

**IMPROVING STUDENTS' READING COMPREHENSION
ABILITY IN RECOUNT TEXT BY USING STUDENT TEAM
ACHIEVEMENT DIVISON (STAD):
A Classroom Action Research at SMPN 2 Lumbang Pasuruan**

UNDERGRADUATE THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF CULTURAL STUDIES
UNIVERSITAS BRAWIJAYA**

2017

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**Presented to
Universitas Brawijaya
in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan***

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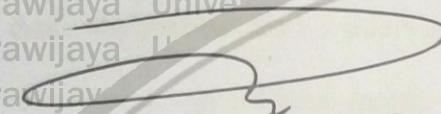
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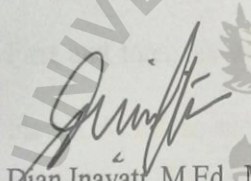


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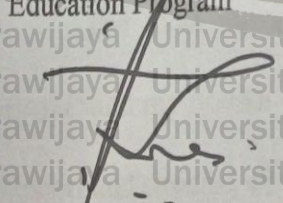
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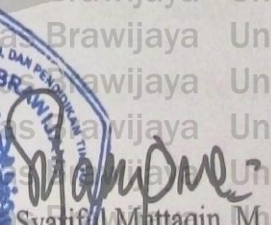
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Malang, January 2017

Affan Mas Habiburrohim



ABSTRACT

Habiburrohim, Affan Mas. 2016. **Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): a Classroom Action Research on The Eight-Grade Students of SMPN 2 Lumbang Pasuruan.** English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Inayati, M.Ed.

Keywords: Reading comprehension, Recount text, Student Team Achievement Division (STAD)

In teaching English, reading is one of the four important skills that must be learned by the students in Junior High School. In reading, students must understand the content of the recount text well. Eight grade students at SMPN 2 Lumbang had some problems to understand the recount text well. Based on the observation results the students had some problems in learning process. The problems is that students are difficult to learn the structure of simple past tense used in recount text. Next, the students are difficult in arranging the generic structure of recount text. Last, the students feel bored during the teaching and learning process. From those problems, the researcher tried to overcome it by using STAD method to improve their understanding of recount text. STAD method consists of five major components, they are class presentations, team work, quiz, individual improvement score, and team recognition.

This research was done at SMPN 2 Lumbang located on Jl. Desa Watulumbung, Lumbang District, Pasuruan Regency. There are 28 students in Eight class of academic year 2016/2017, consisting of 7 boys and 21 girls. This research used Classroom Action Research (CAR) that involves the activities among teacher and students. The instruments used by the researcher to take the data during the teaching and learning process were observation sheets, interview guideline, test, and documentation.

This research was done in one cycle. The cycle consists of three meetings and a test in the end of each cycle to measure the results and show the improvement in reading comprehension of recount text. Based on the students' score in preliminary study, it showed that the percentage of students' scores from 28 students in 8A class of SMPN 2 Lumbang who passed the KKM was 2.50% or only 7 students, while the students' score improved significantly in the post test, reaching to 88% or there were 24 students. This research could be concluded that using STAD method could improve the students' reading comprehension in recount text at the eight grade of SMPN 2 Lumbang. By using five steps of STAD, the students could understand, discuss, present the text well and do the quiz correctly. Besides, the students could be active in the cooperative activity with the various skills. Based on the results, the researcher suggested to the teacher and other researchers to be more effective in using STAD in reading comprehension. The teacher can do some actions namely monitoring, giving the easy example, and paying attention the students' condition. Besides, the teacher could use STAD method in other objects with various skills.

ABSTRAK

Habiburrohim, Affan Mas. 2016. **Meningkatkan Pemahaman Membaca Siswa Dalam Teks Recount menggunakan Student Team Achievement Division (STAD): Penelitian Tindakan Kelas pada Siswa Kelas Delapan di SMPN 2 Lumbang Pasuruan**. Pendidikan Bahasa Inggris, Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing: Dian Inayati, M.Ed.

Kata Kunci: Pemahaman membaca, teks recount, Student Team Achievement Division (STAD)

Dalam pembelajaran Bahasa Inggris, membaca merupakan satu dari empat kemampuan penting yang harus dipelajari siswa di sekolah menengah pertama. Dalam membaca, siswa harus mengerti isi dari teks recount dengan baik. Siswa kelas delapan di SMPN 2 Lumbang memiliki beberapa masalah untuk mengerti teks recount dengan baik. Berdasarkan hasil observasi siswa memiliki beberapa masalah dalam proses pembelajaran. Masalah tersebut adalah siswa merasa sulit untuk mempelajari tentang struktur kalimat dalam bentuk lampau pada teks recount. Selanjutnya, mereka kesulitan untuk menyusun struktur umum pada teks recount. Terakhir, siswa merasa bosan selama proses pengajaran dan pembelajaran. Dari masalah tersebut, peneliti mencoba untuk mengatasinya dengan menggunakan metode STAD untuk meningkatkan pemahaman mereka dalam teks recount. Metode STAD terdiri dari lima komponen utama, yaitu presentasi kelas, kerja tim, quiz individu, peningkatan nilai, dan pengakuan tim.

Penelitian ini telah dilakukan di SMPN 2 Lumbang terletak di Jl. Desa Watulumbang, Kecamatan Lumbang, Kabupaten Pasuruan. Ada 28 siswa kelas dalam pada tahun ajaran 2016/2017. Yang terdiri dari 7 laki-laki and 21 perempuan. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terlibat aktivitas antara guru dan siswa. Instrumen yang digunakan peneliti untuk mengabil data selama proses pengajaran dan pembelajaran adalah lembar observasi, pedoman wawancara, tes, dan dokumentasi.

Penelitian ini telah dilakukan dalam satu siklus. Setiap siklus terdiri dari tiga pertemuan dan tes di setiap pertemuan dan akhir siklus untuk mengukur hasil dan menunjukkan peningkatan pemahaman membaca dalam teks recount. Berdasarkan nilai siswa dalam studi pendahuluan, menunjukkan presentasi nilai dari 28 siswa di kelas 8A SMPN 2 Lumbang yang melampaui KKM adalah 2.50% atau hanya 7 siswa, sementara peningkatan nilai siswa meningkat signifikan pada tes akhir, mencapai 88% atau 24 siswa. Penelitian ini dapat disimpulkan bahwa penggunaan metode STAD dapat meningkatkan kemampuan pemahaman membaca siswa dalam teks recount pada kelas delapan SMPN 2 Lumbang. Disamping itu siswa dapat aktif pada aktivitas kooperatif dengan bermacam-macam kemampuan. Berdasarkan hasil tersebut peneliti menyarankan kepada guru dan peneliti lain untuk lebih aktif dalam menggunakan metode STAD dalam pemahaman membaca, dan menggunakan metode STAD dalam bermacam-macam kemampuan yang lainnya.

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CHAPTER 1

INTRODUCTION

This chapter presents the introduction of the study that contains of background of the study, statement of research problem, objective of the study, significance of the study, and definition of keyterms.

1.1 Background of the Study

Reading is one of the four skills which should be mastered in learning English. According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that readers are expected to understand and feel what roughly happens about the things they read in the book. Similarly, Anderson (2003) defines reading as an interaction between the reader and the text. Thus, for the interaction to be succesful, readers are required to be able to understand the text they read.

Reading can increase people's knowledge, so they have good knowledge which will be beneficial to themselves and others (Supriyono,1998). Due to its benefits, reading comprehension is included as one of the main foci in English instruction at Indonesian schools. Scharlach (2008) states that the "most important thing about reading is comprehension" (p.20). By reading comprehension, readers would be able to know what is the meaning and purposes from those texts. It can be concluded that the relationship between reading and reading comprehension are two inseparable aspects which are applied in English language teaching.

Brown (2007) defines reading comprehension as a process of negotiation of

meaning. Thus, students should be trained to read with the purpose of obtaining information about the content of reading (Suryanto, 2007).

The types of reading texts learned at schools are generally divided into two types, they are short functional texts and monolog texts (Kemendikbud, 2013).

Some examples of short functional texts commonly taught at schools are caution, notice and warning, short message, greeting card, announcement, label, invitation, advertisement, letter, chart, diagram and table, while the monolog texts are descriptive, procedure, recount, narrative, and report text.

One of the reading texts taught at schools is recount text which retells events or experiences in the past, with the purpose either to inform or to entertain the audience. According to KTSP (Education Level Unit Curriculum), the eighth grade students at Junior High School are expected to be able to comprehend functional written texts and simple short essays in various texts, one of which is recount text (Kemendikbud, 2013).

However, in terms of teaching and learning reading comprehension in Indonesia, it may not be as smooth as it is expected. Unesco (2011) found that the Indonesian society index level reading is only 0.001 percent, which means that only one person from 1000 population 'wants' to read. Consequently, it may be due to the low reading interest of Indonesian children that reading comprehension is considered a challenge for EFL students in Indonesia. For instance, Wijaya (2012) found that the reading problems faced by students in SMPN 10 Pontianak, especially in recount text, included five reading comprehensions aspects (main idea, supporting details, vocabulary, references, and inferences). The students

were not interested in finding each meaning of word in dictionary and memorizing it. This matter affected other reading components such as finding specific information, supporting details, and main idea. Similarly, Winten (2013) found reading comprehension problems faced by students in SMP Satu Atap Jungutan, such as finding the main ideas, topic sentences, general and specific information, and new word meaning. This condition could influence their learning result in reading comprehension. Most of the students achievement is under the estimated level of minimum completeness criteria which is 75. To keep the students' motivation in reading comprehension was also very hard because the students were only asked to answer the questions provided by the teacher and they were not active in teaching and learning activities. That technique may make students bored because the method was monotonous and the students are not active. Because of this reason, teachers need to use many different kinds of techniques and to continuously renew their efforts to have students attain high achievements.

The problems in teaching and learning of reading comprehension are also faced by eight grade students of SMPN 2 Lumbang. From their interview and observation result with the English teacher and students of class VIII A SMPN 2 Lumbang, it was found that the problems in recount text faced by the students were less understanding in long texts, difficulties in learning the structure of simple past tense used in recount text, and difficulties in arranging the generic structure of recount text. It is not surprising that the results of their reading test scores have not fulfilled the standard minimum adequacy criteria (KKM) that is

70. Meanwhile, when they read descriptive text and procedure text which use present tense, they are still able to understand those texts.

Due to the problems in reading, teachers are expected to be more creative in choosing a reading strategy or technique in order to make the students enjoy the lesson. One of the strategies that could be implemented to teach reading comprehension skill in recount text is by using STAD strategy. Student Teams

Achievement Division (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just beginning to use a cooperative approach in the classroom. Slavin (2005) proposes five main steps in STAD. In class presentation, students are introduced to the whole materials that are presented. The second is the team focuses on the members to support each other to do the best for their own team. Next is the teacher gives a quiz individually to measure their achievement and to strengthen what the teacher gives. Finally, an individual improvement score is given, which aims at informing and motivating the students. The fifth is team recognition. It is about giving reward or certificate to the students for their achievements based on certain criteria.

According to Newman and Thompson (1987), STAD technique was “the most successful technique to understand the purpose, ideas, and what happen in the text with their members” (p.20). By using STAD technique, the students may solve their problems in reading and improve their understanding of recount text.

STAD strategies may help students solve problems when they have difficulties in identifying the supporting details of the text because of their team work that requires sharing ideas with their friends (Kurniasih & Sani, 2015). They found

certain words from text together with their group member to help identify the meanings of recount text. By knowing the meaning of the words and working together cooperatively, the students are expected to be able to understand the main ideas and make inferences from explicit text information easily. With this technique, the students who have low achievement in English are not anxious because they are helped by their friends who have higher achievement. In addition, it helps students become more active and enthusiastic in teaching learning process.

There have been several previous studies which support the use of reading strategies. Rossalini (2015) in her study used Student Team Achievement Division to improve students' reading comprehension of report text. She used classroom action research and the result of her study was successful only in one cycle. Purwandani (2015) used summarizing activities to improve students' reading comprehension. She used classroom action research that was successfully conducted in two cycles. Likewise, Ningrum (2011) used Student Team Achievement Division to know students' reading comprehension achievement. She compared between pre test and post test result of recount and descriptive texts in two classes: one used STAD and the other did not. The result showed that the class which used STAD has higher score than the other.

The difference between this study and the previous studies is the type of text used is not the same as the previous studies. This research uses STAD method to improve students' reading comprehension of recount text. Recount text is used because they are still not able to understand quite a long text which contains

around 150 words. The students also find difficulties to learn the use of past tense in recount text. Recount text is used as the reading text in this research because this text is taught only at a surface level by the English teacher. Therefore, STAD could be a suitable method that can be used in SMPN 2 Lumbang to improve their reading comprehension of recount text.

Based on the background above, this research attempts to improve students' reading comprehension by using STAD at the VIII A class of SMPN 2 Lumbang. STAD strategy is expected to be able to solve student's problem in reading comprehension of recount text, to make the students enthusiastic in reading, and help each other understand the meaning of recount text. In this research, the researcher collaborates with the eight grade English teacher of SMPN 2 Lumbang due to his experience in teaching for this class for more than one year, so he knows well the characteristics and abilities of these students. The eight grade in SMPN 2 Lumbang is selected because the reading comprehension problems are found in this class based on the teaching activities conducted by the English teacher and added from the result of the researcher's observation. Furthermore, VIII A class students are selected as research subjects because of the lack exposure on recount text material.

1.2 Statement of Research Problem

Based on the background of the study above, the research problem is formulated below "How can 'Student Team Achievement Division (STAD)' strategy improve the reading comprehension in recount text of the eighth grade students of SMPN 2 Lumbang?"

1.3 Objective of the Study

In accordance with the research problem above, the objective of the study is to know how 'Student Team Achievement Division (STAD) strategy can improve reading comprehension in recount text of the eighth grade students of SMPN 2 Lumbang.

1.4 Significance of The Study

The result of the study will be useful for English teachers as a reference in their teaching so they can apply STAD in improving students' reading skill especially in recount text and it contributes to English teacher to make improvement for their students in cooperative learning. Next the result of the study would be useful for everyone who wants to do research on teaching reading, especially reading comprehension they can take this study result as reference to find and develop their research.

1.5 Definition of Key Terms

To avoid the misinterpretation, it is necessary to give some explanations on several terms used in this study.

- a. Reading comprehension is a process of the students' ability to understand the meaning of a paragraph or a text (adapted from Brown, 2007).
- b. Student Team Achievement Division (STAD) is a cooperative learning method with mixed ability in groupings involving team recognition and group responsibility to solve reading comprehension problems (adapted from Slavin, 2005).

c. Recount text is the text which retells events or experiences in the past, to tell or retell for the purpose of informing or entertaining (adapted from Roiz, 2014).



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses theoretical background about reading comprehension, strategies for reading comprehension, recount text, cooperative learning, STAD (Students Teams and Achievement Division), and previous studies in this area.

2.1 Reading Comprehension

Reading is the most important language skill because it can help people get knowledge (Cahyono 2010). Similarly, Petel and Jain (2008) argues that reading is not only the source of pleasure and information, but also the source of someone's knowledge. It is because reading is main skill in learning language for everyone.

Ontario (2004) in his study states reading is an interactive, problem-solving process of making meaning from texts. It means reading is a complex interaction between the text, the reader, and the purposes for reading. Reading is shaped by the reader's prior knowledge and experiences, the reader's knowledge about reading and written language, and the reader's language community which is culturally and socially situated.

Reading comprehension is the ultimate goal of reading (Hock and Mellard, 2005). They define reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They use the words *extracting* and *constructing* to emphasize

both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements (Hock and Mellard, 2005).

They are the *readers* who are doing the *comprehending*, the *text* that is to be comprehended, and the *activity* in which comprehension is a part.

According to Fachrurrazy (2002), reading comprehension components are divided into three types. First, literal comprehension which has purposes for identification of main ideas, supporting ideas, and vocabulary meaning in a text.

Next is inferential comprehension which has purposes for identification of interpreting themes, character, and inferring cause effect and relationship in a text.

In addition, evaluational comprehension has purposes for identification of emotional reactions to content or subjects in a text.

According to Petel and Jain (2008), teaching reading is a very important skill because this is the first stage where the knowledge of learners start to read. The selection of reading material should be authentic. He explains how the teacher can make his teaching reading effective in the process of reading comprehension by telling the topic first to the learners and motivating them. The teacher should not read first the text which will be taught, but he should allow the students to read the text first. Eclectic approach can be used by teacher for better comprehension and better understanding for all students to know their abilities in reading comprehension.

According to Ontario (2004), in the junior grades, all students need explicit reading instruction and support as they encounter increasingly complex texts in all subject areas. To meet the full range of abilities, needs, interests, and learning

styles of their students, teachers in junior grades need to offer a rich and varied reading program and use a wide variety of instructional materials and strategies.

To extend students' comprehension, teachers provide students with frequent opportunities to read and discuss a full range of texts. Students learn to monitor their progress as readers while teachers provide ongoing feedback. Success in reading encourages students to see themselves as readers and learners, and increases their motivation to read.

Readers need to be able to comprehend what is being discussed, to get involved in the process of acquiring grammatical structures and vocabularies of the language and meaning. As readers, we should consider about these things in order to make our reading meaningful (Brown 2007). To be a better reader and comprehender, readers should have strategies in reading. Namara (2009) says that strategies are essential, not only for successful comprehension, but also for overcoming reading problems. Teachers should also use strategies in teaching reading to help learners become better readers. To be proficient in reading comprehensions, readers should have their reading comprehension strategy, which will be explained in next sub-chapter.

2.2 Strategies for Reading Comprehension

According to Brown (2007), there are three strategies in reading comprehensions. The first is identifying the purpose in reading. Efficient reading consists of clearly identifying the purposes in reading something. By identifying the purpose in reading, readers know what are being searched and chosen from the text. Next is skimming the text for main ideas. It means quickly running one's

eyes across a whole text, such as essay and article. The advantages of skimming are being able to predict the passage purpose, message, and main topic. The last is scan the text for spesific information to extract specific information without reading all of the text. Scanning trains the readers to find definiton of a key concept and to list a certain number of supporting details.

In addition, Petel and Jain (2008) said that strategies in teaching reading are very important because this is the stage where the knowledge of learners starts to flight. Petel and Jain (2008) explain how the teacher make his teaching reading effective. In order to make it effective, teacher should tell about the topic first to the learners and motivate them. Teacher should not read first, but he should allow the students to read the text. Next, teacher should not allow the students to murmur while reading because other students who are listening cannot hear clearly. Third, the subject matter should be interested and effective and appropriate. It can be taken from the reading material such as workbook which is used by teacher and students. There are many text examples which are used in reading comprehension strategies, one of the examples is recount text that will be explained in the next sub-chapter.

2.3 Recount Text

Recount text is a text that tells the author's experience. This text retells event in past experience by focusing on chronological sequence of past events.

Language features in recount text use simple past tense sentences and sometimes use past continuous tense sentences (Bestiana and Achyani, 2015). In addition,

according to Wardiman (2008), recount text is a text that tell the reader about one story, action or activity. The goal is to entertain or inform the reader.

There are three types of recount text. First is personal recount which retells an activity conducted privately such as diary and autobiography. Another one is factual recount which retells a record of a specific incident such as research report and news report. The last is imaginative recount which retells imagining writer's future lifes and gives details of event, such as if I became a successful person later (Bestiana and Achyani 2015)

The generic structure of recount text consists of three parts. First is orientation, that is series of events informing readers about the background of the incident like time reorientation, places, and influential figure in the story. The other two are series of event retelling storyline according to chronological sequence, and reorientation retelling writers' experience about events that occur (Bestiana and Achyani, 2015). In addition according to Wardiman (2008) the generic structure of recount text consists of four parts. First is orientation which tells who was involved, what happened, where the events took place, and when it happened. Next is event which tells what happened and in what sequence. After that, it is reorientation which concists of optional-closure of events. The last is features which include who, where, when, when, why, noun or pronoun. Past tense is used as tenses in recount text.

This study uses personal recount text as reading materials and uses three parts of generic structure namely orientation, events, and reorientation. In order to reach recount text application's effectiveness, the researcher uses cooperative learning

when conducting the research. The effectiveness of cooperative learning will be explained in the next sub-chapter.

2.4 Cooperative Learning

Cooperative learning is one of the most extensive successful theories, research, and practices in education. According to Carol (2013), cooperative learning is a method of instruction that has students work in groups together, usually with the goal of completing a specific task.

According to Huda (2015), there are five elements that make the basic elements of cooperative learning. First is positive interdependence, which means each group must believe that they " sink or swim " together. If one fails, all fail. Therefore, all group members work for the benefit of him/herself and also for the group. Next, is promotive interaction which explains interaction of each member of the group to encourage each other and help the other members in their efforts to achieve, complete, and produce something for the common goal. Third, individual accountability means everyone should work on any task responsibly. The group should be accountable for reaching its goal, and each member should contribute to his/her share for the task. In addition, interpersonal and small group skills explain that beside academic learning tasks, the group members also learn appropriate communication, leadership, trust, decision making, and conflict management skills. Last is group processing to given time and procedure to assess what worked and what did not, what should be maintained and what should be changed so that there is a continuous improvement.

Therefore, cooperative learning is the foundation in the formation of social interaction in learning activities in the classroom, especially for students to gain the values of learning outcomes and student responses. In addition, Suprijono (2012) said that cooperative learning is a philosophy regarding personal responsibility, respecting each other, and building mutual relationship. It means students have responsibility for their individual and group work and trying to find information to answer questions from the teacher.

According to Shindler (2009), there are advantages that students could get from cooperative learning since it has been shown to have a positive effect on student learning when compared to individual or competitive conditions. First, students may explain things better to another student than a teacher to a class. Students learn how to teach one another and explain material in their own words. Next, questions are more likely to be asked and answered in a group setting, because the emergence of social interaction between group members is not successful if they do not understand the subject matter which is done. Later, positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds, such as helping each other and giving support to group members who do not understand the material and task which is done. Also, interpersonal and collaboration skills can be learned in a cooperative learning activity, like dividing tasks in doing essay exercise. In addition, cooperative learning has the potential to meet more learning style.

However, cooperative learning also has weakness such as it takes more time because of the existence of social interaction than individualized direct

instruction. It takes a bit of time because it is done by one person. The last is higher ability students who are in a position to be experts, leaders, models and teachers, and lower ability students who get the benefits of having higher ability students in their group.

In addition, Suprijono (2012) said that there are several advantages of cooperative learning. First is provide opportunities for democracy learning, because in the cooperative learning implementation, all students and teachers are required to participate actively in order to achieve learning objectives given by the teacher. Next is growing up of group productivity, because group work is required to create results or productivity in the form of answers from questions given by the teacher. The last is creating positive socio-emotional climate, because in cooperative group work, social interaction occurs when positive emotion between group members is expressed. There are many examples of strategies which are using cooperative learning method, one of them is Student Team Achievement Division (STAD) which will be explained in the next sub-chapter.

2.5 Student Team Achievement Division (STAD)

According to Huda (2015), Student Teams Achievement Division (STAD) is a method that involves competence between student groups based on their capabilities. First of all, every group studies the material that will be discussed, then the study groups are tested individually through the quiz. Obtaining maximum quiz value from every group members determines the score gained from their group. Furthermore, Slavin (2005) states that (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just

beginning to use a cooperative approach in the classroom and also an effective method of cooperative learning. He explains that cooperative learning using STAD consists of five major components, they are class presentations, team work, quiz, individual improvement score, and team recognition. First, the subject matter is presented in class presentations. The method used is usually by direct instruction or teacher-guided class discussions. During class presentations, students should really pay attention because it can help them in individual quiz that will determine the score of the group. Next is team work in which each group consists of 4-5 students who are heterogeneous, two or three men and women, from different tribes with different abilities. The main function of the group is to prepare members of the group so that they can conduct the quiz well. After the teacher explains the material, each member of the group learns and discusses worksheets, compares answers with a group of friends, and gives mutual help between members if there is a problem. Every time, the teacher reminds and emphasizes to each group so that each member does their best for their groups.

In addition to group quizzes, students are given individual quiz after the teacher gives a presentation,. Students are not allowed to help each other during the last quiz. Each student is responsible for learning and understanding the material that has been submitted. Fourth is individual improvement score which explains individual's increase in value made to provide performance goals to be achieved if students can strive and get better performance results than those obtained previously. Each student can contribute maximum value to the group and each student has a basic score obtained from the average of previous tests or

quizzes. Furthermore, students donate to groups based on the increase in value of the individual values obtained. The last is team recognition to get a group certificate or other award if the average score of the group exceeds certain criteria.

It is based on students team score that holds the twenty percent portion in determining their individual rank. It is related with Brown (2007) who states that external motivation consists of reward from outside and motivation beyond of environment. In addition reward can be divided into tangible and intangible reward.

In this research, the researcher gives tangible reward to the students. The rewards in form of goods, such as snack and stationary.

Moreover, Slavin (2005) argues that each team receives one of three recognition awards, depending on the average number of points earned by them.

Below are two types of tables on how to analyze student team score based on Slavin (2005).

Table 2.5 Calculation of the increased value, (Slavin 2005)

Final Test Score	Increased Value
More than 10 points below the initial value	5
10 to 1 point below the initial value	10
The initial value of up to 10 points below the initial value	20
More than 10 points above the initial value	30
Perfect score	30

The table above can be used as a reference after conducting second quiz for each group. For example their group work initial value are 75, and the result of

their value on second quiz is 60, so their group get increased score 5. Calculating the value of the increase can determine award criteria of each group. The award criteria are indicated in the bellow:

Table 2.5 Group award criteria (Slavin 2005)

Criteria (Team Average)	Award
15	Good team
16	Great Team
17	Super team

A team is considered a good team if there is no improvement in their score. Meanwhile, a very good team has criteria if almost all group members have improvement in their score. If almost all group members have at least ten points above their initial score, it is called as a super team. To calculate score team, it is needs to take a note of every improvement point all group members get in summary sheet and divide the improvement of the total score with the number of the present team members. It must be remembered that team score depends more on the improvement score than the initial quiz score. From the description above, it can be concluded that STAD is a good technique for the teachers and it uses individual quizzes at the end of class.

2.6 Previous Studies on Teaching to Improve Reading Comprehension

There are three previous studies that are relevant with this research. All of them are described to show the gap between this research with the previous

studies. Those previous studies are explained in terms of technique procedures, result, the similarities, and differences between the related study and this research.

The first study was conducted by Rossalini (2015) who used STAD method to improve students' reading comprehension in report text at XI MIA SMAN 7 Malang. The class consists of 34 students. She used report text because it is one of the materials covered in National Examination. By using collaborative action research, the researcher did collaboration with the teacher in implementing the use of STAD in the classroom. The result showed that students' reading comprehension of recount text was improved after successfully conducting it in one cycle.

Similar research has been conducted by Purwandani (2015) who used summarizing activities to improve students' reading comprehension. This research analyzed how the procedures of summarizing activities improve students' reading comprehension of eighth grade of SMA Muhammadiyah 8 Yogyakarta in academic year 2013/2014 that consist of twenty students. Funny pictures with related to recount and narrative texts were used to increase students' reading comprehension because it was entertaining and interesting to read. This research used classroom action research that was successfully done by two cycles. The result showed the implementations of summarizing activities were successful to promote the students to be participated in the teaching and learning process of reading.

Next, Ningrum (2011) focused on comparing between pre test and post test scores of recount text and descriptive texts in two classes, they are VIII E and VII D class. VIII E class consists of 40 students and VII D class consists of 40

students. She used experimental research in her research design. One class in VIII E used Student Team Achievement Division (STAD) to improve students' reading comprehension in recount, narrative, and descriptive texts, and the other did not use STAD. The result showed average or mean score of posttest from the experimental class is 77.6 and the control class is 72.55. Based on the data result of the average score above, it can be concluded STAD technique helps the students improve their reading comprehension.

All those previous studies have several similarities with this research, they are in the language skill that is reading comprehension which is used in this research. The researcher used reading comprehension in recount text, while all those previous studies used reading comprehension skill for their research.

There are several differences between this research and previous studies.

First, the strategy used was not the same as in Purwandani research. She used summarizing activities to improve students' reading comprehension, but this study uses STAD to improve student' reading ability in recount text. Next, this research is only conducted in one class and different grade in VIII A. The previous studies used class XI MIA in Rossalini research, IX class in Purwandani research, and VII E, VII D class in Ningrum research. The last is from the text which is used in this research that is recount text, while the previous studies used report text in Rossalini research, narrative text in Purwandani research, and descriptive text in Ningrum research. Thus, the researcher attempts to conduct further research in this area at different levels and place through conducting reading comprehension in recount text by using STAD technique.

CHAPTER III

RESEARCH METHOD

This chapter covers research design that consists of design of the study, data sources, data collection, and data analysis.

3.1 Research Design

This research applies CAR (Classroom Action Research) because it has aims to solve students' reading comprehension problem in recount text. According to Supardi (2009), CAR is an approach to improve education by making changes towards improving on results and learning. This statement is supported by Arikunto (2009) that CAR is learning activities analysis in the form of an action and occurs in a class at the same time. Those actions are given by teacher or guidance from the teachers which are conducted by students.

This classroom action research design was developed by Kemmis and Mc Taggart (2007). It is a social process of collaborative learning realized by groups of people who join together in changing the practices through which they interact in a shared social world. In this research, the researcher collaborated with Mr Sindit Al Luhuri, S.Pd as the English teacher in conducting this research because the researcher had little experience in managing this class and knowing the students' characteristics.

In addition, Suhardjono (2009) describes the stages of CAR activities consisting of planning, acting, observing, and reflecting. First is planning. This

stage develops an action plan which explains what, why, when, by whom, and how the research will be conducted. Next is acting. This stage is to compose the strategy and scenarios that will be applied and have been trained to teachers in order to be applied in classroom according to scenario which is made before. Third is observing, which is done simultaneously with the implementation of action. This stage is to collect data to indicate the success of strategy in classroom problem. The last is reflection. This stage is intended to review thoroughly the action which has been done. In short, those steps or stages which have been explained above can be presented in the figure below.

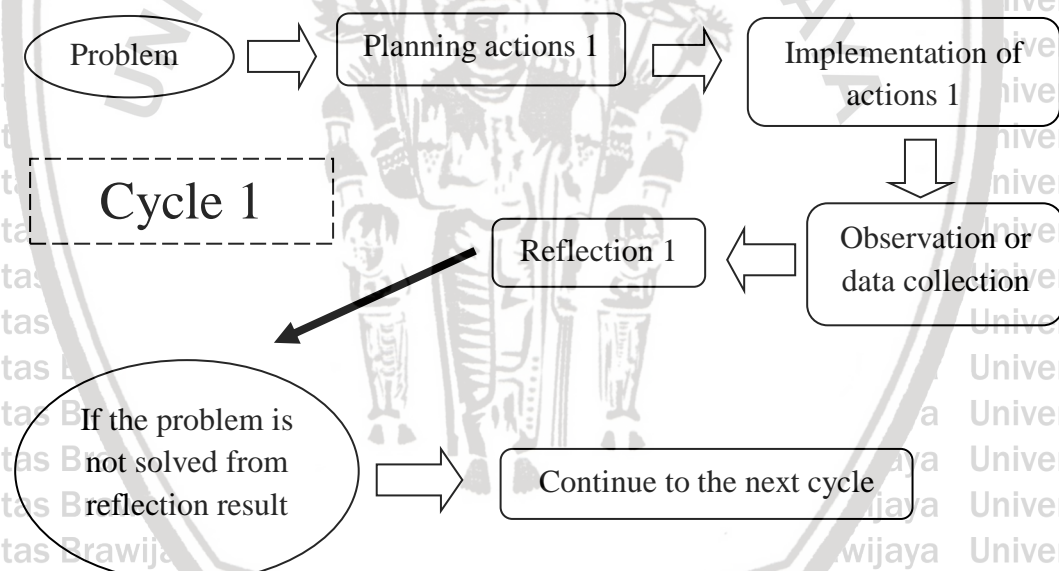


Figure 3.1 The Classroom Action Research design (Adapted from Suhardjono, 2009)

3.2 Data Sources

This data source is used to know the setting for conducting the research and the participants who are investigated.

3.2.1 Setting of the Study

This classroom action research was conducted at SMPN 2 Lumbang. It is located in Desa Watulumbang Kecamatan Lumbang Kabupaten Pasuruan. This school was chosen because based on the observation result it was found that the students were having problems in reading texts particularly in recount texts.

3.2.2 Participant of the Study

The subject of the research is the 8th grade students of class A at SMPN 2 Lumbang in the second semester of the academic year 2016/2017. There are 28 students participating in this study. It consists of 21 girls and 7 boys. This class was chosen because from the preliminary study, it was found that students had difficulty in reading comprehension of recount text.

These students' problems were also found from the teacher's perspective that their problems in past tense affect the students' ability in reading comprehension, particularly in recount text. It is not surprising that the results of their reading test scores have not fulfilled the standard minimum adequacy criteria (KKM) that is 70.

3.3 Data Collection

In the study, data collection technique is an important factor for the success of the research. This relates with how the researcher collects the data, who the sources are, and what tools are used. The researcher must use the research instruments which are relevant with the problem statement.

3.3.1 Data Collection Technique

Data collection technique is the way to collect the information and data about this research in the process of improving students' reading comprehension in recount text by using STAD strategy. Observation checklist, interview guide, field notes, test instruments were used to collect the data.

1. Observation

The researcher conducted observation to observe process of the teaching and the behavior, situation, and condition of the students naturally. The researcher observed the teaching and learning process during the implementation of the lesson plan by using observation checklist (see appendix 1), while Mr Sindit Al Luhuri as the teacher. Observation checklists was used by the researcher to obtain data and get information about the increasing development of the students in understanding recount text by using STAD method. The observation items were in the form of statement.

Field note is a description of students' activity, events, and conversation between students and teacher in the learning activity. This field note taking activity was conducted before until after the implementation of STAD method.

The researcher used a field note to observe and note the situation happened in the learning activity in every meeting. The field note consists of classroom setting, date, students' and teacher's activity, students' responses during the learning and teaching process, ideas, and questions based on the observation (see appendix 2).

From these observations, the researcher would find the problems, advantages, and reading comprehension test format used by the teacher.

2. Interview

Interview was conducted by the researcher to obtain some information from the students about the situation and condition of the students during the learning process in class. The researcher conducted first interview in preliminary study to know students' characteristic and problems in recount text, and what is the appropriate material given to students. The researcher interviewed the English teacher and three students from 8A class. The English teacher helped the researcher in choosing those students randomly. Next, the researcher conducted the second interview after the implementation of STAD. The same students from the preliminary study interview were interviewed by the researcher in this step. The questions for the interview consist of 19 items for the teacher and 18 items for the students (see appendix 3). The result of those questions were used to know students' and teachers' perceptions toward the implementation of STAD in improving their reading comprehension of recount text. This interview result can also be suggestion from the teacher and the students about the implementation of STAD in reading comprehension of recount text. The question items are classified in the following table.

Table 3.1 The Classification of Interview's Question in The End of Cycle

No.	Dimension	Sub-Dimension	Question Items	
			Teacher	Students
1.	The Implementation of English Language learning in the classroom	Identifying experiences in teaching and learning English	1, 3, 16	1,2
		Identifying students' and teacher's experiences in classroom management.	10	4
		Identifying students' improvement in reading comprehension	14	15
2.	The implementation of STAD in reading comprehension of recount text	Identifying the use of STAD in reading comprehension	7,8,9,11, 12,13	5,6,7,9,10, 11,12,13, 14
		Identifying time management of STAD	14	8
		Identifying the effectiveness of STAD in reading comprehension	8, 15,17	4
3.	Students' responses toward the use of STAD in reading comprehension of recount text	Identifying students responses in reading comprehension	4, 18	1, 17
		Identifying students' and teacher motivation during reading comprehension	2, 19	3, 18
		Identifying students' improvement in reading comprehension	5	16
4.	Suggestions	Identifying the strength and weakness of Reading comprehension	5, 6	9,10

(Slavin 2005)

3. Assessment

Assessment is a collection of information evidence from a learner progress or achievement over a period of time for the purpose of improving teaching and learning. Test is one part of assessment. Test was one of the important components of teaching learning to know the results of the process that was done by the students. Test was used to measure students' ability to comprehend recount text.

There were 10 questions in reading comprehension test and post-test activity. In this research, the researcher used two types of test namely pre-test and post-test.

The researcher provided students a recount text and sets of question which have to be answered by them in the given answer sheet. The researcher got the data by giving the pre-test from preliminary study and then analyzed them to decide the plan, the implementation, and the reflection during the action.

Meanwhile, post-test was given to the students at the end of first cycle to know the students' improvement. This post-test was a written test consisting of 10 essay questions (see appendix 4) that was used to see the improvement of the student's reading comprehension in recount text. The researcher gave 20 minutes for post-test and distinguished the questions for each test. Lastly, the researcher obtained the students' test score by making average of all scores from each group.

4. Documentation

The researcher used documentation to strengthen the data gained from the other techniques used. The researcher collected documentation before, during, and after the implementation of STAD method. Lesson plan students', portfolio, and test results are some of the documents used.

3.3.2 CAR Procedures

The research procedure is an important thing to conduct the action research by which activity of the investigation can be done systematically. The simple action research model that was developed by Kemmis and Mc Taggart (2007) explained four phases, namely planning, implementing, observing, and reflecting.

The CAR procedure design is presented in the following figure.

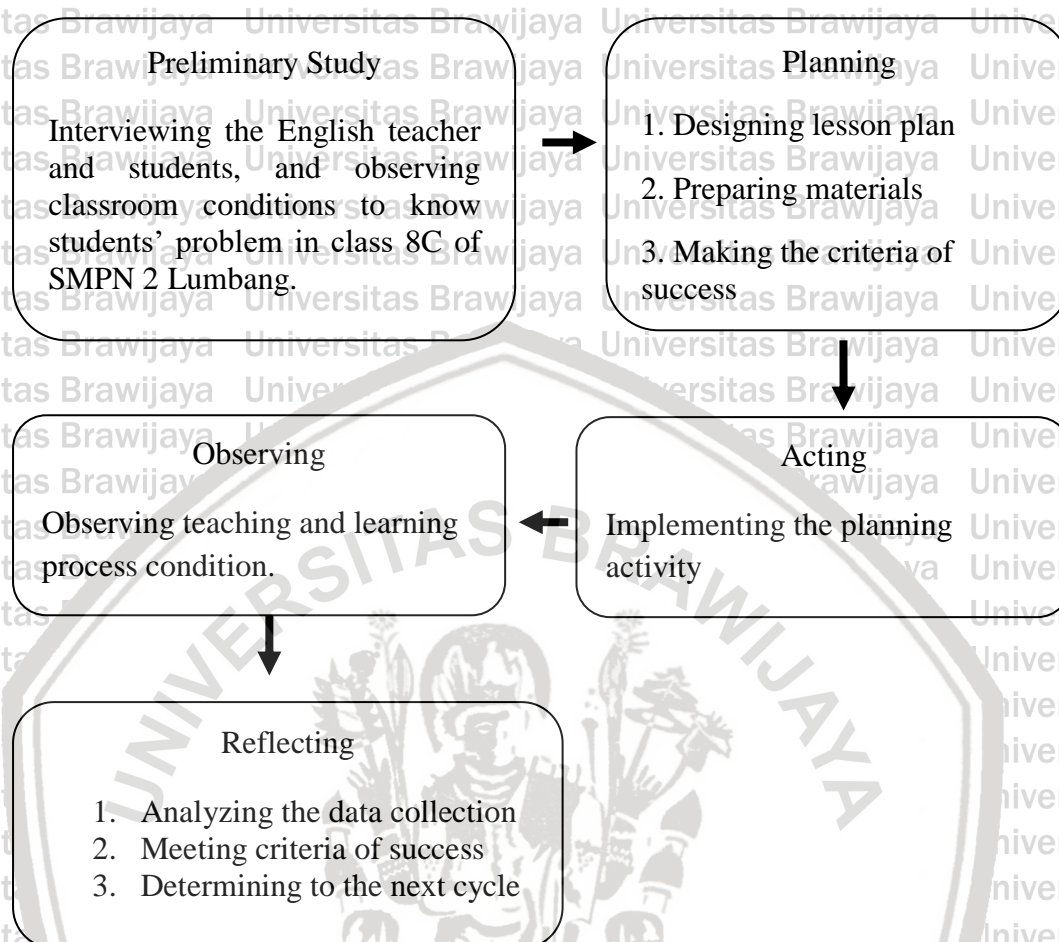


Figure 3.2 The Classroom Action Research Procedure adapted from Kemmis and McTaggart (2007).

1. Preliminary Study

The preliminary study was done before the implementation of STAD method to find observation, interview, and test result from the students in reading comprehension of recount text. From the observation results, it is found that the students had difficulty in reading comprehension of recount text because they lacked vocabularies and were not interested in reading material. It is supported by the teacher' admission during the interview results regarding their problems in past tense that affect the students' ability in reading comprehension, particularly in recount text. Almost 97.5 percent of the students have not fulfilled the standard

minimum adequacy criteria of their reading test scores (KKM) that is 70. This preliminary result was also used to know the teacher's technique in teaching English, especially in recount text, and the students' achievement before the implementation of STAD.

Firstly, in the observation, the researcher found several problems during teaching and learning process. The students felt that they got bored with the method used by the teacher. The students had no enthusiasm in learning activity because they were not interested in reading recount text containing irregular and regular verbs, and using was and were. During the exercises, several students got difficulty to do the exercises because they found difficulties to memorize past tenses, which affected the students' ability in reading comprehension. It is supported with the students' answer in interview, as one of them stated it below:

S3

"... I thought recount text is still difficult, because from the beginning I was not interested in the text type, and I don't really understand the composition of the text "

S3

"I don't rememeber about the irregular verb and I don't know about the theory of past tense"

The similar problem was faced by the students in determining the generic structure of recount text. They got difficulty to determine and arrange the parts of recount text, which is included in orientation, events, and reorientation. From the teacher's perspective, a similiar view about the students' problem in recount text, is expressed below:

T

"They (the students) have difficulty to distinguish which part is orientation, events and reorientation"

This is supported with the students' score of reading comprehension in recount text which was conducted by the teacher from preliminary study in reading comprehension test activity (see appendix 5). The students' score of reading comprehension in recount text is shown in the chart below:

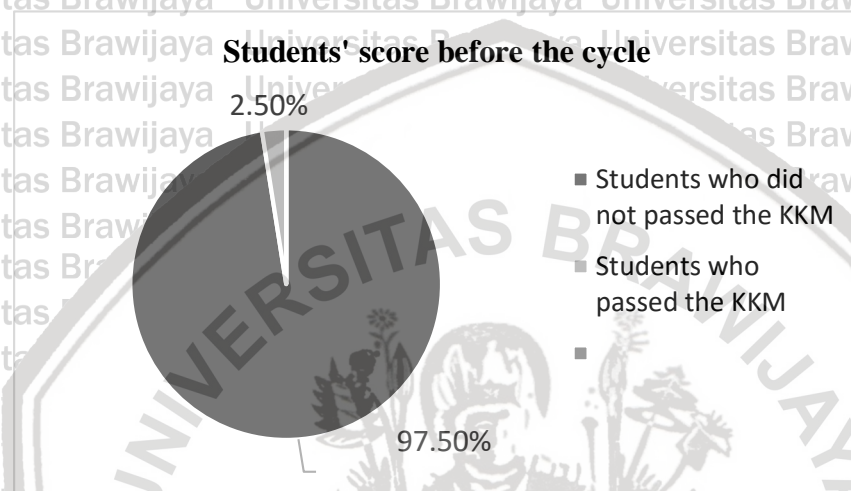


Figure 3.3 Students' score before the cycle

Based on the data shown, almost 97.5 percent of the students' score in reading comprehension do not reach the minimum criteria (KKM). They cannot reach KKM after they got scores from the additional assignment and the daily test and mid semester scores. The researcher looked from the teacher's way to teach that it was found he used a simple conventional technique.

The results of the preliminary study showed that the students of 8th A class of SMPN 2 Lumbang had a low achievement in reading comprehension of recount text. Based on the above problems, the researcher believed that using STAD could improve the students' comprehension and motivate them to read. STAD strategy is expected to be able to solve students' problem in reading comprehension of recount text.

2. Planning

In this planning, the researcher's aim is to improve students' comprehension in recount text and make students active in class. The researcher changed the teaching learning style with the collaborative teacher by using STAD.

This method was implemented in one cycle with preparing the lesson plan and teaching strategy (see appendix 6). The researcher planned to carry out each cycle in three meetings (2x30 minutes of each meeting).

Every meeting is based on the activities designed in the lesson plan which has three steps called pre-, main-, and post-activity. The application of the STAD strategy is to make plans before presenting the material. The researcher made the lesson plan which is to make the teaching and learning process run well and easier. Some materials were taken from *Early Start English for year VII SMP/MTs book 2007* and from internet sources. The test used to measure the students' abilities and progress in understanding recount text by using written test. The tests are in the form of essay and given in cycle 1. The researcher will give 20 minutes for each test and distinguish the recount text in each question (see appendix 7 and appendix 8).

The criteria of success needs to be determined first to measure the success of the implementation of the STAD technique. The score used to know the success of STAD method is when 70% of the students reach the Standard Minimum Score or *Kriteria Kelulusan Minimum (KKM)* which was set based on

the policy of SMPN 2 Lumbang which is 70. There are some criteria of success as seen in this table bellow.

Table 3.2 Criteria of success classification based on SMPN 2 Lumbang regulation

No	Data	Instrument	Criteria of Success
1.	Teaching Learning Process	Observation	<ul style="list-style-type: none"> The students are active in the discussion .
2.	Students Achievement	Written Test	<ul style="list-style-type: none"> ≥ 70 % of the students get score 77 minimumly. ≥ 70 % mean score of the students.

The table above can be used as a reference to know how students can reach their standard minimum score or *Kriteria Kelulusan Minimum (KKM)* by using main instruments, namely observation checklist and written test about students scores based on agreement with collaborative teacher.

3. Acting

The implementation of the actions is the implementation of appropriate activities in a lesson plan that has been made by the researcher. The cycle has three meetings. In the first meeting, the researcher applied STAD method in teaching reading comprehension of recount text into some stages, they are class

presentations, team work, quiz, individual improvement score, and team recognition. First, the subject matter is presented in class by the teacher. The method used is usually by direct instruction or teacher-guided class discussions.

During class presentations, students should pay attention because it can help them in individual quiz that will determine the score of the group. Next is team work in which each group consists of 4-5 students who are heterogeneous consist of, two or three men and women, from different tribes with different abilities. After the teacher explains the material, each member of the group learns and discusses worksheets, compares answers with a group of friends, and gives mutual help between members if there is a problem. After discussing exercise in a group, the researcher gave an individual test to students to know the students' improvement after the group discussion. The group which got the highest average of improvement based on the score from the English teacher got a reward from the teacher.

The researcher conducted test in last meeting to know the students' improvement after the implementation of STAD. The test was distributed to the students and they had to finish the test individually.

4. Observing

The researcher conducted observation to find problems, advantages, disadvantages, and the conclusions from implementing STAD to improve students' reading comprehension in recount text. The researcher wrote important thing in the observation sheets and field note to see all of the events before, during, until the implementation of STAD method whether it could improve

students' reading comprehension in recount text. The observation is conducted during the implementation of STAD method in the classroom.

5. Reflecting

The reflection is focused on the analysis of the teaching and learning process. The analysis is based on the obtained data from instruments used in the research. To analyze the data, there are two steps conducted by the researcher.

First, the researcher gave test to the students to know their understanding of recount text. The next step is that the researcher collect the information that is gotten as documentation. The conclusion has purposes to know the problems which happen in the first cycle. If there is still a problem in the first cycle and the criteria of success cannot be reached yet, the researcher can continue to the next cycle. However, the researcher can stop in cycle I if it is successful when 70% of the students reach *Kriteria Kelulusan Minimum (KKM)* or Standard Minimum

Score which is 70.

3.4 Data analysis

The researcher analyzed the data after the data were collected from all respondents or other data sources. This research has two kinds of data that were analyzed, namely qualitative data and quantitative data.

3.4.1 Qualitative data

The researcher used several instruments from observation checklist, interview, and field notes. This qualitative data were taken after conducting STAD strategy in classroom learning activities. Data analysis involves collecting open-ended data, based on asking general questions and developing an analysis from

the information supplied by participants (Creswell, 2009). This open-ended data were collected before the implementation STAD method by using observation checklist, interview, and the field notes. The researcher analyzed information from participants when he got the data and information from students and teacher after the implementation of STAD.

In this phase, there were four steps used to process the qualitative data analysis. This phase helped the researcher to manage the amount of data to be more easily analyzed and organized. The process of analysis data are showed in the following schema:

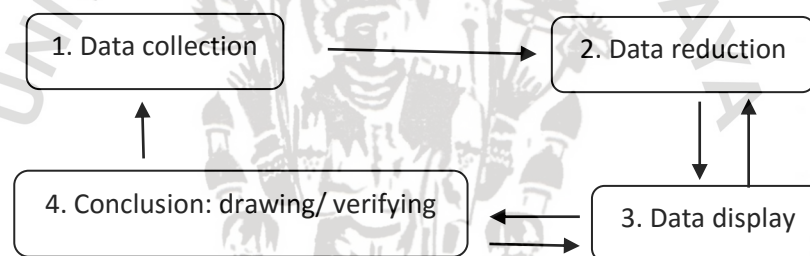


Figure 3.4 Interactive model components in data analyzed (adapted from Sugiyono, 2011)

The qualitative data was collected before, during, and after the implementation of STAD method. The data collected by using 4 instruments namely interview, observation checklist, and field notes. Second is reducing data to choose things that are basic and essential. The researcher reduced the data like the result of the students interview which are not suitable with the questions. Thus the reduced data will give a clear picture of how the researcher knows the students' motivation, the students problem in reading recount text, the students' and the teacher's responses, and the students' and the teacher's suggestion toward the implementation of STAD in classroom learning process.

Next is presenting the data in the form of table and description. It includes the process before, during the implementation of STAD method and research findings in the form of report. The last is conclusion by combining the data and information after the data had been verified again to the collaborative teacher and students.

3.4.1 Quantitative data

It consists of numbers and they are analyzed using statistics (Sugiyono, 2011). The researcher collected students' score from reading comprehension test by the collaborative teacher and post-test score by the researcher to know whether the implementation of STAD method is success to improve the students' reading comprehension in recount text. This students' score is analyzed by the researcher and compared with the score in previous test. The results of the post-test based on essay question consist of 10 questions bellow.

Table 3.4 Scoring rubric of students reading comprehension test

No.	Criteria of Scoring	Score
1.	The answer is correct and precise	10
2.	The answer is correct but it's not precise	5
3.	The answer is wrong	2
4.	The answer is blank	0
Percentages		100%

(Slavin 2005)

The researcher uses the formula below to analyze students' class percentages that passed the Minimum Standard Score or *Kriteria Ketuntasan Minimal (KKM)*.

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

It means:

P = the class percentage

F = number of student who passed the KKM

N = number of students who took the test

(Adapted from Sudijono, 2008)

P means the class percentages to know the students' class average. The meaning of F is the total score of students in the reading comprehension post-test.

N means the number of students in the classroom.

The researcher evaluated and compared the students score with the criteria of succes. If the post test reached the target, the cycle was complete. Yet, if the target has not been reached, the action must be improved and re-implemented in the next cycle.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings based on the analysis of the collected data deriving from the implementation of STAD in the teaching of reading comprehension. It also presents the discussion of the findings and the modification of the technique after the implementation of the STAD.

4.1 Research Finding

In this study, the researcher used classroom action research. The findings of the research presented here are the data gained from one cycle which had three meetings. Each meeting have four steps namely BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text). The findings of the cycles explained the process of using STAD method to improve the students' reading comprehension in recount text and response toward the implementation of the STAD.

4.1.1 Planning

The researcher as observer and the English teacher planned the action stage by preparing the lesson plan, students' group work exercises, students' quiz, and students' post-test. The researcher selected the appropriate recount text which was used in the lesson plan according to English syllabus of Junior high school students which was related with the students' background knowledge. Students'

background knowledge refers to the students understanding in recount text that is related with the students' daily life based on English Syllabus (see appendix 15).

First, the researcher arranged three lesson plans (see appendix 6), designed students' group discussion, students group work exercises and students' individual quiz. The discussion with teacher was needed in order to know whether the students' exercises and quiz were appropriate for the 8th grade students or not. The researcher and the teacher as the collaboration also discussed how to divide students into several groups and each group should consist of students with different gender, background knowledge, and students' achievement.

Next, the researcher and the teacher discussed the appropriate recount text for 8th grade students of junior high school. The criteria of the text were using appropriate vocabulary and relating to the students' background knowledge. There were two different texts which were used by the researcher in applying STAD method in each meeting, so there were in total of seven recount text materials used by researcher during implementation of STAD method. The first text was used as students' group work exercises (see appendix 7) for drilling their reading comprehension and the second text was used for the students' individual quiz. In the quiz, the students answered 10 questions of multiple essay and multiple choice tests based on the text (see appendix 8).

The researcher also prepared students' reading test to collect the data about the students' improvement scores from students' scores before and after the implementation of STAD. This test was conducted on the third meeting. Last, the

researcher prepared the observation checklist, interview guide, and field notes to observe the teacher and students activity during teaching and learning process.

4.1.2 Acting

The researcher used one cycle. Each cycle consisted of three meetings to implement STAD method. Each cycle was ended with a test called a quiz to know the students' development in learning activity. In the implementation of STAD, the researcher was helped by the English teacher to give materials and knowledge about recount text to the students'.

The first meeting was held on October 29th, 2016 with 28 students that consisted of 21 girls and 7 boys. All students (28 students) came in this meeting.

This research was done in class 8A room in the second semester of 2016/2017 academic year. It was allocated for 2x30 minutes. There were two recount texts used by the researcher in the first meeting, they are *A Hiking Trip* and *New Year*.

There were several activities used by the teacher in applying recount text. First, the teacher presented the material about recount text, how to arrange the generic structure of recount text, and main idea from the text. Then, the teacher formed the students into six groups and each group consisted of four and five members with different achievement and gender so that each group consisted of various students with various capabilities in English especially in reading comprehension.

The teacher divided the class by mentioning each group member and showed each group's seats. Then they gathered to their own groups based on with the teacher's design grouping.

The teacher was helped by the observer or researcher distributing group work exercises to each group and asked them to discuss and finish the exercise (see appendix 8). The teacher asked two student from two group to presented the results from their discussion about the text. In order to check the students' understanding, the teacher gave assessment to the students'. The assessment was started by explaining the generic structure of the text. After the students did their presentation, the teacher gave tangible reward. The tangible reward were in form of goods namely snack and stationary. Besides, the teacher also gave applause to raise the students' spirit. Each leader had to manage the members. If there were students who didn't understand, they could ask to the leader in each group. Then, the teacher instructed the students to do the quiz individually in 15 minutes. The teacher gave quiz at the end of the first meeting in term of the students' exercise. The quiz consists of 10 essay questions. After the students did the the quiz, the teacher asked them to check with the other groups (cross check).

The second meeting was done on November 1st 2016. There were 28 students who attended the class. Then, the teacher started to stimulate to remind again about recount text which they learned in the previous day about recount text, the generic structure, and the use of verbs. The teacher recalled the students' memory about generic structure of recount text by showing the text again and giving questions to remind them. The teacher used two recount texts from those in the previous meeting. The texts were *Shopping Time*, *Vacation to Surabaya*, and *Grandpa's Birthday*. Then, the teacher assigned again the students based on the previous group. The teacher did not want to change the group to make the

efficient time so that when the researcher instructed them, they quickly followed and did not make noise. After that, the teacher gave worksheet to them in each group to be discussed and analyzed and finished in 17 minutes (see appendix 7).

Next, the teacher and students discussed the group worksheet together.

The teacher asked two student from two group to presented the results from their discussion about the text. In order to check the students' understanding, the teacher gave assessment to the students'. The assessment was started by explaining the generic structure of the text. After the students did their presentation, the teacher gave tangible reward. The tangible reward were in form of goods namely snack and stationary. Besides, the teacher also gave applause to raise the students' spirit. After that, the teacher gave an individual quiz with 10 multiple choice questions to know the students' ability to understand the text invidually. At last, the teacher and students discussed the individual quiz together.

The third meeting was held on November 3rd 2016 at the second and third academic hours and was attended by 28 students. Then, the researcher implemented STAD method which was applied as in the previous meeting. The texts used in this meeting were *My Birthday Present* And *Sunday The Terrible*.

After that, the teacher reviewed again the material about recount text, focusing on the generic structure, the use of verbs, and divided the students into groups, gave the exercises, and gave the individual quiz. Next, the teacher and students discussed the goup worksheet together. The teacher asked two student from two group to presented the results from their discussion about the text with explained

the generic structure of the text, in term to know the students understanding the texts.

This individual quiz was used as a final test for students' reading comprehension. The test consisted of 10 essay questions which were different with those in the previous meetings (see appendix 7). After all of the students had finished the test, the researcher gave the reward for the group who got the highest score and the result of the third individual quiz. The implementation of STAD method in each meeting was shown in the table bellow.

Table 4.1 The summary of activities in Acting stage

1 st Meeting	2 nd Meeting	3 rd Meeting
Teacher presented the material about recount text in front of class	Teacher stimulate again about recount text	Teacher stimulate again about recount text
Students were divided into six groups	Students were divided into six groups	Students were divided into six groups
Students' group work exercises.	Students' group work exercises.	Students' group work exercises.
Teacher gave reward to highest score groups	Teacher gave reward to highest score groups	Students' post test
Conducting the students' individual quiz	Conducting the students' individual quiz	Teacher gave the reward to the highest score groups and students individual quiz

4.1.3 Observing

The researcher conducted observation to observe process of the teaching and the behavior, situation, and condition of the students naturally (see appendix 1). The researcher observed the teaching and learning process during the implementation of the lesson plan by using observation checklist (see appendix 9) and field note (appendix 10).

From the result, the researcher found that there were some difficulties faced by the students and the teacher in each meeting. The problems were about the students' difficulties to know the meaning of vocabulary in Bahasa Indonesia from recount text and the use of regular and irregular verbs.

In the first meeting when the teacher divided the class into six groups, it took longer time because this was the first time when implementing STAD to divide several groups. As the impact, the students were noisy. Another problem faced was the students' understanding on the meaning of vocabulary in recount text.

In the second meeting, the teacher revised the vocabulary difficulties faced by the students by writing the vocabularies in front of class from the previous meeting until the second meeting. Another problem was still about the students' attitude when the teacher explained about recount text in the pre-activity class. This problem attitude was solved by controlling the students with the researcher's help. In the third meeting, the obstacle was about the students' noise when waiting time while the teacher graded the third individual quiz and group work scores to give the reward to the students. This problem can be solved by the researchers' help to make the situation quiet.

4.1.4 Reflecting

From the result of the observation, the researcher explained the problem that were found in cycle 1. From the data, it showed that the researcher completed all the descriptors on the observation checklist and it was also in line with the result of field notes. The students' scores before the cycle, quiz score, and reading

test score were presented in the form of chart to show the students scores percentage in each meeting. The researcher found that using STAD in learning process made the students' interest and their scores were better as shown in their test results.

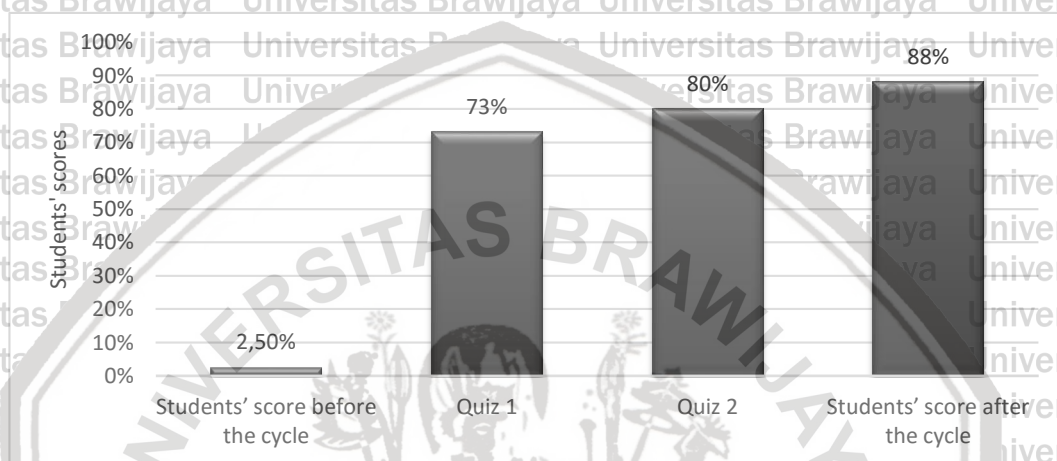


Figure 4.1 Students' score percentage

Based on the result of the percentage of the students' score which passed the KKM, it shows that the students' score gradually increased in each meeting (the complete score in each meeting can be seen in appendix 11). The data showed that the students' result in reading comprehension of recount text improves in each meeting. The researcher also analyzed the result of reading test with the criteria of success. The criteria of success which had been set required that 70% students' reading test score should achieve the Standard Criteria Minimum or *Kriteria Ketuntasan Minimal (KKM)*. The students' improvement after the implementation of STAD was shown by the students' score and reading test score in the following page.

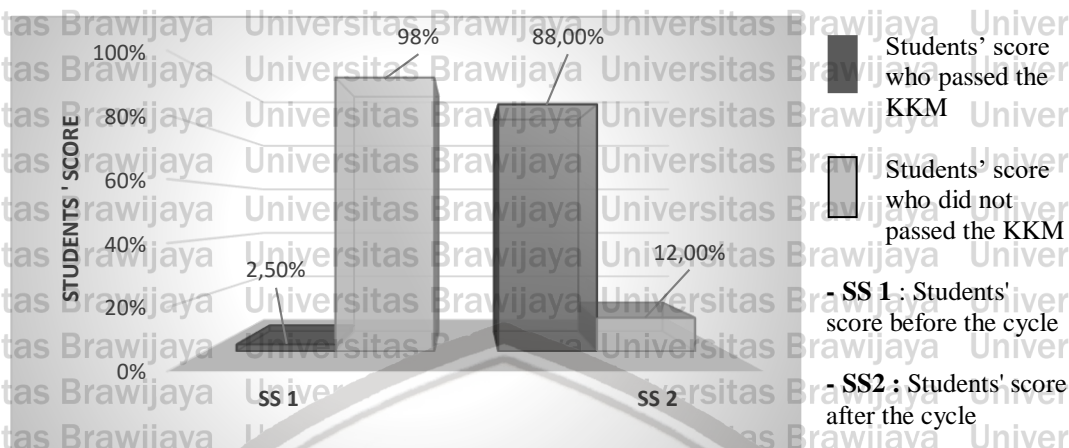


Figure 4.2 Students' score percentage

Figure 4.2 shows that there is improvement on students' reading comprehension of recount text score between the students' score before the implementation of STAD method and the students' score after the implementation of STAD (the complete score before and after the cycle can be seen in appendix 12). The students' percentage shows the students' percentage before the implementation of STAD was 2.50% and it significantly increased to 88% after the implementation of STAD.

In addition, the criteria of success that had been set by the researcher was reached by the students in one cycle. It is because the students' percentage after the implementation of STAD was 88%. It can be concluded that the researcher did not need to conduct the next cycle since this research reached the criteria of success.

4.1.5 Teacher and students' responses toward the implementation of STAD

The researcher analyzed the data by conducting observation and summarizing the result on the observation checklist and field notes to confirm the result from the interview with the teacher (see appendix 13) and students' (see

appendix 14) after the implementation of STAD method. This research used structured interview to collect the information which was done on 4th November 2016.

This interview activities had purposes to collect the information which was held on 4th November 2016. The questions used for this interview consisted of 17 items for teacher and 15 items for the students. Based on the observation result during the implementation of STAD method, the students were more interested in learning process and they discussed the recount text well with their group. It was because the group who got the highest improvement score would get the reward from the teacher which made another group try to do the best. It was supported with the English teacher's opinion about the implementation of STAD as in the following:

T

"When I give reward to one group, it will make another group work harder with their members to get those rewards."

(The full transcript of the interview with the teacher can be seen in appendix 13)

The teacher's statement was in line with some students who had similar opinion about the implementation of STAD method. The students were easier in understanding the meaning of the recount text by discussing it with their group. It could be seen from the researcher's interview with some students below:

S15

"Yes, for example in the another English lesson materials I became easier to answer questions such as in STAD method."

S07

"Yes with the spirit, because with the group work we can work together to do the task."

(The full transcript of the interview with the students can be seen in appendix 14)

Beside that, some students were motivated in reading comprehension of recount text by using STAD method in learning process. The implementation of STAD helped and made them interested to improve their score in reading comprehension of recount text as seen below:

S15

"Yes, because I am able to know more about vocabulary, and in the recount text using past tense, so I understand more."

S07

"The implementation of STAD method also improves my reading skills, because the vocabulary given by the teacher is easy to understand and I understand the text easier."

(The full transcript of the interview with the students can be seen in appendix 14)

There was a student who gave a negative response toward the implementation of STAD method. It was because the time was not enough to do group work exercises.

S07

"Actually, the time is not enough because there are other members who do not understand the vocabulary given by the teacher."

S25

"Actually, I am not interested in English lessons because difficult to understand, and I am also quiet person"

The implementation of STAD method in improving students' reading comprehension of recount text could be used as an appropriate method, because the students' score increased in each meeting as stated below.

T

"I think STAD is a good method that can be used by another teacher to improve students' reading comprehension, by discussing with the group

members also there are group leaders who had to make sure that all of their members understood about the material. The students were easier to understand the material and got the meaning from the recount text by group work. The reward from the teacher also made the students' interested to do the best."

(The full transcript of the interview with the teacher can be seen in appendix 13)

Although there was a negative response from the student, most of them gave positive responses toward the implementation of STAD method. It was also supported by the teacher who gave positives responses toward the implementation of STAD. It can be concluded that the use of STAD method gives positive result in improving students' reading comprehension of recount text.

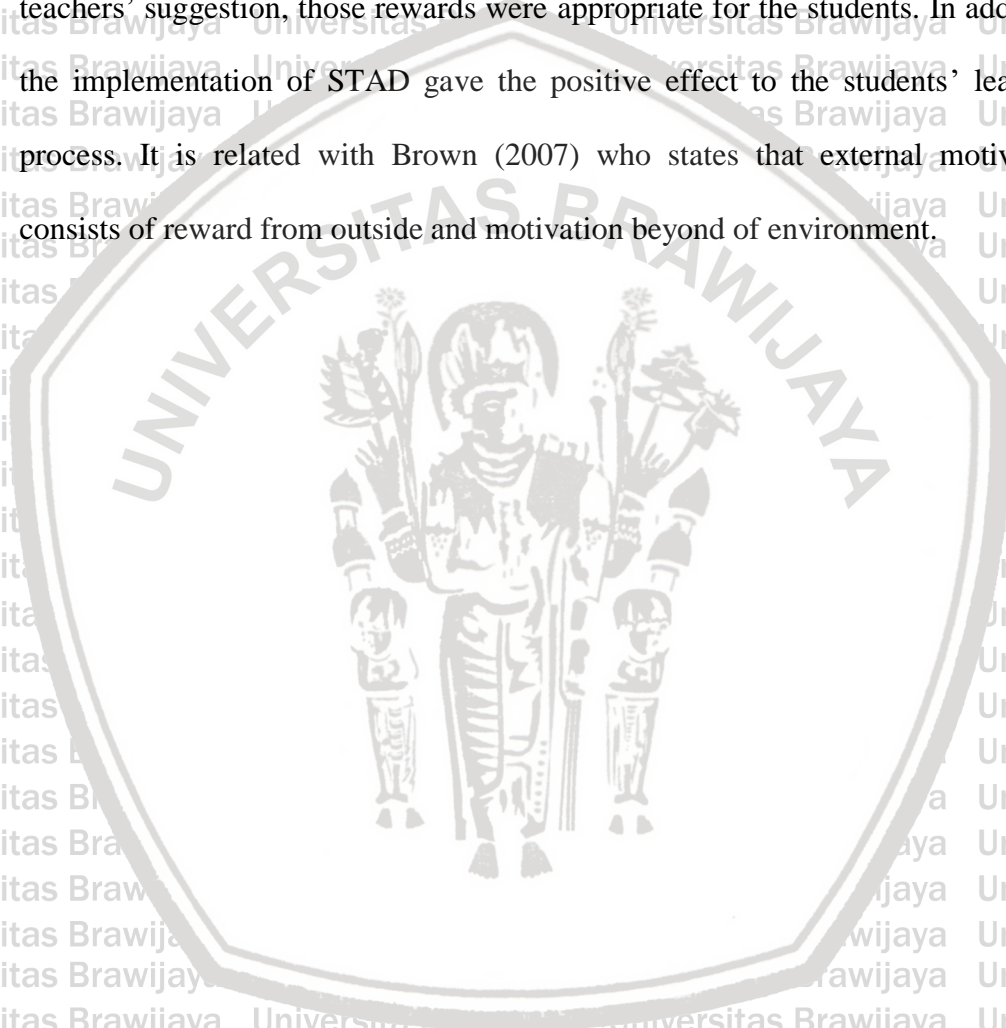
4.2 Discussion

This research can be called successful in one cycle from the analysis during the implementation of STAD. It is because almost all students' score in reading test met the criteria of success which was 70% of the students' score reaches Standard Minimum Score or *Kriteria Ketuntasan Minimal (KKM)*. Based on this finding, the students' post-test percentage score was 85%. Based on students' score test in reading comprehension in recount text before and after the implementation of STAD method, the score result comparison showed that there was improvement from students' scores before the cycle and students' reading test. This shown that the implementation of STAD can improve students' reading comprehension of recount text. It is also supported with the several previous studies that have been conducted before. For example, Ningrum (2011) states the use of STAD can improve students' reading comprehension of recount, narrative, and descriptive texts in one cycle.

In other words, students' group work can help the students in understanding the meaning from the recount text. They helped other friends and learned together to share their knowledge, idea, and discuss the recount text material. It is supported with the collaborative learning benefits stated by Kemmis and Mc Taggart (2007). Claiming that it is a social process of collaborative learning realized by groups of people who join together in changing the practices through which they interact in a shared social world. This shown that through collaborative learning, the students would have the ability to find the information by discussing with their group members to find the conclusion from their discussion.

In addition, the text that had been chosen by the researcher and teacher also affected the students' understanding in getting the meaning from the recount text. This is because the text that was chosen by the researcher and teacher was related with the students' background knowledge and experience to make the students easier to get the meaning from the text. Moreover, the students' enthusiasm and interest in reading comprehension of recount text was increased during the implementation of STAD method. It is in line with Kurniasih and Sani (2015) who state that the advantage of STAD in social aspect is students' social interaction in group helps the students have good socialization with their environment. This is because the students' enthusiasm increased during the implementation of STAD. Furthermore, STAD is also a part of the collaborative and cooperative learning used by the teacher.

Furthermore, the students' enthusiasm in implementation of STAD was increased because the team with the highest improvement based on the students' previous score and quiz got the reward from the teacher. The researcher chose snack and stationary as the reward to motivate the students, because from the teachers' suggestion, those rewards were appropriate for the students. In addition, the implementation of STAD gave the positive effect to the students' learning process. It is related with Brown (2007) who states that external motivation consists of reward from outside and motivation beyond of environment.



CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, the researcher makes conclusion from all chapters during teaching and learning activities in the class by applying STAD method and give suggestion for the English teacher and other researchers in improving the learning of English in Junior high school especially in reading comprehension by using STAD (Student Teams Achievement Division)

5.1 Conclusion

Based on the findings in the previous chapter, the researcher found that STAD could improve students' reading comprehension on Recount text at the eighth grade students of SMPN 2 Lumbang. The successful of implementation of STAD method can be seen from the several factors below.

The feature of STAD in teaching done by the researcher in the class was that the students became active because previously the teacher only used conventional teaching method that made them bored. Moreover, each student got chance to discuss, give opinions, learn how to teach one another and explain the materials. Another was that the students were enthused to compete to improve the individual score in their teams. Each of the students' activity was always provided with the researcher's rewards to enhance their enthusiastic in improving their abilities. Besides, by the cooperative learning, they could improve the social skill and the cooperative skill to work with others to get mutual benefits for everyone.

Second, the students' score in the post-test was achieved Standard Minimum Score (KKM) that had been set before from the school regulation. The criteria of successes in this research was 70% of students achieved Minimum Standard Score or KKM in SMPN 2 Lumbang which was 70. The students' score in the post-test showed that there were 88% students' who passed the KKM.

While, based on the students' score before the implementation of STAD, the students' percentage showed that there were 2.50% of students who passed the KKM.

Next, the implementation of STAD method in this research was increased students' reading comprehension of recount text. It can be known from the result of interview with English teacher and students, they gave positive and good responses after the use of STAD method. The teacher responses that STAD can be an effective method that can be used by teacher in improving students' reading recount text. While, some students also argued that the use of STAD helped them in understanding the meaning from the recount text, knowing more the vocabulary, and easier to answer the questions sheet.

Fourth, based on the observation result, the data showed that during the use of STAD method, the students' had good responses to discuss with their group and the students were interested to get the reward from the teacher. It is because the group with the highest score got the reward from the teacher. It was an alternative method to make the students try the best in doing individual quiz and group work exercises. In addition with there were group leaders could make sure

that all of their group members understand about the recount text materials which were guided by group leaders.

In conclusion, the implementation of STAD method can be a good technique that can be used by the teacher in improving students' reading comprehension of recount text. In addition, with this research, the students' problem in comprehending recount text was solved.

5.2 Suggestion

From the conclusion above, the researcher suggested to the teacher and other researchers generally to be more effective in using STAD in reading comprehension. There were some suggestions to minimize the problem during the use of STAD method.

First, the teacher always monitors the students when the implementation of STAD method by checking the surrounding, asking their understanding, and convincing whether students' discussions run well.

Next, in implementing STAD method the teacher gives interesting brainstorming firstly before presenting that this lesson is easy and gives the easy example when presenting in front of class.

Third, The teacher should know the students' condition on each meeting in class. If the teacher finds that the students are bored and lazy, don't force to give the hard material. Lighten and refresh their brains first before entering the next activity in order that they are really ready to accept the lesson that will be accepted. The teacher could use various warming up to refresh them such as by shooting 1 finger, responds the hint "move" and "follow", and so on.

Last, to the next researchers this study can become a reference to implement STAD when they want to concerns to use this method in their study.

The application of STAD is not only for reading comprehension but for other objects such as writing and another text types.



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Appendix 1

Observation Checklist

No	Tahapan	Keterangan	Ya	Tidak
1.	Peran Guru	Guru menjelaskan tujuan dari proses pembelajaran.		
		Guru memberikan penjelasan terlebih dahulu mengenai teks recount.		
		Guru menjelaskan materi yang dibutuhkan dalam proses pembelajaran.		
		Guru memberikan materi yang sudah tercetak pada setiap kelompok.		
		Guru memberikan pertanyaan sesering mungkin kepada siswa		
		Guru menggunakan metode STAD dalam mengajar reading.		
		Guru membagi siswa menjadi grup kecil (3 sampai 5 orang)		
		Guru mengajak setiap tim melakukan hal kreatif mungkin		
		Guru mengontrol pada saat setiap kelompok berdiskusi.		
		Guru memanggil siswa secara acak untuk presentasi saat hasil diskusi kelompok selesai		
		Guru memberikan quiz kepada murid		
		Guru memberikan hadiah kepada kelompok yang mendapatkan nilai rata-rata tertinggi.		
2.	Peran Siswa	Siswa memberikan perhatian dan mendengarkan		

		guru saat menjelaskan tentang teks recount.		
		Siswa antusias dalam memahami teks recount.		
		Siswa merasa bosan saat pelajaran reading.		
		Sebagian besar siswa aktif saat proses belajar mengajar.		
		Memahami text bacaan recount menjadi kendala sebagian besar siswa		
		Siswa melakukan grup diskusi terdiri dari 3-5 orang.		
		Siswa melakukan hal kreatif untuk meningkatkan semangat kelompok mereka.		
		Setiap ketua kelompok memastikan anggotanya telah mempelajari materi yang akan dibahas.		
		Siswa selalu siap saat dipanggil guru secara acak untuk presentasi hasil diskusi kelompok mereka.		
		Siswa mengerjakan kuis setelah setiap kegiatan pembelajaran selesai.		
		Rata-rata nilai grup tertinggi mendapatkan hadiah dari guru		
		Metode STAD cocok untuk siswa dalam meningkatkan pemahaman membaca.		

Appendix 2**Field Notes for observer**

Observer :

Teacher :

Date and Place :

Time :

Activity

Activity conclusion (if needed) :



Appendix 3

Interview Guide for Teacher

Narasumber : Bapak Sindit Al Luhuri S.Pd.

Nama Peneliti : Affan Mas Habiburrohim

Nama Sekolah : SMPN 2 Lumbang

1. Apakah Anda menyampaikan materi tentang teks recount dengan jelas dan tepat kepada siswa?
2. Apakah ada semangat dan motivasi dari siswa selama proses pembelajaran berlangsung?
3. Seberapa pentingnya pemahaman membaca itu menurut Anda?
4. Apakah kemampuan siswa dalam menguasai kosakata Bahasa Inggris juga mempengaruhi dalam pemahaman membaca siswa?
5. Apakah ada peningkatan hasil belajar siswa meliputi nilai mereka dalam pemahaman membaca mereka?
6. Apakah Anda memberikan pertanyaan sesering mungkin kepada siswa untuk menilai keaktifan mereka?
7. Apakah Anda mengajak setiap tim melakukan hal kreatif mungkin untuk mengenal satu sama lain?
8. Apakah Anda membagikan materi yang sudah dicetak kepada setiap dan setiap kelompok?
9. Apakah Anda memfasilitasi setiap kelompok siswa dengan baik?

10. Apa yang Anda lakukan jika ada anak dalam satu kelompok, tidak aktif?
11. Apa yang Anda lakukan jika ada anak dalam satu kelompok terlalu mendominasi dalam diskusi?
12. Apakah anda memanggil siswa secara acak untuk mempresentasikan setelah hasil diskusi kelompok mereka selesai?
13. Apakah Anda memberikan quiz kepada siswa setiap kegiatan pembelajaran berlangsung?
14. Apakah penerapan metode STAD sesuai dengan waktu yang telah ditentukan?
15. Apakah Anda bisa menjelaskan bagaimana persentase antara murid yang memiliki kemampuan tinggi dan rendah dalam hasil belajar mereka setelah metode STAD diterapkan?
16. Apakah Anda pernah menemui kesulitan pada saat memberikan materi dengan menggunakan metode STAD?
17. Apakah model STAD efektif dalam pengajaran teks recount?
18. Sejauh ini bagaimana penerapan metode STAD dalam meningkatkan kemampuan pemahaman membaca siswa pada teks recount?
19. Sejauh ini bagaimana pendapat mengenai reward yang diberikan kepada siswa?

Appendix 4

Reading Comprehension Test

Nama :

Kelas :

No Absen :

Read the text carefully!

Vacation to Yogyakarta

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

Answer this questions!

1. The text above mainly discusses about?
2. The text is written in the form of a/an?
3. The purpose of the text is to?
4. What are the big temples in Prambanan?
5. When did they go home?

My vacation in Lembah Hijau

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle's car. We left home at 08.00 am. We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We saw some camels, birds, and horse. We also looked many others animals like monkeys, rabbits, gibbon and so on.

I went to the swimming pool. I saw many people swam. Most of them are children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said "Hanif, have nice swimming with your new friends!". At 04.00 pm we went home. We were very excited.

Answer this questions!

1. What does the story tell us about?
2. Did the writer go to Lembah Hijau by motorcycle?
3. What are the animals in Lembah Hijau?
4. What did the writer do in the swimming pool?
5. I joined with them. The word "them" refers to?

Appendix 5

Students' score in reading comprehension of recount text in preliminary study.

Respondents	Score
Students 1	50
Students 2	60
Students 3	60
Students 4	45
Students 5	75*
Students 6	77*
Students 7	77*
Students 8	60
Students 9	78*
Students 10	76*
Students 11	50
Students 12	60
Students 13	45
Students 14	60
Students 15	75*
Students 16	60
Students 17	65
Students 18	55
Students 19	40
Students 20	50
Students 21	55
Students 22	60
Students 23	40
Students 24	45
Students 25	55
Students 26	50
Students 27	77*
Students 28	60

*students who passed the KKM

APPENDIX 6

LESSON PLAN

SMP/MTs : SMPN 2 LUMBANG

The Subject : English

Class/Semester : VIII/1

Text Type : Recount text

Aspect of Skill : Reading comprehension

Alocated Time : 2 x 40 minutes

Standard of Competence : 1. Understanding meaning in short and simple essay in the form of recount, and descriptive to interact around environment.

Basic Competence : 1.1 Reading fluently in functional texts and essay in the form short and simple descriptive and recount texts, with speech pressure and intonation that acceptable with relate to surrounding environment.

Indicator : - To identify the generic structure in recount text.
 - To identify the language features in recount text.
 - To make conclusion about recount text.

1. Purpose of The Study

In the end of learning, students can:

1. Understand the generic structure in recount text.
2. Understand the content of the generic structure in recount text.
3. Identify the language features in recount text.
4. Understand the meaning in recount text.

❖ **Students' character expected:** Respect
 Diligent

Responsibility Course

2. Learning Material

Recount text is a text that tells events in the past, about experience which is arranged in some events chronologically

Its goal is to entertaining or informing the reader.

Generic Structure:

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
- **Events** tell what happened and in what sequence.
- **Reorientation** consists of optional-closure of events/ending/summarizes.

Language feature:

1. Using the past tense. (e.g. when we went to the zoo, I was happy, etc).
2. Using conjunction and (e.g. and, but, the, lists are that, etc).

Meeting 1

A Hiking Trip

Last weekend, I went hiking in the mountains with Lili. I walked and stopped to see a flower on a tree. Then, Lili came up and said, "Oh, what a beautiful flower it is." It was a kind of wild orchids. Lili opened her camera and took a picture of it. She planned to show it to her friends at school. She also took a lot of pictures of our hiking trip. We went up and up very quickly. Lili could not wait to get to the top of the mountain. Finally, we arrived at the top just before dark. I saw Lili was very happy. She said, "What an exciting hike this is!"

Read the recount text again. Then, answer these questions.

1. What does this text tell about?
2. Whose experience is in this story?
3. What does the topic from those text?
4. Where did the writer and his friend go during the last weekend?
5. What was Lili's comment about the flower?
6. "It was a kind of wild orchids." What does it refer to?
7. Do you know what the flower is?
8. Why did Lili take a picture of the flower?
9. What does "I" in the paragraph mean?
10. When did they reach the top of the mountains?
11. What does the conclusion of those text?
12. What expression showed that Lili was very happy?

3. Learning Method:

STAD (Students Teams Achievement Division)

4. The steps of the activities:

No	Date	Meeting	Activities	Time Allocation
1	October 29 th 2016	1	a. Pre-activities 1. Teacher greeted the students and checked the attendance list. 2. The teacher provided brainstorming of the students' knowledge about recount text.	10'
			b. Main-activities ➤ BKOF (building knowledge of field) 3. Teacher asked the students to remember the recount text which has been studied on the previous level. 4. Teacher gave leading questions to the students which directed the students to today's topic which discussed about hiking trip 5. Teacher explained the indicators.	60'

No	Date	Meeting	Activities	Time Allocation
			6. Teacher gave then explained an example of recount text. ➤ MOT (Modeling of Text) 7. Teacher formed 6 groups of 5 students and the leader in each group. 8. Teacher asked to the group leader to presentation in front of the class about recount text. 9. Teacher gives reward to the group leader after they conducted presentation. 10. Teacher gave and asked the students to analyze the text to each group. 11. Teacher gave 10 minutes to discuss and analyzed the text in their own team based on the forms of verbs, generic structure, and language features. 12. Teacher checked each group whether each group could discuss well when they worked in group. ➤ JCOT (Join Construction of Text) 13. Teacher asked the leader of each group to share and presented the result of their discussion in front of the class. 14. Teacher let other groups to give comment to the presentation. 15. Teacher gave reward to the team with the best analyse. 16. Teacher gave quiz individually to each student. 17. Teacher asked students in different team correct (cross-correction) and submit it. 14. Teacher write the vocabularies which not understand from the students according to the material which is explained before. ➤ ICOT (Independent Construction	

No	Date	Meeting	Activities	Time Allocation
			of Text)	
			15. Teacher asked to students to write the vocabularies in their notes.	
			c. Post-activities	10'
			16. Teacher summarized about the lesson then asked the students whether or not they had some difficulties in learning the material.	
			17. Teacher motivated them in learning English	

5. Source

Book of Early Start English for year VII SMP/MTs 2007

English – Indonesia dictionary

Jurus Jitu Lulus Ujian Nasional 2013 SMP/MTs taken in internet (<https://www.books.google.co.id/books?isbn=9797751759>)

6. Penilaian

Indicator of Competence Achievement	Scoring Technique	Instrument Form	Instrumen/ Soal
The students can understand and answer the questions in recount text.	Written	Questions about reading comprehension	Last weekend, I went hiking in the mountains with Lili. I walked and stopped to see a flower on a tree. Then, Lili came up and said, “Oh, what a beautiful flower it is.” It was a kind of wild orchids. Lili opened her camera and took a picture of it. She planned to show it to her friends at school. She also took a lot of pictures of our hiking trip. We went up and up very quickly. Lili could not wait to get to the top of the mountain. Finally, we

		arrived at the top just before dark. I saw Lili was very happy. She said, "What an exciting hike this is!"
--	--	--

a. Scoring Rubric

No.	Criteria of Scoring	Score
1.	The answer is correct and precise	10
2.	The answer is correct but it's not precise	5
3.	The answer is wrong	2
4.	The answer is blank	0

The correct answer (10x10) = 100

Mengetahui
Guru Pembimbing

Lumbang, 29 Oktober 2016
Mahasiswa Penelitian

Sindit Al Luhuri, S.Pd
NIP. 19760617 200003 1 004

Affan Mas Habiburrohim
NIM. 125110507111003

LESSON PLAN

SMP/MTs : SMPN 2 LUMBANG

The Subject : English

Class/Semester : VIII/1

Text Type : Recount text

Aspect of Skill : Reading comprehension

Alocated Time : 2 x 40 minutes

Standard of Competence : 1. Understanding meaning in short and simple essay in the form of recount, and descriptive to interact around environment.

Basic Competence : 1.1 Reading fluently in functional texts and essay in the form short and simple descriptive and recount texts, with speech pressure and intonation that accepetable with relate to surrounding environment.

Indicator : - To identify the generic structure in recount text.
 - To identify the language features in recount text.
 - To make conclusion about recount text.

1. Purpose of The Study

In the end of learning, students can:

5. Understand the generic structure in recount text.
6. Understand the content of the generic structure in recount text.
7. Identify the language features in recount text.
8. Understand the meaning in recount text.

❖ **Students' character expected:** Respect
 Diligent
 Responsibility
 Cource

2. Learning Material

Recount text is a text that tells events in the past, about experience which is arranged in some events chronologically

Its goal is to entertaining or informing the reader.

Generic Structure:

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
- **Events** tell what happened and in what sequence.
- **Reorientation** consists of optional-closure of events/ending/summarizes.

Language feature:

3. Using the past tense. (e.g. when we went to the zoo, I was happy, etc).
4. Using conjunction and (e.g. and, but, the, lists are that, etc).

Meeting 2

Shopping Time

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area.

He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

Read the recount text again. Then, answer these questions.

1. What does the first paragraph tell about?
2. When did the writer's friend look for the shirt?
3. What does the topic from those text?
4. How long was the writer in the cassette counter?
5. Why couldn't the writer contact his friend?
6. Where was the writer's friend when the writer decided to go home?
7. "I let him choose one". What does the word him refer to?
8. How could the writer know that his friend was still in the department store?
9. How did the writer come back to the department store?
10. What did the writer find when he arrived in the department store?
11. Was the writer angry when he found his friend at home with his smile?

3. Learning Method:

STAD (Students Teams Achievement Division)

4. The steps of the activities:

No	Date	Meeting	Activities	Time Allocation
1	November 1 st 2016	1	a. Pre-activities 1. Teacher greeted the students and checked the attendance list. 2. The teacher provided brainstorming of the students' knowledge about recount.	10'
			b. Main-activities ➤ BKOF (building knowledge of field) 3. Teacher gave leading questions to	60'

No	Date	Meeting	Activities	Time Allocation
			<p>the students which directed the students to today's topic which discussed about shopping activities.</p> <p>4. Teacher explained the indicators.</p> <p>5. Teacher gave then explained an example of recount text</p> <p>➤ MOT (Modeling of Text)</p> <p>6. Teacher formed 6 groups of 5 students and the leader in each group.</p> <p>7. Teacher gave and asked the students to analyze the text to each group.</p> <p>8. Teacher asked to the each group members to write down in front of the class the things which related with shopping activities.</p> <p>9. Teacher gave 10 minutes to discuss and analyzed the text in their own team based on the forms of verbs, generic structure, and language features.</p> <p>10. Teacher checked each group whether each group could discuss well when they worked in group.</p> <p>➤ JCOT (Join Construction of Text)</p> <p>11. Teacher asked to each groups members to share and presented the result of their discussion to another groups.</p> <p>12. Teacher gave reward to the team with the best analyse.</p> <p>13. Teacher gave quiz individually to each student.</p> <p>14. Teacher asked students in different team correct (cross-correction) and submit it.</p> <p>14. Teacher write the vocabularies which not understand from the students according to the material which is explained before.</p>	

No	Date	Meeting	Activities	Time Allocation
			➤ ICOT (Independent Construction of Text) 15. Teacher asked to students to write the vocabularies in their notes.	
			c. Post-activities 16. Teacher summarized about the lesson then asked the students whether or not they had some difficulties in learning the material. 17. Teacher motivated them in learning English	10'

5. Source

Book of Early Start English for year VII SMP/MTs 2007

English – Indonesia dictionary

Jurus Jitu Lulus Ujian Nasional 2013 SMP/MTs taken in internet (<https://www.books.google.co.id/books?isbn=9797751759>)

6. Penilaian

Indicator of Competence Achievement	Scoring Technique	Instrument Form	Instrumen/ Soal
The students can understand and answer the questions in recount text.	Written	Questions about reading comprehension	Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter.

Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

a. Scoring Rubric

No.	Criteria of Scoring	Score
1.	The answer is correct and precise	10
2.	The answer is correct but it's not precise	5
3.	The answer is wrong	2
4.	The answer is blank	0

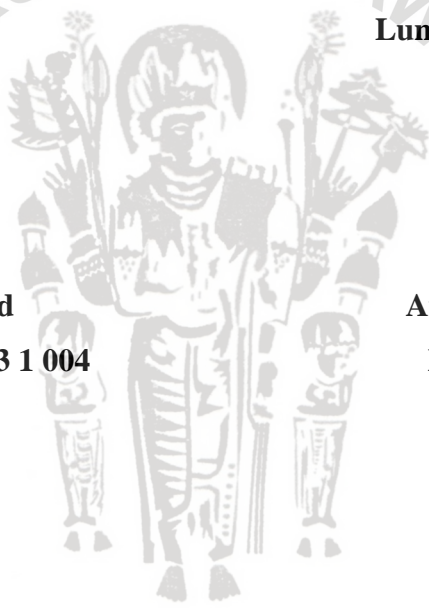
The correct answer (10x10) = 10

Mengetahui
Guru Pembimbing

Lumbang, 1 November 2016
Mahasiswa Penelitian

Sindit Al Luhuri, S.Pd
NIP. 19760617 200003 1 004

Affan Mas Habiburrohim
NIM. 125110507111003



LESSON PLAN

SMP/MTs : SMPN 2 LUMBANG

The Subject : English

Class/Semester : VIII/1

Text Type : Recount text

Aspect of Skill : Reading comprehension

Alocated Time : 2 x 40 minutes

Standard of Competence : 1. Understanding meaning in short and simple essay in the form of recount, and descriptive to interact around environment.

Basic Competence : 1.1 Reading fluently in functional texts and essay in the form short and simple descriptive and recount texts, with speech pressure and intonation that accepetable with relate to surrounding environment.

Indicator : - To identify the generic structure in recount text.
 - To identify the language features in recount text.
 - To make conclusion about recount text.

1. Purpose of The Study

In the end of learning, students can:

9. Understand the generic structure in recount text.
10. Understand the content of the generic structure in recount text.
11. Identify the language features in recount text.
12. Understand the meaning in recount text.

❖ **Students' character expected:** Respect
 Diligent
 Responsibility
 Courge

2. Learning Material

Recount text is a text that tells events in the past, about experience which is arranged in some events chronologically

Its goal is to entertaining or informing the reader.

Generic Structure:

- **Orientation** tells who was involved, what happened, where the events took place, and when it happened.
- **Events** tell what happened and in what sequence.
- **Reorientation** consists of optional-closure of events/ending/summarizes.

Language feature:

5. Using the past tense. (e.g. when we went to the zoo, I was happy, etc).
6. Using conjunction and (e.g. and, but, the, lists are that, etc).

Meeting 3

My Birthday Present

I invited Nico and Lili to my birthday party last week. When I was talking to Miss Lilian,

Lili stepped up to me and said: "Happy birthday, Dina!" I replied: "Thank you, guys!" Then, Nico congratulated me on my success in getting a scholarship. He had heard the news about it from the headmaster. It was true. Just a day before my birthday, the headmaster told me that I received a scholarship from the alumni foundation. It was a very prestigious award. Every student dreamed of getting it.

The scholarship was the nicest birthday present I had ever received in my life. I preferred it to any kind of birthday presents.

Read the recount text again. Then, answer these questions.

1. What does this text tell about?

2. Whose birthday was it?
3. What does the topic from those text?
4. "It was true." What does the word it refer to?
5. When did Dina get the news about the scholarship?
6. What did Dina say to reply Lili's expression of congratulation?
7. How can Nico get the news about Dina's scholarship?
8. Why did Nico say congratulations to Dina?
9. What institution gave the award to Dina?
10. What kind of birthday present did Dina like most?
11. What does the main idea from second paragraph?
12. "The scholarship was the nicest birthday present..." Why was it so?

3. Learning Method:

STAD (Students Teams Achievement Division)

4. The steps of the activities:

No	Date	Meeting	Activities	Time Allocation
1	November 3 rd 2016	1	a. Pre-activities 1. Teacher greeted the students and checked the attendance list. 2. The teacher provided brainstorming of the students' knowledge about recount.	10'
			b. Main-activities ➤ BKO (building knowledge of field) 3. Teacher gave leading questions to the students which directed the students to today's topic which discussed about birthday party activities. 4. Teacher explained the indicators. 5. Teacher gave then explained an example of recount text. ➤ MOT (Modeling of Text)	60'

No	Date	Meeting	Activities	Time Allocation
			<p>7. Teacher formed 8 groups of 5 students and the leader in each group.</p> <p>8. Teacher gave and asked the students to analyze the text to each group.</p> <p>9. Teacher asked to each groups to write down the things which related with birthday party activities.</p> <p>10. Teacher gave 10 minutes to discuss and analyzed the text in their own team based on the forms of verbs, generic structure, and language features.</p> <p>11. Teacher checked each group wether each group could discuss well when they worked in group.</p> <p>➤ JCOT (Join Construction of Text)</p> <p>12. Teacher asked the leader of each group to share and presented the result of their discussion in front of the class.</p> <p>13. Teacher let other groups to give comment to the presentation.</p> <p>14. Teacher gave reward to the team with the best analyse.</p> <p>15. Teacher gave quiz individually to each student.</p> <p>16. Teacher asked students in different team correct (cross-correction) and submit it.</p> <p>15. Teacher write the vocabularies which not understand from the students according to the material which is explained before.</p> <p>➤ ICOT (Independent Construction of Text)</p> <p>16. Teacher asked to students to write</p>	

No	Date	Meeting	Activities	Time Allocation
			the vocabularies in their notes.	
			c. Post-activities	10'
			17. Teacher summarized about the lesson then asked the students whether or not they had some difficulties in learning the material.	
			18. Teacher motivated them in learning English	

5. Source

Book of Early Start English for year VII SMP/MTs 2007

English – Indonesia dictionary

Jurus Jitu Lulus Ujian Nasional 2013 SMP/MTs taken in internet (<https://www.books.google.co.id/books?isbn=9797751759>)

6. Penilaian

Indicator of Competence Achievement	Scoring Technique	Instrument Form	Instrumen/ Soal
The students can understand and answer the questions in recount text.	Written	Questions about reading comprehension	<p>I invited Nico and Lili to my birthday party last week.</p> <p>When I was talking to Miss Lilian, Lili stepped up to me and said: "Happy birthday, Dina!" I replied: "Thank you, guys!"</p> <p>Then, Nico congratulated me on my success in getting a scholarship. He had heard the news about it from the headmaster. It was true. Just a day before my birthday, the headmaster told me that I</p>

			received a scholarship from the alumni foundation. It was a very prestigious award. Every student dreamed of getting it. The scholarship was the nicest birthday present I had ever received in my life. I preferred it to any kind of birthday presents.
--	--	--	---

a. Scoring Rubric

No.	Criteria of Scoring	Score
1.	The answer is correct and precise	10
2.	The answer is correct but it's not precise	5
3.	The answer is wrong	2
4.	The answer is blank	0

The correct answer (10x10) = 100

Mengetahui

Guru Pembimbing

Sindit Al Luhuri, S.Pd

NIP. 19760617 200003 1 004

Lumbang, 3 November 2016

Mahasiswa Penelitian

Affan Mas Habiburrohim

NIM. 125110507111003

Appendix 7

Students' Group work exercises

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

A Hiking Trip

Last weekend, I went hiking in the mountains with Lili. I walked and stopped to see a flower on a tree. Then, Lili came up and said, "Oh, what a beautiful flower it is." It was a kind of wild orchids. Lili opened her camera and took a picture of it. She planned to show it to her friends at school. She also took a lot of pictures of our hiking trip. We went up and up very quickly. Lili could not wait to get to the top of the mountain. Finally, we arrived at the top just before dark. I saw Lili was very happy. She said, "What an exciting hike this is!"

Read the recount text again. Then, answer these questions.

1. What does this text tell about?
2. Whose experience is in this story?
3. What does the topic from those text?
4. Where did the writer and his friend go during the last weekend?

5. What was Lili's comment about the flower?

6. "It was a kind of wild orchids." What does it refer to?

7. Do you know what the flower is?

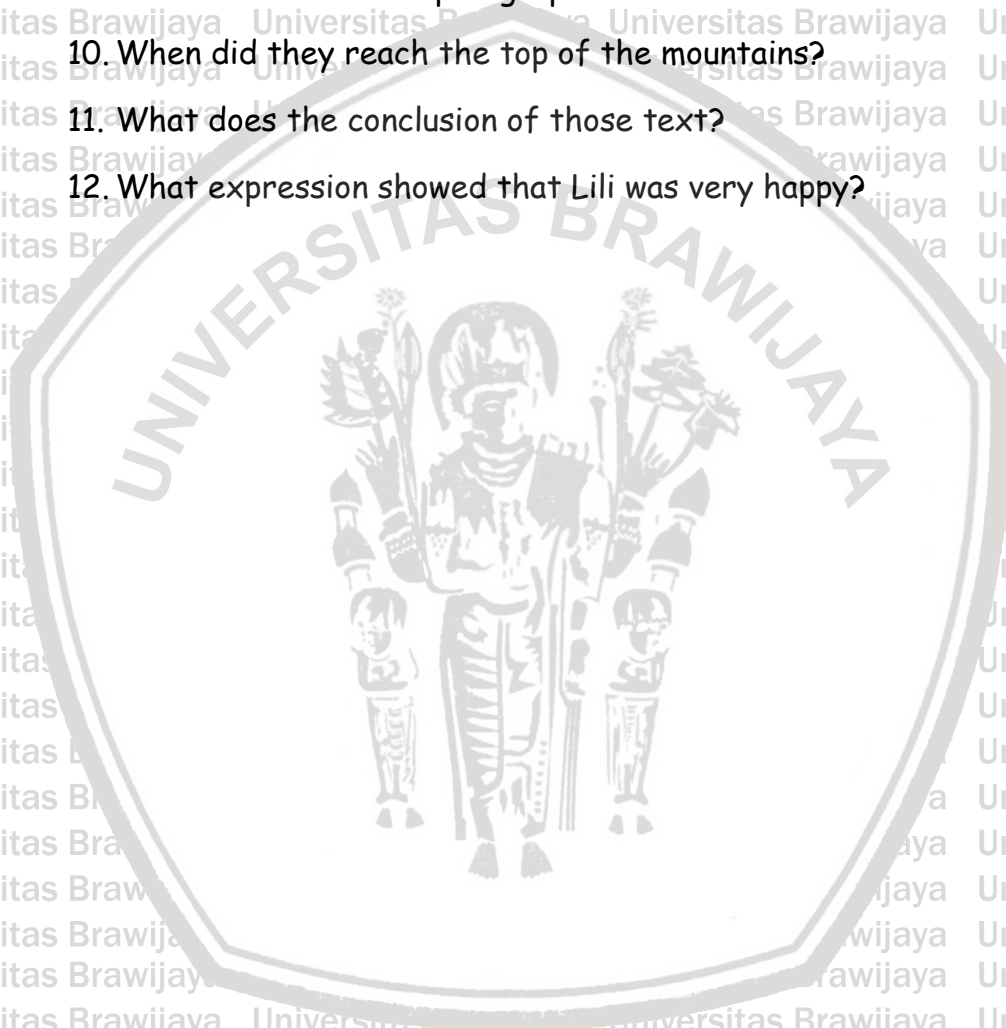
8. Why did Lili take a picture of the flower?

9. What does "I" in the paragraph mean?

10. When did they reach the top of the mountains?

11. What does the conclusion of those text?

12. What expression showed that Lili was very happy?



Lembar Kerja Kelompok Siklus 1

Pertemuan 2

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

Shopping Time



Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me.

My mother asked me to come back to the department store.

Reluctantly, I walked to the department store and you know what?

When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to

walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

Read the recount text again. Then, answer these questions.

1. What does the first paragraph tell about?
2. When did the writer's friend look for the shirt?
3. What does the topic from those text?
4. How long was the writer in the cassette counter?
5. Why couldn't the writer contact his friend?
6. Where was the writer's friend when the writer decided to go home?
7. "I let him choose one". What does the word him refer to?
8. How could the writer know that his friend was still in the department store?
9. How did the writer come back to the department store?
10. What did the writer find when he arrived in the department store?
11. Was the writer angry when he found his friend at home with his smile?

Lembar Kerja Kelompok Siklus 1

Pertemuan 3

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

Nama anggota:

Read the text and discuss with your team!

My Birthday Present



I invited Nico and Lili to my birthday party last week. When I was talking to Miss Lilian, Lili stepped up to me and said: "Happy birthday, Dina!" I replied: "Thank you, guys!" Then, Nico

congratulated me on my success in getting a scholarship. He had heard the news about it from the headmaster. It was true. Just a day before my birthday, the headmaster told me that I received a scholarship from the alumni foundation.

It was a very prestigious award. Every student dreamed of getting it. The scholarship was the nicest birthday present I had ever received in my life. I preferred it to any kind of birthday presents.

Read the recount text again. Then, answer these questions.

1. What does this text tell about?
2. Whose birthday was it?
3. What does the topic from those text?
4. "It was true." What does the word it refer to?
5. When did Dina get the news about the scholarship?
6. What did Dina say to reply Lili's expression of congratulation?
7. How can Nico get the news about Dina's scholarship?
8. Why did Nico say congratulations to Dina?
9. What institution gave the award to Dina?
10. What kind of birthday present did Dina like most?
11. What does the main idea from second paragraph?
12. "The scholarship was the nicest birthday present..." Why was it so?

Appendix 8

Students' Individual Quiz

Meeting 1

Nama :

Kelas :

No Absen :

Read the text and discuss with your team!

New Year

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

Based on the text above, answer these questions :

1. When did the clock stopped?
2. What does the topic from those text?
3. Why did the people gather under the Town Hall clock?
4. Based on the text, where was the writer?
5. When did the event happen?
6. Which of the following is not true according to the text?
7. What probably happened when someone shouted that the clock stopped?
8. What does the first sentence tell you?

9. "It would strike twelve in twenty minutes' time."
10. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock". What is the closest meaning of the underlined word?
11. The big clock refused to welcome the New Year" What is the synonym of the word?



Students' Individual Quiz Cycle 1 Meeting 2

Nama _____ :

Kelas _____ :

No Absen _____ :

Read the text carefully!

Vacation to Surabaya



Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. *It* had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago. I tried to call my friend on my cell-phone, but the battery was running low. I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

Based on the text above, answer these questions:

1. What is the topic of the text above?

- A. My vacation
- B. Vacation to Surabaya
- C. Vacation with family
- D. Vacation to foreign country

2. What did the writer do when the bus stop for rest in Lamongan?

- A. The writer bought some souvenirs
- B. The writer drank some cold lemonade
- C. The writer went to the toilet
- D. *The writer got off the bus to get a cup of ginger tea*

3. What did the writer feel when the bus is not there?

- A. *Ashamed*
- B. Shocked and confused
- C. Sad and Angry
- D. Disappointed

4. How many friend that the writer had to join the vacation?

- A. *One*
- B. Two
- C. Three
- D. Four

5. What does the main idea from second paragraph?

- A. The bus came back again.
- B. The author missed the bus.
- C. Go to Surabaya.
- D. The author feel his face turn red.

6. The bus was not there. *It* had gone!

The word *it* in paragraph three refers to?

- A. The writer
- B. The writer's friend
- C. *The bus*
- D. The waitress

Grandpa's Birthday



On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour. On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party.

My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt. Finally, my grandma told us some stories about my Grandpa.

Answer the questions below!

1. What is the topic of the text?

- A. Party
- B. Nice Shopping
- C. *Grandpa's birthday*
- D. Weekend in grandpa's house

2. What did the writer do in the kitchen?

- A. Cooked meal
- B. Prepared for lunch
- C. Roasted a lobster
- D. *Made a cake*

3. How many the siblings that the writer has?

A. One

B. *Two*

C. Three

D. Four

4. What was the present from the writer?

A. Cake

B. Flowers

C. Chocolate

D. *Batik shirt*

5. What does the main idea from second paragraph?

A. The writer brought some cake.

B. The writer and family celebrated granpa's birthday.

C. grandma told us some stories about my Grandpa.

D. My uncle and my aunt came to my house.

6. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

A. Batik shirt

B. *Cake*

C. Flowers

D. Chocolate

Students' Individual Quiz Cycle 1 Meeting 3

Nama :

Kelas :

No Absen :

Read the text and discuss with your team!

Train Schedule

Last Saturday Tina and her father went to a train station. They planned to go to Surabaya next week. Her father went to the ticket booth to buy the tickets. He was going to buy three tickets. There was a schedule above the ticket booth. It showed the schedule of the trains that go to Surabaya. Some trains go to Surabaya during the day. Other trains go to Surabaya at night.”which train are we going to take?” asked Tina.”Let’s look at the schedule first,” answered her father.

SEMARANG – SURABAYA RAILWAY TIMETABLE

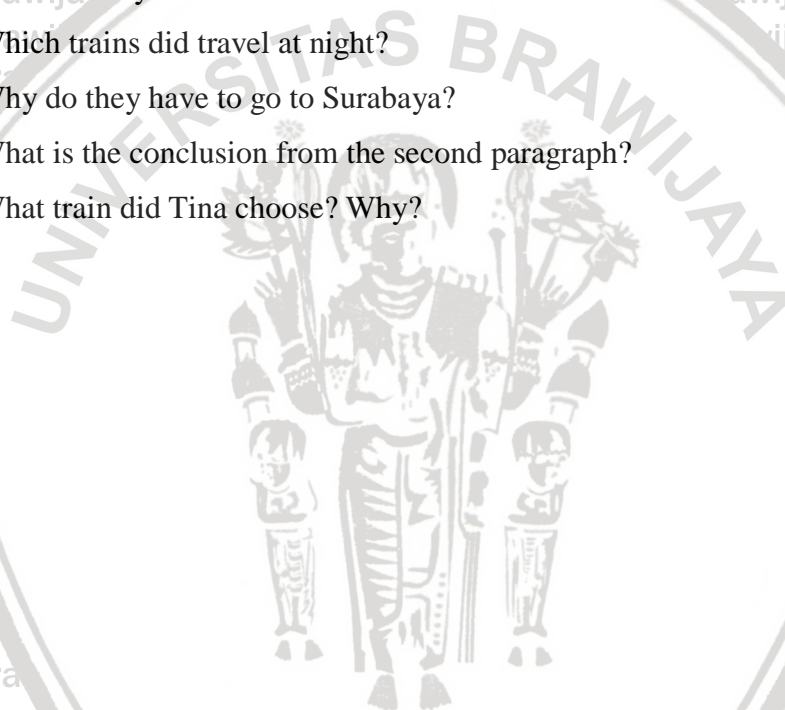
Name of Train	Departure Semarang	Arrival Surabaya
Eastern Sun	7:30 am	3:00 pm
Arya Triwangsa	9:30 pm	5:00 am
Fajar Express	5:30 am	1:00 pm
Midnight Express	10:30 pm	6:00 am

“When do we have to arrive in Surabaya?” asked Tina again. “Well, today is Sunday afternoon. Your uncle’s wedding is on Saturday morning.”

“Let’s take the Eastern Sun train. We can leave Friday morning. If we travel by day, we can see the scenery along the way.”

Based on the text above, answer these questions :

1. What does this text tell about?
2. Where would they go next week?
3. What does the topic from those text?
4. Where are Tina's father buy the tickets?
5. What does "he" in the first paragraph refer to?
6. What was their first step when they wanted to buy the tickets?
7. When will they need the tickets for?
8. Who did they want to meet?
9. Which trains did travel at night?
10. Why do they have to go to Surabaya?
11. What is the conclusion from the second paragraph?
12. What train did Tina choose? Why?



Nama :

Kelas :

No Absen :

Read the text and discuss with your team!

Sunday The Terrible



Last week was a terrible day for me. My cousin and I were playing football in front of the house to spend time with us. First, it was really fun until I kicked the ball too strong, so the ball led me to the window and

broke the window. When we want to escape, all of a sudden we all heard a loud voice. After that, the owner of the house came out of the fence, he yelled at us. We are very afraid of her, but we do not know what to do. Then, one of my cousins told us to run, we all ran, and suddenly we heard the sound of skin. Then we know that homeowners allow dogs to chase us. And we were struggling to run as fast as her as we can.

But, I fell down so the dog managed to capture me and bit my leg. It really hurts me. Then the dog ran back into the house. My cousin took me to the doctor and told my parents. In the end, the doctor said that I was exposed to rabies. Then I was hospitalized for one week more. That's a terrible day of the week for me, may not happen to me again in his next week Sunday.

Based on the text above, answer these questions :

1. What is the title of the story above ?
2. When was happening?

3. Why last week was a terrible day for the author?
4. Who is shouting?
5. What is said to be the cousin of the author?
6. Who is pursuing the author and his friends when run?
7. What happens when a dog chasing a homeowner?
8. Who brought author to the doctor?
9. What the doctor said at author?
10. How long author hospitalized?



Appendix 9

Observation Checklist

Observation Checklist				
No	Tahapan Pembelajaran	Keterangan	Ya Tidak	
1.	Peran Guru	Guru menjelaskan tujuan dari proses pembelajaran.	✓	
		Guru memberikan penjelasan terlebih dahulu mengenai teks recount.	✓	
		Guru menjelaskan materi yang dibutuhkan dalam proses pembelajaran.	✓	
		Guru memberikan materi yang sudah tercetak pada setiap kelompok.	✓	
		Guru memberikan pertanyaan sesering mungkin kepada siswa	✓	
		Guru menggunakan metode STAD dalam mengajar reading.	✓	
		Guru membagi siswa menjadi grup kecil (3 sampai 5 orang)	✓	
		Guru mengajak setiap tim melakukan hal sekreatif mungkin	✓	
		Guru mengontrol pada saat setiap kelompok berdiskusi.	✓	
		Guru memanggil siswa secara acak untuk presentasi saat hasil diskusi kelompok selesai	✓	
		Guru memberikan quiz kepada murid	✓	
		Guru memberikan hadiah kepada kelompok yang mendapatkan nilai rata-rata tertinggi.	✓	
2.	Peran Siswa	Siswa memberikan perhatian dan mendengarkan guru saat menjelaskan tentang teks recount.	✓	
		Siswa antusias dalam memahami teks recount.	✓	
		Siswa merasa bosan saat pelajaran reading		✓
		Sebagian besar siswa aktif saat proses belajar mengajar.	✓	
		Memahami text bacaan recount menjadi kendala sebagian besar siswa		✓
		Siswa melakukan grup diskusi terdiri dari 3-5 orang.	✓	

Siswa melakukan hal kreatif untuk meningkatkan semangat kelompok mereka.	✓
Setiap ketua kelompok memastikan anggotanya telah mempelajari materi yang akan dibahas.	✓
Siswa selalu siap saat dipanggil guru secara acak untuk presentasi hasil diskusi kelompok mereka.	✓
Siswa mengerjakan kuis setelah setiap kegiatan pembelajaran selesai.	✓
Rata-rata nilai grup tertinggi mendapatkan hadiah dari guru	✓
Metode STAD cocok untuk siswa dalam meningkatkan pemahaman membaca.	✓

Appendix 10

Field Notes for observer

Field Notes for observer

Observer

Affan Mas Habiburrahim

Teacher

Sindit Al-Luhuri, S.Pd

Date and Place

October 29th, 2016

Time

07:00 - 08:15

Activity

- Pre Activity

1. Guru menjelaskan tentang gunung
2. Guru mengeksplorasi tentang bromo
3. Guru tanya bagaimana cara naik gunung?
4. ——— kalau pergi rekreasi pergi kemana? Selain gunung

- Main Activity

6. Guru memberikan LC kelompok, membentuk kelompok dan memilih ketua kelompok
7. Guru mengajale dua siswa presentasi dari teks LC
8. Guru membandingkan hasil presentasi teks dan Solita
9. Guru memberikan hadiah pada pemenang
10. Siswa mengerjakan LC kelompok
11. Guru dan siswa mengoreksi LC kelompok
12. Nilai tertinggi kelompok diberikan hadiah
13. Guru menjelaskan lagi tentang V_1 dan V_2
14. Siswa mengerjakan Quiz individu
15. Guru dan siswa mengoreksi hasil Quiz individu
16. Guru menulh lagi tentang vocabulary

- Post activity / closing

1. Guru dan siswa merangkum materi yang diajarkan

- Activity conclusion (if needed)

2. Guru menjelaskan rencana materi yg akan diajarkan
3. Guru mengucapkan salam dan rays "good bye"

Appendix 10

Field Notes for observer

Field Notes for observer

Observer

: Aftan Mas Habiburrohm

Teacher

: Sindit Al - Ikhuri, S.Pd

Date and Place

: November 1st 2016

Time

: 07.00 - 08.15

Activity

- Pre activity

1. Guru menanalkan dan membahas lagi tentang tela recount
2. Guru mengeksplorasi dengan tanya jawab siswa/belompok untuk menulis kata-kata dari gambar di papan tulis (gambar dan teks dari shopping time)
3. Siswa mengerjakan kembali/membaca teks shopping time
4. Masih ada siswa yang ramai saat pembahasan kelompok

- Main Activity

1. Pada saat mengerjakan LK kelompok, ditunjuk ketua grup untuk menjelaskan kepada siswa anggota lain dari teks tersebut.
2. Kemudian setiap anggota menjelaskan kepada anggota lain dari teks tersebut.
3. Siswa mengerjakan lagi LK kelompok
4. Guru dan siswa mengoreksi hasil kerja kelompok.
5. Guru memberikan hadiah pada kelompok yg nilainya tertinggi
6. Siswa mengerjakan Quiz individu.
7. Guru dan siswa membahas Quiz individu

Activity conclusion (if needed):

8. Guru menulis lagi tentang variabel

- Post activity / closing:

1. Guru dan siswa merangkum materi yg diajarkan
2. Guru menjelaskan rencana materi yg akan datang
3. Guru berpisah dan mengucapkan salam

Appendix 10

Field Notes for observer

Field Notes for observer

Observer : Afhan Mas Habiburrahim
 Teacher : Sindit Al-Juhuri, S.Pd
 Date and Place : November 3rd 2016
 Time : 07.30 - 08.30

Activity

- Pre activity
 1. guru menanyakan kepada salah satu siswa tentang recount test
 2. guru tanya susunan teks recount tentang susunan/generic structure pada salah satu siswa
 3. guru menjelaskan lagi tentang teks recount
 4. guru meminta siswa menulis gambar yg berhubungan dengan teks recount "birthday party"
- Main Activity
 1. Siswa mengerjakan LK kelompok
 2. guru dan siswa membahas hasil LK kelompok
 3. guru memberikan hadiah hasil kelompok yg nilainya tertinggi
 4. guru menjelaskan sedikit tentang V_1 dan V_2
 5. Siswa mengerjakan Quiz individu (Post-test)
 6. guru dan siswa membahas hasil kerja Post test.
 7. Siswa yang nilainya tertinggi dari pertemuan sebelumnya dalam Quiz diumumkan hasil Post test mendapatkan hadiah dari guru.

Activity conclusion (if needed):

8. guru menulis lagi vocabulary yg tidak dimengerti siswa

- Post activity / closing

1. guru merangkum materi yg diajarkan
2. guru menjelaskan materi selanjutnya yg akan diajarkan
3. guru berpamitan dan mengucapkan salam

Appendix 11

Students' improvement score in each meeting

Respondents	SS1	Q1	Q2	SS2
Students 1	50	70	70	80
Students 2	60	65	75	75
Students 3	60	70	65	70
Students 4	45	70	70	70
Students 5	75	80	65	80
Students 6	77	50	85	85
Students 7	77	80	80	80
Students 8	60	75	60	75
Students 9	78	70	70	70
Students 10	76	75	90	90
Students 11	50	80	80	65
Students 12	60	65	85	85
Students 13	45	70	90	90
Students 14	60	75	75	75
Students 15	75	70	70	70
Students 16	60	65	85	65
Students 17	65	70	65	85
Students 18	55	80	80	95
Students 19	40	65	75	90
Students 20	50	75	70	85
Students 21	55	75	80	65
Students 22	60	65	85	85
Students 23	40	85	40	80
Students 24	45	85	70	90
Students 25	55	50	60	65
Students 26	50	75	80	80
Students 27	77	50	75	85
Students 28	60	75	95	80
Total	2.50%	73%	80%	88%
Percentage				

Appendix 12

Students' score before the implementation of STAD (SS1) and students' score after the implementation of STAD (SS2)

Respondents	SS1	SS2
Students 1	50	80
Students 2	60	75
Students 3	60	70
Students 4	45	70
Students 5	75	80
Students 6	77	85
Students 7	77	80
Students 8	60	75
Students 9	78	70
Students 10	76	90
Students 11	50	65
Students 12	60	85
Students 13	45	90
Students 14	60	75
Students 15	75	70
Students 16	60	65
Students 17	65	85
Students 18	55	95
Students 19	40	90
Students 20	50	85
Students 21	55	65
Students 22	60	85
Students 23	40	80
Students 24	45	90
Students 25	55	65
Students 26	50	80
Students 27	77	85
Students 28	60	80
Total Percentage	2.50%	88%

Appendix 13

Interview Transcript End of Cycle for Teacher

Narasumber : Bapak Sindit Al Luhuri S.Pd.

Nama Peneliti : Affan Mas Habiburrohim

Nama Sekolah: SMPN 2 Lumbang

1. Apakah Anda menyampaikan materi tentang teks recount dengan jelas dan tepat kepada siswa?

“Ya, sangat jelas kepada siswa.”

2. Apakah ada semangat dan motivasi dari siswa selama proses pembelajaran berlangsung?

Ya, banyak yang bersemangat hampir seluruh siswa.”

3. Seberapa pentingya pemahaman membaca itu menurut Anda?

“Sangat penting, karena membaca adalah kunci ilmu pengetahuan.”

4. Apakah kemampuan siswa dalam menguasai kosakata Bahasa Inggris juga mempengaruhi dalam pemahaman membaca siswa?

”Ya, sangat berpengaruh.”

5. Apakah ada peningkatan hasil belajar siswa meliputi nilai mereka dalam pemahaman membaca mereka?

“Ada, peningkatannya sangat banyak.”

6. Apakah Anda memberikan pertanyaan sesering mungkin kepada siswa untuk menilai keaktifan mereka?

“Ya, harus untuk mengetahui seberapa jauh mereka mengerti materi yang saya berikan.”

7. Apakah Anda mengajak setiap tim melakukan hal kreatif mungkin untuk mengenal satu sama lain?

“Betul dengan memberikan pertanyaan sebanyakya sesuai dengan kemampuan mereka.”

8. Apakah Anda membagikan materi yang sudah dicetak kepada setiap dan setiap kelompok?

“Ya.”

9. Apakah Anda memfasilitasi setiap kelompok siswa dengan baik?

“Ya, karena ini salah satu hal yang utama demi lancarnya kegiatan pembelajaran.”

10. Apa yang Anda lakukan jika ada anak dalam satu kelompok, tidak aktif?

“Dengan memberikan personal approach.”

11. Apa yang Anda lakukan jika ada anak dalam satu kelompok terlalu mendominasi dalam diskusi?

“Memberikan kesempatan kepada anggota lain untuk ikut berpartisipasi.”

12. Apakah anda memanggil siswa secara acak untuk mempresentasikan setelah hasil diskusi kelompok mereka selesai?

“Ya, untuk mengetahui seberapa jauh mereka mengerti materi recount text yang saya berikan.”

13. Apakah Anda memberikan quiz kepada siswa setiap kegiatan pembelajaran berlangsung?

“Ya, karena quiz merupakan salah satu hal utama dalam metode STAD”

14. Apakah penerapan metode STAD sesuai dengan waktu yang telah ditentukan?

“Ya, Insyallah tepat waktu”

15. Apakah Anda bisa menjelaskan bagaimana persentase antara murid yang memiliki kemampuan tinggi dan rendah dalam hasil belajar mereka setelah metode STAD diterapkan?

“90% anak dengan kemampuan tinggi semakin semangat dalam kegiatan belajar mengajar, 10% anak dengan kemampuan rendah yang masih perlu penanganan lebih lanjut.”

16. Apakah Anda pernah menemui kesulitan pada saat memberikan materi dengan menggunakan metode STAD?

“Sejauh ini, alhamdulillah tidak pernah.”

17. Apakah model STAD efektif dalam pengajaran teks recount?

“Sangat efektif ketika murid-murid serius dan antusias ketika waktu berdiskusi, mereka mengerjakan lembar kerja kelompok dengan sangat baik, dan seluruh anggota berkontribusi dalam waktu berdiskusi dengan dibantu ketua kelompok.”

18. Sejauh ini bagaimana penerapan metode STAD dalam meningkatkan kemampuan pemahaman membaca siswa pada teks recount?

“Saya pikir STAD adalah metode yang bagus, bisa digunakan oleh guru lain untuk meningkatkan kemampuan pemahaman membaca siswa, dengan berdiskusi dengan anggota kelompok juga ada ketua kelompok, mereka

memastikan semua anggota kelompok mengerti materi yang diajarkan. Siswa mudah untuk mengerti materi dan mendapatkan arti dari teks recount dengan kerja kelompok. Penghargaan dari guru juga membuat siswa tertarik melakukan yang terbaik”.

19. Sejauh ini bagaimana pendapat mengenai reward yang diberikan kepada siswa?

“Ketika saya memberikan penghargaan kepada salah satu grup, hal itu akan membuat grup lain untuk bekerja lebih keras dalam hal mendapatkan reward tersebut.”



Appendix 14

Interview Transcript End of Cycle For Students

Narasumber : Siswa SMPN 2 Lumbang absen 15.

Nama Peneliti : Affan Mas Habiburrohim

Nama Sekolah: SMPN 2 Lumbang

1. Seberapa pentingnya pemahaman membaca itu menurut anda?

“Penting, untuk memahami bacaan kita harus membaca terlebih dahulu”.

2. Apakah kemampuan anda dalam menguasai kosakata Bahasa Inggris juga mempengaruhi dalam pemahaman membaca?

“Ya, jika kita tidak mengetahui kosakata bahasa Inggris bagaimana kita memahaminya.”

3. Apakah ada semangat dan motivasi dari Anda selama proses pembelajaran berlangsung?

“Ya, yang pertama adalah Pak sindit yang mengajarkan teks recount.”

4. Apakah guru menyampaikan materi tentang text recount dengan jelas?

“Ya, karena setiap mengajarkan materi teks recount selalu diadakan kuis untuk memahami kosakata dalam bahasa Inggris.”

5. Apakah Anda melakukan hal kreatif mungkin untuk meningkatkan semangat dan kekompakan kelompok anda?

“Ya, dengan memberikan semangat kepada anggota saya”.

6. Apakah Anda telah memastikan setiap anggota telah mempelajari materi yang akan dibahas saat diskusi kelompok dimulai?

“Iya dengan menanyakan kepada teman saya.”

7. Apakah kelompok Anda dapat memahami isi dari materi yang tercetak dari guru?

“Iya, dengan memahami materi tersebut secara kelompok”.

8. Apakah waktu yang diberikan oleh guru sudah cukup untuk berdiskusi dengan kelompok Anda?

“Tergantung kalau teksnya mudah dimengerti waktunya cukup, begitu juga sebaliknya.”

9. Apakah Anda berdiskusi dengan anggota kelompok atau teman anda dengan baik?

“Mungkin, karena kami tidak bisa selalu serius saat mengerjakan karena terkadang diajak bercanda dengan teman lain.”

10. Apakah Anda selalu siap saat dipanggil guru secara acak dengan teman lain untuk presentasi hasil diskusi kelompok?

“Iya karena kelompok kami selalu siap dan memahami teks yang akan dibahas.”

11. Apakah Anda selalu mengerjakan kuis setelah setiap kegiatan pembelajaran selesai?

“Iya, karena untuk memahami setiap kosakata kita harus mengerjakan kuis terlebih dahulu.”

12. Apakah Anda dapat mengerjakan test individu dengan baik dan jujur?

“Mungkin kalau dengan baik bisa, karena terkadang dengan bercanda dengan teman lain.”

13. Apakah kelompok Anda mendapatkan penghargaan nilai tertinggi?

“Pernah, pada saat pertemuan kedua”.

14. Apakah kelompok lain yang memiliki selisih rata-rata nilai tertinggi mendapatkan penghargaan dari guru?

“Iya pernah”.

15. Apakah motivasi membaca anda meningkat setelah penerapan metode STAD, khususnya pada teks recount?

“Tentu, saya menjadi termotivasi karena metode yang baru ini”.

16. Apakah anda lebih mudah memahami teks recount setelah penerapan metode STAD

“Iya, karena saya menjadi lebih tau tentang kosakata Bahasa Inggris, dan dalam teks recount menggunakan kata kerja bentuk kedua, jadi saya lebih mengerti”.

17. Apakah nilai pemahaman membaca anda meningkat setelah metode STAD

“Ya, pada saat pertemuan saya memahami sedikit, dan pada pertemuan kedua semakin mengerti”.

18. Apakah metode STAD efektif untuk meningkatkan kemampuan membaca anda?

“Iya, contohnya dalam materi Bahasa Inggris yang lain saya menjadi lebih mudah menjawab soal-soal seperti metode STAD”.

Appendix 13

Interview Transcript End of Cycle For Students

Narasumber : Siswa SMPN 2 Lumbang absen 7.

Nama Peneliti : Affan Mas Habiburrohim

Nama Sekolah : SMPN 2 Lumbang

1. Seberapa pentingnya pemahaman membaca itu menurut anda?

“Penting, untuk memahami bacaan kita harus membaca terlebih dahulu.”

2. Apakah kemampuan anda dalam menguasai kosakata Bahasa Inggris juga mempengaruhi dalam pemahaman membaca?

“Iya, karena kita bisa mengerti apa arti dari kosakata tersebut”.

3. Apakah ada semangat dan motivasi dari Anda selama proses pembelajaran berlangsung?

“Iya semangat, karena dengan kerja kelompok kita dapat bekerja sama mengerjakan tugas tersebut”.

4. Apakah guru menyampaikan materi tentang text recount dengan jelas?

“Ya, beliau menyampaikan dengan jelas”.

5. Apakah Anda melakukan hal kreatif mungkin untuk meningkatkan semangat dan kekompakan kelompok anda?

“Ya, kita saling menyemangati untuk mengerjakan tugas kelompok tersebut”.

6. Apakah Anda telah memastikan setiap anggota telah mempelajari materi yang akan dibahas saat diskusi kelompok dimulai?

“Iya, karena setiap ketua memberikan pengarahan kepada teman sekelompoknya. Contohnya kalau mengerjakan soal kita mengartikan kosakata yang tidak dimengerti salah satu anggota kelompok”.

7. Apakah kelompok Anda dapat memahami isi dari materi yang tercetak dari guru?

“Kadang bisa kalau ketua kelompoknya memberikan arahan pada anggota lain”.

8. Apakah waktu yang diberikan oleh guru sudah cukup untuk berdiskusi dengan kelompok Anda?

“Sebenarnya tidak cukup, karena ada anggota lain lain yang tidak mengerti kosakata yang diberikan guru”.

9. Apakah Anda berdiskusi dengan anggota kelompok atau teman anda dengan baik?

“Ya, karena anggota saya mengikuti arahan saya dengan baik dan mereka tidak mengganggu teman dari kelompok lain”.

10. Apakah Anda selalu siap saat dipanggil guru secara acak dengan teman lain untuk presentasi hasil diskusi kelompok?

“Iya, dikelas saat saya dipanggil guru dengan teman lain, saya selalu siap dan semangat”.

11. Apakah Anda selalu mengerjakan kuis setelah setiap kegiatan pembelajaran selesai?

“Iya, saya selalu mengerjakan kuisa setelah kegiatan kerja kelompok selesai, dan menghafal kosakata yang diberikan guru”.

12. Apakah Anda dapat mengerjakan test individu dengan baik dan jujur?

“Ya, ada yang tidak bisa saya artikan kosakatanya, dan saya mengerjakan tes individu dengan tidak menyontek pada teman saya”.

13. Apakah kelompok Anda mendapatkan penghargaan nilai tertinggi?

“Iya, saat presentasi kedepan kelas, saya mendapatkan penghargaan.”

14. Apakah kelompok lain yang memiliki selisih rata-rata nilai tertinggi mendapatkan penghargaan dari guru?

“Ya, mereka yang nilainya tertinggi akan mendapatkan penghargaan, yang nilainya terendah tidak mendapatkan penghargaan”.

15. Apakah motivasi membaca anda meningkat setelah penerapan metode STAD, khususnya pada teks recount?

“Semangat saya meningkat setelah penerapan metode STAD pada teks recount, saat melakukan presentasi saya semangat dan selalu siap melakukannya”.

16. Apakah anda lebih mudah memahami teks recount setelah penerapan metode STAD

“Iya, karena penerapan STAD membuat saya bersemangat dan lebih memahami teks recount dengan baik”.

17. Apakah nilai pemahaman membaca anda meningkat setelah metode STAD

“Yang pertama nilai saya menurun, yang kedua nilai saya meningkat”.

18. Apakah metode STAD efektif untuk meningkatkan kemampuan membaca anda?

“Penerapan STAD juga meningkatkan kemampuan membaca saya, karena kosakata yang diberikan guru mampu untuk saya pahami dan saya lebih mudah memahami bacaan yang diberikan guru”.



Appendix 15

English Lesson Syllabus

Sekolah

: SMPN 2 LUMBANG

Kelas

: VIII (Delapan)

Mata Pelajaran

: BAHASA INGGRIS

Semester

: 1 (Satu)

Standar Kompetensi : Membaca

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* dan berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1. Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> Undangan Contoh : Dandi, Please come to our meeting Day : Saturday Date: March	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk “undangan” /pesan pendek 2. Mendengarkan undangan yang dibacakan oleh	<ul style="list-style-type: none"> Membaca dengan nyaring dan bermakna teks fungsional pendek Mengidentifikasi berbagai informasi dalam teks fungsional pendek 	<p>Tes lisan</p> <p>Tes tertulis</p>	<p>Membaca nyaring</p> <p>1. Melengkapi</p> <p>2. Pilihan ganda</p>	<p><i>Read the the text aloud and clearly.</i></p> <p>1. <i>Complete the test using correct words</i></p>	6 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Gambar terkait tema/topik</p> <p>3. Benda-benda sekitar</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>berterima yang berkaitan dengan lingkungan sekitar</p> <p>1.2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar</p> <p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> - Undangan - pesan singkat <p>2. Tata Bahasa</p> <ul style="list-style-type: none"> - Request <p>3. Kosa kata</p> <ul style="list-style-type: none"> - kata terkait – tema dan jenis teks <p>4. UngkapanBaku</p> <ul style="list-style-type: none"> - Don't be late ! 	<p>1st,2008</p> <p>Time : 10.00</p> <p>Place : Osis Reuni</p> <p>Don't be late !</p> <p>Budy Secretary</p> <ul style="list-style-type: none"> • Pesan Singkat <p>Lia,</p> <p>I'm out for shopping your meal is in refrigerator</p> <p>Mom</p> <p>2. Teks esei berbentuk descriptif dan recount</p>	<p>guru/teman</p> <p>3. membaca nyaring teks fungsioanl pendek tentang undangan/pesa n pendek</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek “undangan” /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek “undangan” /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek</p>	<ul style="list-style-type: none"> • Mengidentifikasi fungsi sosial teks fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek 		<p>3. Uraian</p>	<p>2. Choose the correct answer</p> <p>3. Answer the following questions based on the text</p>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>- Don't miss it !</p> <p>1.3. Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> • Makna gagasan • Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> <p>2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p>	<p>"undangan" /pesan pendek</p> <ol style="list-style-type: none"> 1. Tanya jawab berbagai hal terkait tema/topik bacaan 2. Review kosakata dan tatabahasa terkait jenis teks <i>descriptive/recount</i> 3. Membaca teks <i>descriptive/recount</i> 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah 	<p>1. Menjawab mau tau pertanyaan tentang :</p> <ol style="list-style-type: none"> 1. Makna gagasan 2. Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i> 3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i> 4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i> 5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i> 6. Membaca nyaring teks <i>descriptive</i> dan 	<p>Tes tulis</p> <p>Tes lisan</p>	<p>PG</p> <p>T / F</p> <p>Membaca nyaring</p>	<p>1. Choose the best option based on the text.</p> <p>2. State whether the statements are TRUE or FALSE.</p> <p>3. Answer the questions</p> <p>Read the text</p>	<p>4 x 40 menit</p>	<ol style="list-style-type: none"> 1. Buku teks yang relevan 2. Koran/majalah 3. Gambar peristiwa/empat 4. Lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i>	retorika teks <i>descriptive / recount</i> 6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca 7. Membaca nyaring dan bermakna teks <i>descriptive / recount</i>	recount.			<i>aloud.</i>		
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Mengetahui

Kepala Sekolah,

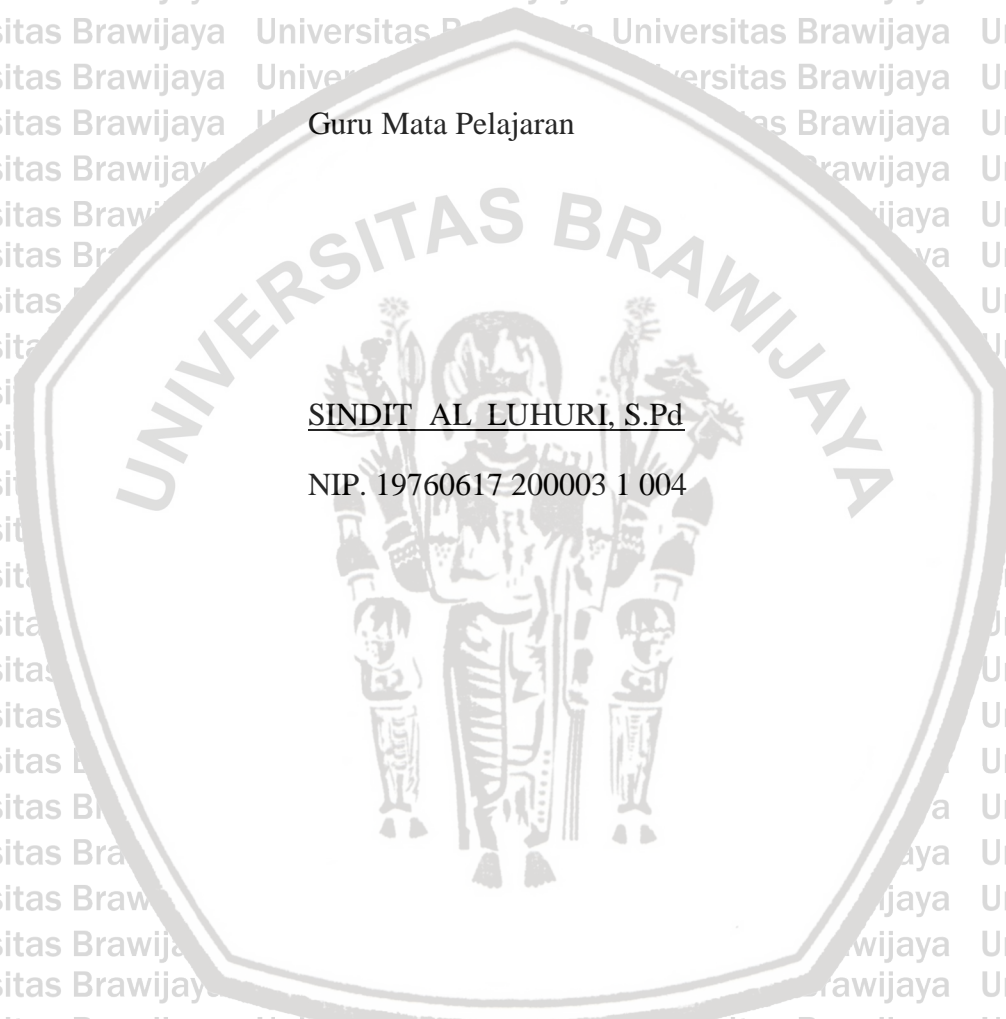
Guru Mata Pelajaran

HADI SUKAMTO, S.Pd, M.Pd

SINDIT AL LUHURI, S.Pd

NIP. 19680917 199802 1 005

NIP. 19760617 200003 1 004



Appendix 16

Documentation



Picture 1: The teacher gave brainstorming, to increased students spirit.



Picture 2: The teacher checked students group work exercises.



Picture 3: Students doing group work exercises



Picture 4: Reward giving to the students.



Picture 5: Students doing brainstorming activities.



Picture 6: Students doing group work exercises

Appendix 17

Letter of Permission to Conduct Research



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS BRAWIJAYA

FAKULTAS ILMU BUDAYA

Jalan Veteran Malang 65145, Indonesia, Telp. +62341- 575875, Fax. +62341- 575822
E-mail : fib_ub@ub.ac.id ; <http://www.fibub.ac.id>

Malang, 20 OCT 2016

Nomor : 2452/UN10.12/AK/2016
Lampiran : 1 (satu) lembar
Perihal : Permohonan Ijin Penelitian

Yth. Kepala SMPN 2 Lumbang
Jalan Desa Watulumbang, Kec. Lumbang
kabupaten Pasuruan, Jawa Timur

Dalam rangka penyelesaian tugas akhir mahasiswa Program Sarjana (S1) Fakultas Ilmu Budaya Universitas Brawijaya, kami mohon dengan hormat agar Saudara:

Nama : Affan Mas Habiburrohm
NIM : 125110507111003
Semester : IX (Sembilan)
Program Studi : S1 Pendidikan Bahasa Inggris

diberikan ijin untuk melaksanakan kegiatan penelitian dan memperoleh data pendukung berkaitan dengan usulan skripsi berjudul:

"IMPROVING STUDENTS' READING COMPREHENSION OF RECOUNT TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD): A CLASSROOM ACTION RESEARCH AT SMPN 2 LUMBANG PASURUAN"

Selanjutnya kami sampaikan bahwa data yang diperoleh akan dijaga kerahasiannya dan hanya digunakan untuk penelitian (terlampir).

Demikian atas bantuan dan kerjasama yang baik ini, diucapkan terimakasih.

Dekan,



Prof. Dr. Ratya Anindita, MS., Ph.D.
NIP. 19610908 198601 1 001

Appendix 18

Letter of Permission to Complete Research



PEMERINTAH KABUPATEN PASURUAN
DINAS PENDIDIKAN
UPT SMP NEGERI 2 LUMBANG

Alamat : Desa Watulumbang Kecamatan Lumbang Pasuruan

SURAT KETERANGAN

Nomor : 422/012 / 424.051.04.3 / 2017

Yang bertanda tangan di bawah ini Kepala SMP Negeri 2 Lumbang, menerangkan dengan sebenarnya bahwa:

No	Nama	NIM	Prodi/ Jurusan
1.	AFFAN MAS HABIBURROHIM	125110507111003	PEND. BAHASA INGGRIS

Telah melakukan penelitian dengan judul IMPROVING STUDENTS' READING COMPREHENSION ABILITY IN RECOUNT TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD). A classroom action research at SMPN 2 Lumbang Pasuruan.

Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Lumbang, 16 Januari 2017

Kepala Sekolah















HADI SUKAMTO, S.Pd.











NIP. 19680917-1998021 005

Appendix 19: Berita Acara Bimbingan Skripsi

BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Affan Mas Habiburrohm
2. NIM : 125110507111003
3. Program Studi : Pendidikan Bahasa Inggris
4. Topik Skripsi : Students reading comprehension
5. Judul : Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): a Classroom Action Research at SMPN 2 Lumbang Pasuruan.
6. Tanggal Mengajukan : 17 November 2015
7. Tanggal Selesai : 20 Januari 2017
8. Nama Pembimbing : Dian Inayati, M.Ed
9. Keterangan Konsultasi *)

No.	Tanggal	Materi	Pembimbing	Paraf
1.	17 November 2015	Pengajuan Judul & Persetujuan Judul	Dian Inayati, M.Ed	
2.	27 Desember 2015	Konsultasi Bab I	Dian Inayati, M.Ed	
3.	13 Januari 2016	Konsultasi Bab I	Dian Inayati, M.Ed	
4.	5 Februari 2016	Konsultasi Bab I	Dian Inayati, M.Ed	
5.	23 Februari 2016	Konsultasi Bab I	Dian Inayati, M.Ed	
6.	9 Maret 2016	Konsultasi Bab I	Dian Inayati, M.Ed	
7.	15 April 2016	ACC Bab I & Konsultasi Bab II	Dian Inayati, M.Ed	
8.	29 April 2016	Konsultasi Bab II	Dian Inayati, M.Ed	
9.	27 Mei 2016	Konsultasi Bab II	Dian Inayati, M.Ed	
10.	15 Juli 2016	ACC Bab II & Konsultasi Bab III	Dian Inayati, M.Ed	
11.	2 September 2016	Konsultasi Bab III	Dian Inayati, M.Ed	
12.	23 September 2016	Konsultasi Bab III	Dian Inayati, M.Ed	

13.	18 Oktober 2016	ACC Seminar Proposal	Dian Inayati, M.Ed	
14.	24 Oktober 2016	Seminar Proposal	Dian Inayati, M.Ed	
15.	24 Oktober 2016	ACC Penelitian	Dian Inayati, M.Ed	
16.	25 November 2016	Konsultasi Bab IV & Bab V	Dian Inayati, M.Ed	
17.	5 Desember 2016	Konsultasi Bab IV & Bab V	Dian Inayati, M.Ed	
18.	19 Desember 2016	Konsultasi Bab IV, Bab V, & ACC Seminar Hasil	Dian Inayati, M.Ed	
19.	28 Desember 2016	Seminar Hasil	Dian Inayati, M.Ed	
20.	3 Januari 2017	ACC Ujian Skripsi	Dian Inayati, M.Ed	
21.	9 Januari 2017	Ujian Skripsi	Dian Inayati, M.Ed	
22.	9 Januari 2017	ACC Jilid	Dian Inayati, M.Ed	

10. Telah dievaluasi dan diuji dengan nilai:

B⁺

Malang, 20 Januari 2017

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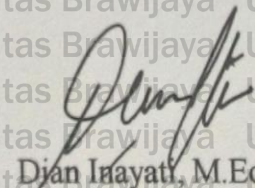
Pembantu Dekan I Bidang Akademik

Pembimbing



Syariful Murtadhin, M.A.

NIP. 197511012003121001


Dian Inayati, M.Ed
NIP. 20130978-07222-001