ABSTRACT

Agus Kusdiyanto, 2010. Using STAD Technique to Improve Students Understanding in Reading Comprehension the First Grade of MA Al-Ichsan Brangkal Mojokerto.

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology and culture. As we understand that learning a foreign language is more difficult than learning a national language or learning a mother tongue. 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 the cultural background of the language. Besides that we also remember that there are some important factors in foreign language learning, which will mostly influence students, or learners in mastering the language.

The successful result in teaching and learning English becomes an important goal, wich must be achieved by educational system. Based on the English Curriculum 2004 fr Senior High School, by the end of the program, the students are supposed to master four language skills, namely; reading, speaking, listening, and writing. In this thesis, reading was selected as a subject that wants to be studied because it is one of basic tools in language leaning.

The problem in study is theories oriented and not varieties and textbook oriented. To overcome the problem, we need refreshing or training activity existence for students, that is created study climate which conducive, by using study pattern which varieties. In order to the study become more interesting and please. Therefore, we will be able to push existing of active, creative, effective study process and have a meaning. It's (learning to know), (learning to do), (learning to be), (learning to live together). And then, study intrinsically is interaction process between student and them environment, so that happened by the behavioral change toward better. In the interaction a lot of factor influencing it, incoming internal factor goodness from within individual themselves and also incoming factor external from environment.

On the contrary if teacher do not manage to approach class and substance teach, of course teacher not yet planning study well. Equally, the teacher not yet preparation in teaching. Teachers must to choose strategy making student have confident that themselves to study. And also making student can exploit them potency. It is named by strategy co-operative learning.

Cooperative learning is a set of instructional strategies "which employ small teams of pupils to promote peer interaction and cooperation for studying academic subjects" Students must work together to accomplish a common goal or to receive a common reward. Cooperative learning models recommend heterogeneous ability or achievement grouping strategies for the bulk of the instructional time. Most of the models include explicit guidelines for group composition in which a range of high, medium, and low achieving students is to be placed in each cooperative group. Other cooperative models are less directive about the range of achievement in the groups, but do assume and encourage heterogeneity. Finally, peer tutoring or partner teaching is often a component of cooperative learning models. Student Teams Achievement Divisions (STAD).

This research was a classroom action research. The main purpose of this research was to reveal the implementation STAD Method, whether it can increase the sudents' comprehension competence in reading skill. This research was carried out at MA AL-IHSAN Brangkal Mojokerto to the first grade students in the second semester year 2009-2010. The implementation of this strategy will be divided into two cycles. In every cycle, there will be planning the action,

implementing the action, observing the action, and reflecting. For instruments used in this research were the observation checklists, questionnaire, and test.

From the result of study, it can be seen that there are three parts of activities in the implementation of STAD Method in reading comprehension. They are pre reading activity, whilst reading activity, and post reading activity. The observation checklist showed that the classroom activity ran well. Students were following the activity enthusiastically. The result of the research showed that there was an increasing in students' comprehension skill. All the students could reach the standard minimum score. Thus, the second cycle was considered as the last cycle.

The last, it is expected to give useful contribution to the teacher and the students in English teaching and learning process.