ Ibid, 68.

¹⁷Douglas Brown, Practical English Language Teaching Reading(San Francisco: Longman.2000), 7.

¹⁸Ibid, 8.

knowledge that they have never experienced and to achieve the better understanding.

Reading is one of language skills in teaching learning and process. Iskandar Wassid and Dadand Sunandar said, "Reading ability is one of the language skill that is taught and concentrated with language student".¹⁹ This process in an activity to know students' reading ability, such as getting meaning, understanding meaning and knowing information from the materials written.

Reading for students is one of materials in teaching and learning of foreign language. Reading involves texts which have many topics. They are for example can be about sport, profession, and holiday. Reading is the process done and used by means of words or written language.

Certain words or phrases in the text or in the material surrounding the text will activate prior knowledge or some kinds in the mind of the teacher. This is demonstrate by current research into the reading process which has uncovered what happens in silent reading by asking subject to think' aloud periodically reporting on how they are catching and responding to the text and by recording their thought. Teaching reading as what Ghani Johan proposed is classified into five items.²⁰ They are:

1. Deducing the meaning of words from context.

¹⁹Iskandar Wassit and Dadang Sunendar, Strategi Pembelajaran Bahasa (Bandung: Rosdakarya 2008), 247.

²⁰Ghani Johan, Reading and Translation(Yogyakarta: Pustaka Pelajar.2006), 9.

Deducing the meaning of words from context is looking the word or phrase that precede or follow the words. By doing this process, it is hoped that we can catch the meaning of words easier because we already matched a certain words or phrase that we have been tries to looking for their meaning whether they are suitable or not with the precede following words.

2. Understanding the forms and meaning of non-idiomatic phrase.

Different from idiomatic phrase that have the constant form and meaning while non-idiomatic phrase doesn't have the constant meaning and form. It is because non-idiomatic phrase is formed based on certain rules and it has no limited number.

3. Understanding sentences meaning through syntactical structure.

The skill is the application of grammar especially syntax in the identification of words, phrase or sub-clause that have the function as the element of sentence.

4. Recognizing and understanding rhetorical structure.

Rhetoric structure has the relationship with the functional meaning that is formed by the elements of language in the reading text. Recognizing and understanding rhetorical structure skill include the understanding of the meaning and function of the words, phrase, sign of words, and certain structure used by the writer to convey the idea or message.

5. Critical reading skill.

In reading skill, it is very essential for the students to have the application of knowledge or grammar mastery, English vocabularies, organization or reading text, and supported by the background of knowledge related with the topic and high cognitive skill.²¹

So in reading ability of teaching and learning, students are not only see and read the text, but also understand and know the meaning along with information from the text.

b. Process of Teaching Reading

Generally, activities during a reading instructional processes are consisting of three phase:

1. Pre-reading

The activities in the pre-reading phase are intended to make students ready for the task of reading. Teacher is mentioning the topic to be read and asking students the prior knowledge of the topic.

2. Whilst-reading

The activities in the whilst-reading phase are aimed at training the students to grasp meaning from the text. Therefore, during this stage the teacher's role is to facilitate the students' comprehension such as identifying words which are difficult for the students.

²¹ Ibid,10-11.

3. Post-reading

The activities in the post-reading are done to provide inputs on the student's achievement.²² So, the teacher can analysis students' ability in reading.

3. Descriptive Text

a. Definition of Descriptive Text

According Linda Gerot, Peter Wignell, descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.²³

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.²⁴

So, we can say that the descriptive text is the text that describes what kind of person or an object described, good shape, properties, number and others in particular. Goal (purpose) of the descriptive text is clear, namely to explain, descriptive or disclose a specific individual or object

b. Generic Structure of Descriptive Text.

According to Jenny Hammond, the Generic Structure of Descriptive Text consists of Identification and Description.

²² Caroline Woods, *Teaching And Assessing Skills In Foreign Languages* (Cambridge: Cambridge University Press, 2005), 65.

²³ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Antipadean Educational Enterprises (AEE), Australia, 1995), 4.

²⁴ *Ibid*, 7.

Identification : Identifies phenomenon to be described.

c. The Language Feature:

Descriptive often uses 'be' and 'have'. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore.

1) Significant Grammatical Features:

A descriptive text is comprised of specific participants and using Simple Present Tense.

1. Focus on specific participants

Example: My English teacher, Andini's cat, my favourite place.

2. Use of Simple Present Tense

2) The Learning of Descriptive:

a. Use of Simple Past Tense if Extinct.

b. Verbs of being and having

Example: My mum is really cool, she has long black hair.

c. Use of descriptive adjectives

Example: Strong legs, white fangs

d. Use of detailed Noun Phrase to give information about the subject.

Example: A very beautiful scenery, a sweet young lady, very thick fur

e. Use of action verbs 'Material Processes'

Example: It eats grass, It runs fast.

- f. Use of adverbials to give additional information about behavior

Example: Fast, at tree house.

John is as white as chalk.²⁵

4. Student Team Achievement Divisions (STAD) Strategy

a. Definition of Student Team Achievement Divisions (STAD) Strategy

According to Slavin, Student Team Achievement Divisions (STAD) is “a cooperative learning method developed.²⁶ According to Palmer, STAD is the “easiest technique” to be applied in the classroom among the other cooperative learning techniques.²⁷

STAD is a cooperative teaching method which was developed as part of a student learning approach program along with other cooperative methods such as Teams-Games-Tournaments, Jigsaw II, and Team Assisted Individualization.²⁸

According to Rai, STAD (Students team achievement division) is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skills. The reason for the selection of STAD is good interaction among students, improve positive

²⁵ Reading Achievement Standards End of Grade 3 Appropriate Achievement.

²⁶ Hayatunisa Linta, Graduated in December 2013 from English Education Study Program of Indonesia University of Education (Journal of English and Education 2014), 18.

²⁷ Ibid, 18.

²⁸ Ibid, 19.

attitude towards subject, better self-esteem, increased interpersonal skills.²⁹

According to Slavin, STAD has the appropriate steps, detailed steps are as follows:

1. Class Presentations.

The teacher presents the material in front of the class in the classical style that focuses on the concepts of matter to be discussed only. Furthermore, students are asked to learn in small groups to work on tasks assigned by the teacher.

2. The formation of study groups (Teams).

Students are organized into groups whose members are heterogeneous (both academic ability and gender). The trick with rank students based on grades or the last value obtained before the student STAD cooperative learning models. The function of this grouping is to encourage cooperation in the group study the material and complete the tasks assigned by the teacher.

Provision of test or quiz (Quizzes). After studying the group completed the test, quiz was held with the objective of identifying, or the ability to measure student learning of the material has been studied. In this case, the student was not allowed to work with his

²⁹Ray Michael L, Advertising and Communication Management (Englewood Cliffs Prentice Hall. 1982), 34.

friend. The purpose of this test is to motivate students to try and individually responsible. Students are required to do my best as a result of group learning. In addition to individual responsibility, the students also have to realize that businesses and their success will be very valuable to contribute to the success of the group. This test is performed after one to two servings of classes and learning in groups.

3. Improved scoring individual (Individual Improvement Scores). This is done to give the students a goal that can be achieved if they work hard and showed good results compared with previous results. Manager scores the results of the cooperation of students performed in the following order: score early, score tests, and score of the group increased.
4. Awards group (Team Recognition) award is given to the group to give a gift in appreciation of the efforts that have been made during the study.³⁰

b. Principles and Characteristics of STAD

1. The basic principles of cooperative learning as follows:³¹
 - 1) Each member of the group (students) are responsible for everything that is done in a group.

³⁰ Armstrong Scott and Palmer Jesse. Student Team Achievement Divisions (STAD)(Englewood Cliffs Prentice Hall, 1982), 28.

³¹ Slavin Robert E. Cooperative Learning. Diterjemahkan oleh: Narulita Yusron (Bandung: Penerbit Nusa Media, 2010), 32.

- 2) Each member of the group (students) should know that all of the group members have similar goals.
- 3) Each member of the group (students) has to split the duties and responsibilities equally among group members.
- 4) Each member of the group (students) will be evaluated.
- 5) Each member of the group (students) to share leadership skills and need to learn together during the learning process.
- 6) Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.

Palmer also said that in STAD strategy, “students are divided into some small groups consisting four or five members who have heterogeneous grouping of high, average, and low achievers of diverse ethnic backgrounds and different genders”, Slavin also argued that, in STAD Strategy, “the students dividing a big class into some small groups can help the students to develop their own potential in writing a text. outlines four key components in the implementation of STAD in the classroom. They are “class presentations, teams, quizzes, and team recognition, then, adds another key component of STAD that is “individual progression score”.³²

³² Hayatunisa Linta, Graduated in December 2013 from English Education Study Program of Indonesia University of Education, (Journal of English and Education) 2014, 19

According to Alijanian, in the class presentation, teacher introduces new material through lecturing, class discussion, or some form of a teacher presentation. Slavin also added that teacher needs to make the presentation focused on STAD unit so that the students realize they have to give their attention to this class presentation so that it will help them to do the quiz. After the class presentation, teacher makes team groups consist of four or five heterogeneous team members. Team is “the most important feature in STAD which emphasizes on doing the best for the team to help each other in achieving their study” states that in this stage, team members cooperate together on the worksheets designed to extend and help boost the material taught by the teacher. The main function of the team is for ensuring all of members of the team to overcome the material and ready to do the quiz well. The next step is individual quizzes. In this stage, “all of the students have to work individually and their team mates are not allowed to help one another during these quizzes”.³³

According Slavin in Karmawati Yusuf,” A learning strategy has advantages and disadvantages. STAD cooperative learning has several advantages as follows³⁴:

1. Students work together in achieving its objectives by upholding the norms of the group.

³³Ibid, 20.

³⁴ Yusuf Karmawati,Keunggulan dan Kekurangan Pembelajaran Kooperatif tipe STAD (Jogjakarta: Pustaka Pelajar.2010), 32.

2. Actively assist and motivate students to succeed shared passion.
3. Active role as a peer tutor to further enhance the success of the group.
4. Interaction among students with increasing their ability to argue.

Slavin said one of Cooperative Learning method, STAD also has some disadvantages states that some of students, in STAD class, do not want to work as a group nor do they want to participate in the group and let their group members to do the work alone. Another disadvantage of STAD is the class becomes noisier that makes students hard to pay attention to the teacher.

35

In addition, STAD also has disadvantages, according to the DESS in Karmawati Yusuf concluded as follows:³⁶

1. Require a longer time for the students, so it is difficult to achieve the target curriculum.
2. Require a longer time for teachers so that teachers generally do not want to use cooperative learning.
3. Require special skills of teachers so that not all teachers can do cooperative learning.
4. Specific nature of students' demands, such as the nature of love to work together.

³⁵ Slavin R. E, Cooperative Learning: Teori, Riset, dan Praktik (Bandung: Nusa Media, 2005), 45.

³⁶ Yusuf Karmawati,Keunggulan dan Kekurangan Pembelajaran Kooperatif tipe STAD. (Jogjakarta: Pustaka Pelajar, 2010), 28.

c. Teaching Reading Using Student Team Achievement Divisions (STAD) Strategy.

Strategy is process of getting meaning from print. Early reading includes the direct teaching of words and sounds. Children must be able to distinguish between different sounds of oral language to achieve understanding. They also need basic knowledge about the written alphabet, sound symbol relationships and concept of print because these are the basic for decoding and reading comprehension skills. Learning to read happens seemingly long time for a few fortunate children, but must need far more than lost exposure to books and immersion in print learn how to read.³⁷

Teaching reading means the activity of guiding of interacting to communicate one another. Teaching reading also means the teacher activities in which the teacher guides the students in learning reading. So students' reading ability will be improved step by step. In this step, the teacher applied Student Teams Achievement Divisions (STAD) Strategy in teaching reading perfectly. It is begun by dividing the member of the group (students). Each member are responsible for everything that is done in a group. The member of the group (students) should know that all of the group members have similar goals. Every member of the group (students) has to split the duties and responsibilities equally among group members. Each member of the group

³⁷ Elain K. Mc Ewan, *Raising Reading Achievement in Middle and High Schools* (California: Corwin Press, 2000), 40.

(students) will be evaluated. Each member of the group (students) to share leadership skills and need to learn together during the learning process. Each member of the group (students) will be required to be individually accountable for the material is handled in a cooperative group.

Kinney conducted a similar study, by studying the effects of cooperative learning on the achievement of ninth-grade students in a diverse cultural general biology class. The experimental group having the combination of both black and white students had a significant increase on the academic achievement scores. Face to face, interaction in the classroom has an intense effect on the societal, cognitive, and scholarly development of students.³⁸

B. Previous Research Finding

The research planning came from the previous research finding. It was presented by Any Laelasari under the title, "The Use of Students Team Achievement Division (STAD) Strategy To Improve Reading Comprehension (A Classroom Action Research At The Second Year Students Of MA Al Manar Tengeran In Academic Year Of 2012/2013).

This research was carried at MA Al Manar Tengeran in the academic year of 2012/2013). This study has two classes, they are VIII A as an

³⁸ Kinney J. H., A study of the Effects of a Cooperative Learning Program on the Achievement of 9th Grade Multi-Cultural General Biology Classes. (ERIC Document Reproduction Service No. ED 309 096: 1989).54

experimental class which is taught STAD Strategy and VIII B as a control class which is taught conventional method.

The purpose of this research are (1) to define the result of reading comprehension mastery before using STAD Strategy in teaching reading. (2) to explain the result of reading comprehension mastery after using STAD Strategy in teaching reading. (3) to find that STAD Strategy is very effective to help student to comprehend the text for the second year of MA Al Manar Tengeran in Academic Year of 2012/2013.

This study is a classroom action research aimed to know the activeness of STAD Strategy in teaching reading comprehension for MA Al Manar Tengeran in academic year of 2012/2013.

STAD Strategy is an effective Strategy to help the student comprehend the text easily and remember the content longer. Nearly, the English teacher usually used the conventional Strategy in teaching reading. This research applied the STAD Strategy is effective or not in teaching reading for MA Al Manar Tengeran in academic year of (2012/2013).

There are four meetings in each class. Pre-test to make the students' condition homogeneity and to describe the students' achievement before the research, treatment and post-test.

The result of this study show that the average of pre-test from XA is 78, 02 and the average of pre-test XB is 78, 30. Than the average of the post-test from experiment class which have been taught STAD Strategy is 83,388. The

result after the treatment show that to $-1,143190498$. It is consulted with 5% significance level with $df=70$, 65. Its mean that H_0 is received and H_a is refused. So, the result shows that STAD Strategy is not active to teach reading comprehension for MA Al Manar Tengaran in academic year of 2012/2013.

The next previous research finding was presented by Sri Wahyu under the title, "The Effectiveness of Students Team Achievement Division (STAD) Strategy To Improve Reading Achievement (A Classroom Action Research At The First Year Students Of MTs. Darul Hasanah Slahung in Academic Year of 2010/2011).

This research was carried at MTs. Darul Hasanah Slahung in the academic year of 2010/2011). This study has two classes, they are VII A as an experimental class which is taught STAD Strategy and VII B as a control class which is taught conventional method.

The purpose of this research are (1) to define the result of reading achievement before using STAD Strategy in teaching reading. (2) to explain the result of reading achievement after using STAD Strategy in teaching reading. (3) to find that STAD Strategy is very effective to help in increasing student's achievement in reading English in the second year of MTs. Darul Hasanah in Academic Year of 2010/2011.

This study is a classroom action research aimed to know the activeness of STAD Strategy in increasing reading achievement for MTs.Darul Hasanah in the academic year of 2010/2011.

STAD Strategy is an effective Strategy to help students in increasing students' achievement easily and remember the content longer. Nearly, the English teacher usually used the conventional Strategy in teaching reading. This research applied the STAD Strategy is effective or not in teaching reading for MTs.Darul Hasanah in the academic year of 2010/2011.

There are four meetings in each class. Pre-test to make the students' condition homogeneity and to describe the students' achievement before the research, treatment and post-test.

The result of this study show that the average of pre-test from VII is 79, 85 and the average of pre-test XB is 80, 14. Than the average of the post-test from experiment class which have been taught STAD Strategy is 84,657. The result after the treatment show that to $-2, 654732897$. It is consulted with 5% significance level with $db70$ 2, 65. Its mean that H_0 is received and H_a is refused. So, the result shows that STAD Strategy is active to teach reading for MTs. Darul Hasanah in the academic year of 2010/2011.

The third research planning came from the previous research finding that was presented by Nia Hamidah under the title, "Increasing Students' Achievement by Using Students Team Achievement Division (STAD)

Strategy(A Classroom Action Research At The Second Year Students Of MTs.Yanggong Jenangan In Academic Year Of 2012/2013.

This research was carried at Mts.Yanggong Jenangan in the academic year of 2012/2013. This study has two classes, they are VIII A as an experimental class which is taught STAD Strategy and VIII B as a control class which is taught conventional method.

The purpose of this research are (1) to define the result of reading comprehension mastery before using STAD Strategy in teaching reading. (2) to explain the result of reading comprehension mastery after using STAD Strategy in teaching reading. (3) to find that STAD Strategy is very effective to help student to comprehend the text for the second year of MTs. Yanggong Jenangan in Academic Year of 2012/2013.

This study is a classroom action research aimed to know the activeness of STAD Strategy in teaching reading comprehension for MTs. Yanggong Jenangan in the academic year of 2012/2013.

STAD Strategy is an effective Strategy to help the student comprehend the text easily and remember the content longer. Nearly, the English teacher usually used the conventional Strategy in teaching reading. This research applied the STAD Strategy is effective or not in teaching reading for MTs. Yanggong Jenangan in academic year of 2012/2013.

There are four meetings in each class. Pre-test to make the students' condition homogeneity and to describe the students' achievement before the research, treatment and post-test.

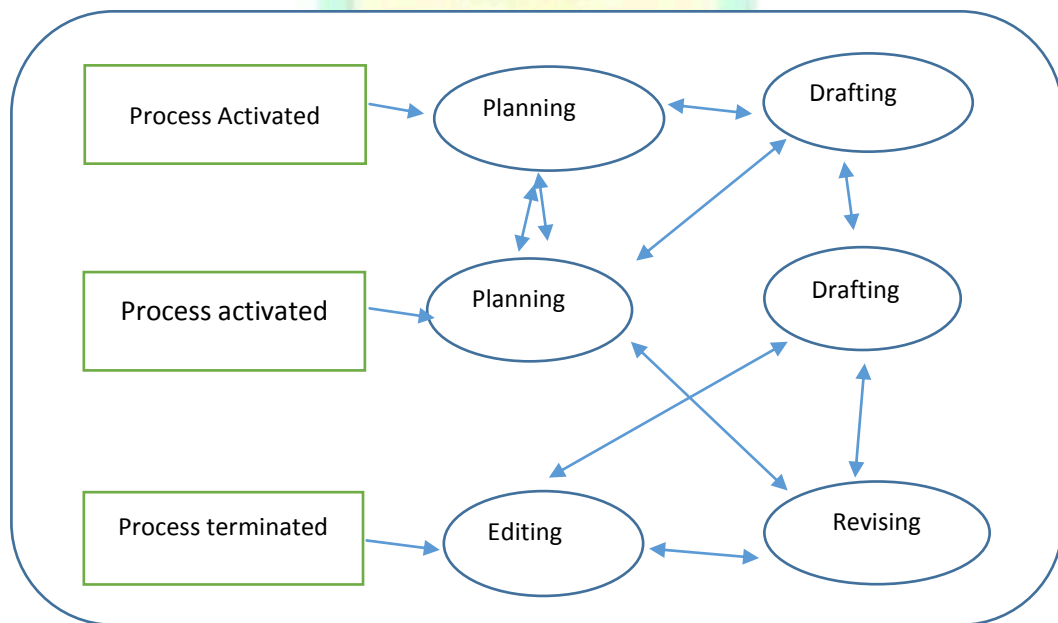
The result of this study show that the average of pre-test from XA is 78, 02 and the average of pre-test XB is 79, 30. Than the average of the post-test from experiment class which have been taught STAD Strategy is 81,238. The result after the treatment show that to -1, 143432598. It is consulted with 5% significance level with $df = 2, 45$. Its mean that H_0 is received and H_a is refused. So, the result shows that STAD Strategy is not active to teach reading comprehension for MTs. Yanggong Jenangan in academic year of 2012/2013.

C. Theoretical Framework

Reading is an activity to understand the texts in order to get some information and knowledge. Reading includes not only moving out eyes from printed passage, but it needs comprehension of the text material. The main goal of teaching reading is improving reading ability, which is the students' competence in understanding the passage.

Improving reading achievement can use many ways such as Students Team Achievement Division (STAD) Strategy. The improving reading achievement can be done by using this method. Students Team Achievement Division (STAD) Strategy is the students control their individual learning. Each

student constructs a unique understanding through cognitive processes. The process of understanding takes a different route for each student. Several students can listen to the same lecture or speech but when asked to comment on what they heard, invariably they will mention different highlights. Teachers can assist students in acquiring meaning but there is no guarantee that they will acquire the same meaning as teachers. In this method teacher will apply several stages. The students will start to write from planning, drafting, sharing and responding, revising and editing and also publishing.



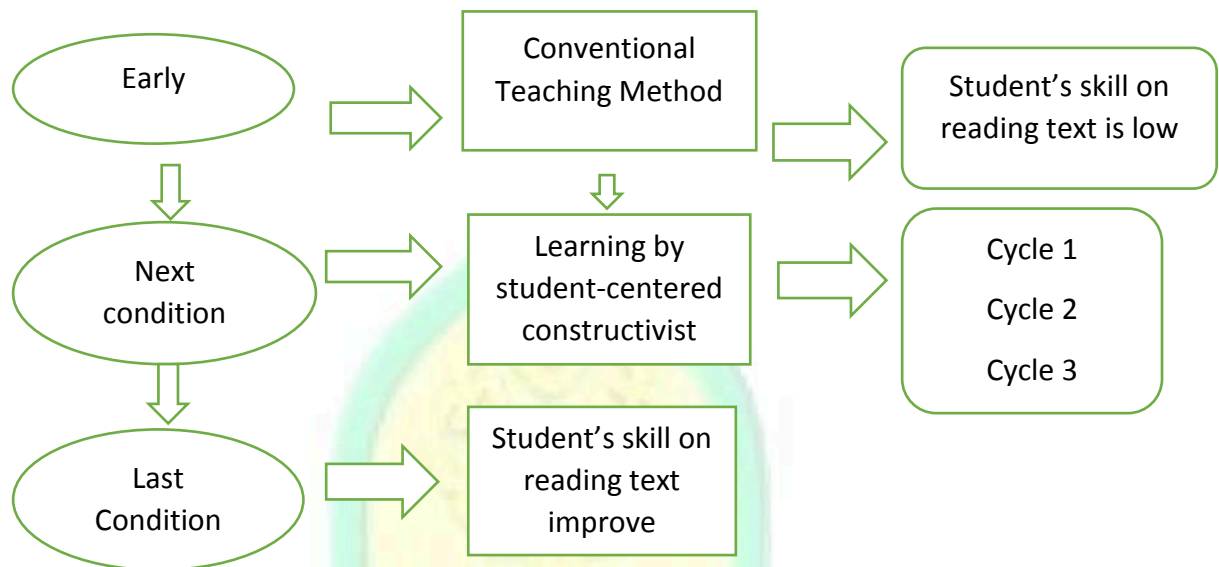


Figure 1 2.2 The Scheme of Theoretical Framework

Based on the observation, the student's reading achievement is still low when the teacher used conventional teaching strategy. So, researcher tries to apply Student Teams Achievement Divisions (STAD) Strategy in teaching and learning. After the researcher conducts this strategy in some cycles, students reading achievement finally can be improved.

Basically, Student Teams Achievement Divisions (STAD) is an interesting strategy which gives a good motivation to the students to become more active in teaching and learning process. By using Student Teams Achievement Divisions (STAD) Strategy technique the student will be easy to understand meaning and getting information from the text. And the students can discuss with their group and present to the other groups. So, using this strategy can increase their ability to understand information from the reading text. Besides that, the

learning time will also be more effective and the students will enjoy for joining reading class as good as possible.

D. Hypothesis

Based on the limitation and problem statement, hypothesis can be formulated as follow:

1. Student Team Achievement Divisions (STAD) Strategy can improve the reading achievement in descriptive text for the seventh grade students of MTs. Ma'arif Al-Ishlah Bungkal, Ponorogo in academic year of 2015/2016.
2. Student Team Achievement Divisions (STAD) Strategy cannot improve the students' reading achievement in descriptive and procedure text for the seventh grade students of MTs. Ma'arif Al-Ishlah Bungkal, Ponorogo in academic year of 2015/2016.

CHAPTER III

RESEARCH METHODOLOGY

A. Classroom Action Research Object

This research is a classroom action research (CAR). It focuses in improving student's achievement especially in reading achievement. The classroom action research carried out in the second semester of the seventh grade students of MTs. Al-Ishlah in academic year 2015/2016. The researcher chose class VII B which consist of 10 male students and 12 female students.

B. Setting and Research Subject Characteristic

This research took place at MTs. Al-Ishlah Bungkal, Ponorogo. It is located at Jl. Bungkal-Ngrayun KM 1 Kalisat, Bungkal, Ponorogo. The subject of this study is the student of STAIN Ponorogo and the subject of the target in this research is the seventh grade B students of MTs. Al-Ishlah Bungkal, Ponorogo in academic year 2015/2016.

The researcher chose this class because from the fact and the result of the interview, it was shown that the students' reading achievement was still so poor. According to the interview with Mrs. Nuraini Syah SS., seventh grade B students are difficult to express their ideas; sometimes they have difficulties to read the text using correct pronunciation; they have difficulties in understanding about the

main idea. When the students believe that they cannot write and read, they disengage themselves from the reading process.³⁹

C. Research Variable

Based on the pre-liminary study conducted on Wednesday, April 20th 2016 the teaching learning process in the seventh grade B students of MTs. Al-Ishlah Bungkal Ponorogo in academic year 2015/2016, there are many problems found especially related to students' reading achievement.

In this research, the researcher decides the observation variables which are conducted in classroom action research. The variables of this research are:

1. The students' activeness in teaching learning process.
2. The students' cooperativeness in the discussion.
3. The students' achievement in reading achievement.

D. Classroom Action Research procedure

1. Definition of Action Research

Classroom Action Research (CAR) is a research conducted by teachers in class. It is the research conducted by the teacher in the classroom or at school where be taught with the emphasis on perfecting or improving learning

³⁹ Transcript documentation and interview with Mrs. Nuraini Syah in MTs. Al-Ishlah Ponorogo at thursday March 10th 2016 11.30 o'clock

processes and practices”.⁴⁰ CAR is one strategic way for teachers to improve educational service which must be held in the context of learning in the classroom and improving the quality of the overall school program.

According to Jerry G. Gebhard, Classroom management refers to the way teachers organize what goes on in the classroom. As the most powerful person in the classroom, the teacher has the authority to influence the kind of interaction that goes on in the classroom, and this interaction is created from a combination of many related factors. It concludes such factors as how much the teacher talks and what the teacher says; the teacher’s questioning behaviors.⁴¹

Action research is an effective learning device for teaching the process of the scientific investigation and systematic problem solving.⁴² The words action refers to talking practical action to resolve classroom problems.⁴³ So action research takes in the teacher’s own classroom and involves a cycle activities centering on identifying a problem or issue, collecting information about the issue, devising strategy to address the issue, trying out the strategy and observing in the effects.

⁴⁰ Arikunto Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: PT.Rineka Cipta, 2006),96

⁴¹ G. Gebhard Jerry, *Teaching English as a Foreign or Second Language* (English: The University of Michigan Press, 1990),69

⁴² Ronald L. Partin and Jossey Bass A Welly Imprint, *Classroom Teacher Survival Guide* (New York: Cambridge Language Education, 2005), 171.

⁴³ Jack C. Richard,et.al, *Professional development of Language Teachers*, (New York: Cambridge Language Education, 2005),171

CAR is the considerable form of study with systematic reflective, done by the teacher in specific purpose, to improve the condition of learning process continuously.⁴⁴ This CAR integrates many aspects such as students' responses, teacher-students interaction, and intra-students interactions to solve the research problems and increase student's reading achievement.

From the statement above, it can be assumed that research is able to solve the problems and find scientific support. In the process of problem solving, the writer can continuously analyze and control the situation. This research is expected able to improve and increase in quality of learning. And they can do some experiences in teaching based on their own idea then evaluate and see how it works.

2. Model of Action Research

This study was conducting in a form of cycles through some steps consisting of planning the action, implementing the action, observing the action and reflecting the action. In the other hand, the writer had to observe the class before the writer done the research. The observation were include: discovery the problem, identifying of the problem, limitation of the problem, analysis, formulation of the problem, choose hypothesis and make the title based of classroom action research.

⁴⁴ Basuki, Cara Mudah Melaksanakan PTK Dalam Kegiatan Pembelajaran (Yogyakarta: Pustaka Felicha,2010),8

This research model was introduced by Kurt Lewin as described in the scheme below:

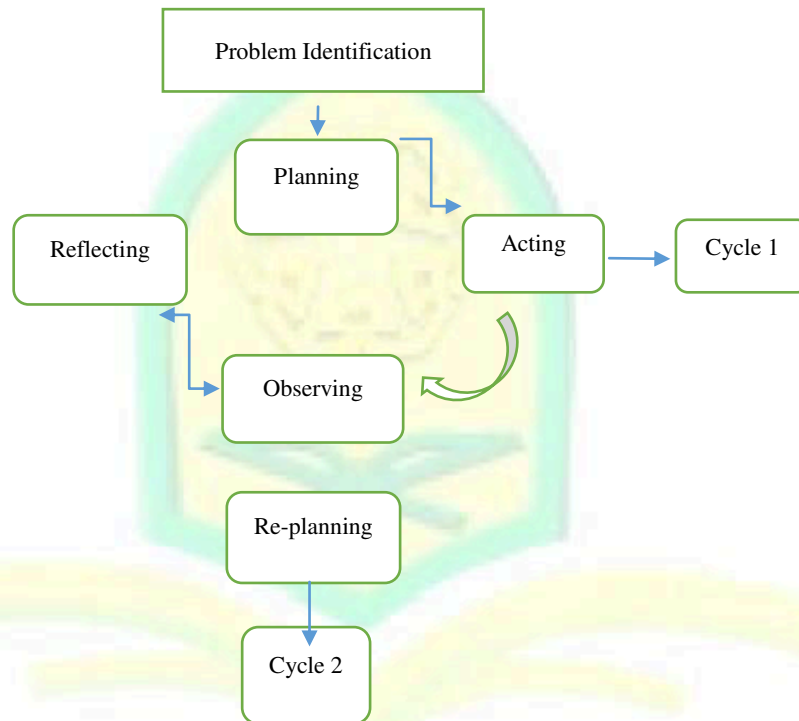


Figure 3.1 The Scheme of CAR⁴⁵

According to explanation above, the design of the classroom action research is cyclical process. In some cycle consisting of four phrases they are:

a. Planning

This section discussed the activities concerning with the planning of action which was conducted by the researcher. It comprised the lesson

⁴⁵ Mills G.E., Action research: A guide for the teacher researcher, 2nd Ed. Upper Saddle River (NJ: Prentice Hall, 2003),42.

for teaching English, preparation of action research and the scenario of STAD Strategy.

1. Making lesson plan.

In this teaching and learning activity, the researcher took the reading text under the title “The Giraffe”.⁴⁶ It consisted of the picture and the descriptive text. The questions were the subjective question. It consisted of 10 questions. The allocated time was 90 minutes for the details was 5 minutes for pray, 10 minutes for greeting and reading the list of the attendance, 40 minutes for the post-activity (5 minutes for dividing the group, 15 minutes for the discussed the text in group, 5 minutes for presenting the result of the discussion with group in front of the class, 5 minutes for discussed the right answer and giving the result, and the last is 10 minutes for giving the assessment individually). The individually assignment consisted of 10 questions. The group assignment consisted of 10 questions. Every questions is 10 points.

The instructional objective that want to achieve in this material were:

- 1) The students are able to write the functional meaning of the text and the short essay in descriptive text that related with the environment.

⁴⁶ Op.cit. 4.

- 2) The students are able to respond the meaning and the steps in composing the short essay by using varieties language to interact with the environment in descriptive text.
- 3) The students are able to identify the communicative function of descriptive text.
- 4) The students are able to tell the language feature of the descriptive text.
- 5) The students are able to complete the language feature of the descriptive text.
- 6) Preparing media and material

E. The material that used by the researcher were:

1. First meeting at April 20th 2016, the researcher used the material under title, "The Giraffe".⁴⁷ It consisted of the short text with the picture above, ten questions that consisted of the subjective question, and every number is given by 10 score.
2. Second meeting at April 24th 2016, the researcher used the material under title, "The Dolphins".⁴⁸ It consisted of the short text with the picture above, 2 parts of the questions (part A consists of 5 questions that used format 5 questions

⁴⁷ Mokarto S.M. Josephine, English on the Sky (Jakarta: Erlangga, 2006), 97.

⁴⁸ Op.cit, 98.

5W+1H (subjective questions) and part B consisted of 5 questions to seek the meaning of the difficult words).

3. Third meeting at April 27th 2016, the researcher used the material under title, “The Kangaroo”.⁴⁹ It consists of the short text with the picture above, 2 parts of the questions (part A consists of 5 questions that used format 5 questions 5W+1H (Subjective questions) and part B consists of 5 questions to seek the meaning of the difficult words).

F. Media

Media that used in teaching learning process is:

- a. Marker
- b. Blackboard
- c. Text book⁵⁰
- d. Pen
- e. The pictures of animal.

G. Preparing Observation Sheets

To get the data about activeness and cooperativeness, the researcher prepared two kinds of observation sheet. They were:

⁴⁹ Op.cit, 96.

⁵⁰ Op.cit. 98.

1. The students' activeness in teaching learning process.

The researcher observed the students whether they asked questions, answered questions, and found new vocabularies or no. If they asked some questions, answered what researcher asked, and found the new vocabularies, they would get the special marked.

Observation sheet

| No | Name | Aspects of Activeness | | |
|----|-------------------|-----------------------|-----------------|---------------------|
| | | Ask Question | Answer Question | Find new vocabulary |
| 1. | Adi Putra Sutanto | - | - | - |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |

2. The students' cooperativeness in the discussion, interaction and giving argumentation.

The researcher observed the students 'cooperativeness covered discussion, interaction and giving argumentation by giving the checklist. Discussion category got when the students could discuss the task either group or individual learning process. Interaction category got when the students could interact with the teacher and another students in order to discuss the material. The last category was giving argumentation. The students who gave their argumentation about the material in that day, it mean that they paid attention through learning process.

Observation sheet

| No | Name | Aspects of Cooperativeness | | |
|----|----------------|----------------------------|-------------|----------------------|
| | | Discussion | Interaction | Giving argumentation |
| 1. | Adi Putra S. | - | - | - |
| 2. | Andika Dwi R. | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |

3. The students' achievement in reading achievement.

In this research, the researcher held two tests to measure the students' reading achievement. They are:

a. Written test.

In this case, the researcher held the written test to measure student's ability in reading. The researcher took the ten subjective questions which the score was 10 in every number. The questions was about descriptive text under the title," The Giraffe, the Dolphins, the Kangaroo" with text above. The students passed the test if their score fulfil the requirement to reach the standard minimum of KKM.

b. Oral Test

In this part of the reading test, the researcher prepared the reading passage, measure the students' ability in reading, and marked the result by checklist. The assessment was by commanded the students to read one by one in the different case. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by changeable. The

reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it. The aspects of reading achievement that measured was about fluency and pronunciation by the satisfied category when the score was reached 80-90, the good category when it was 79 – 70 good, the enough category when it was reached 69 – 60, and the last is worst category when it was 59-50.

| No. | Name | Aspects of Reading Achievement | | | | |
|-----|--------------|--------------------------------|---------------|-------|------|----------|
| | | Fluency | Pronunciation | Score | Rate | Category |
| 1. | Herlina | 75 | 80 | 155 | 77,5 | Good |
| 2. | Dina Mariana | 65 | 70 | 135 | 67 | Enough |

Score = 90 – 80 = satisfied

79 – 70 = good

69 – 60 = enough

59 – 50 = worst

b. Acting

Action was the application of the plan in the classroom. It was an activity that which is done learning process that suitable within planning of learning process.

The classroom action research consists of procedure and action to improve the teaching and learning process. The researcher as the teacher

taught reading achievement in descriptive text using STAD Strategy based on the lesson plan.

Here, teaching reading and learning activities presented by applying STAD strategy. The teacher opened the lesson by greeting and asking the students to pray. The teacher read the list of attendance. The teacher directed the students to answer are they like to read and what kinds of book that they prefers to read. The teacher gave the handout to the students and asked the students to make a group consist of 4 – 5 members. Then, the teacher commanded the students to read descriptive text together. The teacher discussed the content of the text together with students. After that, she explained the descriptive text meaning, generic structure and the language feature. So, the teacher gave the students the question orally to the group about the related meaning of the descriptive text by using STAD. Finally, the teacher asked some question to the students individually by answering the related mastery. The last meeting, the teacher gave the clarification about the today lesson and gave conclusion about the material today and gave the reinforcement. The teacher gave the time to the student to ask which material didn't understand and closed the lesson and say salam.

c. Observing

Observing was the observation activities when the students get the treatment. The researcher will observe the teaching and learning process and note some activities in the class, such as the student's activeness, the student's cooperativeness and all condition of each teaching learning process which can improve reading comprehension in descriptive text by using STAD strategy.

d. Reflecting

Reflecting was phase when the researcher reflected about the result of the treatment and considers the teaching scenario.

In this level, the researcher would collect the data from the students and analyze the result of teaching and learning observation. The researcher known and decided if the researcher needs to conduct the next cycle or not.

H. Technique of Data Collection

Technique of collecting data was to get the data and it must be chosen based on the kinds of data to be acquired. Data collection technique played an important role in research, because without the using good technique, the researcher was not able to get valid data, otherwise the conclusion was inaccurate.

Data collection techniques used in this study as follows;

1. Observation

Observation was monitoring and record keeping of the object which focused on certain behavior.⁵¹ The main purpose of collecting data through observation is measuring the variable. The researcher observed during teaching and learning process, students' activeness, their cooperativeness in the discussion, and listed the result in observation sheet by using checklist. Then, the researcher wrote the results in percentage, which was counted by certain measurement.

2. Interview

An interview was a powerful conversation, usually between two peoples but sometimes involving more that was directed by one in order to get information from the other. In the hands of the qualitative researcher, the interview taken on a shape of its own. In all of these situations the interview takes on a shape of its own. In all of these situation the interview was used to gather descriptive data in the subject own words so that own words so that can develop insight on how subjects interpret some piece of the words.⁵² In this interview, the researcher conducted on 10th April 2016. The researcher interviewed the teacher, her name was Mrs. Nur Aini Syah, S.S. There are ten questions

⁵¹ Daryanto, *Penelitian Tindakan Kelas Dan Penelitian Tindakan Sekolah* (Yogyakarta: Gava Media, 2001), 80.

⁵² Robert C. Bodgan. *Qualitative Research for Education* (America: Allyn & Bacon), 96.

that presented by the researcher.⁵³ The common question was about students' activity, their cooperativeness, activeness, achievement, and their ability in reading skill.

3. Documentation

Suharsimi Arikunto stated that the world of documentation derived from word document that means written object. In doing document technique, the researcher researched the written object such as books, magazine, document, regulations, notes of meeting, agenda, etc.⁵⁴

In this research, the researcher used documentation to get some information about students, vision, mission, school history, and school profile.

4. Test

In this research, the researcher held two tests to measure the students' reading achievement. They are:

a. Written test.

The researcher asked the students to discuss the text and answer the question based on the text either individually or in group. In group discussion, the researcher observed the students' teaching learning process, cooperativeness and activeness in the class and listed the result of reading achievement sheet by using checklist.

⁵³ Transcript documentation and interview with Mrs. Nuraini Syah in MTs. Al-Ishlah Ponorogo at thursday March 10th 2016 11.30 o'clock

⁵⁴ Arikunto Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka.

After that, the researcher wrote the results in percentage, which was counted by certain measurement. And the individually test, the researcher took the ten subjective questions which the score is 10 in every number. The students passed the test if their score fulfil the requirement to reach the standard minimum of KKM.

b. Oral Test

In this part of the reading test, the researcher prepared the reading sheet to mark and measure the students' ability in reading. The assessment was by commanded the students to read one by one in the different chase. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by changeable. The reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it.

| No. | Name | Aspects of reading Achievement | |
|-----|----------------|--------------------------------|---------------|
| | | Fluency | Pronunciation |
| 1. | Yongki Hamdani | 85 | 75 |
| 2. | Nana Rosidah | 75 | 80 |

I. Technique Data Analysis

Data analysis is one of the important steps in a research activity. Data analysis in this research was qualitative and quantitative data.

1. Qualitative

Qualitative data is obtained from the results of observation of the students' activeness and cooperativeness from teaching reading using STAD in the form of documentation.

The stages of data analysis applied in this research are presented in the following:

a. Data Reduction

Data reduction is involves classifying, selecting, simplifying, and transforming the data. The data was reduced give information clearly.⁵⁵

Example: Based on the table 4.2 the percentage of students' cooperativeness are as follow:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{12}{22} \times 100\%$$

$$P = 28,5 \%$$

b. Data Display

Data display is arranging the primary data systematically to make a simple data and meaningful. According in Miles and Huberman," The most

⁵⁵ Sugiyono, Metode Penelitian Pendidikan (Bandung: PT. Alfabeta.2006), 338.

frequent from of data display from qualitative research data in the past has been descriptive text.⁵⁶

Example: it can be seen that many students got unsatisfying score. The average score were 73,125 and could not reach the standard minimum. It could be said that there were many serious problems in the first cycle.

c. Conclusion Drawing

Conclusion Drawing is analyzing the data constantly during or after the data being collected to get the conclusion of research./

Table 4.11

The result of the students' achievement.

| Collected Data | Result | | | | | |
|----------------------------|-----------|------------|-----------|------------|-----------|------------|
| | Cycle 1 | | Cycle 2 | | Cycle 3 | |
| | Frequency | percentage | Frequency | Percentage | Frequency | Percentage |
| Who get score ≥ 75 | 18 | 56,57% | 27 | 84,54% | 30 | 93,54% |

2. Quantitative

Quantitative is used to show how far this strategy can improve students reading achievement in narrative text.

The data from the test was analyzed by using calculating the mean.

The formula is:

$$M_x : \frac{\sum fx}{n}$$

⁵⁶ Ibid, 341.

Where \bar{x} :

\bar{x} : Mean

Σ : Sum of score

n : Total numbered of the students

f : Frequently

x : Total score

It also analyzed by using percentages method, as follow:

$$P = \frac{f_i}{n} \times 100\%$$

Where :

P : percentage

f : frequency of answer

n : the number of respondent

J. Research Schedule

Table 3.1
Research Schedule

| Date/Month/Years | Activity |
|----------------------|-----------------|
| 12-23 March 2016 | Planning |
| 23-30 March 2016 | Observing |
| 1 march-8 April 2016 | Acting |
| 8 April-7 May 2016 | Making Research |

CHAPTER IV

CLASSROOM ACTION RESEARCH RESULT

This chapter presents the research findings, cycle explanation, cycle analysis and discussion according to the three cycles: cycle I, II, III. Each cycle described four components of classroom action research that consisted of planning, acting, observing and reflecting.

A. Research Finding

The researcher was conducted this research in MTs. Al-Ishlah Bungkal Ponorogo that located at Jl. Raya Bungkal-Ngrayun KM 1 Kalisat Bungkal Ponorogo. After the thesis proposal approved by advisor, researcher looked for the data related with the problem of the learning English especially in reading. After the researcher asked the permission from the headmaster of MTs. Al-Ishlah Bungkal Ponorogo. The classroom was done on the seventh grade students of MTs. Bungkal Ponorogo especially the seventh grade B.

The research was done in some cycles. There was three cycles: cycle I, II, III. There was one meeting (90 minutes) in each cycle. In each cycle, there was three session. They was: first session, second session and third session. First session was consisted of opening, praying, reading of the attendance list, and beginning of the lesson. Second session was giving hand out to the student, reading descriptive text together, and finding vocabulary, giving oral question to each group in descriptive text and the last giving question individually.

Third session was the teacher gave the clarification about today lesson, the teacher concluded the material in that day and giving reinforcement and closed the lesson.

B. Cycle Explanation

The classroom action research was done from 20th of April to 28th of April 2016. It was done for three cycles. The subject of the research was the seventh grade B that consist of 22 students with 10 males students and 12 females students.

The description of the classroom action researcher process of each cycle are as follow:

1. Cycle 1

a. Planning

In the first cycle, the researcher planned about lesson planning, media such as picture, text book, marker, blackboard, pen for the research. Based on the information got earlier from the English teacher of MTs. Al-Ishlah Bungkal Ponorogo, the researcher prepared the treatment in improving reading achievement in descriptive text of seventh grade B students. The activities in this stage were involving:

1) Choosing the subject material

At first meeting at April 20th 2016, the researcher chose the material which was suitable to the seventh grade B of MTs. Al-Ishlah Bungkal Ponorogo in academic year 2015/2016. It was the

text that contained descriptive text. It would be easier to practice the reading achievement. The descriptive text was “**The giraffe**”. It consisted of the short text with the picture above, ten questions that consisted of the subjective question, and every correct answer is given by 10 score.

2) Making lesson plan

In order to make the teaching and learning process easier, it is needed to make lesson plan.⁵⁷

3) Making the research instrument.

Observation sheet which would be used in observing the activities of student in the class are such as: the students’ activeness in teaching learning process, and the students’ cooperativeness in the discussion and the students’ achievement in reading achievement.

b. Acting

1) Pre-Activity

In the first meeting, the researcher done activities. The researcher gave greeting to the class and introduced herself to the students and explained about the purpose of her coming. The researcher checked the attendance list by calling the students’ name one by one. This was done to give the number to each student so that the researcher easier to identify the students’ activeness and

⁵⁷Lesson Plan Documentation conducted on 20th April 2016 at MTs. Al-Ishlah Grade 7 B Bungkal

cooperative in the teaching and learning activity The teacher shared to the students about the material that would be discussed by asking the students about something related with the material that would be studied.

2) Whilst-activity

For the beginning, the teacher gave short explanation related to the material (descriptive text). The teacher gave the material to the students. The material was text about descriptive text under the title **“The Giraffe”**. Teacher divided the class into five groups, and each group consisted of five members. The teacher gave the general explanation about the topics. The teacher asked the students to read the text and found new vocabularies based on this text. Then every member of the group discussed about reading text and found the main idea of the text. After understanding the vocabularies, the method of reading, and the mind idea of the text in group, the teacher gave the essay related to the text. Every group was given the different descriptive text and the different questions by the teacher. After that they tried to solve the 10 questions of the tasks that given by teacher in group. After that, the teacher commanded one of the member of the group to come forward to clarify the answer of every task that has been done by the member of that group. After all of the group came forward and clarify their answer, the teacher gave the clarification

about every hand out that gave to the student and corrected the answer of every group. Finally, the teacher gave the accumulation result of the group. The students who had 10 correct numbers, it mean his result was 100, the students who had 9 correct number, it mean his result was 90 and soon. After giving the result in group, the teacher gave the new short reading text that related with the material (descriptive) individually. Every students is given by the teacher the same hand out. The function was to test how far the students' understanding about the material. The teacher commanded the students to submit the answer sheet of every students. The teacher would accumulates the result of every students in group and individually.

3) Post Activity

Teacher gave post-test to the students individually about the reading text "**The Giraffe**" for evaluation. The evaluation was consisted of two kinds of test:

a) Written Test

The researcher asked the students to discuss the text and answer the question based on the text either individually or in group. During teaching and learning process, the researcher observed the students' cooperativeness and activeness in the class and listed the result of reading achievement sheet by giving score. After that, the researcher wrote the results in percentage, which

was counted by certain measurement. And the individually test, the researcher took the ten subjective questions which the score is 10 in every number. The students passed the test if their score fulfil the requirement to reach the standard minimum of KKM.

b) Oral Test

In this part of the reading test, the researcher prepared the reading sheet to mark and measure the students' ability in reading. The assessment was by commanded the students to read one by one in the different case. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by changeable. The reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it. The teacher paid attention to the each student while reading. Finally, the teacher gave the result by giving score according pronunciation and fluency aspect.

The last session, the teacher asked the students whether they had difficulty or not about the material during the teaching and learning process. Then the teacher review the material that has been studied in order to measure students' understanding in reading descriptive text. At the ends of the cycle, the teacher closed the meeting and advised to all students to read more.

c. Observing

The researcher not only taught but also observed in the learning activity with group Student Team Achievement Divisions Strategy. The researcher paid attention to the learning process and took notes on how the activeness and cooperativeness of students in teaching learning process. It was about what happened in the classroom including the situation of the class when the activity occurred.

1) Observation sheet

In this observation sheet, the researcher observed the aspects of activeness in learning process. The aspects of activeness was asking question, answer question, and finding new vocabulary. The students who had all aspects or one of the aspects, the researcher would give the special marked according their activeness.

Table 4.1

Students' Score of Activeness in Cycle I

| No | Name | Aspects of Activeness | | |
|----|-------------------|-----------------------|-----------------|---------------------|
| | | Ask Question | Answer Question | Find new vocabulary |
| 1. | Adi Putra Sutanto | - | - | - |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | - | - | - |
| 5. | Amelia Putri | √ | √ | √ |
| 6. | Andre Rehandika | √ | √ | √ |

| | | | | |
|-------|------------------|----|---|---|
| 7. | Anisa Febriana | - | - | - |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning P. | √ | √ | √ |
| 10. | Aries Sutrisno | - | - | - |
| 11. | Choirul Anwar | - | - | - |
| 12. | Devid Yudho | - | - | - |
| 13. | Elly Irma | √ | √ | √ |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |
| 16. | Frengki Galang | - | - | - |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | √ | √ | √ |
| 19. | Indah Eka | - | - | - |
| 20. | Miftakhul Jannah | - | - | - |
| 21. | Muhammad Choirul | - | - | - |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 12 | | |

Based on the table above, it can be seen that there was 12 students were active in all aspects. It can be concluded that only some students were active and enjoy in the teaching and learning process. Beside the students' activeness above, the researcher also recorded the students' cooperativeness.

Table 4.2

Students' Score of Cooperativeness in Cycle I

| No | Name | Aspects of Cooperativeness | | |
|-------|------------------------|----------------------------|-------------|----------------------|
| | | Discussion | Interaction | Giving argumentation |
| 1. | Adi Putra Sutanto | - | - | - |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | - | - | - |
| 5. | Amelia Putri | √ | √ | √ |
| 6. | Andre Rehandika | √ | √ | √ |
| 7. | Anisa Febriana | - | - | - |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning Pangarti | √ | √ | √ |
| 10. | Aries Sutrisno | - | - | - |
| 11. | Choirul Anwar | - | - | - |
| 12. | Devid Yudho | - | - | - |
| 13. | Elly Irma | - | - | - |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |
| 16. | Frengki Galang | - | - | - |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | - | - | - |
| 19. | Indah Eka | - | - | - |
| 20. | Miftakhul Jannah | - | - | - |
| 21. | Muhammad Choirul | √ | √ | √ |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 11 | | |

Based on the table above, it can be seen that there was 11 students were cooperative in all aspects. It can be concluded that many students were still not solid and didn't cooperative in teaching learning process. Sometimes, they only silent and some of them just talked with their friends in the teaching and learning process. Not only that, but also some students were not pay attention to the lesson.

2) Test

The test was two kinds. After the researcher observed that English class, the result of that research was:

a) Written test.

The result of students' written test in the first cycle could be seen as follow:

Table 4.3

Students' Score of Written Test in Cycle I

| No | Name | Written Test | | |
|----|-------------------|--------------|-------|-----------|
| | | KKM | Score | Note |
| 1. | Adi Putra Sutanto | 75 | 80 | Passed |
| 2. | Andika Dwi Rahma | 75 | 72 | Un Passed |
| 3. | Agus Tri Setyo | 75 | 80 | Passed |
| 4. | Ahmad Yari | 75 | 80 | Passed |
| 5. | Amelia Putri | 75 | 70 | Un passed |
| 6. | Andre Rehandika | 75 | 85 | Passed |
| 7. | Anisa Febriana | 75 | 70 | Un passed |
| 8. | Apriliana | 75 | 75 | Passed |

| | | | | |
|-------|------------------------|-------|----|-----------|
| 9. | Ayu Wahyuning Pangarti | 75 | 70 | Un passed |
| 10. | Aries Sutrisno | 75 | 77 | Passed |
| 11. | Choirul Anwar | 75 | 78 | Passed |
| 12. | Devid Yudho | 75 | 82 | Passed |
| 13. | Elly Irma | 75 | 67 | Un passed |
| 14. | Erfin Khoironi | 75 | 87 | Passed |
| 15. | Fahru Indra | 75 | 76 | Passed |
| 16. | Frengki Galang | 75 | 68 | Un passed |
| 17. | Habib Khoirudin | 75 | 66 | Un passed |
| 18. | Herlina | 75 | 87 | Passed |
| 19. | Indah Eka | 75 | 54 | Un passed |
| 20. | Miftakhul Jannah | 75 | 65 | Un Passed |
| 21. | Muhammad Choirul | 75 | 89 | Passed |
| 22. | Risma Yogi | 75 | 78 | Passed |
| Total | | 1.656 | | 13 |

b) Oral Test

The result of students' oral test in the first cycle could be seen as follow:

Table 4.4

Students' Score of Oral Test in Cycle I.

| No | Name | Aspects of Variable | | Score | Rate | Category |
|----|-------------------|---------------------|---------------|-------|------|----------|
| | | Fluency | Pronunciation | | | |
| 1. | Adi Putra Sutanto | 70 | 75 | 145 | 72.5 | Good |
| 2. | Andika Dwi Rahma | 65 | 70 | 135 | 67.5 | Enough |
| 3. | Agus Tri Setyo | 75 | 70 | 145 | 72.5 | Good |
| 4. | Ahmad Yari | 70 | 70 | 140 | 70 | Good |
| 5. | Amelia Putri | 75 | 70 | 145 | 72.5 | Good |
| 6. | Andre Rehandika | 70 | 85 | 155 | 77.5 | Good |
| 7. | Anisa Febriana | 65 | 70 | 135 | 67,5 | Enough |
| 8. | Apriliana | 55 | 60 | 115 | 57,2 | Worst |
| 9. | Ayu Wahyuning P. | 70 | 70 | 140 | 70 | Good |

| | | | | | | |
|---------|------------------|-------|-------|-------|---------|--------|
| 10. | Aries Sutrisno | 65 | 77 | 142 | 71 | Good |
| 11. | Choirul Anwar | 50 | 55 | 105 | 52,5 | Worst |
| 12. | Devid Yudho | 75 | 82 | 157 | 78,5 | Good |
| 13. | Elly Irma | 65 | 67 | 132 | 66 | Enough |
| 14. | Erfin Khoironi | 75 | 67 | 142 | 71 | Good |
| 15. | Fahru Indra | 60 | 76 | 136 | 68 | Enough |
| 16. | Frengki Galang | 54 | 53 | 107 | 53,5 | Worst |
| 17. | Habib Khoirudin | 68 | 66 | 134 | 67 | Enough |
| 18. | Herlina | 65 | 87 | 152 | 76 | Good |
| 19. | Indah Eka | 70 | 54 | 124 | 62 | Enough |
| 20. | Miftakhul Jannah | 65 | 65 | 130 | 65 | Enough |
| 21. | Muhammad Choirul | 70 | 60 | 130 | 65 | Enough |
| 22. | Risma Yogi | 65 | 78 | 143 | 71,5 | Good |
| Total : | | 1.462 | 1.527 | 2.989 | 1.418,2 | |

Score = 90 – 80 = satisfied

79 – 70 = good

69 – 60 = enough

59 – 50 = worst

The table above shown that there are 3 students who had not good skill in reading. It means that there were many students still had difficulties in reading.

d. Reflecting

From the result of observation above, the researcher concluded that during the teaching learning activity, there were problem in learning process, there are:

First, many students had not good reading ability especially for reading achievement in fluency and pronunciation in descriptive text. The students still got difficulties in finding the main ideas, the answering questions, and finding the main ideas of the text. Because the students' lack of vocabularies' that made them difficulties to get meaning.

Second, many students were still passive or silent in joining the reading class, and some of them were noisy and talking with other friends. They didn't have cooperativeness with their group.

Third, many students still had the worst ability in reading. Some of them still wrong in pronouncing the English words and didn't fluent in reading text.

Because of that, many students got unsatisfying score. It could be said that there were many serious problem in the pronunciation and fluency in the first cycle that had been solved. In other hand, the target had not been reached yet.

Based on the reflection above, the researcher decided to continue the research to the cycle 2 and the problem in this cycle would be solved in the next cycle. For the next step, firstly the researcher would give motivation to the students to make them enjoy in learning process through STAD strategy.

2. Cycle II

a. Planning

In the second cycle, the researcher planned about lesson planning, media such as picture, text book, marker, blackboard, pen for the research. Based on the information got earlier from the English teacher of MTs. Al-Ishlah Bungkal Ponorogo, the researcher prepared the treatment in improving reading achievement in descriptive text of seventh grade B students. The activities in this stage were involving:

1) Choosing the subject material

At seconds meeting at April 24th 2016, the researcher chose the material which was suitable to the seventh grade B of MTs. Al-Ishlah Bungkal Ponorogo in academic year 2015/2016. It was the text that contained descriptive text. It would be more difficult to practice the reading achievement. The descriptive text is “**The Dolphins**”. It consisted of the short text with the picture above, ten questions that consisted of the subjective question, and every correct answer was given by 10 score

2) Making lesson plan

In order to make the teaching and learning process easier, it was needed to make lesson plan.⁵⁸

⁵⁸ Lesson Plan Documentation conducted on 24th April 2016 at MTs. Al-Ishlah Grade 7 B

3) Making the research instrument.

Observation sheet which would be used in observing the activities of student in the class are such as: the students' activeness in teaching and learning process, the students' cooperativeness in the discussion and the students' achievement in reading achievement.

b. Acting

1) Pre-Activity

In the second meeting, the researcher done activities. The researcher gave greeting to the class and introduced herself to the students and explained about the purpose of her coming. The researcher checked the attendance list by calling the students' name one by one. This was done to give the number to each student so that the that the researcher easier to identified the students' activeness and cooperative in the teaching and learning activity The teacher shared to the students about the material that would be discussed by asking the students about something related with the material that would be studied.

2) Whilst-activity

For the beginning, the teacher gave short explanation related to the material (descriptive text). The teacher gave hand out material to the students with the picture above. The material was text about

descriptive text under the title “**The Dolphins**”. Teacher divided the class into five groups, and each group consisted of five members. The teacher gave the general explanation about the topics. The teacher asked the students to read the text and found new vocabularies based on this text. Then every member of the group discussed about reading text and found the main idea of the reading text. After understanding the vocabularies, the method of reading, and the main idea of the text in group, the teacher gave the passage related to the material. Every group was given the different descriptive text and the different questions by the teacher. After that they tried to solve the question of every task that given by teacher in group. After that, the teacher commanded one of the member of the group to come forward to clarify the answer of every task that has been done by the member of that group. After all of the group came forward and clarify their answer, the teacher gave the clarification about every hand out that gave to the student and corrected the answer of every group. Finally, the teacher gave the result of the group. After giving the result in group, the teacher gave the new short reading text that related to the material (descriptive) individually. Every students were given by the teacher the same hand out. The function was to test how far the students’ understanding about the material. The teacher commanded the students to submit the answer sheet of every students. The teacher

would accumulate the result of every student in group and individually.

3) Post Activity

Teacher gave post-test to the students individually about the reading text “**The Dolphins**” for evaluation. The evaluation consisted of two kinds of test:

a) Written Test

The researcher asked the students to discuss the longer text and answered 10 questions and 5 passages based on the text either individually or in group. After that, the researcher wrote the results in percentage, which was counted by certain measurement. And the individually test, the researcher took the ten subjective questions which the score is 10 in every number. The students passed the test if their score fulfilled the requirement to reach the standard minimum of KKM.

b) Oral Test

In this part of the reading test, the researcher prepared the reading sheet to mark and measure the students' ability in reading. The assessment was by commanding the students to read one by one in the different phase. Example: 5 students were commanded to read the six lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by

changeable. The reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it.

Finally, the teacher asked the students whether they had difficult or not about the material along the teaching and learning process. Then the teacher review the material has been studied in order to measure students' understanding in reading descriptive text. At the ends of the cycle, the teacher closed the meeting and advised to all students to read more.

c. Observing

The researcher not only taught but also observed in the learning activity with group Student Team Achievement Divisions Strategy. The researcher paid attention to the learning process and took notes on how the activeness and cooperativeness of students in teaching learning process. It was about what happened in the classroom including the situation of the class when the activity occurred.

1) Observation sheet

In this observation sheet in cycle II, the researcher observed the aspects of activeness in learning process. The aspects of activeness was asking question, answer question, and finding new vocabulary. The students who had all aspects or one of the aspects, the researcher would give the special marked according their activeness.

Table 4.5

Students' Activeness of Cycle II

| No | Name | Aspects of Activeness | | |
|-------|------------------------|-----------------------|-----------------|---------------------|
| | | Ask Question | Answer Question | Find new vocabulary |
| 1. | Adi Putra Sutanto | - | - | - |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | √ | √ | √ |
| 5. | Amelia Putri | √ | √ | √ |
| 6. | Andre Rehandika | √ | √ | √ |
| 7. | Anisa Febriana | - | - | - |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning Pangarti | √ | √ | √ |
| 10. | Aries Sutrisno | √ | √ | √ |
| 11. | Choirul Anwar | √ | √ | √ |
| 12. | Devid Yudho | - | - | - |
| 13. | Elly Irma | √ | √ | √ |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |
| 16. | Frengki Galang | - | - | - |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | √ | √ | √ |
| 19. | Indah Eka | - | - | - |
| 20. | Miftakhul Jannah | √ | √ | √ |
| 21. | Muhammad Choirul | √ | √ | √ |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 17 | | |

Based on the table above (cycle II), it can be seen that there was 17 students were active in all aspects. It can be concluded that the students was more active and enjoy from the first in the teaching and learning process. Beside the students' activeness above, the researcher also recorded the students' cooperativeness.

Table 4.6

Students' Cooperativeness of Cycle II

| No | Name | Aspects of Cooperativeness | | |
|-----|------------------------|----------------------------|-------------|----------------------|
| | | Discussion | Interaction | Giving argumentation |
| 1. | Adi Putra Sutanto | - | - | - |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | - | - | - |
| 5. | Amelia Putri | √ | √ | √ |
| 6. | Andre Rehandika | √ | √ | √ |
| 7. | Anisa Febriana | - | - | - |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning Pangarti | √ | √ | √ |
| 10. | Aries Sutrisno | - | - | - |
| 11. | Choirul Anwar | √ | √ | √ |
| 12. | Devid Yudho | √ | √ | √ |
| 13. | Elly Irma | - | - | - |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |

| | | | | |
|-------|------------------|----|---|---|
| 16. | Frengki Galang | - | - | - |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | - | - | - |
| 19. | Indah Eka | √ | √ | √ |
| 20. | Miftakhul Jannah | √ | √ | √ |
| 21. | Muhammad Choirul | √ | √ | √ |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 15 | | |

Based on the table above, it can be seen that there was 15 students were cooperative in all aspects. It can be concluded that many students were was more active and cooperative from the first cycle in teaching learning process.

2) Test

In this research, the researcher held two tests to measure the students' reading achievement. They are:

a) Written test.

The researcher asked the students to discuss the difficult text, much new vocabularies then in the cycle I and answer the question based on the text either individually or in group. In group discussion, the researcher observed the students' achievement and listed the result of reading achievement sheet by using result

number. After that, the researcher wrote the results in percentage, which was counted by certain measurement. And the individually test, the researcher took the ten subjective questions which the score is 10 in every number. The students passed the test if their score fulfil the requirement to reach the standard minimum of KKM.

Table 4.7

Students' Score of Written Test

| No | Name | Students' Score | | |
|-------|------------------------|-----------------|-------|-----------|
| | | KKM | Score | Note |
| 1. | Adi Putra Sutanto | 75 | 80 | Passed |
| 2. | Andika Dwi Rahma | 75 | 72 | Un Passed |
| 3. | Agus Tri Setyo | 75 | 80 | Passed |
| 4. | Ahmad Yari | 75 | 80 | Passed |
| 5. | Amelia Putri | 75 | 70 | Un passed |
| 6. | Andre Rehandika | 75 | 85 | Passed |
| 7. | Anisa Febriana | 75 | 70 | Un passed |
| 8. | Apriliana | 75 | 75 | Passed |
| 9. | Ayu Wahyuning Pangarti | 75 | 70 | Un passed |
| 10. | Aries Sutrisno | 75 | 77 | Passed |
| 11. | Choirul Anwar | 75 | 78 | Passed |
| 12. | Devid Yudho | 75 | 82 | Passed |
| 13. | Elly Irma | 75 | 67 | Un passed |
| 14. | Erfin Khoironi | 75 | 87 | Passed |
| 15. | Fahru Indra | 75 | 76 | Passed |
| 16. | Frengki Galang | 75 | 68 | Un passed |
| 17. | Habib Khoirudin | 75 | 66 | Un passed |
| 18. | Herlina | 75 | 87 | Passed |
| 19. | Indah Eka | 75 | 54 | Un passed |
| 20. | Miftakhul Jannah | 75 | 65 | Un Passed |
| 21. | Muhammad Choirul | 75 | 89 | Passed |
| 22. | Risma Yogi | 75 | 78 | Passed |
| Total | | 1754 | | 13 |

a) Oral Test

In this part of the reading test, the researcher prepared the reading passage to mark and measure the students' ability in reading. The assessment was by commanded the students to read one by one in the different case. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by changeable. The reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it.

Table 4.8

Students' Score of Oral Test Cycle II

| No | Name | Aspects of Reading | | Score | Rate | Category |
|-----|-------------------|--------------------|---------------|-------|------|----------|
| | | Fluency | Pronunciation | | | |
| 1. | Adi Putra Sutanto | 70 | 75 | 145 | 72.5 | Good |
| 2. | Andika Dwi Rahma | 65 | 70 | 135 | 67.5 | Enough |
| 3. | Agus Tri Setyo | 75 | 70 | 145 | 72.5 | Good |
| 4. | Ahmad Yari | 70 | 70 | 140 | 70 | Good |
| 5. | Amelia Putri | 75 | 70 | 145 | 72.5 | Good |
| 6. | Andre Rehandika | 70 | 85 | 155 | 77.5 | Good |
| 7. | Anisa Febriana | 65 | 70 | 135 | 67,5 | Enough |
| 8. | Apriliana | 55 | 60 | 115 | 57,2 | Worst |
| 9. | Ayu Wahyuning P. | 70 | 70 | 140 | 70 | Good |
| 10. | Aries Sutrisno | 65 | 77 | 142 | 71 | Good |
| 11. | Choirul Anwar | 50 | 55 | 105 | 52,5 | Worst |
| 12. | Devid Yudho | 75 | 82 | 157 | 78,5 | Good |
| 13. | Elly Irma | 65 | 67 | 132 | 66 | Enough |
| 14. | Erfin Khoironi | 75 | 67 | 142 | 71 | Good |
| 15. | Fahru Indra | 60 | 76 | 136 | 68 | Enough |
| 16. | Frengki Galang | 54 | 53 | 107 | 53,5 | Worst |
| 17. | Habib Khoirudin | 68 | 66 | 134 | 67 | Enough |
| 18. | Herlina | 65 | 87 | 152 | 76 | Good |

| | | | | | | |
|-----|---------------------|----|----|-----|------|--------|
| 19. | Indah Eka | 70 | 54 | 124 | 62 | Enough |
| 20. | Miftakhul Jannah | 65 | 65 | 130 | 65 | Enough |
| 21. | Muhammad Choirul | 70 | 60 | 130 | 65 | Enough |
| 22. | Risma Yogi | 65 | 78 | 143 | 71,5 | Good |

Score = 90 – 80 = satisfied

79 – 70 = good

69 – 60 = enough

59 – 50 = worst

The table above shown that there are 3 students who had not good skill in reading. It means that there were many students still had difficulties in reading.

d. Reflecting

From the result of observation above, the researcher concluded that during the teaching learning activity, there were problem in learning process, there are:

First, many students had not good reading ability especially for reading achievement of pronunciation and fluently in descriptive text. The students still got difficulties in finding the main ideas, the answer of every questions, and the point of the text. Because the students' lack of vocabularies' that made them difficulties that made them difficult to get meaning.

Second, many students were still passive or silent in joining the reading class, and some of them were noisy and talking with other friends. They didn't have cooperativeness with their group.

Third, many students still had the worst ability in reading. Some of them still wrong in pronouncing the English words and didn't fluent in reading text.

Because of that, many students got unsatisfying score. It could be said that there were many serious problem in the first cycle that had been solved. In other hand, the target had not been reached yet.

Based on the reflection above, the researcher decided to continue the research to the cycle 2 and the problem in this cycle would be solved in the next cycle. For the next step, firstly the researcher gave motivation to the students to make them enjoy in learning process through STAD strategy.

3. Cycle III

a. Planning

In the third cycle, the researcher planned about the last research. The researcher prepared the treatment in improving reading achievement in descriptive text of seventh grade B students. The activities in this stage were involving:

1) Choosing the subject material

In this stage the researcher chose the material reading text which was suitable to the seventh grade student of MTs. Al-Ishlah in academic year 2015/2016. It was the text that contained the descriptive text. It would be easier to practice the reading achievement. The descriptive text was under the title “**The Kangaroo**”. The text was consisted of the text above and descriptive text with the picture above, ten question. That consisted of the subjective question, and every correct answer is given by 10 score.

2) Making lesson plan

In order to make the teaching and learning process easier, it was needed to make the lesson plan.⁵⁹

3) Making the research instrument

Observation sheet which would be used in observing the activities of student in the class was such as: the students’ activeness in teaching and learning process, the students’ cooperativeness in the discussion, and the students’ achievement in reading.

⁵⁹ Lesson Plan Documentation conducted on 28th April 2016 at MTs. Al-Ishlah Grade 7 B Bungkal under the tile “The kangaroo”

b. Acting

1) Pre-activity

In the third meeting, the researcher done some activities. They are: the researcher gave greeting to the class and then checked the attendance list by calling the students' name one by one. This was done to give the number to each student so that the researcher easier to identify the students' activeness and cooperativeness in the teaching and learning activity. The teacher shared to the students about the material that would be discussed by asking the students about something related with the material that will be studied.

2) Whilst-activity

For the beginning, the teacher gave short explanation related to the material (descriptive text). The teacher gave the material to the students. The material was text about descriptive text under the title "**The Kangaroo**". Teacher divided the class into five groups, and each group consisted of five members. The teacher gave the general explanation about the topics. The teacher asked the students to read the text and found new vocabularies based on this text. Then every member of the group discussed about reading text and found the main idea of the text. After understanding the vocabularies, the method of reading, and the mind idea of the text in group, the teacher gave the essay related to the material. Every group was given the different

descriptive text and the different question by the teacher. After that they tried to solve the question of every tasks that given by teacher in group. After that, the teacher commanded one of the member of the group to come forward to clarify the answer of every task. After all of the group came forward and clarify their answer, the teacher gave the clarification about every hand out that gave to the student and corrected the answer of every group. Finally, the teacher gave the result of the group. After giving the result in group, the teacher gave the new short reading text that related with the material (descriptive) individually. Every students was given by the teacher the same hand out individually. The function was to test how far the students' understanding about the material. The teacher commanded the students to submit the answer sheet of every students. The teacher would accumulate the result of every students in group and individually.

3) Post-activity

Teacher gave post-test to the students individually about the reading text "**The Kangaroo**" for evaluation. Teacher gave post-test to the students individually about the reading text "The Kangaroo" for evaluation. The evaluation was consisted of two kinds of test:

a) Written Test

The researcher asked the students to discuss the text and answered the question based on the text either individually or in group. During teaching and learning process, the researcher observed students' cooperativeness and activeness in the class and listed the result of reading achievement sheet by giving score. After that, the researcher wrote the results in percentage, which was counted by certain measurement. And the individually test, the researcher took the ten subjective questions which the score is 10 in every number. The students passed the test if their score fulfil the requirement to reach the standard minimum of KKM.

b) Oral Test

In this part of the reading test, the researcher prepared the reading sheet to mark and measure the students' ability in reading. The assessment was by commanded the students to read one by one in the different chase. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the three lines of the text at the half time by changeable. The reading text was taken from the text book. And for 12 students were commanded to read the question of the task and tried to answer it.

Finally, the teacher asked the students whether they had difficult or not about the material along the teaching and learning process. Then the teacher review the material has been studied in order to measure students' understanding in reading descriptive text. At the ends of the cycle, the teacher closed the meeting and advised to all students to read more.

c. Observing

1) Observation sheet

In this observation sheet in cycle II, the researcher observed the aspects of activeness in learning process. The aspects of activeness was asking question, answer question, and finding new vocabulary. The students who had all aspects or one of the aspects, the researcher would give the special marked according their activeness.

Table 4.9

Students' Score of Activeness in Cycle III

| No | Name | Aspects of Activeness | | |
|----|-------------------|-----------------------|-----------------|---------------------|
| | | Ask Question | Answer Question | Find new vocabulary |
| 1. | Adi Putra Sutanto | √ | √ | √ |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | - | - | - |
| 5. | Amelia Putri | √ | √ | √ |

| | | | | |
|-------|------------------------|----|---|---|
| 6. | Andre Rehandika | √ | √ | √ |
| 7. | Anisa Febriana | - | - | - |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning Pangarti | √ | √ | √ |
| 10. | Aries Sutrisno | √ | √ | √ |
| 11. | Choirul Anwar | √ | √ | √ |
| 12. | Devid Yudho | √ | √ | √ |
| 13. | Elly Irma | √ | √ | √ |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |
| 16. | Frengki Galang | √ | √ | √ |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | √ | √ | √ |
| 19. | Indah Eka | √ | √ | √ |
| 20. | Miftakhul Jannah | √ | √ | √ |
| 21. | Muhammad Choirul | √ | √ | √ |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 20 | | |

Based on the table above, it can be seen that there was 20 students were active in all aspects. It can be concluded that the students was more active and enjoy from the first and the second cycle in the teaching and learning process. Beside the students' activeness above, the researcher also recorded the students' cooperativeness

Table 4.10

Students' Score of Cooperativeness Aspect in Cycle III

| No | Name | Aspects of Cooperativeness | | |
|-------|------------------------|----------------------------|-------------|----------------------|
| | | Discussion | Interaction | Giving argumentation |
| 1. | Adi Putra Sutanto | √ | √ | √ |
| 2. | Andika Dwi Rahma | √ | √ | √ |
| 3. | Agus Tri Setyo | √ | √ | √ |
| 4. | Ahmad Yari | - | - | - |
| 5. | Amelia Putri | √ | √ | √ |
| 6. | Andre Rehandika | √ | √ | √ |
| 7. | Anisa Febriana | √ | √ | √ |
| 8. | Apriliana | √ | √ | √ |
| 9. | Ayu Wahyuning Pangarti | √ | √ | √ |
| 10. | Aries Sutrisno | √ | √ | √ |
| 11. | Choirul Anwar | √ | √ | √ |
| 12. | Devid Yudho | √ | √ | √ |
| 13. | Elly Irma | √ | √ | √ |
| 14. | Erfin Khoironi | √ | √ | √ |
| 15. | Fahru Indra | √ | √ | √ |
| 16. | Frengki Galang | - | - | - |
| 17. | Habib Khoirudin | √ | √ | √ |
| 18. | Herlina | √ | √ | √ |
| 19. | Indah Eka | √ | √ | √ |
| 20. | Miftakhul Jannah | √ | √ | √ |
| 21. | Muhammad Choirul | √ | √ | √ |
| 22. | Risma Yogi | √ | √ | √ |
| Total | | 20 | | |

Based on the table above, it can be seen that there was 20 students were cooperative with their group. They could discuss the material, gave their argument and also could interact with their group. It can be concluded that the students was more solid and enjoy from the first and the second cycle in the teaching and learning process. Beside the students' cooperativeness above, the researcher also recorded the students' achievement.

2) Test

The test was two kinds. After the researcher observed that English class, the result of the research was:

a) Written test.

The result of students' written test in the third cycle could be seen as follow:

Table 4.11

Students' Score of Written Test in Cycle III

| No | Name | Written Test | | Note |
|-----|------------------------|--------------|-------|--------|
| | | KKM | Score | |
| 1. | Adi Putra Sutanto | 75 | 80 | Passed |
| 2. | Andika Dwi Rahma | 75 | 85 | Passed |
| 3. | Agus Tri Setyo | 75 | 80 | Passed |
| 4. | Ahmad Yari | 75 | 80 | Passed |
| 5. | Amelia Putri | 75 | 75 | Passed |
| 6. | Andre Rehandika | 75 | 85 | Passed |
| 7. | Anisa Febriana | 75 | 88 | Passed |
| 8. | Apriliana | 75 | 80 | Passed |
| 9. | Ayu Wahyuning Pangarti | 75 | 77 | Passed |
| 10. | Aries Sutrisno | 75 | 79 | Passed |

| | | | | |
|-------|------------------|-------|----|-----------|
| 11. | Choirul Anwar | 75 | 80 | Passed |
| 12. | Devid Yudho | 75 | 84 | Passed |
| 13. | Elly Irma | 75 | 82 | Passed |
| 14. | Erfin Khoironi | 75 | 87 | Passed |
| 15. | Fahru Indra | 75 | 76 | Passed |
| 16. | Frengki Galang | 75 | 68 | Un passed |
| 17. | Habib Khoirudin | 75 | 75 | Passed |
| 18. | Herlina | 75 | 87 | Passed |
| 19. | Indah Eka | 75 | 89 | Passed |
| 20. | Miftakhul Jannah | 75 | 78 | Passed |
| 21. | Muhammad Choirul | 75 | 89 | Passed |
| 22. | Risma Yogi | 75 | 78 | Passed |
| Total | | 1.782 | | 21 |

The table above shown there was the great improvement between the first, the second and third cycle. It means that there was 21 students got the good score and passed from standard minimum score was reached.

b) Oral Test

In this part of the reading test, the researcher prepared the reading sheet to mark and measure the students' ability in reading. The assessment was by commanded the students to read one by one in the different chase. Example: 5 students were commanded to read the three lines of the descriptive text in the opening material, 5 students were to read the five lines of the text at the half time by changeable. The reading text was taken from the text book. And for

12 students were commanded to read the question of the task and tried to answer it.

Table 4.12

Students' Score of Oral Test in Cycle III

| No | Name | Oral Test Result | | | | Category |
|-------|-------------------|------------------|---------------|-------|------|----------|
| | | Fluency | Pronunciation | Score | Rate | |
| 1. | Adi Putra Sutanto | 70 | 75 | 145 | 72.5 | Good |
| 2. | Andika Dwi Rahma | 65 | 70 | 135 | 77.5 | Good |
| 3. | Agus Tri Setyo | 75 | 70 | 145 | 72.5 | Good |
| 4. | Ahmad Yari | 70 | 70 | 140 | 70 | Good |
| 5. | Amelia Putri | 75 | 70 | 145 | 72.5 | Good |
| 6. | Andre Rehandika | 70 | 85 | 155 | 77.5 | Good |
| 7. | Anisa Febriana | 65 | 70 | 135 | 67,5 | Enough |
| 8. | Apriliana | 55 | 60 | 115 | 67,2 | Enough |
| 9. | Ayu Wahyuning P. | 70 | 70 | 140 | 70 | Good |
| 10. | Aries Sutrisno | 65 | 77 | 142 | 71 | Good |
| 11. | Choirul Anwar | 50 | 55 | 105 | 70 | Good |
| 12. | Devid Yudho | 75 | 82 | 157 | 78,5 | Good |
| 13. | Elly Irma | 65 | 67 | 132 | 66 | Enough |
| 14. | Erfin Khoironi | 75 | 67 | 142 | 71 | Good |
| 15. | Fahru Indra | 60 | 76 | 136 | 68 | Enough |
| 16. | Frengki Galang | 54 | 53 | 107 | 78 | Good |
| 17. | Habib Khoirudin | 68 | 66 | 134 | 67 | Enough |
| 18. | Herlina | 65 | 87 | 152 | 76 | Good |
| 19. | Indah Eka | 70 | 54 | 124 | 62 | Enough |
| 20. | Miftakhul Jannah | 65 | 65 | 130 | 79 | Good |
| 21. | Muhammad Choirul | 70 | 60 | 130 | 78 | Good |
| 22. | Risma Yogi | 65 | 78 | 143 | 71,5 | Good |
| Total | | | | | 1.80 | |
| | | | | | 4 | |

Score = 90 – 80 = satisfied

79 – 70 = good

69 – 60 = enough

59 – 50 = worst

The table above shown that all students reached KKM. It means that there were many students had improvement in reading.

d. Reflecting

After observing and analyzing the result of observation in third cycle, the researcher didn't find some problem and all of the students were active, cooperative and had the good achievement in the teaching and learning using STAD strategy. Moreover, the used of STAD strategy as the good strategy made students more responsible during the teaching and learning process. In additional, STAD was a strategy resource could be an alternative reference in teaching English and could improve students' reading achievement especially in descriptive text.

Based on the result of the observation, the researcher came to make conclusion that teaching reading achievement by using STAD strategy encourage and made the students more active during the teaching and learning process. And also made the students easier in doing the test. As the result, the students showed that they made good improvement on reading achievement in descriptive text and to be the good readers. Finally, having finished the third cycle the researcher discussed the result of the research of the third cycle the researcher

discussed the result of the research as the final reflection. The researcher decided not to revise the next plan and stop the cycle since the result of the third cycle has shown as a good improvement of students' reading ability, especially for reading achievement in descriptive text.

C. Cycle Analysis.

In this discussion, it was going to display the process of classroom action research already done. Process of data analysis as the result of classroom action research includes the students' activeness, the students' cooperativeness and students' achievement in learning reading by using STAD strategy which was done in three cycles. Clearly, it was going to be shown below:

a. Cycle 1

In teaching and learning process cycle 1, the material was presented using STAD strategy. The material was about the descriptive text by the title "The Giraffe". In this learning and teaching process, the student understood the content of the text and the generic structure, language feature of the text. The students should be active during the teaching and learning process.

During the teaching learning process, the teacher observed the students' activeness as well. Based on the table 4.1, it can be seen that the percentage students' activeness as follows.

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{12}{22} \times 100 \%$$

$$P = 54,545 \%$$

Based on the table 4.2, the percentage of students' cooperativeness are as follow:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{11}{22} \times 100 \%$$

$$P = 50 \%$$

Based on the accumulation above, there were only 54, 545 % student were students were active and 54,545 % students were compact in their group. It can be concluded that many students were still not serious in teaching and learning process. They were very noisy and just talked with their friends.in the learning and teaching process, but also some of the students was passive and silent.

Based on the table 4.3 the accumulated of the mean score of the class as follow.

$$M = \frac{\sum^f x}{n}$$

$$M = \frac{1.656}{22}$$

$$M = 73,272$$

The percentage students' cooperativeness are as follow:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{10}{22} \times 100 \%$$

$$P = 45,454 \%$$

It can be seen that many students got unsatisfying score. The average score of students were 73,125 and could not reach the standard minimum. It could be said that there were many serious problems in the first cycle.

b. Cycle II

In teaching and learning process cycle II the material was presented using STAD strategy. The material was about the descriptive text by the title "The Dolphin". In this learning process, the students understood the content of the text, the generic structure, and language feature of the text. The students should be active during the teaching and learning process.

During the teaching process, the teacher observed the students' activeness as well. Based on table 4.4, it can be seen that the percentage students' activeness are as follow:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{17}{22} \times 100 \%$$

$$P = 77,272 \%$$

Based on the table 4.5, the percentage of students' cooperativeness are as follow:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{15}{22} \times 100 \%$$

$$P = 68, 181 \%$$

Based on the accumulation above, there were 77, 272 % students were active and 68, 181 % students were compact in their group. It can be concluded that the students was more active and compact in teaching and learning process.

Based on the table 4.6 the accumulated of the mean score of the class as follow:

$$M = \frac{\sum fx}{n}$$

$$M = \frac{1782}{22}$$

$$M = 81$$

The percentage students' cooperativeness are as follow:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{20}{22} \times 100 \%$$

$$P = 90,909 \%$$

From the accumulate above, it can be seen there were 90,909 % students who can reached the standard minimum score and the average score of the class were 90. It means that there were improvement in this cycle.

= 81

c. Cycle III

In teaching and learning process cycle III the material was presented using STAD strategy. The material was about the descriptive text under the title, “The Kangaroo”. In this learning process, the students understood the content of the text, the generic structure and language feature of the text. The students should be active during the teaching and learning process.

During the teaching process, the teacher observed the students’ activeness as well. Based on the table 4.7, it can be seen that the percentage students’ activeness are as follows:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{20}{22} \times 100 \%$$

$$P = 90, 909\%$$

Based on the table 4.8, the percentage students’ cooperativeness are as follows:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{19}{20} \times 100\%$$

$$P = 86,363$$

Based on the accumulation above, there was 90,909% students were active and 86,363 % students were compact in their group. It can be concluded that the students were more active and compact in teaching and learning process.

Based on the table 4.9, the accumulation of the mean score of the class are follow:

$$M = \frac{\sum fx}{n}$$

$$M = \frac{1.782}{22}$$

$$M = 81$$

The percentage students' cooperative are as follows:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{20}{22} \times 100\%$$

$$P = 90,909 \%$$

From the accumulation above, there were 81 % students who could reached the standard minimum and the average score of the class were 90,90%. It mean in the cycle III, the students showed that they made good improvement on reading achievement in descriptive text and they were good readers.

D. Discussion

After finishing the research finding the researcher made a discussion. In this step, the researcher made conclusion to answer the research problem about teaching and learning process in the classroom. Generally, there were three research variable in this observation such as student's' activeness in participating of teaching and learning activities, the students' cooperativeness in teaching and learning process and students' achievement.

Based on the researcher variable above, the students' activeness and students' cooperativeness in participating of learning activities were increased. It could be shown the improvement result in the classroom from the first up to the third cycle could be shown clearly as the table below.

Table 4.10

The result of students' activeness and cooperativeness

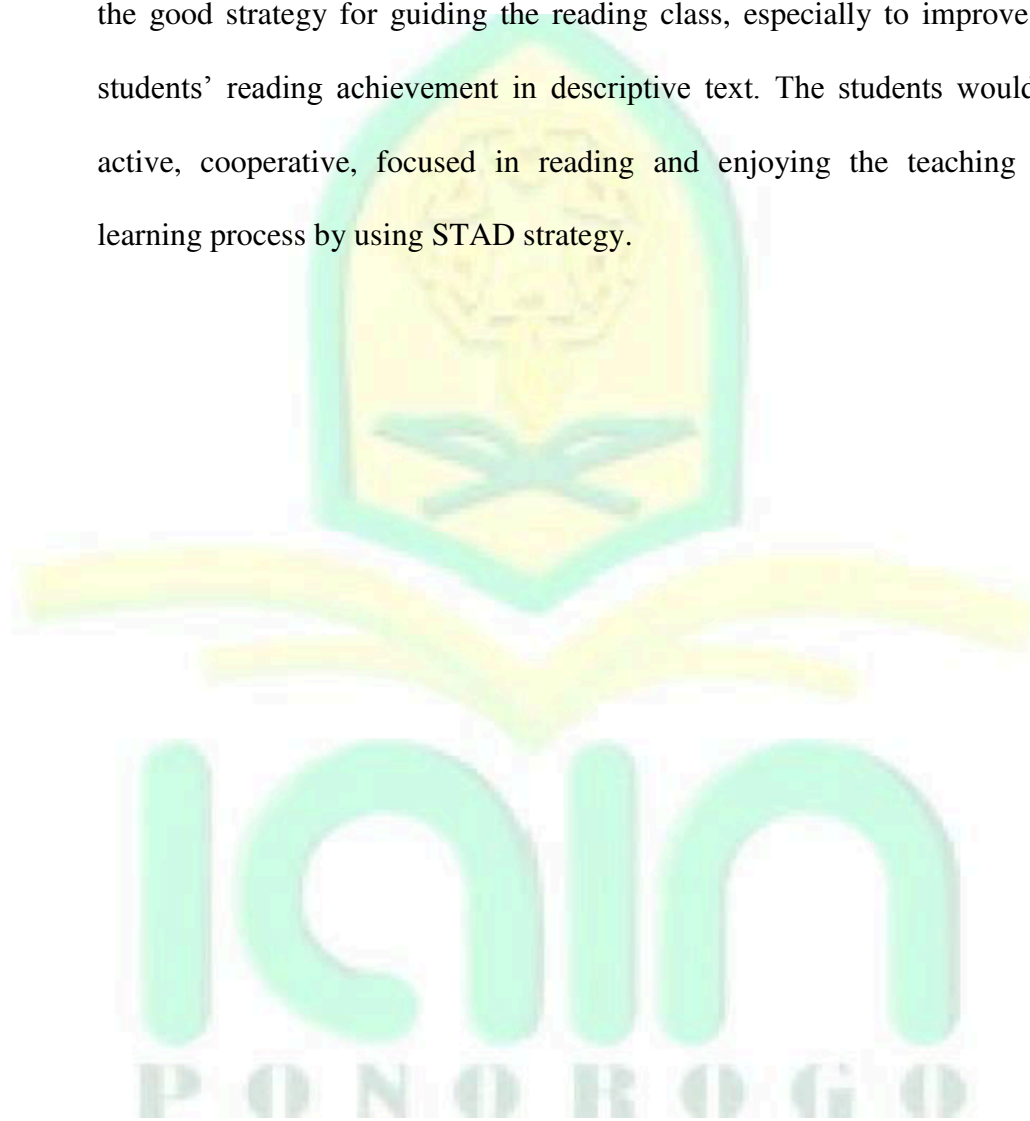
| Collected data | Result | | | | | |
|-----------------------|-----------|------------|-----------|------------|-----------|------------|
| | Cycle I | | Cycle II | | Cycle III | |
| | Frequency | percentage | frequency | percentage | Frequency | percentage |
| Students' activeness | 12 | 54,54% | 17 | 77,27 % | 20 | 90,90 % |
| Students' cooperative | 11 | 50 % | 15 | 68,04 % | 19 | 86,36 % |

Based on the table above, it could be explained there were many improvement about students' activeness and students' cooperativeness from the first up to the third cycle. In the first cycle there were 12 students or 54, 54 % from the students in the class who could be active for joining the class and 11 students or 50% from the total the students in the class who had the good cooperativeness in the teaching and learning process. Meanwhile, in the second cycle there were 17 students or 77, 27 % from the students in the class who can be active for joining the class and 20 students or 90, 90 % from the total the students in the class who had a good cooperativeness in the teaching and learning process. And in the third cycle, there were 20 students or 90, 90 % from the students in the class who could be active for joining the class and 19 students and 86, 36 % from the total student in the class who had good cooperatives in teaching and learning process.

The students' achievement was obtained from the value obtained by the students in the individual test at the end of work on the problem teaching and learning process activities. The improving if students' achievement individual test or post-test activity of the first cycle, the second and the third cycle called be shown clearly as the table below: the specified indicators. Based on the observation researcher, the increased in the acquisition of learning outcomes, as teacher and researcher where able to maximize the use of STAD strategy. Due 99933to increased academic achievement from the first cycle to the third cycle and had already reached the indicator that

had been determined than this action in considered successful this research stopped in the third cycle.

In the last of discussion the researcher concluded STAD strategy was the good strategy for guiding the reading class, especially to improve the students' reading achievement in descriptive text. The students would be active, cooperative, focused in reading and enjoying the teaching and learning process by using STAD strategy.



CHAPTER V

CLOSING

Based on research finding and analysis, the researcher made conclusion and offer some suggestion.

A. Conclusion

1. The implementation of STAD strategy in improving students' reading achievement in descriptive text to the seventh grade B students of MTs. Al-Ishlah Bungkal Ponorogo in academic year 2015-2016 in short could be described: The teacher opened the lesson by greeting and asking the students to pray. The teacher read the list of attendance. The teacher asked the students whether they like reading or not and what kinds of book that they prefer to read. The teacher gave the handout to the students and asked the students to make a group consist of 4 – 5 members. Then, the teacher commanded the students to read descriptive text together. The teacher discussed the content of the text together with students. After that, she explained the descriptive text meaning, generic structure and the language feature. So, the teacher gave the students the question orally to the group about the related meaning of the descriptive text by using STAD. Finally, the teacher asked some questions to the students individually relating to the material. The last meeting, the teacher gave the clarification about the today lesson and gave conclusion about the material today and gave the

reinforcement. The teacher gave the time to the students to ask material that they didn't understand and closed the lesson and say salam.

2. Using STAD strategy could improve the student's reading achievement in descriptive text for the seventh grade B students of MTs. Al-Ishlah Bungkal Ponorogo in academic year 2015/2016. After applying STAD strategy, the progress of the students' achievement it very good.

B. Suggestion

Having final process, the researcher would like to give some suggestion for English teacher, students and the next researcher. Hopefully this study could be useful and meaningful for everyone especially for the researcher.

1. To English Teacher

To the teacher should apply the various methods or strategies to teach students. One of the strategies was STAD strategy. The teacher should give more chance and space to the students to improve their skill. And the teacher also should suit the material with students' need and interest.

2. To the Students

The students should practice English more in order to have the good reading achievement. Because in this era, English is important one to communicate with another teacher.

3. To Next Researcher.

There was many mistakes that probably made by the researcher because of the limited time and other things. The researcher hopes for the text researcher to conduct other studies with different or teaching method or strategy that can improve the English teaching and learning process.



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