THE IMPLEMENTATION OF STAD MODELLED – COOPERATIVE LEARNING TO IMPROVE READING COMPREHENSION AT X-9 IN SMA MUHAMMADIYAH 2 SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in Teaching English

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ABSTRACT

THE IMPLEMENTATION OF STAD MODELLED – COOPERATIVE LEARNING TO IMPROVE READING COMPOREHENSION AT X-9 IN SMA MUHAMMADIYAH 2 SIDOARJO; Heny Kuncah Diana. 2011; Advisor: Dr. Phil. Khoirun Ni'am.

In learning process, it will be very possible that teacher find out some problems in classroom. One of problems is students get difficulties to comprehend text, especially in Evaluation National test and the majority problems is reading comprehension. Moreover most of students are lack of motivation in studying. It needs learning model that increase student's participation and interaction to study English maximally since they are at tenth grade, especially for reading comprehension. One of learning models is STAD modelled – cooperative learning. This model can increase student's participation and interaction. The students can interact and cooperate with thier friends in learning process. They also can help their friends who got difficulties to comprehend the text.

To solve some problems above, the researcher implements STAD modelled – cooperative learning by using CAR (Classroom Action Research) in order to know the implementation of STAD modelled – cooperative learning in reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo. CAR is done directly by researcher in the classroom or in the school where the researh is done with oppression in increasing qulity of learning process. The research is done four steps, they were planning, action, observing, and reflecting. The researcher is acted as a teacher. Another English teacher who is partner of teacher acts an observer. The English teacher observes the teacher and student's activities in learning process. The instrument of this study is observation, `questionnaire, documentation and test. Observation checklist and field notes are used to know the teacher and student's activities in learning process. While questionnaire is used to describe the student's responses after they had been learning using STAD modelled – cooperative learning. Then documentation also is used because the researcher takes data of the third reading scores. It is used as the first score and compared with the score of evaluation test in the first cycle. The researcher used test to know the result of learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo after the implementation of STAD modelled- cooperative learning. Test was given to the students after they had finished studying reading in each cycle. Score of evaluation test in the first cycle is compared with previous score. Then score of evaluation test in the second cycle is compared with the first cycle.

Based on the research, student's scores in the first cycle had become better than the previous data. In second cycle, the teacher gave attention to the students who got difficulties to comprehend the text. The teacher also asked to the leader of each group to help their friends. Based on the observation field notes, student's enthusiastic was increased. The students screamed and raised their hand when the teacher gave quiz. Score of students in the second cycle to be increased.

Based on the result of the first and second cycle above, action of the researcher to improve reading comprehension was success. Student's scores which under SKBM was decreased in each cycle. The persentage of students who are able to master reading increased in each cycle and exceeded the creteria of success. So the research had finished in the second cycle.

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CHAPTER I

INTRODUCTION

In this chapter, researcher tells about problems that emerge, the cause of problems and the reason of choosing the problem.

A. Background of the Study

There are some problems of English education in Indonesia. One of the problems is students get difficulties to comprehend texts, especially in Evaluation National test. The majority problem is reading comprehension. It is because the students are lack of motivation in studying. It needs learning method variously in order to study maximally and increase student's motivation to study English well since they are at tenth grade or the first grade, especially for reading comprehension. Teacher must be able to give learning model properly.

One of learning models that is chosen to improve quality learning is STAD (Student Team Achievement Division) modelled – cooperative learning. It is chosen as an alternative selection because it is simpler than the other cooperative learning models. It can increase student's memory by quiz. So that it can be motivated students in learning activity. The implementation of STAD modelled – cooperative learning can give choice for students to interact and cooperate with their friends, increasing teacher and student's interaction to comprehend difficult concepts.

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Hopefully, the implementation of STAD modelled – cooperative learning can be motivated the students to learn reading comprehension. The writer wants to do a research about the implementation of STAD modelled – cooperative learning to stimulate the students in reading comprehension in order to make students easy and get spirit to comprehend various texts.

Based on the background above, Cooperative Learning is an appropiate model to be implemented in order to get learning model which is an active, creative, effective, pleasant, and innovative. The researcher wants to know how about the implementation of STAD modelled – cooperative learning in SMA Muhammadiyah 2 Sidoarjo, especially English education in reading comprehension because there are problems to teach the students in reading skill in SMA Muhammadiyah 2 Sidoarjo. STAD (Student Team Achievement Division) modelled – cooperative learning can be an alternative and this model is never done in this school. So the researcher will do research entitled:

"The Implementation of STAD Modelled – Cooperative Learning to Improve Reading Comprehend at X - 9 in SMA Muhammadiyah 2 Sidoarjo "

B. Problem of the Study

Based on the background of the research, the problems of this study can be stated as follows:

1. How is the implementation of STAD (Student Team Achievement Division) modelled – cooperative learning in reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo?

2. What are the student's responses toward the implementation of STAD modeled – cooperative learning?

3. What is the result of learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo after the implementation of STAD modelled – cooperative learning?

C. Objective of the Study

Purpose of the study is something which wants to achieve for collecting analysis an activity. In research especially knowledge for find a truth from the knowledge.[1]

Based on the problem presented earlier, the objective of this study is:

1. To know the implementation of STAD modelled – cooperative learning in learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo.

2. To describe how the response of the students at X-9 toward the implementation of STAD modelled.

3. To know the result of learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo after the implementation of STAD modelled – cooperative learning.

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[1] Sutrisno Hadi, *Metodelogi Reseach Jilid I* (Jakarta: Andi Offset, 1986), 60

D. Significance of the Study

This research is hoped benefits:

1. For Researcher:

   a. To give knowledge about learning model which can be applied to process learning English.

   b. To give an exercise to teach the students with new learning model.

   c. To give an alternative way to teach English PAKEMI in order to increase student's achievement.

   d. To add knowledge some models learning which develop right now.

2. For Students :

   a. To get various learning models.

   b. To give motivation to the students in studying.

E. Scope and Limitation

This scope of the research is limited about the implementation of STAD (Student Team Achievement Division) modelled – cooperative learning to improve reading comprehension at X -9 in SMA Muhammadiyah 2 Sidoarjo.

F. Definition of Key Term

To make clearer some terms used in this research, the following terms will be explained:

Implementation is practice something to know result that we apply.

Cooperative Learning is learning model that use grouping, consist of four until six people who have different ability, gender, race or ethnic (heterogeneous). Value system is done in every group. Every group will get reward if the group is able to look achievement.

STAD (Student Teams Achievement Division) is model cooperative learning where students are made in groups; it consists of four students that mix different ability, gender, race or ethnic (heterogenous).

Improve is an attempt or achieve to make something better as a result.

Reading Comprehension is studying for comprehend a text, looking for main idea or the content of the text and understanding what the text about.

CHAPTER II
REVIEW OF RELATED LITERATURE

A researcher needs some theories to give relevant knowledge in the field. For that reasons, this chapter describes some theories related with the area of this study, example: the nature of reading, the importance of reading, cooperative learning, and STAD (Student Team Achievement Division) model.

A. The Nature of Reading

Reading is the skill in which the students have the great ability at the end of their language study. Students can do many activities while they are reading such as understand the meaning of the text, they try to discuss about the contents. Nuttal states that reading can be used to improve their language components.[1]

It means that students focus on the vocabulary of structure, pronunciation and grammar.

Then, Hirasama and Markstein show that reading skill can develop other skill involves decoding and comprehension the meaning from the context, and to see the words which have different meanings in different of context.[2]

It means that reading is a process to get the meaning of the text. The reader tries to understand the message delivered by the writer.

Furthermore, Harris states that reading is a meaningful interpretation of printed or written verbal symbols.[3]

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[1] Nuttal, C, *Teaching Reading Skills in a foreign language.* (Maclmillan Heneman,1996), 30
[2] Hirasawa, L and Linda Markstein, *Developing Reading Skill second ed.* (London : Newbury House, Inc, 1983), 9
[3] Harris Albert J. *Effective Teaching of Reading,* (New York : David Mc Kay Company, Inc.1962), 8-13

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It means that reading is a process of constructing the meaning through printed words messages; obtain the meaning of some words which isn't known before. Therefore, reading can involve sensing, perceiving, achieving meaning and reading the ideas that is intended by the writer.

Reading is a way to learn language. It has a special place in learning English as a foreign language. Mikulecky defines that reading is an active process of focusing on the language of a text such as pronunciation, grammar, vocabulary, and discussing the content from the passage or text.[4]

It means that reading provides many components that can be used to support other skills. By reading a text, they can read aloud to check pronunciation, underlying the grammar and vocabulary.

Moreover, Harmer adds that reading is a way to communicate purposes, as sources of information, in order to identify specifics uses of language.[5]

It means that most reading is involved speaking and writing activity. Many activities can be done through this skill, such as: studying specific subject and reading novel. By having good reading, students can acquire much information to support their language and vocabulary.

Harris and Sipay also stated that reading has been defined as the ability to recognize printed symbols and to comprehend the reading.[6]

It means that by reading the students will get news, facts, and information.

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[4] Mikulecky Beatrice S.. *A Short Course in Teaching Reading Skills.* (USA : Addision – Wesley Company. 1990), 27.

[5] Harmer, J. *The Practice of English Language Teacher Third ed.* (England : Longman. 2003), 215.

[6] Harris, Albert J and Edward R Sipay, *How to increase Reading Ability.* (New York : David Mc Kay Company, Inc. 1980) ,2.

Based on some opinions above, it can be concluded that reading is a

process to get the meaning of the text. Reading skill can develop other skills,

such as : enrich vocabulary, pronunciation and grammar.

B. The Importance of Reading

Reading is very important for someone's life. By reading people will be able to get information about many kinds of information. At school, the students should be able to read many kinds of books. Bright and MC.Gregor that further education depend on reading's quality and quantity also emphasizes it. All the important study skills require quick, efficient and imaginative reading.[7]

For the classroom activity, reading is very important for the students who want to learn second language. Reading skill can help them to take imagination for writing skill.[8]

It means that reading is a mean of developing our ideas to integrate

composition.

C. Cooperative Learning Model

1. Definition of Cooperative Learning Model

According to Slavin, cooperative learning is:

"Cooperative learning methods share the idea that students work together to learn and are responsible for the teammates learning as well as their own. "[9]

The definition means that in Cooperative Learning, students

study together, open mine, and are responsible for getting result of

studying individually or grouping.

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[7] Bright, J. A, et al. *Teaching English as a Second Language*, 1970

[8] Diaz – Rico, Lynne T, *Teaching English Learners : Statégies and Methods.* (USA : Pearson Education, Inc. 2004), 14

[9] Robert E Slavin, *Cooperative Learning, second edition.*(USA : Chuster Company, 1995), 5

According to Artz and Newman give definition Cooperative Learning:

" *Cooperative Learning is an approach that involves a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.* "[10]

Based on the statement above, it means that cooperative learning is study together in a small group to solve problems that emerge, complete a task and accomplish a common goal in group.

2. The Purpose of Cooperative Learning

According to Eggen nad Kauchack Cooperative Learning is a learning strategy of group that involve students work with collaborating to get goal together. There are some purposes of Cooperative Learning:
   a. An attempt to increase student's participation.
   b. Give an experience to the students about leadership and make a decision in group.
   c. Give a chance to the student to interact and study together with the other students.
   Linguists have showed that Cooperative Learning can increase student's working in task academic, helping student comprehend difficult concepts and helping student grow ability to think critically. Besides that Cooperative Learning also give effect to input widely to the various culture, religion, ability and inability.[11]

3. Characteristics of Cooperative Learning Model

Cooperative Learning has some characteristics, they are:

   a. Student works cooperatively in group to finish the material.

   b. Group is made from student which has high, medium and low ability.

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[10] Robert E Slavin, *Cooperative Learning* 448
[11] Ibrahim dkk, *Pembelajaran Kooperatif* (Surabaya : UNESA University Press, 2000), 9

c. It is possible that the members of the group come from different culture, gender, etc.

d. Give appreciation to the group than individually. [12]

4. Steps of Cooperative Learning

There are six steps in the lesson that used Cooperative Learning. The steps of Cooperative Learning are showed in the table 1 below:

Table 1. Steps of Cooperative Learning

PHASE	TEACHER'S ATTITUDE
Phase 1 **Delivering the aim of learning and giving motivation the students**	Teacher delivers the aim of the lesson which wants to get in the lesson and motivate the student in studying.
Phase 2 **Giving Information**	Teacher gives information to the students using demonstration or from text book.
Phase 3 **Organizing students in group**	Teacher explains to the students how to make a studying group and help every group in order to do transition efficiently.
Phase 4 **Guiding working and studying group**	Teacher guides studying groups when the students do their task.
Phase 5 **Giving Evaluation**	Teacher evaluates result of studying about the material has been learned or every group do the presentation their result.
Phase 6 **Giving Reward**	Teacher looks for the ways to respect either attempt or result of studying individual and group.[13]

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[12] Dr. Rusman, M.Pd, *Model-model Pembelajaran Mengembangkan Profesionalisme Guru,* (Jakarta : PT. Rajagrafindo Persada, 2011), 208-209.

[13] Dr. Rusman, M.Pd, *Model-model Pembelajaran* 211

5. Principles of Cooperative Learning

    a. Positive Interdependence

         In cooperative learning, successful in finishing task depends on the effort of the group. Successful of the group determined the member of the group working.

    a. Individual Accountability

         Succesful of the group depended in every member of the group. Therefore, every member of the group had task and responsible. It also must do in group.

    b. Face to face promotion Interaction

         It gave chance face to face in every member of the group, so the students can interact and discuss to give and get information from the other groups.

    c. Participation Communication

         It exercised the students to participate actively and comunicate in learning process.

    d. Evaluation

    Giving time to evaluate group working and the result of their cooperative. [14]

D. Student Team Achievement Division (STAD)

1. Definition of STAD

         Slavin explained that STAD modelled – cooperative learning, students are in group. It is consist of four or five students that fix of different ability, so there are some levels of students and several of gender, ethnic in every group. [15]

         STAD modelled – cooperative learning is done in small group heterogeneous. It starts with delivering the aim of learning and giving motivation, teacher's presentation, group working, giving evaluation (quiz) and giving score and reward in each group.

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[14] Dr. Rusman, M.Pd, *Model-model Pembelajaran* 212

[15] Dr. Rusman, M.Pd, *Model-model Pembelajaran* 213

Slavin also explained that STAD motivated the student in order to encourage the student gave motivation and helped with the other students to comprehend skill that the teacher taught. If the students want to get reward, they must help the other students to study. They must give motivation to their friends to do the best. The students were given time to cooperate with their friends after the teacher gave the material. But they might not help when they got Quiz from teacher. So every students must comprehend the material (individual accountability).[16]

2. Characteristics of STAD

There are some characteristics of STAD modelled – cooperative learning they are:

a. The purpose of cognitive is delivering information simple academic.

b. The purpose of social is exercising group working and cooperative.

c. Learning is done in group heterogeneous with 4-5 members.

d. Choosing the topic always is done by teacher.

e. Indicator is student able to use activity and helping to finish the material.

f. Evaluation test can be weekend test.

3. Steps of STAD model

There are 6 phases in the steps of STAD modelled – cooperative learning, they are:

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[16] Dr. Rusman, M.Pd, *Model-model Pembelajaran* 214

Table 2. Steps of STAD modelled.

PHASE	TEACHER'S SCTIVITY
Phase 1 **Delivering the aim and giving motivation**	Teacher delivers the aim of lesson which want to get in the lesson and motivate the student in studying.
Phase 2 **Dividing group**	Students are divided in every group. It is concist of four – five student, different ability, gender and ethnic.
Phase 3 **Teacher's Presentation**	Teacher explains the material and motivates the students in order to study actively and creative.
Phase 4 **Group Working**	The students study in group. The teacher prepares LDK (Group Working Worksheet). Teacher monitors the students when they works in group. Group Working is important of STAD model.
Phase 5 **Giving Evaluation**	Teacher evaluates result of studying about the material has learned or every group does the presentation their result.
Phase 6 **Giving Score and Reward in Each Group**	Teacher Looks for the ways to respect either attempt or result of studying individual and group.[17]

4. Criteria of Development Individual Score.

To sum the development of individual score, it is counted in this table:

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[17] Dr. Rusman, M.Pd, *Model-model Pembelajaran* 215

Table 3. Scoring for individual

No	Score of Test	Scoring
1	> 10 point under first score	0 point
2	10 point until 1 under first score	10 point
3	First score until 10 point up to first score	20 point
4	> 10 point up to first score	30 point
5	Perfect score without pay attention first score	30 point

5. Criteria of Reward for Group

To sum group's score, it is made mean of the development of individual score in group. All the members of the group are added and divided the sum of students in group. Then it is made mean of all scores in group. It is gotten score of the group in this table:

Table 4. Scoring for Group

No	Mean of Score	Qualification
1	$0 < N < 5$	-
2	$6 < N < 15$	Good Team
3	$16 < N < 20$	Great Team
4	$21 < N < 30$	Super Team[18]

E. REVIEW OF PREVIOUS STUDY

The review of study was done in order to avoid unnecessary study and any duplication. Here, the writer lets the reader to know the previous study. There were some students of University's thesis that same with learning model which researcher uses. It was Cooperative learning STAD type. The first was a thesis written by Dian Patmawati (2004) entitled "Using Pictures to

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[18] Dr. Rusman, M.Pd, *Model-model Pembelajaran*....... 216

Teach Writing Based on Cooperative – STAD to Senior High School Students". In this study, she conducted a research in order to know how was the organization of cooperative – STAD in teaching writing by using pictures as media, the activities of the teacher and students in the teaching learning process of cooperative – STAD. It was believe that this study could improve the student's writing ability and the advantages of the teaching writing by using pictures based on Cooperative – STAD. Finally, she concluded that student's writing ability improved when this technique was conducted and the student's scores in writing had become better. Moreover, pictures could make the class nicer and alive.

The second was a thesis written by Sari Rusita (2008) entitled "Implementation of Cooperative – STAD for Teaching Writing Descriptive Text Using Situational Picture in Senior High School. She has applied Cooperative Learning STAD type to teach writing Descriptive text" . Based on the result of observation, the students were still passive, but in the next meeting they were more active. In each group, students expressed and shared their thought with others. The student's scores in writing had become better in each meeting. In addition, through Cooperative – STAD students would be motivated to share their ideas in writing desciptive text.

The third was a thesis written by Indah Novianti (2010) entitled " The implementation of STAD (Student Team Achievement Division) to Teach Speaking Narrative Text to The First Grade Students of SMA Negeri

02 Bangkalan ". Based on the observation, she concluded that STAD activities of which the topics are taken from literary work (folktales) such as could help the students improve their speaking ability. The implementation of STAD through folktale in the research showed the good result. It could be seen from the teacher's activities to manage the classroom well. In addition, STAD through folktales also showed the great effect for the students, they abled to speak and be interactive in communication. Furthermore, the student's competence in five components of speaking : Accent, grammar, vocabulary, fluency, comprehension and their understanding of Narrative text was increasing gradually as the result of teacher implementing different strategies and topic for each meeting.

The fourth was a thesis written by Dwi Setyorini (2007) entitled " The Implementation of Cooperative – STAD in Teaching Reading to The Fifth Grade Students of SDN 1 GelangLor, Sukorejo, Ponorogo. Based on the result of discussion and analysis, she concluded that was in line with the cooperative learning technique. It could be seen from the teacher's activities to manage the classroom well. And also she quoted that the students looked very enthusiasts and active. The students often asked some unclear explanation or task to the teacher. Cooperative learning was different from traditional group learning, which only gave a task and asked to work in groups without any attention from the teacher. She also quoted that the student's achievement improves in each meeting.

The fifth is "The Implementation of STAD Modelled – Cooperative Learning to Improve Reading Comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo". The researcher uses STAD Modelled – Cooperative Learning to improve the students in reading comprehension. Hopefully, this model increases student's scores in reading comprehension and student's participation.

There are similarity between this study and the previous study. Both of them tried to uses Cooperative – STAD technique. The first and the second use Cooperative-STAD in writing skill. The third implements in speaking skill and also the fourth is same with the writer reading comprehension but it is different grade. The writer would use STAD Modelled – cooperative to improve reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo. The writer wants to know whether the implementation of STAD modelled – cooperative learning can make students better or not in reading skill, like the result of the first, second, third and the fourth researchers can be success make the student's writing and reading skill scores increase in every meeting.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, researcher explained about subject and object of the study, research design, instrument of the study and data collection technique.

A. Research Design

Research design of this study was CAR (Classroom Action Research). CAR was a part of action which the researcher implemented STAD (Student Team Achievement Division) modelled – cooperative learning at X-9 grade of SMA Muhammadiyah 2 Sidoarjo to make preparation to be implemented based on the result of the preliminary study from planning, action, observing and reflecting to improve reading comprehension. In this study, the researcher acted as a teacher who taught the students of X-9. And also another English teacher acted as an observer who observed the teacher and student's activities while the learning process was continuing.

The researcher chooses this design because she wants to know the implementation of STAD modelled – cooperative learning in learning reading comprehension at X-9 in SMA Muhammadiyah 2 Sidoarjo. Researcher also wanted to know the result of learning reading comprehension after the teacher had implemented STAD modelled – cooperative learning The classroom action research was provided for teacher who wanted to understand about teaching and

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learning, develop teaching skill and knowledge and take all action to improve student's learning.

CAR is done directly by researcher in the classroom or in the school where the researh is done with oppression in increasing practice and processing in learning. The research is done four steps, they were planning, action, observing, and reflecting.

Before the researcher did the first step, she had done preliminary study to teach reading comprehension at X-9 of SMA Muhammadiyah 2 Sidoarjo because the researcher wants to know about the result of implementation STAD modelled – cooperative learning and to identify the class problem. In preliminary study, the researcher should do some procedural act, such as : giving letter of permission from the university, meeting with principal of SMA Muhammadiyah 2 Sidoarjo to get permission to do the research and preliminary interviewing English teacher to discuss about student's ability in X-9. This step is important to classify student's ability in order to group them. After the researcher had done informal interviews the English teacher and observed the classroom, the researcher arranged the lesson plan. The first step of this study was begun by planning action. The researcher prepared the lesson plan, LDS, LKS, grouping and arranged the criteria of success in learning reading comprehension. The second was action, the researcher implemented STAD modelled – cooperative learning in the classroom based on the lesson plan that has made before. The third was observing, the researcher collected the data based on the observer. It was how the

teacher implemented STAD modelled – cooperative learning to teach reading comprehension. The last was reflecting, the researcher focused on making judgment or assessment whether the study was focused or no.

This research was done in two cycles. Before the researcher conducted this research using STAD modelled – cooperative learning, she had finished a preliminary study. It has been done to find out and identify the classroom problems. After the researcher had found out the preliminary study, she analyzed and made planning to do action in the first cycle based on the finding in the preliminary study.

B. Subject of The Study

The subject of this research was students at tenth grade in SMA Muhammadiyah 2 Sidoarjo. There were twelve classes in this school and the researcher chose class X-9 as the subject of this study. This class consists of 36 students, 19 are females and 17 are males. The researcher only chooses this class because according to the English teacher of this class there were some students got difficulties to comprehend the text. They still felt confuse to understand what the text about. So the students of X-9 would become source to know the implementation of STAD modelled – cooperative learning in Reading Comprehension.

C. Setting of The Study

This research was conducted at SMA Muhammadiyah 2 Sidoarjo on Jln. Mojopahit no. 666 B Sidoarjo. The researcher was interested in conducting the research in this school because the students had the heterogeneous background and character. They had different ability in learning English. There were some students got difficulties to comprehend the text alone. So the researcher tried to implement STAD modeled - cooperative learning in order to get motivation by implementing this model, they could study together with their friends, open mind and give idea with the others students and teacher.

D. Criteria of Success

The criteria of success were set up in order to judge whether the implementation of action was effective or not. Therefore, the criteria of success were used to see whether the implementation of STAD modelled – cooperative learning to improve reading comprehension was success or no.

Criteria that would be become basic to give conclusion. The criteria consisted of some percentages. They were:

1. If it had concord 81 % - 100 %   : very good.
2. If it had concord 61 % - 80 %   : good.
3. If it had concord 41 % - 60 %   : enough.
4. If it had concord 21 % - 40 %   : lack
5. If it had concord 0 % - 20 %   : very lack[1]

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[1] Dr. Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta : Rineka Cipta, 1995), 57

Based on the criteria above, There is criteria used in the research to measure the success of the action, it is:

1. Getting 80 % percentage of students master studying in reading comprehension in each cycle.

E. Research Procedure

(Chart of Classroom Action Research Model)[2]

F. Preliminary Study

A preliminary study was done to get information about the model of teaching and learning English in SMA Muhammadiyah 2 Sidoarjo especially in

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[2] prof. Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta : PT Bumi Aksara, 2010), 16.

teaching and learning of reading comprehension. In addition, the researcher attempted to get much information about the students' problem in teaching and learning of reading comprehension. The preliminary study was conducting in May 6, 2011.

The researcher didn't meet the principal of SMA Muhammadiyah 2 Sidoarjo "Drs. Hidayatulloh, M.Si" but the principal vice - curriculum "Wigatiningsih, Spd". The researcher talked about planning to do research in this school. She permitted the researcher and called one of English teachers in this school. She said that the researcher could meet mom Ira as an English teacher on Wednesday. Her full name was Ira Chusnul Chotimah, S. Pd. On Monday May 14, 2011, the researcher met with the English teacher. The researcher talked about the research. The research wanted to teach at tenth grade by implementing STAD modelled – cooperative learning. English teacher chose X-9 as a subject of the research, because she thought that there were some students were still confused to comprehend the text. She also helped to show the student's high, medium and low ability. It could help the researcher to divide some groups, because the researcher didn't know the student's ability. She gave the researcher much information, like data of student's scores before as documentation for the first score. It could be compared with the result of the first cycle evaluation test.

In the first and second cycles, the research is done four steps. They are:

1. **Planning**

    In this activity, the researcher would do some steps, they are:

a. Identification problem

    Problems come from observing the teacher when the teacher taught. This problem would be taken as a solving to increase student's achievement.

b. Analysis cause problem

    After the researcher had found problems that emerged in learning process in the classroom, the teacher would analyze the causes of the problem.

c. Developing as an action as a solving the problem

    In this activity, the researcher would do as an action to solve the problem that has been identified. The teacher would plan an action that would be done by preparing learning project, such as:

    a) Syllabus.

    b) Lesson Plan.

    c) Worksheet, like : LDK (Group Discussion Worksheet)

    d) Form of evaluation test scoring, like LKS (Student Working Worksheet).

    e) The Criteria of Success.

2. Action

The researcher would implement the planning that was used for learning. In the first step, before researcher did learning, researcher had put data of previous score the third reading comprehension test. It was used as the first score. After that the researcher would do learning based on the scenario, such as: making group and scoring. The steps of learning Reading Comprehension in STAD modelled – cooperative learning was:

a. Delivering the aim of learning and giving motivation

Teacher would deliver the aim of learning to the students based on the syllabus and give motivation to the students in studying.

b. Dividing Group

Teacher would make some groups. Each group consists of six students that has different gender and ability.

c. Teacher's Presentation

Teacher would present the material to the students based on the lesson plan.

d. Group Working

Teacher would give LDK (Group Working Worksheet) in each group. So the students did it with their groups. They study and work together.

e. Giving Evaluation (Quiz)

Teacher would give some questions as an evaluation studying. Students have to answer the questions individually. Teacher also would give evaluation test. Students might not cooperate. They have to do individually.

f. Giving Score and Reward in each group

Teacher would give score of evaluation test. The result of evaluation test score would be compared with the previous of the third reading test scores. Then, it is made for scoring individually based on the rule of STAD scores. So every students would get point. The point of students would be sum in each group. It would be classified into the good, great and super group. The super group would get reward.

3. **Observing**

Observation was conducted to identify the classroom activity during the teaching and learning process, the observation was conducted when the action was being implementing in the classroom.

The observer would observe about the student's achievement after the students had gotten new learning model. It is possible there are some students get difficulties or like to learn Reading Comprehension by implementing STAD modelled - cooperative in the first cycle.

4. **Reflecting**

In this step, researcher would make a conclusion the result of the first cycle whether success or less. After that the researcher would plan to process learning in second cycle. It was as target for getting better scores than the first cycle especially for students get difficulties to study English in reading comprehension.

G. **Instrument of the study**

1. Observation

To answer the first question of research problem, the researcher would take data from observation checklist and field notes that is consisted of description from teaching learning process. Another English teacher would act as an observer. The observer would observe how the teacher teach reading comprehension by using STAD modelled – cooperative learning to the students. The observer would record all of something that occures in the classroom.

2. Questionnaire

To answer the second question of research problem, the researcher would use data from questionnaire to know student's responses about the implementation of STAD modelled in learning reading comprehension. Questionnaire was some questions for the students about some problems that

have purpose to get opinion of the students The students would get questionnaire after the teacher had implemented STAD modelled – cooperative learning in the last cycle. Then the researcher describes and analyze the data based on the student's responses.

3. Documentation

The researcher would use documentation to take data of student's scores the third test in reading comprehension at X-9. It would be as the first score and compared with student's scores evaluation test in the first cycle.

4. Test

To answer the third question of research problem, the researcher used data from evaluation test to know the result of learning reading comprehension after the teacher had implemented STAD modelled – cooperative learning. The researcher would compare the result of student's scores in the first and second cycles based on the criteria of success.

H. Data Analysis Technique

In data analysis, the researcher analyzed the result of teaching and learning process implementation of STAD modelled – cooperative learning. The data would be gotten through in two cycles.

There were some kinds of data that must be analyzed. First, the data concerning with the result of teacher and student's activity in the classroom. In this research, the observer would do observation checklist and field note to the

teacher and students in teaching learning process during two cycles. The observation checklist and field note were needed to know whether the implementation was good or not. It could be known from the student's performance in teaching learning process when the teacher implemented STAD modelled – cooperative learning.

Second, the data concerning with the student's response during the teaching and learning process. In this research, the researcher collected the data using questionnaire in teaching learning process. The questionnaire was needed to know the student's response toward the process of teaching learning using STAD modelled – cooperative learning. Then the results of questionnaire were analyzed by using presentation technique:

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

Note:
P   : Total Score (Percentage)
f : Total of the student's responses
N   : Total of all students X-9.

The third, the data concerning with the result of student's score after the students had finished study in each cycle. The teacher would give two evaluation tests. The result of the test would be collected and sum. Between the first and second cycle would be made mean and percentage of the scores. The patterns were:

$$M = \frac{\Sigma f x}{N} \times 100$$

Note:

M   : Mean of score.

$\Sigma f x$: Total of whole student's scores reading comprehension.

N   : Total of all students X-9. [3]

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

Note

P   : Percentage

$f1$: Total of the students were able to mastery the lesson

$f2$: Total of the students weren't able to mastery the lesson

N   : Total of all students X-9.[4]

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[3] J.B. Heaton, *Writing English Language Tests* (USA : Longman, 1975), 176

[4] Sudjana, *Evaluasi Hasil Belajar.* (Bandung : Pustaka martina, 1988), 131

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter, the researcher presented the data of research. The results and discussions included the anwers to the research problems and questions.

A. RESULTS

After the researcher had implemented STAD modelled – cooperative learning, the researcher got the result of implementation STAD modelled in learning reading comprehension at X – 9 in SMA Muhammadiyah 2 Sidoarjo. The researcher got the data based on the observation, questionnaire and test in each cycle. All of data were analyzed. The researcher also described research object. The following were description of reserch object and data analysis :

1. THE GLANCE DESCRIPTION OF RESEARCH OBJECT

a. Infrastructures of SMAMDA Sidoarjo

SMAMDA (SMA Muhammadiyah) Sidoarjo is located in Mojopahit Street no. 666 B Sidoarjo, occupies 30.230 square meters. The land now is functioned for SMAMDA Sidoarjo buildings, An-Nur Mosque, Regional Leaders and Branch Leaders Office of Muhammadiyah Sidoarjo, and the first Campus Muhammadiyah University of Sidoarjo. Buildings of SMAMDA Sidoarjo all built two-storey terraced, consist of 36 classrooms, 8 laboratories (ISMUBA laboratory, Computerized

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Language Laboratory, Computerized Social Program Laboratory, Chemical laboratory, and Biology laboratory), 2 libraries, 9 offices (Principal office, Vice Principals office, administration office, financial office, bank, school health unit, guidance and counseling room, guest room, and teacher room), the auditorium with a capacity of 500 people, An-Nur mosque with a capacity of 2000 pilgrims meeting room, canteen, and several other spaces as a supporter.

b. Education and Learning Facilities of SMAMDA Sidoarjo

The Education and Learning facilities of SMAMDA Sidoarjo have been equipped for representative learning facilities as an effort to improve education and learning service. All classes equipped with air conditioners, in addition tables and chairs are also equipped within multimedia facilities (LCD projectors, internet Wi-Fi, and CCTV). All laboratories have been equipped with adequate equipment and materials for Lab activities students and teachers, also provided LCD projector, internet Wi-Fi, and CCTV. Library is equipped with a wide variety of books and references that adequate and sufficient for students and teachers, and also developed a digital library that follows any user to search various books and information needed. In supporting learning activities, teachers of SMAMDA Sidoarjo have created a textbook that conceived and developed based on the curriculum of SMAMDA Sidoarjo.

B. DATA PRESENTATION AND DATA ANALYSIS

1. DATA PRESENTATION

The object of research in this study was students of X-9 SMA Muhammadiyah 2 Sidoarjo. The list of student X-9 could be seen in table 5 (Appendix 18)

In this research, the respondents are devided into some heterogenous groups based on the English teacher's information about the students X-9's ability. List of group could be seen in table 6 (Appendix 19).

The implementation of STAD modelled – cooperative learning through two cycles. The following was the description of each cycle:

a. IMPLEMENTATION OF THE FIRST CYCLE

The first cycle was conducted on May 18, 2011 at 8 to 9.30 a.m. The subject was students of X-9. There were 36 students, 19 females and 17 males. At the first cycle, the researcher acted as teacher and the teacher acted as observer. It was passed by four steps. They were:

1) Planning

Based on the observation before, the students got difficulties to comprehend the text. It emerged when learning process was continuing, such as : the students felt lazy to read and comprehend the text, Student's motivation also was less. Based on the problems that emerged, the researcher used cooperative learning as a problem solving and chose

STAD (Student Team Achievement Division) modelled - cooperative learning simpler. It was suitable for students X-9, because they seldom study cooperatively.

The material that would be learned in this stage was Narrative text. Before the researcher did learning process, the researcher had prepared as an instrument for studying, as follows:

a) Syllabus
b) Lesson Plan
c) Worksheet, like LDK (Group Discussion Worksheet)
d) Evaluation test, like LKS (Student Working Worksheet)
e) Score of Evaluation Test Form.

2) Action

The researcher implemented the planning that has been made in learning process. The researcher acted as the English teacher and students acted as assessor. In the first stage, before the researcher did learning, the researcher had taken previous data of the third reading comprension test from teacher's documentation. It was about Narrative text as the first score. List of Student's score in the third reading comprension test was in table 7 (appendix 20)

Then the researcher taught the students based on the lesson plan. The researcher explained the steps of learning process using STAD modelled – cooperative learning about Narrative text. The steps were:

a) Delivering the aim of learning and giving motivation.

The teacher delivered the aim of learning based on the syllabus. The material was Narrative text. Before the researcher delivered the aim of learning, researcher had given greeting and introduced herself to the students. The researcher also gave motivation to the students in studying.

b) Dividing in group.

The researcher divided the students in group and organized the members of group by calling one by one and collected with their groups. Then the teacher organized the form of bench and table.

c) Teacher's Presentation.

The researcher was as a teacher. The teacher taught the students about Narrative text and the students were attention. The teacher explained the purpose, generic structure and the features of Narrative text. Then the teacher gave chance to the students who wanted to ask if they got difficulties to analyze and comprehend Narrative text, especially in identifying the features of text.

d) Group Working

After the teacher had explained about Narrative text, the students did LDK (Group Working Worksheet) cooperatively. They read and answered together by sharing and opening mind with the other students. They also gave their idea with the other friends. When

they were finishing exercise cooperatively, the teacher monitored the students. Teacher walked around each group. Then teacher checked and helped the students who got difficulties to comprehend the text.

e) Giving Evaluation

The teacher evaluated by giving quiz about the text to know the student's comprehension individually. When the teacher gave quiz, the situation of classroom was noisy because of student's competence. Many students raised their hand to answer the questions that had been made by the teacher. The teacher felt overwhelm to choose the students who wanted to answer. The teacher chose one by one.

After that the teacher gave evaluation test LKS (Student Working Worksheet) to know student's comprehension about Narrative text. Then they did it individually. Teacher also monitored until they had finished it.

f) Giving Score and Reward in Each Group

Teacher made scoring of evaluation test (LKS). The teacher also made score in each group. It was collected by amount of student's scores in group.

After the process of first cycle had finished, teacher got data of student X-9's scores. It was compared with the score of third reading test based on the rule of scoring STAD modelled −

cooperative learning. It could be seen in **Table 3**. The result of comparison the score of third reading test and the first cycle could be seen in table 8 (Appendix 21)

The teacher also gave scoring in each group by making mean of scoring in each group. The pattern was:

$$Group's\ score = \frac{Amount\ of\ Score\ in\ Each\ Group}{Amount\ of\ Students\ in\ Group}$$

Before the teacher made mean of scoring in each group, the scores of every students collected in each group. It counted and divided amount of the students in group. The score of each group in the first cycle could be seen in table 9 (Appendix 22). Then the teacher made mean of scoring in each group based on the pattern above. The following was mean of scoring in each group:

(1) The first group got 130 points. So the mean of scoring was :

$$\frac{150}{6} = 25 .$$

(2) The second group got 130 points. So the mean of scoring was :

$$\frac{150}{6} = 25 .$$

(3) The third group got 130 points. So the mean of scoring was :

$$\frac{150}{6} = 25 .$$

(4) The fourth group got 130 points. So the mean of scoring was :
$\frac{120}{6} = 20$.

(5) The fifth group got 150 points. So the mean of scoring was :
$\frac{150}{6} = 25$.

(6) The six group got 130 points. So the mean of scoring was : $\frac{110}{6} =$

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The mean of scoring in each group above was classified into the good, great and super group based on the qualification. It could be seen in table 4.

Based on the result of the mean scoring in each group, there were four groups that got reward as super group. They were the first, second, third and fifth groups. And the great groups were the fourth and sixth groups.

3) Observing

In this stage, the real English teacher acted as an observer. Her name was Ira Chusnul Chotimah, S.Pd. The researcher collected the information about the materials, teacher and students' activities during the learning process was continuing. It used observation checklist and field notes. observer ticked the observation checklist (appendix 5). The observer also noted down some aspects of the teaching and learning

which had not been covered yet in the observation checklist. It used field notes form (Appendix 6).

Based on the observation in the first cycle of the observer, the students were enthusiastic because of getting new learning model. When the teacher gave quiz, students raised their hand to answer the questions. But there were some obstructions in implementation of STAD modelled – cooperative learning in the first cycle, such as:

(1) When the teacher organized and arranged groups. The class became noisy because of student's high enthusiastic.

(2) Teacher and students managed the chairs was for each group.

(3) When teacher organized the members of group, there were some students felt uncomfortable with friend's group.

Although there were some obstructions, the learning process passed fluently in the first cycle. In this stage, the researcher got data of some students got difficulties to study English. Especially the students comprehended the text and needed attention from the teacher and friend's group. It could be seen in this table.

Table 10. List of Students Who Get Difficulties in Learning Reading

NO	NAME OF STUDENTS	Male / Female
1	FEBY RAHARDIAN W	M
2	MOHAMMAD RIZAL P.	M
3	MUHAMMAD IQBAL	M
4	REGISTIAN PRATAMA A	M

4) Reflecting

According to the real English teacher as an observer, the implementation of STAD modelled – cooperative learning in the first cycle was success. The students who had scores under SKBM was decreased. Based on the data of previous scores, there were nineteen students who had scores under SKBM . In the first cycle, it was decreased becoming five students who had under SKBM. In addition, mean of student's scores was increased. The mean of previous score was about 74,1 and the mean of first cycle score was about 87,1. It means that the student's scores increased.

Based on the result of observation, the English teacher and researcher discussed about the problems in teaching and learning process to make some reflections. The researcher would plan an action for learning process of the second cycle with getting higher target to make better than the first cycle. Teacher would manage the students when the teacher organized every student into group. The teacher also would give attention to the students who get difficulties and ask to the leader of group to help their friends who get difficulties in studying. In addition, the teacher would not change group. Member of groups are constant.

b. IMPLEMENTATION OF SECOND CYCLE

The process of second cycle was done after the first cycle had finished. In second cycle, teacher did action of perfecting learning process to solve the problems. In this stage, there were some steps that same with the first cycle. It was only occurred some developments in learning process from the first cycle. The second cycle was conducted on May 24, 2011 at 8 to 9.30 a.m and continued 10 to 11.15 a.m.

1) Planning

The researcher arranged the instruments learning process, like in the first cycle and also made changing based on the problems that emerged. The researcher gave attention for students who got difficulties in English learning, especially reading comprehension. The researcher also gave information to the leader in each group to help their friend's group who got difficulties to comprehend the text.

2) Action

In this stage, the researcher implemented the planning for learning process in order to get the result maximally. There was not changing the members of each group. The members of group were constant. The material was about News Item text. The steps of learning process in STAD modelled – cooperative learning were:

a) Delivering the aim of learning and giving motivation.

Teacher gave greeting to the students. Then the teacher delivered the purpose of learning based on the syllabus. The material was News Items text. It was same with the first cycle but the difference was the material for learning process.

b) Dividing in group

The teacher organized the members of each group and also organized bench and table for each group.

c) Teacher's Presentation

Teacher presented about the purpose, generic structures and the features of News Items text. The teacher gave an example of News Item text in order to understand the text easily. The students were attention to the teacher's explanation.

d) Group Working

The teacher gave exercise LDK (Group Working Worksheet) in each group. The students did it with their friends. They looked for the generic structures and features of the text cooperatively. They shared and opened mind. They also gave their idea with the other friends. They helped their friends who got difficulties to comprehend the text. The teacher also monitored them when they were doing exercise. Teacher helped the students who got difficulties to understand the text.

e) Giving Evaluation

The teacher gave quiz to the students. Teacher gave some questions about the text to them. Student's enthusiastic increased. They screamed and raised their hand to answer the questions from the teacher. So the situation of the class was crowded. The teacher showed the students one by one and organized them. They got spirit to study in the class.

After that the teacher gave evaluation test (LKS) to the students to know student's comprehension about News Item text.. They did it individually. They might not discuss with their friend's group. The teacher also monitored them until they finished their test.

f) Giving Score and reward in Each Group

The steps were same with the first cycle. Teacher made scoring of evaluation test (LKS). The teacher also made score in each group. It was collected by amount of student's scores in group.

In second cycle, the first score was evaluation test in the first cycle. The researcher got the comparison of the first and second cycles scores and also gave point based on the rule of STAD modelled – cooperative learning. It could be seen in table 11 (Appendix 23). After that the scores of every students collected in each group. It counted and divided amount of the students in group.

The score of each group in the second cycle could be seen in table 12 (Appendix 24). Then the teacher gave scoring in each group by making mean of scoring in each group. The following was mean of scoring in each group:

(1) The first group got 100 points. So the mean of scoring was :

$$\frac{100}{6} = 16.$$

(2) The second group got 120 points. So the mean of scoring was :

$$\frac{120}{6} = 20.$$

(3) The third group got 130 points. So the mean of scoring was :

$$\frac{130}{6} = 21.$$

(4) The fourth group got 100 points. So the mean of scoring was :

$$\frac{100}{6} = 16.$$

(5) The fifth group got 90 points. So the mean of scoring was :

$$\frac{90}{6} = 15.$$

(6) The six group got 90 points. So the mean of scoring was :

$$\frac{90}{6} = 15.$$

Based on the result of the mean scoring in each group, there were two groups that got reward of the great group, they were the

second and third groups. And the good group were the first, fourth, fifth and sixth groups.

3) Observing

The real English teacher acted as an observer. The researcher collected the information about the materials, teacher and students' activities during the learning process was continuing. It used checklist and field note. Observer ticked the observation checklist (Appendix 7). The observer also noted down some aspects of the teaching and learning which had not been covered yet in the observation checklist. It used field note form (Appendix 8).

According to the observation during learning process were continuing, the second cycle was better than the first cycle. The teacher was able to organize students. Based on the evaluation test in the second cycle, the student's scores of under Minimum Standard Student's achievement (SKBM) were decreased. In second cycle, it was only three students that had under Minimum Standard Student's achievement (SKBM). When teacher gave quiz to the students, their motivation increased. It seemed from their competitions between group and the other groups to answer questions that teacher gave to them. They are eager to get reward as a super group. It meaned that they were competitive.

4) Reflecting

According to the real English teacher as an observer, the implementation of STAD modelled – cooperative learning in second cycle was success. The students who had score under Minimum Standard Student's Achievement (SKBM) was decreased, it was only three students. In addition, mean of student's score was increased becoming 88,1. Moreover some students already have understood and comprehended text. Student and the other students cooperated to help their friends who got difficulties to comprehend the text. Students also enjoyed studying cooperatively with their groups. In addition, teacher was able to manage the students when the teacher organized them. So the researcher was enough until the second cycle.

2. DATA ANALYSIS

a. The Result of Questionnaires

In conducting the research, the researcher used questionnaire to collect the data. The researcher used this technique to know the student's responses toward implementation of STAD (Student Team Achievement Division) modelled- cooperative learning. The researcher concluded that implementation of STAD (Student Team Achievement Division) modelled- cooperative learning was able to improve the student's scores

in reading comprehension especially Narrative and News Item text. The learning model helped to participate and interact between student and students, also students and teacher in order to get motivation. So the students were not bored in learning process.

The questionnaire was consisted of ten questions and it was distributed to the students in the last cycle (Appendix 9). Then the researcher analyzed every number of questions one by one to make the result more detail and measure the students' responses. After the teacher had implemented new learning model, researcher used the pattern:

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

Note:
P   : Total Score (Percentage)
f : Total of the student's responses
N   : Total of all students X-9.

Based on the pattern above, the researcher counted in every number of questions one by one. The following was the result of student's responses :

Table 13. The way of teacher's explaination to the students

No	Criteria	Score
1	Sangat mudah	2.8 %
2	Mudah	86.1 %
3	Sulit	8.3 %
4	Cukup sulit	2.8 %

Table 14. Understanding what the teacher teach

No	Criteria	Score
1	Sangat memahami	5.5 %
2	Cukup memahami	89 %
3	Sulit memahami	5.5 %
4	Sangat sulit memahami	0 %

Table 15. Student's responses about Cooperative Learning

No	Criteria	Score
1	Sangat suka	25 %
2	Suka	52.8 %
3	Kurang suka	16.7 %
4	Tidak suka	5.5 %

Table 16. The effect of cooperative learning in studying English

No	Criteria	Score
1	Sangat berpengaruh	8.3 %
2	Cukup berpengaruh	69.4 %
3	Kurang berpengaruh	22.2 %
4	Tidak berpengaruhi	0 %

Table 17. Interesting the students with Cooperative Learning

No	Criteria	Score
1	Sangat tertarik	19.4 %
2	Cukup tertarik	63.9 %
3	Kurang tertarik	13.9 %
4	Tidak tertarik	2.8 %

Table 18. Using Cooperative Learning in studying English to the students

No	Criteria	Score
1	Sangat mempermudah	8.3 %
2	Cukup mempermudah	72.2 %
3	Kurang mempermudah	16.7 %
4	Tidak mempermudah	2.8 %

Table 19. Student's difficulty to look for main idea in the text

No	Criteria	Score
1	Sangat sering	5.5 %
2	Sering	52.8 %
3	Jarang	41.7 %
4	Tidak pernah	0 %

Table 20. Giving explanation to the students who don't understand

No	Criteria	Score
1	Sangat Sering	19.4 %
2	Sering	72.2 %
3	Jarang	8.3 %
4	Tidak pernah	0 %

Table 21. Giving motivation to the students

No	Criteria	Score
1	Sangat Sering	11.1 %
2	Sering	66.7 %
3	Jarang	22.2 %
4	Tidak pernah	0 %

Table 22. Giving motivation by implementing STAD modelled –

Cooperative Learning in studying reading comprehension

No	Criteria	Score
1	Sangat memotivasi	16.7 %
2	Cukup memotivasi	77.8 %
3	Kurang memotivasi	5.5 %
4	Tidak memotivasi	0 %

From the table questionnaire above could be concluded that many students liked to study cooperatively than the students didn't like to study cooperatively. There are 77,8 % of the students like studying cooperatively. It could be seen in table 15. There are 94.5% of the students got motivation by implementing cooperative learning. It could be seen in table 22 above. So it was good new learning model to build their motivation, especially reading comprehension because they read the text together. They also shared and opened mind with their friends. If there were some students who didn't understand, the other students helped them.

There were about 58.3 % of the students often got difficulties to comprehend the text, especially looking for main idea of the text. It could be seen in table 19. So implementation of STAD modelled – cooperative

learning was appropriate learning model to solve this problem. The students got motivation to study English together and were also competitive in studying English.

b. The Result of Observation (Field Notes and Checklist)

Based on the observation, the teacher was good in presentation of the material about Narrative and News Item text to the students in the first and second cycles. *The teacher delivered the aim of learning and gave motivation, divided group, presented by the teacher* with briefing the purpose, organizations and features of the text. The students paid attention to the teacher's explanation. Although there were some students talked with their friends and made noisy when the learning process was continuing.

Then Group working, the students did exercise with their groups and the teacher walked around to each group. The students read and answered the questions cooperatively. If they got difficulties, they asked the teacher to give information about the material. Student's enthusiastics was high. it seemed when they gave their opinions about the text. The teacher also gave quiz to the students as *an evaluation.* They were competitive. The condition of the class was very crowded, because the students were enthusiastic to answer the questions. The teacher gave feedback about the lesson to the students. Teacher and students also gave summary of the lesson in the last learning process. So the students really

understood about the material. It could be seen in the result of evaluation test scores. Student's scores increased in each cycle.

c. The Result of Test in Each Cycle

Before the researcher implemented STAD Modelled – Cooperative Learning, the researcher had taken data of the third reading score. There were nineteen student's scores who were under SKBM (Minimum Standard of Student's Achievement). After the researcher had implemented STAD model in each cycle, the student's scores who were under SKBM decreased. The following was the result of first and second cycle :

1) Student's Scores in the First Cycle

In the first cycle, there were ten students got 100 score. Some student's scores increased. Then the student's scores who were under SKBM decreased becoming five students.

The result of student's scores were made mean of each cycle and previous score. To measure the mean of scores, the researcher used pattern :

$$M = \frac{\sum fx}{N} \times 100$$

Based on the pattern above, mean of previous cycle and the first cycle scores had been gotten as follows:

1. Previous Cycle Scores

$$\frac{2668}{36} \times 100 = 74,1$$

2. First Cycle Scores

$$\frac{3139}{36} \times 100 = 87,1$$

The result of evaluation test in the first cycle had become better than the previous scores.(Appendix 23).

2) Student's Scores in the Second Cycle

In the second cycle, there were seven students got 100 score. Although some student's scores decreased, the student's scores were under Minimum Standard of Student's Achievement (SKBM) decreased becoming three students.

The result of student's scores were made mean of each cycle and previous score. To measure the mean of scores, the researcher used pattern :

$$M = \frac{\sum fx}{N} \times 100$$

Based on the pattern above, mean of first and second cycles scores had been gotten as follows:
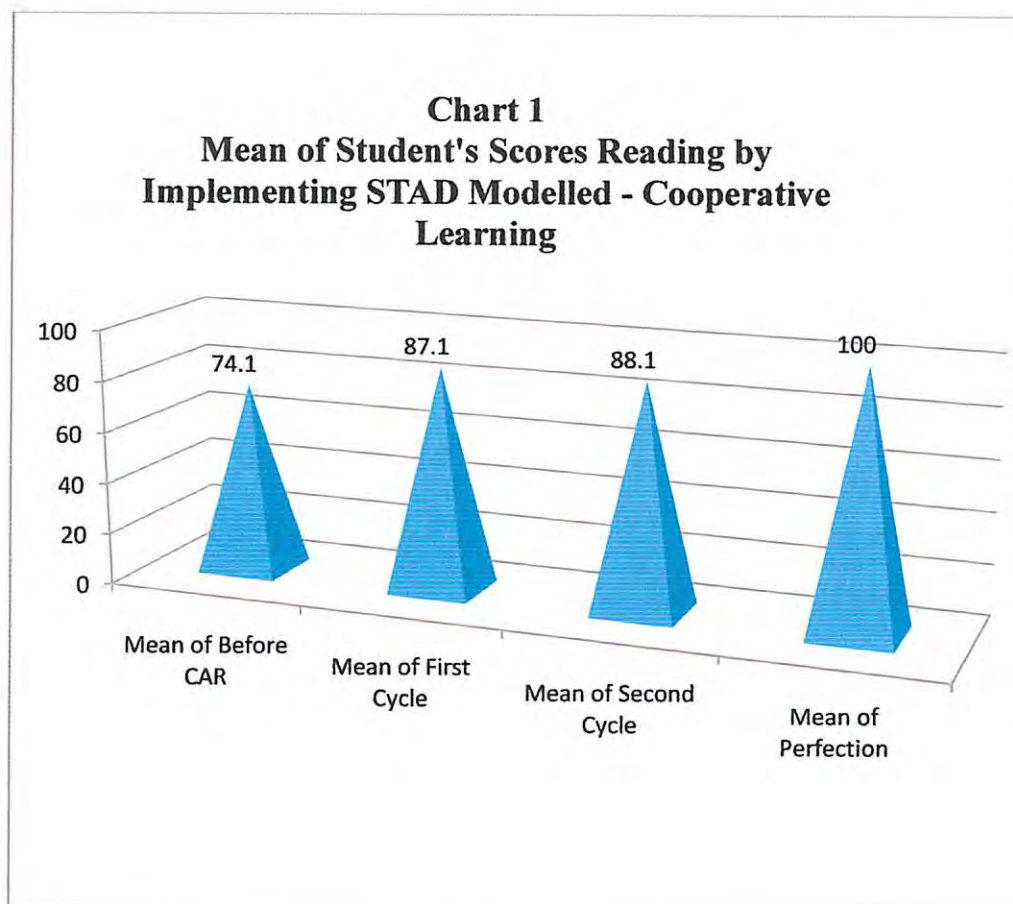
1. First Cycle Scores

$$\frac{3139}{36} \text{ x } 100 = 87,1$$

2. Second Cycle Scores

$$\frac{3175}{36} \text{ x } 100 = 88,1$$

The result of evaluation test in the second cycle had become

better than the first cycle (Appendix 25).

The result of each cycle is stated on the diagram as follows:

Chart 1
Mean of Student's Scores Reading by
Implementing STAD Modelled - Cooperative
Learning

Based on the diagram above, the mean of previous and in each cycle scores was increased. It means result of the implementation STAD modelled – cooperative learning is near the mean of perfection.

The researcher also gave percentage of students who are able to master and are not able to master reading comprehension in each cycle and previous data. The researcher used pattern :

$$P = \frac{f}{N} \text{ x } 100 \text{ %}$$

Based on the pattern above, percentage of students who are able to master reading comprehension from the previous and each cycle was gotten. The following was the percentage:

a) Percentage of Previous Data

   (1) Percentage of the students are able to master reading comprehension.

$$P = \frac{17}{36} \text{ x } 100 = 47,2 \text{ %}$$

   (2) Percentage of the students are not able to master reading comprehension.

$$P = \frac{19}{36} \text{ x } 100 = 52,8 \text{ %}$$

b) Percentage of the First Cycle

(1) Percentage of the students are able to master reading comprehension.

$$P = \frac{31}{36} \times 100 = 86,1\,\%$$

(2) Percentage of the students are able to master reading comprehension.

$$P = \frac{5}{36} \times 100 = 13,9\,\%$$

c) Percentage of the Second Cycle

(1) Percentage of the students are able to master reading comprehension.

$$P = \frac{33}{36} \times 100 = 91,7\,\%$$

(2) Percentage of the students are not able to master reading comprehension.

$$P = \frac{3}{36} \times 100 = 8,3\,\%$$

Some data above stated on the diagram below:

Chart 2
The Percentage of Students Who Are Able to Comprehend Reading by The Implementation of STAD Modelled - Cooperative Learning

Based on the diagram above, the percentage of previous data and each cycle was increased.

Based on the criteria, the percentage of mastery in the first cycle had concord about 86,1 %. Then the percentage of

mastery in the second cycle had concord about 88,1 %. It means that it is very good and exceed criteria of succes that reseacher made.

C. DISCUSSIONS

1. The Teaching and Learning Process

The researcher found several things that could be noted down from the result of observation during the teaching and learning process. The result showed the development of student's scores in each cycle. The following was the result of the first and second cycle :

a. The First Cycle

Based on the preliminary of study, there were problems. Most of students got difficulties to comprehend and looked for the generic structures of the text. Therefore, the researcher implemented STAD modelled – cooperative learning as a problem solving. The students were enthusiastic when the learning process was continuing. Although there were some obstructions, such as : the situation of the class was very noisy when the teacher managed the students to make some group, setting the bench and table, and also most of students felt uncomforted when the teacher organized the members of group. Eventhough the learning process

passed well. Based on the observation, the researcher got information that there were four students that felt difficulties to comprehend and understand the text. They needed attention from the teacher and friend's group.

Based on the reflection, the result of implementation STAD modelled – cooperative learning was success, because the student's scores increased. The students who had scores under Minimum Standard of Student's Achievement (SKBM) decreased becoming five students. Before the researcher implemented a new learning model, there were nineteen students who had scores under Minimum Standard of Student's Achievement (SKBM).

b. The second Cycle

In the second cycle, the teacher and observer made perfection of implementing first cycle. The teacher gave attention to the students who got difficulties to comprehend the text. The teacher also organized the students well.

The purpose of Cooperative learning are an attempt to increase student's participation, give a chance the student to interact and study together with the others friends. It is proved that cooperative learning

could increase student's participation and give a chance the student to interact with the other students. Based on the observation field notes, the students shared and opened mind when the learning process was continuing. After that the teacher gave quiz to the students. They screamed and raised their hand to answer the questions.

Based on the result of reflection, the second cycle had become better than the first cycle. The student's score increased and also the students who had scores under Minimum Standard of Student's Achievement (SKBM) decreased becoming three students.

Based on the result of test, the first and second cycles had become better in each cycle. Implementation of STAD modelled – cooperative learning could improve student's reading comprehension scores. *Linguists have showed that Cooperative Learning can increase student's working in task academic, helping student comprehend difficult concepts and helping student grow ability to think critically. Based on the characteristics of STAD model, the indicator is students able to use activity and helping to finish the material.* It was right. In every cycle, the student's ability increased. Especially, some students felt difficulties to

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This section accumulates conclusion which had been reflected on the result in chapter IV. The result of the data analysis could be concluded as follow:

1. The implementation of STAD modelled – cooperative learning was done by delivering the purpose of learning and giving motivation, dividing groups, teacher's presentation, group working, giving evaluation and reward in each group.

2. The students' responses toward the implementation of STAD modelled – cooperative learning was good. There are 77,8 % of students like to study cooperatively. There are also 94,5 % of many students get motivation using STAD modelled in learning English, especially reading comprehension.

3. Student's scores prove that it increased after the teacher had implemented STAD model – cooperative learning. The student's scores increased in each cycle. In each cycle, the majority of students got better scores. Even student's scores under SKBM (Minimum Standard of Student's Achievement) had decreased in each cycle.

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B. Suggestion

1. For the teacher

    We have to attempt to give learning model as source creating quality of human resources. Therefore we can do:

    a. Some of learning models give an active, creative, effective and pleasant learning.

    b. Paying attention the situation of the teacher and students whether procedure of learning already has been done based on the education instrument to give students good learning.

2. For the students

    a. The students have to participate actively in classroom learning process, especially in English lesson due to the importance for our life.

    b. The students might help with their friends who got difficult to study English or other lessons, but students might not help with the other students in evaluation test.

    c. The students have to pay attention when the teacher gives explanation in order to understand teacher's explanation easily

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