

The pre- reading activity above still was not effective to create the students' enthusiasm to read the text. However, the teacher' question was understandable for the students. The students still considered reading as monotonous activity. And the students still confuse about the STAD Technique because they don't know before it. So the teacher explained the role of STAD Technique and the steps on how to make a good reading comprehension after reading the text.

b. Whilst – Reading Activity

In this activity, the teacher asked one of students in every group to read the text aloud in order to correct the pronunciation. Then, the teacher helped the students a good reading, the main idea of kind of Announcement, Advertisement, Invitation, to identify the kind of Announcement, Advertisement, Invitation, to learning teamwork and presentation.

While all of the students were understand short functional text kind of Announcement, Advertisement, Invitation. The teacher guided them by giving explanation to several students who felt difficulty new vocabulary. Every groups discussion about material from the teacher given, and exploration the material one of them, If there is student not understand the material the team of group can be help. Feedback from the other group. And the teacher give the feedback about material.

Whilst –reading activity in this cycle showed that the tecnique had not successfully helped the students to comprehend a text. This problem might be caused by the new strategy applied by the teacher in the classroom. As

b. Pre – Reading Activity

In the pre- reading activity, the teacher distributed a piece of text from newspaper to the students, and the teacher asked the students in groups to look for short text function kind of Announcement, Advertisement, Invitation. Next, the student writes the title in paper and discuss with them groups. The teacher asked the students to get the main message the topic. And the teacher made the statement or questions related to the topic.

The pre- reading activity above was effective to create the students' enthusiasm to read the text. However, the teacher' question was understandable for the students. The students reading as active. And the students still enjoy about the STAD Technique because they known before it.

c. Whilst – Reading Activity

In this activity, the teacher just gave the short explanation in order to help the students recall it because this method had been taught I the students before. Then, the teacher encouraged the students to find the difficult words from the text to increase their vocabulary. Next, the teacher asked the students to discuss about short text function kind of Announcement, Advertisement, Invitation and making teamwork and presentation.

While all of the students were understand short functional text kind of Announcement, Advertisement, Invitation the teacher controlled he students' work by coming the groups and giving motivation to them. Every group discussion about material from the teacher given, and exploration the material one of them, If there is student not understand the material the team

However, the result of observation will be used to provide some information that may not be covered by the items in the observation checklists.

The first is about teacher's preparation was not good. The teacher forgot to motivate the students and arouse the students' schemata about the topic that was going to be learned so that the students could not focus on the lesson well. While in the second cycle, there was advancement in teachers' preparation. The teacher had prepared the lesson well. Before beginning the lesson, the teacher motivated the students and activated their background knowledge by using as media of teaching.

The second matter is about the application of STAD Technique. In the first cycle, the students might a little bit confusing with the implementation of strategy because it was the first time for them to apply such strategy and the teacher much more dominated the classroom. On the contrary, in the second cycle, the teacher showed improvement in implementing the strategy. The teacher also no more dominated the classroom so that the students were motivated to read the text. They were also active to participate in the classroom.

The last one is about the topic selection. The choice of topic is expected to be understandable, suit with the students' level, improve students' vocabulary, motivate students to learn, and fit with the students' interest. However, it is not easy to choose the appropriate topic to suport the teaching and learning activity. In the first cycle, although the topic was quite understandable and in line with the students' level of proficiency, it was not in line with the students' interest and with the theme that should be given. Therefore, the students were less motivated to learn the text. In the second

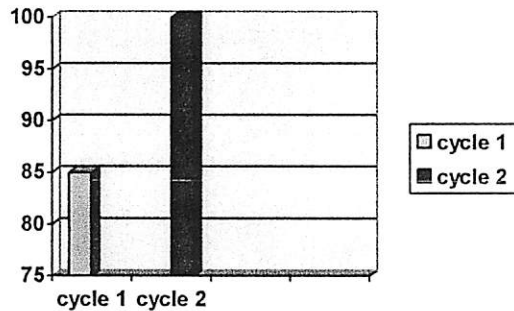
implementation of the strategy was easy to be followed. In addition, most of the students considered that the technique was appropriate and able to help them explore their opinion. This could be seen from the result of questionnaire that 30% of the students could get their idea by using this technique.

The third is about the students' responses of the topic of the text. Based on the topic's level in the result of the questionnaire, the data showed that 55% of the students admitted that the topic was interesting and 15% said that the topic was not difficult. It could be concluded that topic was interesting and easy to understand since the topic presented by the teacher was in line with the students' level of proficiency.

The fourth is about the students' responses of the teachers' role. Based on the result of questionnaire, the data picture that there were 65% of the students stated that the teacher could briefly explain the lesson. In addition, there were 50% of the students considered that the teacher mastered the strategy well. It could be concluded that the teacher's role was really good in class that the students could comprehend the material well.

The last is about is about the students' responses of the advantages of using STAD Technique. After the implementation of the strategy, there were 50% of the students who stated that this technique was necessary to be implemented in MA Al-Ichsan Brangkal Mojokerto. In addition, there were 85% of the students agreed that this technique was beneficial to improve students' reading comprehension. Based on the result of questionnaire, it could be concluded that this technique has many advantages for the students in enchacing their reading competence.

Diagram 1: Diagram of Standard Minimum Score Achievement



In the first cycle, the above diagram showed that 85% students were able to get score more than 30. While in the second cycle, all the students got the standard minimum score. The increasing percentage of the standard minimum score between first and second cycle is 20%. It means that all the students can accept using the STAD Technique well because all the students have been able to reach the standard minimum score.

b. The Recapitulation of Increasing score

In this section, the researcher will analyze the percentage of the first and second cycle score. Below is the diagram of increasing score recapitulation.

Diagram 2 : Diagram of Increasing Score Recapitulation

