

**THE EFFECTIVENESS OF STAD (STUDENT TEAM
ACHIEVEMENT DIVISION) AND ICT TECHNIQUE
in INCREASING READING COMPREHENSION of
RECOUNT TEXT FOR EIGHT GRADE STUDENTS
At JUNIOR HIGH SCHOOL**

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Abstract:

The research focuses on reading comprehension used in recount text at junior high school. Reading is a part of skill english. It is concerning to increase reading comprehension at junior high school. Starting for Eight Grade Students at junior high school. The research problems of the study are (1) Do the students who have been taught recount text with student team achievement divisions (STAD) technique is achieve better than using Information and communication technology (ICT) ? (2) What are students' opinion toward the implementation of student team achievement divisions (STAD) and Information and communication technology (ICT) technique in teaching reading recount text ?. The purpose of the research are finding (1) To find out wether the students who have been taught STAD technique is significantly better in reading recount text than ICT. (2) To describe the students' opinions toward the implementation of student team achievement divisions (STAD) and Information and communication technology (ICT) in teaching reading recount text .This design of the study is quasy experimental research design. The source of data was recount text at junior high school of MTSN Karangrejo. The subject of data was junior high school students and the writer chose recount text used in junior high school at eight grade as object of this research. The researcher gave pre test-treatment-post test.The research have used statistic. It was ANCOVA. The researcher showed that mean of STAD group is 82, median is 84 and mode is 80. The std. Deviation is 5,261. The range STAD group is 24. The minimum score in post test of STAD group is 68, the score for maximum of STAD group is 92 . Summary score for post-test of STAD group is 2968. And the researcher found that mean post-test of ICT group is 73,37 and the median score in post-test of ICT group is 76,00. The mode is 76.

The std. Deviation is 8,122. The range is 44. The minimum score for post-test of ICT group is 56. The maximum score is 100. The Summary score for post-test of ICT group is 2788. The result of the computation of spss 15 version is , Determine the level of significance, here is 0,00 . Determine the degree of freedom (df) is 72. And determine the critical T-value is 5,635. T value is 5,635 while the significant is 0, 00. It means that there is significant is less than 1 %. So, it can conclude that there is significant different between STAD technique and ICT technique in increasing reading comprehension for junior high school. it can be concluded that ha is accepted.

Key Word: Reading Comprehension Achievement, STAD Technique, ICT, Recount Text

Abstraksi

Penelitian ini berfokus pada pemahaman bacaan yang digunakan dalam teks *recount* di sekolah menengah pertama. Membaca adalah bagian dari keterampilan bahasa Inggris. Berkaitan dengan peningkatan pemahaman membaca di sekolah menengah pertama dimulai semenjak siswa berada di kelas delapan. Masalah penelitian dari penelitian ini adalah (1) Apakah siswa yang telah diajari teks *recount* dengan *team achievement divisions* (STAD) lebih baik dari pada menggunakan *Information and communication technology* (ICT)? (2) Apa pendapat siswa terhadap implementasi pembagian *team achievement divisions* (STAD) dan *Information and communication technology* (ICT)? dalam mengajar membaca teks *recount* ?. Sedangkan tujuan dari penelitian ini adalah (1) Untuk mengetahui apakah siswa yang telah diajarkan teknik STAD secara signifikan lebih baik dalam membaca teks *recount* daripada ICT, (2) Untuk mendeskripsikan pendapat siswa terhadap implementasi pembagian *team achievement divisions* (STAD) dan *Information and communication technology* (ICT)? dalam mengajar membaca teks *recount*. Desain penelitian ini merupakan penelitian *Eksperimental Quasy*. Sumber data yaitu teks *recount* di MTSN Karangrejo. Subjek data adalah siswa MTs dan penulis memilih teks *recount* yang digunakan di MTs pada kelas delapan sebagai objek penelitian ini. Peneliti memberikan pre test-treatment-post test. Penelitian telah menggunakan statistik. ANCOVA. Peneliti menunjukkan bahwa rerata kelompok STAD adalah 82, median 84 dan modus 80. Data Standart Deviasi 5,261. Kelompok rentang STAD adalah 24. Skor minimum dalam post test grup STAD adalah 68, skor untuk maksimum grup STAD adalah 92. Skor ringkasan untuk post-test dari kelompok STAD adalah 2968. Dan peneliti menemukan bahwa rata-rata post-test dari kelompok TIK adalah 73,37 dan skor median dalam post-test dari kelompok TIK adalah 76,00. Modusnya adalah 76. Standart Deviasi 8,122. Kisarannya adalah 44. Skor minimum untuk post-test

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kelompok TIK adalah 56. Skor maksimum adalah 100. Skor Ringkasan untuk post-test kelompok TIK adalah 2788. Hasil dari perhitungan versi spss 15 adalah, menentukan tingkat signifikansi di sini adalah 0,00. Derajat kebebasan (df) adalah 72. dan nilai *T*-kritis adalah 5,635. Nilai *T*-kritis $t_{5,635}$ pada taraf signifikan 0, 00. Ini berarti bahwa ada signifikansi kurang dari 1%. Jadi, dapat disimpulkan bahwa ada perbedaan yang signifikan antara teknik STAD dan teknik ICT dalam meningkatkan pemahaman membaca untuk SMP. dapat disimpulkan bahwa ha diterima.

Kata Kunci: Prestasi Membaca Pemahaman, Teknik STAD, ICT, Teks Recount

INTRODUCTION

Reading is considered as an important aspect for students in their language learning because reading is constantly developing skill (Johnson, 2008). It is also supposed to be an aspect to develop self-confidence and motivation within the students in dealing with difficulties in academic reading, especially in learning English in Junior High School, because reading is a need not a burden, so reading habits must be inculcated since early (Suhaimi, 2017)

Reading can support people to increase knowledge especially in this era to get more information. According to Brown (2001), reading comprehension is primarily a matter of developing appropriate efficient comprehension strategies for the majority of second language learners who are already literate in their native language. It is reading strategies are important to help students comprehend the text well. Reading is an activity or process in getting information (Johnson, 2008). Reading involves the interaction between the text and the reader. The importance of reading is crucial, because it is one of the skills which are highly connected with someone's language ability (Leams, 2010). In addition, Mc Colough (1975) says about reading as follows: Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings built up through past experiences and further the construction of new meanings through the reader's manipulation of relevant concepts already in his possession".

Furthermore, based on 2013 curriculum reading becomes the most important part than other language skill cause 2013 curriculum for Junior High School has many practices it. So, the teacher and students must read to get great result.

However, mostly the students are not happy with this new curriculum. Reading is a boring lesson and the students have to read more for increasing their vocabularies in order to make easier in understanding the material and comprehending the text.

There are many techniques in cooperative methods which have been developed and comprehensively researched by different branches of philosophy and psychology (Slavin, 1995) such as Jigsaw, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Comprehension (CIRC), Number Heads Together, Student Team – Achievement Devisions (STAD), and Partnership. This research applies Student Team Achievement Devisions (STAD) cause STAD is the simplest and the best technique for teachers who use cooperative learning method for the first time. Therefore, to know the effect of STAD in teaching reading comprehension.

METHOD

This research was conducted based on quasi – experimental research. In this research the researcher directly took the class as the headmaster suggested. This research took two classes: the first class is served as control class and the second class is served as experimental class. In this research, particular treatment was given to the experimental group in teaching recount text. The aim of this research is to find out whether or not the implementation of STAD technique is effective in teaching report text. Thus, the research used experimental design with the pre-test and post-test control group design. Time constraint is the main reason why the researcher used this design.

Schematically, this quasi experimental study is described as follow :

Table 3.1 Quasi Experimental Design

Groups	Pre – test	Treatment	Post – test
Experimental	TIE	X	T2 E
Control	TIC	-	T2 C

(Hatch, E and Farhady, H, 1982:21)

Notes :

TIE : pre – test for experimental group

T2E : post- test for experimental group

X : treatments (implementing STAD)

T1C : pre test for control group

T2C : post-test for control group

From the table above, it can be seen that both of the classes were given pre-test in the beginning of the research. Afterwards, the experimental group was given the treatment for three times. After the treatment, post-test was given to both groups. This is to find out whether the students who is treated by using STAD technique can achieve higher scores than those who are taught using the conventional technique. This research has two variables: the implementation of student team achievement division (STAD) as the independent variable and teaching reading recount text as the dependent variable. The intervening variable is any factor whose effects has not been measured but theoritically may or may not be part of that process.

The population of this research was the eight grade in junior high school at MTSN Karangrejo – Tulungagung and the sample of this research will be two diverse classes; they are class VIII – B as experimental group and class VIII – A as the control group. Each class consist of 31 students. As a result, the total fixed numbers of the sample was 62 students. During the experimental group was given several trwatments in period of three meetings.

Reading comprehension test which has aim to measure students' reading

ability has been used as the main instrument of this research and question as the supporting instrument. This reading test comprises 25 multiple choice items which was tested to the experimental and control classes. The reading comprehension test was used in pre-test and post-test and given to the experimental and the control group. The aim of pre-test was to discover the students' previous ability in reading and then post-test was conducted to assess students' reading ability after ability after having treatment. Before the instrument used in the research, the researcher tested pilot test to investigate the validity and reliability of the instrument. Pilot test consisted of thirty multiple choice questions related to texts with one genre, that is recount text. The test materials was adapted from several text books used by the second grade of junior high school students and also articles from the internet. The pilot test will be conducted in class VIII grade before the experimental teaching design. There were 30 items of multiple choice items were tried out in order to gain 20 question items which are valid and reliable. In formulating the items of the test, there are some points to be considered; first the relevance of the items to the purpose of the research, second appropriateness of the reading passage, third the relevance of the items to the curriculum.

Table 3.2: The competences and indicators

Aspect	Standard Competence	Basic Competence	Indicator
Reading	1.1 Comprehending the meaning of short functional text and simple essay in the form of narrative, recount text, spoof, and hortatory	11.2 responding the meaning and the rhetorical steps in the simple essay accurately, fluently, and acceptably in daily context and	1. identifying the main idea in recount text 2. identifying the communicative function 3. identifying the detail information

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	exposition in the daily life context and to access knowledge	to access knowledge in the form of recount text	4. identifying the references 5. identifying the generic structure 6. identifying the moral value
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Before conducting pre-test and post-test, the test items were tried out in terms of its validity and reliability (Hatch and Farhady, 1982). In order to make the validity of the test, the researcher used the assistance of SPSS Version 17.

The instrument validity was examined by item analysis; therefore the process of the calculation was named as validity index. The index validity of each item are interpreted, to determine wheter the test is good or not. The researcher will use alpha level with correlation product moment formula. The formula used in testing the validity is :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{N \sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

(Arikunto , 2003)

Note:

r_{xy} : coefficient correlation between variable X and Y

X : item which its validity is assessed

Y : total score gained by the sample

Table 3.3

r Coefficient Correlation (Validity)

Raw Score	Interpretation
0.000 – 0.200	Very low
0.200 – 0.400	Low
0.400 – 0.600	Moderate
0.60 – 0.79	Good
0.80 – 1.00	Excellent

(Sugiono, 2001)

In this research, the researcher will use the SPSS 17.0 to analyze the normality distribution of the scores with the steps as follows :

1. Stating the hypothesis and setting the alpha level at 0.05 (two tailed test) ho: the score of the experimental and the control group normally distributed. H1: the score of the experimental and the control group are not normally distributed .
2. Analyzing the normality distribution using kolmogrov- Smirnov formula in SPSS 17.0
3. Comparing the Asymp. Sig with the level of significance to test the hypothesis. If the Asymp. Sig > level of significance (0.05) the null hypothesis is accepted : the scores are normally distributed.

In analyzing the variance homogeneity of the scores, the researcher was used the levene test Formula in SPSS 17.0. The analyzing of variance homogeneity follows the steps below:

1. Stating the hypothesis and setting the alpha level at 0.05
Ho : the variance of the experimental and the control group are homogenous
H1: the variance of the experimental and the control group are not homogenous
2. Analyzing the variance homogeneity using levene test formula is SPSS
3. Comparing the probability with the level significance for testing the hypothesis. If the probability > the level of significance (0.05) the null hypothesis is accepted ; variance of the experimental and control group are homogeneous.

The steps of the independent t- test calculation are follows:

1. Stating the hypothesis and setting the alpha level at 0.05 (two tailed test)
Ho : the two samples are from the same population; there is no significant difference between the two sample ($X_e = X_c$)
H1 : the two samples from the same population; there is a significant

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difference between the two sample ($X_e \neq X_c$)

2. Finding the t- value
3. Comparing the probability with the level significance for testing the hypothesis. If the probability significance , the null hypothesis is accepted ; the two group are equivalent (the calculation are performed in SPSS 17.0

Eight grade classes in MTSN Karangrejo Junior High School, which was VIII A as experimental group and VIII B as the control group, have been selected to the experiment. The experimental group has been exposed to STAD technique to comprehend recount text while the control group has been taught by using ICT technique.

The followings are the basic teaching procedure of the two techniques. STAD technique is developed by the researcher himself based on some theories reviewed in chapter II, where as the ICT technique is based on the common teaching technique by using LCD and online material in eight grade of MTSN Karangrejo – Tulungagung.

Teaching Procedures of STAD Technique

1. Pre – Reading Activities

- a. Getting ready with the text to be discussed; the students are given with a copy of separated text material containing a prepared topic.
- b. Activating and providing background knowledge; here, the students are asked some general questions to relate the topic with what they have known in their mind.
- c. Predicting possible information found in the text; they students are trained to dig out the possible information before they read the topic in detail.

2. Whilst Reading

- a. Reading the text once or twice either silently or aloud; the students are asked to either reading the text silently (all of them in time) or aloud (in turn and selectively)
- b. Coming to their groups and discussing about the difficult words, the general

topic of the text, the main idea, the detail information, the structure, the purpose of the text and the moral lesson

- c. Answering the exercise on the worksheet given by the teacher within their groups and make sure that all the member have mastered the lesson
- d. Each students take individual quizzes on the material given by the teacher
- e. Discussing the correct answers of all the exercises
- f. Counting the scores of individual quizzes and added the scores of all members to form group score, and receiving reward for the group who has the highest score

3. Post Reading Activities

- a. Reviewing the text content; the students are invited to review orally the text for general idea and sequentially from first to the end paragraphs.
- b. Answering comprehension questions; this final step is answering the following comprehension questions available as feedback

Teaching Procedures of ICT Technique

1. Pre Reading Activities

- a. Getting ready with the text to be discussed; the students are given with a copy of separated text material containing a prepared topic at LCD projector.
- b. Activating and providing background knowledge; here, the students are asked some general questions to relate the topic with what they have known in their mind
 - c. predicting possible information found in the text; the students are trained to dig out the possible information before they read the topic in detail

2. Whilst Reading Activities

- a. Reading the text once or twice either silently or aloud; the students are asked to either reading the text silently (all of them in time) or aloud (in turn and selectively)

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- b. Understanding the text by themselves and consult to the teacher when they find difficulties
- c. Answering the exercises on the worksheet given by the teacher individually
- d. The students can search from internet directly to answer and support opinion from students
- e. Discussing the correct answers of all the exercises

3. Post Reading Activities

- a. Reviewing the text content; the students are invited to review orally the text for general idea and sequentially from first to the end paragraphs.
- b. Answering comprehension questions; this final step is answering the following comprehension questions available as feedback

There are similarities and differences between the STAD and the ICT procedure. Both technique had similar activities in the pre reading activities and in the post reading activities. Those (pre-reading activities) are getting ready with the text to be discussed, activating and providing background knowledge about the text and predicting the possible information stated in the text. Furthermore, the post-reading activities also employed the same steps either in the STAD technique or ICT technique.

On the other hand, the two procedures had some distinctive steps in whilst reading activities. The basic difference is that in STAD technique the students are asked to do the activities in groups. The activities include discuss the material, and answering the exercises, while ICT technique is used to do the activities individually. They will consult to their teacher directly when they find difficulties. Besides, STAD technique applied individual quizz, also reward for the best group that cannot be found in non STAD technique.

The above procedures are, of course, not strictly followed in order to avoid the students' boredom because of monotonous instruction. Some modification and change of the order of teaching process are then taken based on the certain circumstances in classroom activities.

The teaching material given to students was taken from several English textbook. English in focus for Grade VIII Junior High School, and developing English Competencies for Junior High School. it is line with the competence standard of VIII grade Junior High School that students must be able to comprehend short functional text and simple essay in the form of recount text. The material included some recount text. The material was taught both of the experiment and control group with different technique.

The data of this research was analyzed through several steps, including scoring technique data analysis on post-test. As has been mentioned previously, there were two kinds of instruments used to get the data. those were the written test of reading comprehension as the main data and questionnaire as the second data to support the students perception of STAD in reading comprehension class.

FINDINGS AND DISCUSSION

This research which consists of the statistical finding, hypothesis testing and finding.

Homogeneity of Subject

Tabel 4.1

Levene's Test of Equality of Error Variances(a)

Dependent Variable: post test

F	df1	df2	Sig.
2,935	1	72	,091

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+pretest+technique

Based on Levene's test of equality of error variance above, F value is 2.935 and significance is 0.91. It is more than 0.05. So, the subject has similar ability in reading.

In this case, the researcher describe for the mean, standard error of mean, median, mode, std.deviation, range, minimum, maximum and sum. The researcher

got the result of data as below :

Based on the table data below, the researcher found that mean of STAD group is 82.44, median is 84.00 and mode is 80. The std. Deviation is 5.261. The range STAD group is 24. The minimum score in post test of STAD group is 68, the score for maximum of STAD group is 92 . Summary score for post-test of STAD group is 2968.

Tabel 4.1

Descriptive statistics of students post-test scores of STAD

N	Valid	36
	Missing	0
Mean		82,44
Std. Error of Mean		,877
Median		84,00
Mode		80
Std. Deviation		5,261
Range		24
Minimum		68
Maximum		92
Sum		2968

The next is compute the descriptive statistic of variable X_2 . The table is served at SPSS table as follows:

Tabel 4.3

Descriptive statistics of students post-test scores of ICT

N	Valid	36
	Missing	0
Mean		73,28
Std. Error of Mean		1,392
Median		76,00
Mode		76
Std. Deviation		8,352
Range		44
Minimum		56
Maximum		100
Sum		2638

Based on the table data above, the researcher found that mean post-test of ICT group is 73.28 and the median score in post-test of ICT group is 76.00. The mode is 76. The std. Deviation is 8.352. The range is 44. The minimum score for post-test of ICT group is 56. The maximum score is 100. The summary score for post-test of ICT group is 2638.

Tabel 4.4
Frequency distribution of STAD technique

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 68	1	2,8	2,8	2,8
72	1	2,8	2,8	5,6
76	4	11,1	11,1	16,7
80	11	30,6	30,6	47,2
84	8	22,2	22,2	69,4
88	10	27,8	27,8	97,2
92	1	2,8	2,8	100,0
Total	36	100,0	100,0	

This is a frequency distribution of Control group. There are 7 kinds of score arried. The higher score is 92 and the lower score is 68. There is 1 student get score 68, 72 and 92. There are 4 students get score 76. There are 8 students get 84. There are 10 students get score 88. There are 11 students get score 80.

Tabel 4.5: Frequency distribution of ICT technique

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 56	1	2,8	2,8	2,8
60	3	8,3	8,3	11,1
64	3	8,3	8,3	19,4
68	3	8,3	8,3	27,8
70	1	2,8	2,8	30,6
72	6	16,7	16,7	47,2
76	11	30,6	30,6	77,8
80	5	13,9	13,9	91,7
84	2	5,6	5,6	97,2
100	1	2,8	2,8	100,0
Total	36	100,0	100,0	

This is a frequency distribution of experimental group. There are 9 kinds of score arrived. The higher score is 100 and the lower score is 56. There is 1 student get score 56 and 100. There are 2 students get score 84. There are 3 students get 60, 64, 68. There are 5 students get score 80. There are 6 students get score 72. There are 11 students get score 76.

The hypothesis in this research is (H_a) the students after taught using ICT in reading comprehension have not better achievement than the students taught by STAD. To test the hypothesis, there were the determine level of significance, determine the degree of freedom and determine the critical T - value. Determine the level of significance, here is 0.00 . Determine the degree of freedom (df) is 72. And determine the critical T-value is 5.455.

After the reseracher computed analysis of covarian used spss 15, the

researcher found that :

Table 4.6 :Tests of Between-Subjects Effects Dependent Variable: POST TEST

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1782,236(a)	2	891,118	19,580	,000	,362
Intercept	7732,371	1	7732,371	169,895	,000	,711
PRETEST	269,736	1	269,736	5,927	,018	,079
TECHNIQUE	1365,030	1	1365,030	29,992	,000	,303
Error	3140,375	69	45,513			
Total	441412,000	72				
Corrected Total	4922,611	71				

a R Squared = ,362 (Adjusted R Squared = ,344)

The computation of F – value, the pretest F is 5.927. The significance is 0.000.

It means that there is interaction between pre-test and post-test, furthermore the ancova computation is used to compute the difference of reading skill between control and experimental group.

The result of significant difference between students who are taught by using STAD and ICT symbolized by F is 29.992. then, the significance shows 0.000. It is lower than 0.05 ($0.000 < 0.05$). That means there is significant difference of reading skill between students who are taught by using STAD and ICT.

Tabel 4.7: Parameter Estimates Dependent Variable: POST TEST

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval		Partial Eta Squared
					Lower Bound	Upper Bound	
Intercept	61,358	5,024	12,214	,000	51,337	71,380	,684
PRETEST	,172	,070	2,434	,018	,031	,312	,079
[TECHNIQUE=1]	8,757	1,599	5,477	,000	5,567	11,947	,303
[TECHNIQUE=2]	0(a)

a This parameter is set to zero because it is redundant.

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T value is 5.477 while the significant is 0,00. It means that there is significant is less than 1 %. So , it can be concluded that STAD technique gave a significant effect on the students reading comprehension achievement.

CONCLUSIONS AND SUGGESTIONS

The summary present based on the statement of the problem and hypothesis. The statement of the problem of this study is to find out whether STAD is effective in teaching reading recount text than ICT technique in teaching reading recount text. The hypothesis stated that the students with STAD technique perform better achievement than those who are taught by ICT technique.

Based on the research finding in the present study, it is found statistic computation from the post test support the hypothesis, and the students taught with STAD technique have better scores in reading comprehension than who are taught by ICT technique. This findings mean that the alternative hypothesis (ha) is accepted. The finding of present study show that STAD technique can improve student's reading comprehension as well.

The researcher did experimental research to know the effectiveness of compare STAD technique and ICT technique in teaching learning process. She thinks that in modern era the students must be open minded in order to be an excellent students. If the students can use the facilities from school or other well, they can be extraordinary students than other cause they learn or get information from ICT about everything, firstly about education.

Presented by Oslen and Kagen (1992), all cooperative learning techniques share the idea that students work together to learn and are responsible for their groups learning as well as their own. Beside that, STAD is one of kind cooperative learning which study model by team work but in this way the students are able to not only work together, small group, they can study from other students and the other students can help each other. So, the teacher to be a

fasilitator in learning reading comprehension process. The teacher is not only to be a facilitator but the teacher can be a corrector from students' work and motivator to improve their knowledge about english especially their ability in reading skill. There are five major components of STAD which were implemented in the present study as proposed by Slavin (1995) .i.e class presentation, teams, quizzes, individual improvement scores and team recognition. The components are elaborated in the following section:

Firstly, class presentation, the teacher introduces material in a class presentation , a discussion, and demonstration on the white board or ICT media. Priest (1994) argues that the material taught should closely match to the objective tested by the quiz.

Secondly, the major component of STAD is teams. In this component, teams consist of four or five students working in heterogeneous teams according to academic performance (Slavin, 1995). Most often, the study involves students discussing problem together, comparing answer and correcting any misconceptions if the group make mistakes.

Thirdly, the component is quizzesz. After approximately one period of presentation and team practice, the students take individual quizzes that are not allowed to help each other. This is intended to ensure that every student is responsible for knowing the material.

Fourthly, the component is individual improvement scoring. Individual improvement scores added together and divided by number of people in the group to get a team score. It means that students collect points for their group based on the level in which their quizzes score exceed their starting score.

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