CHAPTER IV

RESULT AND DISCUSSION

This chapter dealt with the data presentation and discussion of the research. The researcher would like to consider and review what happened during the implementation of STAD Technique in improving the students understanding of reading comprehension. The discussion will elaborate the glace description of research object and the answer of problem of study in the chapter I.

The justification of the research findings discusses about the result of the observation checklist form the first until second cycle, the result of the questionnaire, and the last is the result of reading comprehension test.

The discussion of research findings section will mainly talk about the analysis of the classroom activities during the implementation of the strategy, the analysis of the students' responses toward the implementation of strategy in the classroom, the analysis of the influence of the strategy toward the students' reading score, and the last is the discussion of the advantages and disadvantages of the strategy.

A. The Glance Description of Research Object

MA Al-Ichsan Brangkal Mojokerto is located in Jl. R.A Basuni No. 58 Sooko Mojokerto. The location of the school is so far from the main road that the situation is not very crowded. This school is also easy to be accessed by people around the town of Mojokerto.

The school has many facilities, such as yard, hall, small laboratories, mosque, library, computer, there is Islamic boarding to improve knowledge of

Islamic studies etc. Since the location of the school is far from the main road, all the students can follow the process of teaching and learning well.

All the students of MA A-Ichsan Brangkal Mojokerto are considered as selected students who have many achievements. There are 20 students consisting of 13 boys and 7 girls. The class is well equipped with some pictures of Indonesian hero and a white board in front of the classroom. The white board is used as the facility to explain the material during the teaching and learning process. The students have sufficient knowledge in English skill.

All the teacher of MA Al-Ichsan Brangkal Mojokerto very competent in their fields. Each teacher gives top priority to discipline and responsibility in performing his or her duties. Not only the teachers, but also all the school workers consider discipline and responsibility as most important matter. The teachers and the school workers work each other to keep the school's good reputation and the students' quality.

Specially, the teachers and students pray together before learning and teaching process in the yard and the head master give the some information and motivation.

The researcher collects the first data with interview and observation. The researcher to interview the teacher and students. The first interview to Teachers and the last the students. And the observation to do the next day to know the first condition of learning process.

The first result of data by researcher are:

- 1. The students are not enthusiast in learning process with the Method learning.
- 2. The learning and teaching reading comprehension process is monotonous

B. The Description of the Teacher's activities in Implementing STAD Technique

As stated in Chapter III before, there were two cycles in this research. The topic was different in each cycles. The teacher had prepared the topic that will be used in implementing the STAD Technique. The description of the teacher's activities in implementing the STAD Technique is explained as follows:

1. First Cycle

The first cycle was done on December 17, 2009. The basic purpose of learning and teaching reading is students understand and responses about short text function, The text used in this cycle was a descriptive text entitled "kind of Announcement, Advertisement, Invitation". This meeting was first time for students to use new strategy introduced by the teacher.

a. Pre - Reading Activity

In the pre- reading activity, the teacher distributed a piece of text to the students, and the teacher introduced the topic of the text. Then, the teacher explained about the using of STAD Technique read and understand the content of text. This step, planning the material and modification study to STAD Technique and make the criteria meddling student. (status: male/female, knowledge, religion). The teacher can exploration the purpose and motivation study, giving reward, feedback, explanation, and continue the material if the student have understood the material. Next, 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 of group can be help. Feedback from the other group. And the teacher give the feedback about material.

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 identity 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

result, the students still could not understand and get the point of this activity.

c. Post – Reading Activity

After constructing the reading comprehension, the teacher asked the students in group to making short text function kind of Announcement, Advertisement, Invitation. Then, every group asked the students collect to presentation. Then, 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.

Before closing the class, the teacher evaluated the teaching and learning process by asking the students about the difficulties and responses toward the using of STAD Technique in reading. As a result, the researcher got some information from the students' responses. The teacher also could know how far the method helped the students in reading comprehension. The result of dialogue could be the reflection for the next cycle.

2. Second Cycle

The second cycle was done on December 19, 2009. The basic purpose of learning and teaching reading is students understand and responses about short text function. The text used in this cycle was a descriptive text entitled "kind of Announcement, Advertisement, Invitation".. This meeting was first time for students to use new strategy introduced by the teacher. The teacher started the lesson not only by saying greeting and checking the students' attendance, but also motivating the students.

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

of group can be help. Feedback from the other group. And the teacher give the feedback about material.

Whilst -reading activity in this cycle had successfully helped the studets not only comprehend reading text but also improve and understand their memory of what was read. As a result, the students got the git of this activity. The were also enthuiastic with the STAD Technique in reading comprehension subject.

d. Post - Reading Activity

After constructing the reading comprehension, the teacher got the students every group to submit their assignment. Then, he reviewed the content of text, checked the students' comprehension, and concluded the content of text.

Before closing the class, the teacher evaluated the teaching and learning process. Then, He asked the leader of class to distribute the questionnaire given by the researcher. The questionnaire will show the opinion of each students in groups toward the using of STAD Technique to improve the students' reading comprehension.

C. The Description of the Research Finding

The research findings contain the data collected during the research. The data are resulted from the instruments of the research. The observation checklist is used to collect the data about the classroom activities. The questionnaire is used to collect the data about the response of the students toward the

implementation of the strategy and the advantages and disadvantages of the using STAD Technique.

The indicator of this research is students are able to comprehend a reading text by using STAD Technique and get a standard minimum score of 20 in reading comprehension test.

1. The result of the Observation Checklist

The Observation checklist is an instrument completed by an observer to observe the teaching and learning process in the classroom during the implementation of suggested strategy. There are two observation checklist.

a. First Cycle

The first cycle was done on December 17, 2009. The basic purpose of learning and teaching reading is students understand and responses about short text function, The text used in this cycle was a descriptive text entitled short functional text kind of Announcement, Advertisement, Invitation. This meeting was first time for students to use new strategy introduced by the teacher. To begin with, the teacher introduced the topic of the text. Then, the teacher explained about the using of STAD Technique and to read and understand the content text. Students answered the comprehension question about the text and used a STAD Technique in the end of process of teaching and learning. The introduction of the strategy ran well after the teacher had given example how to using STAD Technique.

From the observation checklist, it could be seen that the teacher got difficulty to manage the class. She also forgot to give motivation to the

students and aroused the schemata of students about the topic. One thing to be taken into consideration was that this strategy still had not motivated the students to read the text. Some of them were still confused about how to use STAD Technique.

b. Second cycle

The second cycle was done on December 19, 2009. The basic purpose of learning and teaching reading is students understand and responses about short text function, The text used in this cycle was a descriptive text entitled short functional text kind of Announcement, Advertisement, Invitation. In the second cycle, students were no more confused with the mechanism of the strategy although the teacher gave them a new topic. There were no remarkable things to be reflected in this cycle because the STAD Technique activity has been done by the students well. To begin with, the teacher gave motivation to the students and aroused their schemata about the topic through picture as a media to gather the students' attention. The result of learning was that students were able to understand not only based on the using STAD Technique but also by making their words.

2. The Result of Questionnaire

The questionnaire concern about the development of the classroom activity after the implementation on using STAD Technique. This development includes the students' point of view on using STAD Technique in teaching and learning process, the topic of the text, the teacher's role, and the advantages and disadvantages of using STAD Technique.

The questionnaire consists of 15 questions. The question number 1 up to number 2 concerns about the students' opinion of English lesson especially the reading activity. The question number 3 up to number 6 concerns about the students' opinion of using STAD Technique. The question number 7 up to number 9 concerns about the students' opinion of the topic of the text. The question number 10 up to number 13 concerns about the teacher's role. In addition, the question number 14 up to number 15 concerns about the students' opinion of the advantages and disadvantages of using STAD Technique.

The following is the result of questionnaire in form of number and percentage.

Table 5: The Result of Questionnaire

Number of Question	A	В	C	D	Total
1	4	8	8		20
2	4	9	7		20
3	14	4	2		20
4	13	3	4		20
5	15	4	1		20
6	10	6	4		20
7	9	11			20
8	4	3	10		20
9	16	4			20
10	3	13	4		20
11	2	15	3		20
12	10	8	2		20
13	3	13	4		20
14	11	9			20
15	14	6			20

a) The students' Responses of Reading Activity in English Lesson

Matters	A	В	C	D
English lesson	20%	40%	40%	-

Reading	20%	45%	35%	
activity				

b) The Students' Responses of Using STAD Technique

Matters	A	В	C	D
Technique's interest	70%	20%	10%	
The implementation of technique	65%	15%	20%	
Teqnique's level	75%	20%	5%	
Teqnique's fuction	50%	30%	20%	

c) The students' Responses of Topic

Matters	A	В	С	D
Topic's	45%	55%		
Interest				
Topic's level	20%	15%	50%	15%
Technique's necessity in STAD	80%	20%		

d) The students' responses of teachers' role

Matters	A	В	С	D
Teacher's explanation on topic	15%	65%	20%	
Teacher's explanation on text	10%	75%	15%	
Teacher's mastery on text	50%	40%	10%	
Text's level	15%	65%	20%	

e) The Students' responses of the Advantages of STAD

Matters	A	В	C	D
Technique's	55%	45%		
role				
The advantages	70%	30%		

3. The Result of Reading Comprehension Test

In this reesarch, there are two scores from the students. These scores come from the results of the two cycles of the research. The indicator of this research is that students are able to comprehend a text by making summary of text throught STAD Technique and reach the standard minimum score of 30.

Generally, all of the students have reached the standard score determined by the researcher in criteria of success. The result between the first and second cycle are varied, some marks are increasing, others are descreasing, and there are stagnant marks in which the students did not make any increasing or descreasing result. The result of second cycle has showed an increasing score. All students have been able to reach the indicator stated.

D. The Discussion of the research finding

In this section, the discussion will be divided into four matters. Namely the discussion of the classroom activities during the implementation of the strategy in the classroom, the discussion of the students' responses toward the implementation of the strategy, the discussion of the results of reading comprehension test, and the discussion of the advantages and disadvantages of using STAD Technique strategy. The explanation of each discussion is described as follows:

1) The discussion of the Classroom Activities During the Implementation of the strategy in the classroom.

In this section, the discussion will be divided into three matters. The first is about the teacher's preparation, the second matter is about the application of STAD Technique, and the last one about the topic selection.

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

cycle, the students did not face some problems about the topic. The result of questionnaire showed that the topic was relevant with students' interest and easy to understand. Thus, it improved their vocabulary and motivated them to learn.

2) The discussion of the Students' Responses toward the implementation of the strategy.

In this description of the research findings, the result of questionnaire has been briefly explained. The result of the questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into five matters. The first is about the students' responses of English lesson especially in the reading activity, the second is about the students' responses of using STAD, the third is about the students' responses of the topic of the text, the fourth is about the students' responses of the teachers' role, and the last is about the students' responses of the advantages of the technique.

The first is about the students' responses of English lesson especially in the reading activity. Based on the result of questionnaire, it could be concluded that most of students liked English lesson. Although 40% of students stated that they rather liked English lesson, 45% of the students admitted that they liked learning English especially in reading activity.

The second is about the students' responses of using STAD. Based on the result of questionnaire, it could be concluded that the technique applied by the teacher was interesting. Although 10% of the students admitted that the technique was not too interesting, 65% of the students admitted that the implementation of the strategy was easy to be dollowed. 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 od 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 compentence.

In conclusion, the above discussion showed students' responses toward the implementation of the strategy was gradually good because the students admitted by themselves that this strategy was useful for them.

3) The Discussion of the results of reading comprehension test

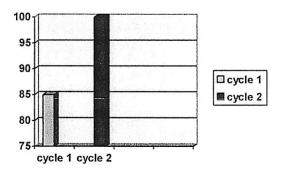
The researcher would like to analyze the result of the students' reading comprehension. In this analysis, the researcher will present the result of reading of reading comprehension test in the form of percentages. The discussion is divided into two kinds, namely the achievement of standard minimum score and the recapitulation of increasing score between first and second cycle. There are two scores to be analyzed. The result of the students' score can be completely seen in appendix 9.

a. The achievement of Standard Minimum Score

Based on the evaluation of reading rubric, the standard minimum score of this research is 30, while the maximum score is 50. Since the standard minimum score of this research is 30, the cycle of this research will be stopped when all the students have reached the standard minimum score.

In this research, the second cycle is considered as the last cycle because all the students have achieved the standard minimum score. The result of standard minimum score percentage can be completely seen in the appendix 8. below is is the diagram of students' standard minimum score achievement from the first cycle until the second cycle in the form of percentage.

Diagram 1: Diagram of Standard Minimum Score Achievement

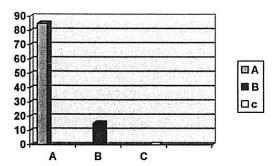


In the first cycle, the above diagram showed that 85% students were able to get score more than 30. While in the second cycle, all the students got the standard minimum score. The increasing percentage of the standard minimum score between first and second cycle is 20%. It means that all the students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

Diagram 2: Diagram of Increasing Score Recapitulation



Description:

A = Increasing Mark

B = Stagnant Mark

C = Decresing mark

Between the first and the second cycle, the researcher found that there were some developments on the increasing score. The percentage of the increasing score was 85%, another 15% got stagnant score, and no one of students got descreasing mark.

The result of this recapitulation can be used to see the enchancement of students after the application of this strategy. There was a remarkable enchancement on the increasing score. This revealed that the strategy was extremely well accepted by the students. They were also attempting to adapt this strategy during the classroom activity.

The complete recapitulation on increasing percentage between first and second cycle result can be checked in appendix 9.

4) The Discussion of the advantages and disadvantages of using STAD Technique

According to the discussion of the result of questionnaire and the observation cheklist, there are many advantages of using STAD Technique.

There are mentioned as dollows:

- a. The students will have more confidence in uttering their opinion in the classroom.
- b. Since the topic is interesting, the students will be curious and much more motivated to read.

- c. The students will be more active to take a part in the classroom
- d. The students will be able to improve their memory.
- e. The students will be able to enrich their vocabulary.