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Universitas Brawijaya Universitas Brawijaya Habiburrohim, Affan Mas. 2016. Improving Students' Reading Comprehension of Recount Text by Using Student Team Achievement Division (STAD): as las Brawijay Classroom Action Research on The Eight-Grade Students of SMPN 2 Lumbang sites Pasuruan. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Supervisor: Dian Inayati, M.Ed. Universi Keywords: Reading comprehension, Recount text, Student Team Achievement it as Division (STAD) ersitas Bran teaching English, reading is one of the four important skills that must be sitas Brawijaya Universi learned by the students in Junior High School. In reading, students must understands it as Brawijaya 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 State B students are difficult in arranging the generic structure of recount text. Last, the sites B 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 sitas 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 leas brawllay University used Classroom Action Research (CAR) that involves the activities among teachers it as B 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. Universitas Brathis research was done in one cycle. The cycle consists of three meetings and sit as Brawijaya 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 Stas Brawijaya 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 coprehension 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 that Brawll 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. Universi Besides, the teacher could use STAD method in other objects with various skills. iversitas Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Bradam pembelajaran Bahasa Inggris, membaca merupakan satu dari empat Brawijay
rawijaya	Universi kemampuan penting yang harus dipelajari siswa di sekolah menengah pertama sitas Brawijay
rawijaya	Universi Dalam membaca, siswa harus mengerti isi dari teks recount dengan baik. Siswa kelassitas Brawijay Universi delapan di SMPN 2 Lumbang memiliki beberapa masalah untuk mengerti teks
rawijaya	recount dengan baik. Berdasarkan hasil observasi siswa memiliki beberapa masalah
rawijaya	dalam proses pembelajaran. Masalah tersebut adalah siswa merasa sulit untuk Brawija)
rawijaya	Universi mempelajari tentang struktur kalimat dalam bentuk lampau pada teks recount.sitas Brawijay
rawijaya	Selanjutnya, mereka kesulitan untuk menyusun struktur umum pada teks recount. Brawijay Terakhir, siswa merasa bosan selama proses pengajaran dan pembelajaran. Dari
rawijaya	masalah tersebut, peneliti mencoba untuk mengatasinya dengan menggunakan Brawijay
rawijaya	Universit metode STAD untuk meningkatkan pemahaman mereka dalam teks recount. Metodesitas Brawijay
rawijaya	Universi STAD terdiri dari lima komponen utama, yaitu presentasi kelas, kerja tim, quizsitas Brawijay
rawijaya	individu, peningkatan nilai, dan pengakuan tim. Penelitian ini telah dilakukan di SMPN 2 Lumbang terletak di Jl. Desa Penelitian ini telah dilakukan di SMPN 2 Lumbang terletak di Jl. Desa
rawijaya	watulumbung, Kecamatan Lumbang, Kabupaten Pasuruan. Ada 28 siswa kelas dalam
rawijaya	Universi pada tahun ajaran 2016/2017. Yang terdiri dari 7 laki-laki and 21 perempuan sitas Brawijay
rawijaya	Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terlibat aktivitas antara guru dan siswa. Instrumen yang digunakan peneliti untuk mengabil data
rawijaya	Universi selama proses pengajaran dan pembelajaran adalah lembar observasi, pedoman Brawijay
rawijaya	Universitwawancara, tes, dan dokumentasi. A Universitas Brawijay
rawijaya	Universitas BraPenelitian ini telah dilakukan dalam satu siklus. Setiap siklus terdiri dari sitas Brawijay
rawijaya	tiga pertemuan dan tes di setiap pertemuan dan akhir siklus untuk mengukur hasil dan menunjukkan peningkatan pemahaman membaca dalam teks recount.
rawijaya	Berdasarkan nilai siswa dalam studi pendahuluan, menunjukkan presentasi nilai
rawijaya	Universi dari 28 siswa di kelas 8A SMPN 2 Lumbang yang melampaui KKM adalah 2.50% sitas Brawija)
rawijaya	Universi atau hanya 7 siswa, sementara peningkatan nilai siswa meningkat signifikan padasitas Brawijay
rawijaya	Universites akhir, mencapai 88% atau 24 siswa. Penelitian ini dapat disimpulkan bahawa Brawija
rawijaya	penggunaan metode STAD dapat meningkatkan kemampuan pemahaman membaca siswa dalam teks recount pada kelas delapan SMPN 2 Lumbang.
rawijaya	Universi Disamping itu siswa dapat aktif pada aktivitas kooperatif dengan bermacam-sitas Brawija)
rawijaya	Universi macam kemampuan. Berdasarkan hasil tersebut peneliti menyarankan kepadasitas Brawija
rawijaya	Universi guru dan peneliti lain untuk lebih aktif dalam menggunakan metode STAD dalam sitas Brawija
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas INTRODUCTIONersitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitias Brathis chapter presents the introduction of the study that contains of itas Brawijaya Universitas Brawijaya University significance of the study, and definition of keyterms. rsitas Brawijaya Universit 1.1 Background of the Study Reading is one of the four skills which should be mastered in learning Universit English. According to Linse (2005), reading is a set of skills that involves makingsitas Brawijaya 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 Brawijaya in the book. Similarly, Anderson (2003) defines reading as an interaction between the reader and the text. Thus, for the interaction to be successful, readers are Universi required to be able to understand the text they read. Reading can increase people's knowledge, so they have good knowledge University which will be beneficial to themselves and others (Supriyono, 1998). Due to its Brawijaya benefits, reading comprehension is included as one of the main foci in English as Brawijay Universinstruction at Indonesian schools. Scharlach (2008) states that the "most important thing about reading is comprehension" (p.20). By reading comprehension, readers las Brawllaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya would be able to know what is the meaning and purposes from those texts. It can be also be able to know what is the meaning and purposes from those texts. be concluded that the relationship between reading and reading comprehension Universitare two inseparable aspects which are applied in English language teaching sitas Brawijay Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brown (2007) defines reading comprehension as a process of negotation of Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive²sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University meaning. Thus, students should be trained to read with the purpose of obtaining ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi information about the content of reading (Suryanto, 2007). S Brawijava The types of reading texts learned at schools are generally divided into two Universitypes, they are short functional texts and monolog texts (Kemendikbud, 2013). Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya notice and warning, short message, greeting card, announcement, label, invitation, Stass Universitadvertisement, 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 Universi 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 University grade students at Junior High School are expected to be able to comprehends it as functional written texts and simple short essays in various texts, one of which is Universitie 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 Universi Indonesian society index level reading is only 0.001 percent, which means that sit as Braw 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 Universitas Brawijaya Universitas Brawijaya Universit Universities considered a challenge for EFL students in Indonesia. For instance, Wijaya itas (2012) found that the reading problems faced by students in SMPN 10 Pontianak, especially in recount text, included five reading comprehensions aspects (main Universitidea, supporting details, vocabulary, references, and inferences). The students Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive3sitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit were not interested in finding each meaning of word in dictionary and memorizing Sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities. This matter affected other reading components such as finding specifical tasks. information, supporting details, and main idea. Similarly, Winten (2013) found University reading comprehension problems faced by students in SMP Satu Atap Jungutan, Sitas Brawij Universitas Brawijaya University and new word meaning. This condition could influence their learning result in Sitas Br University reading comprehension. Most of the students achievement is under the estimated sites level of minimum completeness criteria which is 75. To keep the students's motivation in reading comprehension was also very hard because the students Br Universi were only asked to answer the questions provided by the teacher and they were sitas B not active in teaching and learning activities. That technique may make students Universit bored because the method was monotonous and the students are not active. Sitas Because of this reason, teachers need to use many different kinds of techniques University and to continuously renew their efforts to have students attain high achievements. Sitas Brawijaya The problems in teaching and learning of reading comprehension are also faced by eight grade students of SMPN 2 Lumbang. From their interview and Universit observation result with the English teacher and students of class VIII A SMPN 2sitas B 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 ersitas Brawijaya Universitas Br Universit simple past tense used in recount text, and difficulties in arranging the generics tas Bra ersitas Brawijaya Universitas Brawijaya Univ scores have not fulfilled the standard minimum adequacy criteria (KKM) that is Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unived sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universit 70. Meanwhile, when they read descriptive text and procedure text which use sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit present tense, they are still able to understand those texts as Brawijaya Universitas Brawijaya Universitin choosing a reading strategy or technique in order to make the students enjoy the sitas Brawijaya Universitas Brawijaya comprehesion skill in recount text is by using STAD strategy. Student Teams as Brawiiava Universitas Br UniversitAchievement Division (STAD) is one method or approach in cooperative learning it as 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 Universi 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 Universito do the best for their own team. Next is the teacher gives a quiz individually tositas measure their achievement and to strengthen what the teacher gives. Finally, an Universitindividual improvement score is given, which aims at informing and motivating sitas Br Universithe students. The fifth is team recognition. It is about giving reward or certificate to the students for their achievements based on certain criteria. Universitas Braccording to Newman and Thompson (1987), STAD technique was "thesitas Brawijaya 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 Universit solve their problems in reading and improve their understanding of recount text. Sit as Bra 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 Universi requires sharing ideas with their friends (Kurniasih & Sani, 2015). They found it as Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Unive5sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University certain words from text together with their group member to help identify the ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi meanings of recount text. By knowing the meaning of the words and workings it as tas Brawijaya Universitas Brawijaya Universi Universitideas and make inferences from explicit text information easily. With this sit as Bra Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br because they are helped by their friends who have higher achievement. In University addition, vita helps students become more active and enthusiastic in teaching sitas Brawii There have been several previous studies which support the use of reading Universi strategies. Rossalini (2015) in her study used Student Team Achievement Division to improve students' reading comprehension of report text. She used Universi classroom action research and the result of her study was successful only in one sites cycle. Purwandani (2015) used summarizing activites to improve students' University reading comprehension. She used classroom action research that was successfully sitas Brawijaya Universi conducted in two cycles. Likewise, Ningrum (2011) used Student Team Achievement Division to know students' reading comprehension achievement. Universi She compared between pre test and post test result of recount and descriptive texts sitas Braw 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. ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas BraThe difference between this study and the previous studies is the type of sitas Brawijaya Universitas Brawijaya to improve students' reading comprehension of recount text. Recount text is used Universi because they are still not able to understand quite a long text which contains Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University around 150 words. The students also find difficulties to learn the use of past tense Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universiting recount text. Recount text is used as the reading text in this research because sit as Brawijava this text is taught only at a surface level by the English teacher. Therefore, STAD University could be a suitable method that can be used in SMPN 2 Lumbang to improve their sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reading comprehension of recount text. Universitas Brawijaya Universitas Brawijaya Universitas Brased on the background above, this research attempts to improve sitas Brawijaya Universit students' reading comprehension by using STAD at the VIII A class of SMPN 2sitas Lumbang. STAD strategy is expected to be able to solve student's problem in Universities ading comprehension of recount text, to make the students enthusiastic in sitas Brawijaya Universi reading, and help each other understand the meaning of recount text. In this sites Brawijaya research, the researcher collaborates with the eight grade English teacher of Universi SMPN 2 Lumbang due to his experience in teaching for this class for more than Sitas Brawijaya one year, so he knows well the characteristics and abilities of these students. The Universiteight grade in SMPN 2 Lumbang is selected because the reading comprehension Sitas Brawijaya Universi problems are found in this class based on the teaching activities conducted by the sitas Brawijaya English teacher and added from the result of the researcher's is observation. Universi Furthermore, VIII A class students are selected as research subjects because of thesitas Brawijaya Universitlack exposure on recount text material. Universitas Brawijaya Universitas Brased on the background of the study above, the research problem is translated Brawijaya formulated below "How can Student Team Achievement Division (STAD) Universi strategy improve the reading comprehension in recount text of the eighth grades it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students of SMPN 2 Lumbang?" Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Unive7sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Br In accordance with the research problem above, the objective of the studysitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya is to know how 'Student Team Achievement Division (STAD) strategy can Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitimprove reading comprehension in recount text of the eighth grade students of sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya SMPN 2 Lumbang. universitas Brawijaya Universitas Brawijaya Universit1.4 Significance of The Study Universitas BraThe result of the study will be useful for English teachers as a reference in Universities Breaching so they can apply STAD in improving students' reading skill Universitespecially in recount text and it contributes to English teacher to makesitas Brawijaya 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, Universi especially reading comprehension they can take this study result as reference to University find and develop their research. Universit 1.5 Definition of Key Terms To avoid the misinterpretation, it is necessary to give some explanations Universition several terms used in this study. Universities a. Reading comprehension is a process of the students' ability to understand the meaning of a paragraph or a text (adapted from Brown, 2007). Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas b. Student Team Achievement Division (STAD) is a cooperative learningsitas Brawijaya Universitas Bragroup responsibility to solve reading comprehension problems (adapted sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brafrom Slavin, 2005) itas Brawijaya Universitas Brawijaya rawijaya

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Reading is the most important language skill because it can help peoplesitas Brawijaya University Reading Comprehension get knowledge (Cahyono 2010). Similarly, Petel and Jain (2008) argues that Universi reading is not only the source of pleasure and information, but also the source of sitas Brawijaya Universit someone's knowledge. It is because reading is main skill in learning language for sitas Brawijaya Universitas Ontario (2004) in his study states reading is an interactive, problem-solvingsitas Brawijaya rawijaya process of making meaning from texts. It means reading is a complex interaction Universit between the text, the reader, and the purposes for reading. Reading is shaped by Sitas Brawijaya Universithe reader's prior knowledge and experiences, the reader's knowledge aboutsitas Brawijava reading and writen language, and the reader's language community which is Universitationally and socially situated. Brawijaya Universitas Br Reading comprehension is the ultimate goal of reading (Hock and Mellard, Sitas Brawijaya rawijaya University 2005). They define reading comprehension as the process of simultaneously Universities Brawijaya Universities Brawijaya rawijaya Universite extracting and constructing meaning through interaction and involvement with sitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** University both the importance and the insufficiency of the text as a determinant of reading sites Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi comprehension. Comprehension entails three elements (Hock and Mellard, 2005).sitas They are the *readers* who are doing the *comprehending*, the *text* that is to be Universi comprehended, and the *activity* in which comprehension is a part. I ava Universitas Brawijaya Universit divided into three types. First, literal comprehension which has purposes for Universitidentification of main ideas, supporting ideas, and vocabulary meaning in a text. sitas Next is inferential comprehension which has purposes for identification of interpreting themes, character, and inferring cause effect and relationship in a text. Universi 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 brawijaya Universi 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 Universitied first the text which will be taught, but he should allow the students to readsit as BI 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 Universitcomprehension. Universitas Brawijaya Universitas Brawijaya Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas According to Ontario (2004), in the junior grades, all students need explicit reading instruction and support as they encounter increasingly complex texts in all Universi subject areas. To meet the full range of abilities, needs, interests, and learning Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universityles of their students, teachers in junior grades need to offer a rich and varied that Brawllay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universi reading program and use a wide variety of instructional materials and strategies. Sitas Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya To extend students' comprehension, teachers provide students with frequent Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya rawijaya	
rawijaya rawijaya	Universit opportunities to read and discuss a full range of texts. Students learn to monitorsitas Brawijay Universitas Brawijaya Uni
rawijaya Brawijaya	their progress as readers while teachers provide ongoing feedback. Success in
rawijaya Irawijaya	University reading encourages students to see themselves as readers and learners, and states Brawijay University Brawijaya Brawijaya University Brawijaya Brawijaya University Brawijaya Brawij
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rawijaya	Universites Provides A S D A vijeve Universites Provijev
rawijaya	Universities Br Readers need to be able to comprehend what is being discussed, to get
rawijaya	Universitinvolved in the process of acquiring grammatical structures and vocabularies of sitas Brawijay
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rawijaya	Universi the language and meaning. As readers, we should consider about these things in Sitas Brawijay
rawijaya	University order to make our reading meaningful (Brown 2007). To be a better reader and University order to make our reading meaningful (Brown 2007).
rawijaya	University University of the analysis of the a
rawijaya	Universi comprehender, readers should have strategies in reading. Namara (2009) says that Sitas Brawijay
rawijaya	Universit strategies are essential not only for successful comprehension but also for
rawijaya rawijaya	Universita are essential, not only for successful comprehension, but also for successful comprehension.
rawijaya	Universit overcoming reading problems. Teachers should also use strategies in teaching Brawijay Universitas Brawijay
rawijaya	University reading to help learners become better readers. To be proficient in reading sites Brawijay
rawijaya	Universitas B comprehensions, readers should have their reading comprehension strategy, which
rawijaya	comprehensions, readers should have their reading comprehension strategy, which Universitas Brawijay
rawijaya	Universit will be explained in next sub-chapter. jaya Universitas Brawijay
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rawijaya	2.2 Strategies for Reading Comprehension Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya
rawijaya	Universitas According to Brown (2007), there are three strategies in reading itas Brawijay
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rawijaya	Universi comprehensions, The first is identifying the purpose in reading. Efficient reading Brawijay
rawijaya	Universities Brawijay consists of clearly identifying the purposes in reading something. By identifying Universities Brawijay
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rawijaya	Universithe purpose in reading, readers know what are being searched and chosen from the itas Brawijay
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rawijaya	Universitest. Next is skimming the text for main ideas. It means quickly running one's grawijay
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijaya University eyes across a whole text, such as essay and article. The advantages of skimming sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitare being able to predict the passage purpose, message, and main topic. The last issitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Scan the text for spesific information to extract specific information without Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University reading all of the text. Scanning trains the readers to find definition of a keysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya concept and to list a certain number of supporting details. Brawijaya Universitas Brawijaya Universitas B In addition, Petel and Jain (2008) said that strategies in teaching reading sitas Brawijaya Universitare very important because this is the stage where the knowledge of learners starts it as Brawijaya to flight. Petel and Jain (2008) explain how the teacher make his teaching reading Universit effective. In order to make it effective, teacher should tell about the topic first to sitas Brawijaya Universi the learners and motivate them. Teacher should not read first, but he should allows it as Br the students to read the text. Next, teacher should not allow the students to Universit murmur while reading because other students who are listening cannot hearsitas Brawijaya clearly. Third, the subject matter should be interested and effective and Universitappropriate. It can be taken from the reading material such as workbook which is sitas Brawijaya Universitused by teacher and students. There are many text examples which are used insitas Brawijaya reading comprehension strategies, one of the examples is recount text that will be Universit explained in the next sub-chapter. Universitas Recount Text niversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Recount text is a text that tells the author's experience. This text retells event Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya in past experience by focusing on chronological sequence of past events. Language features in recount text use simple past tense sentences and sometimes cas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universituse past continuous tense sentences (Bestiana and Achyani, 2015). In addition, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya University according to Wardiman (2008), recount text is a text that tell the reader about one ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya University, action or activity. The goal is to entertain or inform the reader, va There are three types of recount text. First is personal recount which retells an Universitactivity conducted privately such as diary and autobiography. Another one issitas Brawij Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya and news report. The last is imaginative recount which retells imagining writer's Universit future lifes and gives details of event, such as if I became a successful person laters it as rersitas Brawi (Bestiana and Achyani 2015) Universitas The generic structure of recount text consists of three parts. First is orientation, Universi 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 Universitiseries of event retelling storyline according to chronological sequence, and sitas reorientation retelling writers' experience about events that occur (Bestiana and Universit Achyani, 2015). In addition according to Wardiman (2008) the generic structure Sitas Brawijaya Universi 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. Universi Next is event which tells what happened and in what sequence. After that, it issites Bra 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 ersitas Brawijaya Universitas Universitas tenses in recount textersitas Brawijaya Universitas Brawijaya Universitas Universities Brawijaya of generic structure namely orientation, events, and reorientation. In order to reach Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi recount text application's effectiveness, the researcher uses cooperative learning Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya University when conducting the research. The effectiveness of cooperative learning will be sit as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitexplained in the next sub-chapter, rawijava Universitas Brawijava Universitas Brawijaya Universitas Cooperative learning is one of the most extensive successful theories, sitas Brawijava Universitas Brawijaya Universitlearning is a method of instruction that has students work in groups together, sitas Brawijaya **Universitas Brawijaya** Universities Brawn Universities Brawn Universities Brawn Universities Brawn Universities Universities According to Huda (2015), there are five elements that make the basic Universitelements of cooperative learning. First is positive interdependence, which means it as Brawijaya each group must believe that they "sink or swim "together. If one fails, all fail. Brawijaya Universi Therefore, all group members work for the benefit of him/herself and also for the Sitas Brawijaya Universit group. Next, is promotive interaction which explains interaction of each membersitas Brawijaya of the group to encourage each other and help the other members in their efforts to Universitachieve, complete, and produce something for the common goal. Third, individualsitas Brawijaya accountability means everyone should work on any task responsibly. The group Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Universities Brawijaya Brawijaya Universities Brawijaya Universities Brawijaya Brawijaya Brawijaya Universities Brawijaya Brawijaya Universities Brawijaya University Brawijaya University Brawijaya University Brawijaya University Universities have for the task. In addition, interpersonal and small group skills explain it as Brawijaya Universities Brawijaya that beside academic learning tasks, the group members also learn appropriate Brawijaya Universities Brawijaya Universit communication, leadership, trust, decision making, and conflict management sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit skills. Last is group processing to given time and procedure to assess what worked stas Brawijaya and what did not, what should be maintained and what should be changed so that Universithere is a continuous improvement awijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Therefore, cooperative learning is the foundation in the formation of social Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinteraction in learning activities in the classroom, especially for students to gains it as ersitas Brawijaya Universitas Brawijaya Universit(2012) said that cooperative learning vis a philosophy regarding personal Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit students have responsibility for their individual and group work and trying to find Sitas Brawijaya Universitinformation to answer questions from the teacher. Universitas Braw Universitas Braw According to Shindler (2009), there are advantages that students could get Universities cooperative learning since it has been shown to have a positive effect on sit University student learning when compared to individual or competitive conditions. First, sitas B students may explain things better to another student than a teacher to a class. Universi Students learn how to teach one another and explain material in their own words. Sitas Brawijaya Next, questions are more likely to be asked and answered in a group setting, Universit because the emergence of social interaction between group members is not sitas Brawijaya University successful if they do not understand the subject matter which is done. Later, sitas positive interdependency is achieved as individuals feel that they cannot succeed Universitunless everyone in their group succeeds, such as helping each other and givingsitas Brawijaya 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi learning activity, like dividing tasks in doing essay exercise. In addition, it as Brawijaya Universitas Brawijaya
cooperative learning has the potencial to meet more learning style. Universitas Br However, cooperative learning also has weakness such as it takes more sitas Brawijaya Universitime because of the existence of social interaction than individualized direct Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinstruction. It takes a bit of time because it is done by one person. The last is rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi higher ability students who are in a position to be experts, leaders, models and sites teachers, and lower ability students who get the benefits of having higher ability Universitstudents in their group versitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universities Bra In addition, Suprijono (2012) said that there are several advantages of Universities learning. First is provide opportunities for democracy learning, sitas Brawijaya Universit because in the cooperative learning implementation, all students and teachers are sitas 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 Br Universi to create results or productivity in the form of answers from questions given by sitas B the teacher. The last is creating positive socio-emotional climate, because in Universit cooperative group work, social interaction occurs when positive emotion between sitas group members is expressed. There are many examples of strategies which are Universitusing cooperative learning method, one of them is Student Team Achievement Sitas Brawijaya Universi Division (STAD) which will be explained in the next sub-chapter. 2.5 Student Team Achievement Division (STAD) Universitas Braccording to Huda (2015), Student Teams Achievement Division (STAD) is a method that involves competence between student groups based on their ersi capabilities. First of all, every group studies the material that will be discussed, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithen the study groups are tested individually through the quiz. Obtaining maximum quiz value from every group members determines the score gained Universi from their group. Furthermore, Slavin (2005) states that (STAD) is one method or sit as Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit approach in cooperative learning that is simple and good for teachers who are just Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universit beginning to use a cooperative approach in the classroom and also an effective sitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi method of cooperative learning. He explains that cooperative learning using it as STAD consists of five major components, they are class presentations, team work, University guiz, individual improvement score, and team recognition. First, the subject itas Braw Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitinstruction or teacher-guided class discussions. During class presentations, University students should really pay attention because it can help them in individual quizsitas 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, Universi from different tribes with different abilities. The main function of the group is tositas prepare members of the group so that they can conduct the quiz well. After the Universiteacher explains the material, each member of the group learns and discussessitas worksheets, compares answers with a group of friends, and gives mutual help Universit between members if there is a problem. Every time, the teacher reminds and sitas Brawijaya Universi emphasizes to each group so that each member does their best for their groups.versitas Br In addition to group quizzez, students are given individual quiz after the Universiteacher gives a presentation,. Students are not allowed to help each other during sitas Brawijaya the last quiz. Each student is responsible for learning and understanding the material that has been submitted. Fourth is individual improvement score which rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Br Universi explains individual's increase in value made to provide performance goals to besit as ersitas Brawijaya Universitas Brawijaya Univ obtained previously. Each student can contribute maximum value to the group and Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi each student has a basic score obtained from the average of previous tests or Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		Universitas	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas		Universitas	
rawijaya	Universit quizzes. Furthermore, students donate to groups based on the			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas	ne fiicrease in Brawijaya	Universitas	
rawijaya	Universithe individual values obtained. The last is team recogn			
rawijaya				
rawijaya	certificate or other award if the average score of the group e	xceeds certain	n criteria. Universitas	Brawijay
rawijaya	Universi Itsis based on students team score that holds the twen			
rawijaya	Universitas Brawijava Universitas Brawijava Universitas	Brawijava	Universitas	
rawijaya	Universi determining their individual rank. It is related with Brown	(2007) who s	tates that	Brawijay
rawijaya	University external motivation consists of reward from outside and			
rawijaya	Universitas Brawijaya		Universitas	
rawijaya	Universitenvironment. In addition reward can be divided into tangible			
rawijaya	Universitas Brawi	vijava	Universitas	
rawijaya	Universities In this research, the researcher gives tangible reward to the	students. The	rewards	Brawijay
rawijaya	Universit in form of goods, such as snack and stationary.		Universitas	Brawijay
rawijaya	Universita		Universitas	
rawijaya	Universi Moreover, Slavin (2005) argues that each team r			
rawijaya	Universi recognition awards, depending on the average number of pulsars and pulsars are consistent as a second of pulsars are consistent as a seco	oints earned	hy them	Brawijay
rawijaya	University University of the average number of p	Joints Carried	hiversitas	Brawijay
rawijaya	Universi Below are two types of tables on how to analye student	team score 1	oased/onsitas	Brawijay
rawijaya	University (2005)		niversitas	Brawijay
rawijaya	University Slavin (2005).		Iniversitas	Brawijay
rawijaya	Universite Table 2.5 Calculation of the increased value, (Slavin 20	005)	Universitas	
rawijaya	Universitas Telephone Tele		Universitas	
rawijaya	Universitas L Final Test Score	Increased	Valuersitas	
rawijaya	More than 10 points below the initial value	5	Universitas	
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rawijaya	Universita 10 to 1 point below the initial value	Jay10		
rawijaya	Universitas Brawija Universitas The initial value of up to 10 points below the initial	wijaya	Universitas	
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rawijaya rawijaya	Universitas More than 10 points above the initial value Universitas Universitas Brawijaya Universitas Brawijaya Universitas			
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rawijaya	Universities Br The table above can be used as a reference after co			
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas			
rawijaya	Universit for each group. For example their group work initial value a	are 75, and the	result of sitas	Brawijay
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Bray	
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rawijaya	Universit their value on second quiz is 60, so their group get increased score 5. C Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Bray	viiav:
rawijaya	Universi the value of the increase can determine award criteria of each group. I		
rawijaya		Universitas Brav	
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rawijaya	Universit Table 2.5 i Group award criteria (Slavin 2005) iversitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Bray	
rawijaya	Universita Criteria (Team Average) Award Niversitas Brawijaya	Universitas Bray	
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas Bray	
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya Great Team rawijaya	Universitas Bray	
		Universitas Bray	
rawijaya rawijaya	Universitas Brawi Universitas Br 17 Super team va	Universitas Bray	
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rawijaya			
rawijaya	Universit A team is considered a good team if there is no improvement University	niversitas Brav	vijay: viiav:
rawijaya	Universi score. Meanwhile, a very good team has criteria if almost all group	members sitas Bray	vijay:
rawijaya			
rawijaya	Universi have improvement in their score. If almost all group members have at	t least ten hiversitas Brav	vijay: viiav:
rawijaya	Universit points above their initial score, it is called as a super team. To calcu	///	
rawijaya	Universita	Universitas Bray	
rawijaya	team, it is needs to take a note of every improvement point all group me	mbers get Universitas Bray	
rawijaya	Universitin summary sheet and divide the improvement of the total score with the		
rawijaya	Universities L	Universitas Brav	
rawijaya	Universit of the present team members. It must be remembered that team score	e depends it as Bray	vijay: viiav:
rawijaya			
rawijaya	Universitas Braw more on the improvement score than the initial quiz score. From the duniversitas Braw		vijay:
rawijaya	Universit above, it can be concluded that STAD is a good technique for the teach		
rawijaya	Universitas Brawijay	Universitas Bray	
rawijaya	Universituses individual quizes at the end of class.	Universitas Bray	
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya		
rawijaya	Universit 2.6 Previous Studies on Teaching to Improve Reading Comprehensi		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas Bray	vijava
rawijaya	Universitas B There are three previous studies that are relevant with this resear	ch. All of Bray	viiava
rawijaya	them are described to show the gap between this research with the		
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁰sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya University studies. Those previous studies are explained in terms of technique procedures, ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universi Universi result, the similarities, and differences between the related study and this research, sit as The first study was conducted by Rossalini (2015) who used STAD Universit method to improve students' reading comprehension in report text at XI MIAsitas Bra Universitas Brawijaya it is one of the materials covered in National Examination. By using collaborative Universitaction research, the researcher did collaboration with the teacher in implementing sites the use of STAD in the classroom. The result showed that students' reading comprehension of recount text was improved after successfully conducting it in Universi one cycle. Similar research has been conducted by Purwandani (2015) who used Universit summarizing activities to improve students' reading comprehension. This research sit as analyzed how the procedures of summarizing activities improve students' reading Universit comprehension of eigth grade of SMA Muhammadiyah 8 Yogyakarta in academic Sitas Br Universi year 2013/2014 that consist of twenty students. Funny pictures with related to recount and narrative texts were used to increase students' reading comprehension Universi 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 ersitas Brawijaya Universitas Brawijaya University students to be participated in the teaching and learning process of reading. University 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University VII D class. VIII E class consists of 40 students and VII D class consists of 40 Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya University students. She used experimental research in her research design. One class in VIII ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Universit E used Student Team Achievement Division (STAD) to improve students' reading sites comprehension in recount, narrative, and descriptive texts, and the other did not Universituse STAD. The result showed average or mean score of posttest from the sitas Brawijaya Universitas Brawijaya Universit of the average score above, it can be concluded STAD technique helps the Universit students improve their reading comprehension. All those previous studies have several similarities with this research, they Universitäre in the language skill that is reading comprehension which is used in this Universi research. The researcher used reading comprehension in recount text, while all sit those previous studies used reading comprehension skill for their research. There are several differences between this research and previous studies. Sitas First, the strategy used was not the same as in Purwandani research. She used summarizing activities to improve students' reading comprehension, but this study Brawijaya 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 Universitused class XI MIA in Rossalini research, IX class in Purwandani research, and Sitas Bi 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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Rossalini research, narrative text in Purwandani research, and descriptive text in sites ersitas Brawijaya Universitas Brawijaya Univ this area at different levels and place through conducting reading comprehension Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitin recount text by using STAD technique. Va Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

	emirerentae Branniaga. Emirerentae Branniaga. Emirerentae Branniaga.	OTTO OTTO	
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rawijaya	Universitas This chapter covers research design that consists of design of the students	dy, datasitas	Brawijay
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rawijaya	Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universit 3.1 Research Design as Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas This research applies CAR (Classroom Action Research) because it h		
rawijaya	Universities By to solve students' reading comprehension problem in recount text. According to solve students' reading comprehension problem in recount text.	Universitas rding to	Brawijay
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universi Supardi (2009), CAR is an approach to improve education by making		
rawijaya	University towards improving on results and learning. This statement is suppo	niversitas	
rawijaya			Brawijay
rawijaya	Universi Arikunto (2009) that CAR is learning activities analysis in the form of an	n action ^{sitas}	Brawijay
rawijaya	Universit	hiversitas	
rawijaya	Universit and occurs in a class at the same time. Those actions are given by tea		
rawijaya	Universita guidance from the teachers which are conducted by students. Universita	Iniversitas	
rawijaya rawijaya		Universitas Un <u>ive</u> rsitas	Duniellan
rawijaya	Universities This classroom action research design was developed by Kemmis	and Mc	Brawijay
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rawijaya	Universit Taggart (2007). It is a social process of collaborative learning realized by Universitas Bra	Universitas	
rawijaya	Universit of people who join together in changing the practices through which they		
rawijaya			
rawijaya	Universitas Brawii a shared social world. In this research, the researcher collaborated values of the	with Mr Universitas	Brawijay
rawijaya	Universi Sindit Al Luhuri, S.Pd as the English teacher in conducting this research	becausesitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universithe researcher had little experience in managing this class and know	ing the sitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students characteristics.	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas In addition, Suhardjono (2009) describes the stages of CAR a		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya consisting of planning, acting, observing, and reflecting. First is planning	Universitas	Brawijay
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Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Univ²³rsitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya University stage develops an action plan which explains what, why, when, by whom, and rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi how the research will be conducted. Next is acting. This stage is to compose the sitas Brawijava rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Strategy and scenarios that will be applied and have been trained to teachers in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya rawijaya rawijaya University order to be applied in classroom according to scenario which is made before. Sitas Brawijay rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Third is observing, which is done simultaneously with the implementation of University action. This stage is to collect data to indicate the success of strategy in classroom rawijaya Brawiiaya Universi problem. The last is reflection. This stage is intended to review thoroughly the sitas Brawijava action which has been done. In short, those steps or stages which have been explained above can be presented in the figure below. niversitas Brawijaya Planning actions 1 Implementation of versitas Brawijaya Problem actions 1 rawijaya Cycle 1 rawijaya Observation or Reflection 1 data collection If the problem is Universitas Brawijaya University Bnot solved from Continue to the next cycle s Breflection result Classroom Action Research design (Adapted from Figure 3.1 The Suhardjono, 2009) niversitas Brawijaya Universitas Brawijaya Universit3.2 Data Sources Universitas Brawijaya Universitas Brawijaya This data source is used to know the setting for conducting the research and rawijaya Universithe participants who are investigated. Vijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya

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rawijaya Univ	ersita. 2.1 Setting of the Study	Universitas Brawijaya	Universitas Brawij
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rawijaya Univ	ersitas BraThis classroom action research was co	onducted at SMPN 2 Lumb	oang, Itassitas Brawij
rawijaya Univ	rsitas Brawijaya "Universitas Brawijaya, I	Universitas Brawijaya	Universitas Brawij
rawijaya Univ	located in Desa Watulumbung Kecamatan L	umbang Kabupatèn Pasur Universitas Brawijaya	Universitas Brawij
rawijaya Univ	school was chosen because based on the obse	ervation result it was found	d that thesitas Brawij
rawijaya Unive	ersitas Brawijaya Universitas Brawijaya 🛚	Universitas Brawijaya	Universitas Brawij
rawijaya Univ	students were having problems in reading text	s particularly in recount tex	^{tts} Universitas Brawij
rawijaya Univ	3.2.2 Participant of the Study	Yersitas Brawijaya	Universitas Brawij
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rawijaya Univ	ersitas BraThe subject of the research is the 8th g	rade students of class A at	SMPN-2sitas Brawij
	Lumbang in the second semester of the acad	emic year 2016/2017 The	Universitas Brawij
rawijaya Univ	rsitas Br	eniic year 2010/2017. The	Universitas Brawij
rawijaya Univ	students participating in this study. It consists	s of 21 girls and 7 boys.	This class sitas Brawij
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	was chosen because from the preliminary stu	ady, it was found that stud	
rawijaya Univ	difficulty in reading comprehension of recount	t text.	hiversitas Brawij
rawijaya Univ	ersi	Y Y	hiversitas Brawij
rawijaya Univ	proofeins were died in	ound from the teacher's pe	
rawijaya Univ	that their problems in past tense affect	the students' ability in	niversitas Brawij
	that their problems in past tense affect	NG /	
	comprehension, particularly in recount text. It	t is not surprising that the	
	rsitas rsi their reading test scores have not fulfilled the	standard minimum adequac	Universitas Brawij
		standard minimum adequae	
rawijaya Univ	(KKM) that is 70.	a d	Universitas Brawij
nawijaya Omiv	a situas bias	aya	Universitas Brawij
	ersitas Braw ersitas Data Collection	ljaya	Universitas Brawij
	ersitas Brawijay	wijaya awijaya	Universitas Brawij Universitas Brawij
rawijaya Univ	In the study, data collection technique is a	n important factor for the s	uccess of
	the research. This relates with how the res		
	ersitas Brawijaya Universitas Brawijaya		Universitas Brawij
	sources are, and what tools are used. The		
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rawijaya Univ	instruments which are relevant with the proble	em statement. Universitas Brawijava	Universitas Brawij
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²⁵rsitas Brawijava Universitas Brawijaya Universita Data Collection Technique Prawijaya Universitas Brawijaya rersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas B Data collection technique is the way to collect the information and datasitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi about this research in the process of improving students' reading comprehension ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Universitin recount text by using STAD strategy. Observation checklist, interview guide, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya field notes, test instruments were used to collect the data. Unive Universital Observation Universitas BraThe researcher conducted observation to observe process of the teachingsitas and the behavior, situation, and condition of the students naturally. The researcher observed the teaching and learning process during the implementation of the Universi lesson plan by using observation checklist (see appendix 1), while Mr Sindit Alairas B Luhuri as the teacher. Observation checklists was used by the researcher to obtain Universit data and get information about the increasing development of the students/insitas understanding recount text by using STAD method. The observation items were in Universithe 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 Universitactivity was conducted before until after the implementation of STAD method.sitas Brawijaya 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, Universit date, students' and teacher's activity, students' responses during the learning and sit as Brawijaya Universitas Brawijaya From these observations, the researcher would find the problems, advantages, and Universi reading comprehension test format used by the teacher. Tas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Bravijaya 2. Interview	Universitas Brawijaya	Universitas Brawijaya	Universitas	Brawijay
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rawijaya	Universitas BraInterview	was conducted by the res	earcher to obtain some in	formationsitas	Brawijay
rawijaya rawijaya	Universitas Brawijaya from the student Universitas Brawijaya	s about the situation and c	condition of the students d	Universitas uring the	Brawijay Brawijay
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rawijaya	study to know st	udents' characteristic and p	roblems in recount text, an	d what is	Brawijay
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rawijaya	Universitas Brawijaya	aterial given to students. Th	ne researcher interviewed th	e English Universitas	Brawijay
rawijaya	Universiteacher and three	e students from 8A class			
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rawijaya	University researcher in cho	osing those students rando	mly. Next, the researcher of	conducted	Brawijay
rawijaya	Universiting second interv	view after the implementation	on of STAD. The same stud	ents from sitas	Brawijay
rawijaya	Universita		or strib. The same state	Universitas	
rawijaya	Universi the preliminary s	tudy interview were intervi	iewed by the researcher in	this step.sitas	Brawijay
rawijaya	Universi The questions for	r the interview consist of 1	9 items for the teacher and	iversitas	Brawijay
rawijaya	Universit Questions to	the interview consist of 1	9 items for the teacher and	niversitas	Brawijay
rawijaya	Universitfor the students (s	see appendix 3). The result of	of those questions were used	l to knowsitas	Brawijay
rawijaya	Universit			niversitas	Brawijay
rawijaya	Universite and te	achers perceptions toward	the implementation of i	Dniversitas	Brawijay
rawijaya	Universitimproving their r	eading comprehension of re	ecount text. This interview		
rawijaya	Universitas		順	Universitas	Brawijay
rawijaya	Universi also be suggestio	1/1//	11127		
rawijaya	University STAD in reading	comprehension of recount t	ext. The question items are	classified	Brawijay
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rawijaya	Universitin the following t	able.	ljaya	Universitas	
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rawijaya	Universitas E	English Language	rsitas Brawijaya Uı				tas Brawi	_
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Irawijaya	Universitas E	Brawijaya Unive	Identifying students' and	d teacher's	Blawijaya	⁴ Universi		
Irawijaya	Universitas E	Brawijaya L'	experiences in classroom	n	Brawijaya		tas Brawi	
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Irawijaya	Universitas E	Rrawi	in reading comprehension	•	ijaya		tas Brawi	
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rawijaya	Universitas	implementation of STAD in reading	reading comprehension	4	12,13	,11,12,13,1	tas Brawi	
Irawijaya	Universita	comprehension of	Identifying time manage	ement of	14		tas Brawi	_
rawijaya	Universi	recount text	STAD			hivorgi	tas Brawi	
Irawijaya	Universi		Identifying the effective STAD in reading compr		8, 15,17	4	tas Brawi	-
Irawijaya	Univers 3.	Students'	Identifying students resp		4, 18		tas Brawi	_
Irawijaya	Universit	responses toward	reading comprehension				tas Brawi	
rawijaya	Universit	the use of STAD in reading					tas Brawi	_
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rawijaya	Universitas	recount text	ST SEL	E			tas Brawi	_
rawijaya	Universitas	\	Identifying students' and motivation during reading		2, 19	3, 10	tas Brawi	
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rawijaya	Universitas E		Identifying students' im		5	16	tas Brawi	
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rawijaya Irawijaya		Suggestions	Identifying the strength weakness of Reading	and	5, 6 Aya	*	tas Brawi	
			comprehension		IJaya			
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rawijaya	Universitas F	chievement over a per	eriod of time for the p rsitas Brawijaya Ui	urpose of in	iproving tea	ching and	tas Brawi	jay: iiav:
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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	University There were 10 questions in reading comprehension test and post-test ac	liniversitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universithis research, the researcher used two types of test namely pre-test and	post-test.sitas	Brawijay
rawijaya rawijaya	The researcher provided students a recount text and sets of question whic	Universitas h have to	Brawijay Brawijay
rawijaya	Universities answered by them in the given answer sheet. The researcher got the		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	<u> </u>	
rawijaya	giving the pre-test from preliminary study and then analyzed them to d	ecide the	Brawijay
rawijaya	Hart was the Breath and Hart	Universitas	
rawijaya	plan, the implementation, and the reflection during the action. Universitas Brawijaya	Universitas	
rawijaya	Universitas Bra Meanwhile, post-test was given to the students at the end of first		
rawijaya			
rawijaya	Universities Braw' Universities	ing of 10 Wersitas	Brawijay
rawijaya	Universities ay questions (see appendix 4) that was used to see the improveme	nt of thesitas	Brawijay
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rawijaya	Universi student's reading comprehension in recount text. The researcher gave 20		
rawijaya	University for post-test and distinguished the questions for each test. Lastly, the resulting the post-test and distinguished the questions for each test.	niversitas esearcher	Brawijay
rawijaya	Universit of post est and distinguished the questions for each test. Easily, the fi	hiversitas	Brawijay
rawijaya	Universit obtained the students' test score by making average of all scores from each	h group.rsitas	Brawijay
rawijaya	Universita Universita 4. Documentation	niversitas	
rawijaya		Iniversitas	
rawijaya	Universita The researcher used documentation to strengthen the data gained	from the sitas	Brawijay
rawijaya	Universities Other techniques used. The researcher collected documentation before du	Universitas	
rawijaya	Universities D		
rawijaya rawijaya	university after the implementation of STAD method. Lesson plan students', portf	folio, and	Brawijay
rawijaya rawijaya	Universitas Bra Universitast results are some of the documents used.	Universitas Universitas	
rawijaya Brawijaya	Universitas Brawija wijaya	Universitas	
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rawijaya	Universitas The research procedure is an important thing to conduct the action		
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	University by which activity of the investigation can be done systematically. The	e simple _{sitas}	Brawijay
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rawijaya	University action research model that was developed by Kemmis and Mc Tagga	Universitas	Brawijay
rawijaya	Universit explained four phases, namely planning, implementing, observing, and re-	eflecting.sitas	Brawijay
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rawijaya	The CAR procedure design is presented in the following figure.	Universitas	
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Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Univ³⁰rsitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University minimum adequacy criteria of their reading test scores (KKM) that is 70. This Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi preliminary result was also used to know the teacher's technique in teachingsitas Brawijay English, especially in recount text, and the students' achievement before the Universitimplementation of STAD sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universities and learning process. The students felt that they got bored with the strain Br Universi method used by the teacher. The students had no enthusiasm in learning activitysitas because they were not interested in reading recount text containing irregural and regular verbs, and using was and were. During the exercises, several students got Brawijaya Universi difficulty to do the exercises because they found difficulties to memorize pastaitas B tenses, which affected the students' ability in reading comprehension. It is Universit supported with the students' answer in interview, as one of them stated it below: ersitas Br "... I thought recount text is still difficult, because from the beginning I was not Universitinterested in the text type, and I don't really understand the composition of the Stas Brawijaya "I don't rememeber about the irregural verb and I don't know about the theory of Universitas BraThe 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 Brawijaya Universiteacher's perspective, a similiar view about the students' problem in recount text, as Brawijaya Universitas Brawijaya Universitas Brawijaya is expressed below: Universitas Brawijaya Universi "They (the students) have difficulty to distinguish which part is orientation, events are Brawijava and reorientation" Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brahis is supported with the students' score of reading comprehension in sitas Brahijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrecount text which was conducted by the teacher from preliminary study insitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya reading comprehension test activity (see appendix 5). The students' Universitas Brawijaya Universitas Brawijaya score of Universitas Brawijaya rawijaya rawijaya rawijaya University reading comprehension in recount text is shown in the chart below: aya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Students' score before the cycle versitas Brawijaya Universitas Brawijaya 2.50% Universitas Brawijaya rawijaya s Brawijaya ■ Students who did not passed the KKM Students who **Universitas Brawijaya** passed the KKM rawijaya Iniversitas Brawijaya 97.50% Universit Figure 3.3 Students' score before the cycle rawijaya Based on the data shown, almost 97.5 percent of the students' score in Universita rawijaya University reading comprehension do not reach the minimum criteria (KKM). They cannot sitas Brawijaya rawijaya Universitreach KKM after they got scores from the additional assignment and the daily testsitas Brawijaya and mid semester scores. The researcher looked from the teacher's way to teach Universithat it was found he used a simple conventional technique. wijaya Universitas Brawijaya Universitas BraThe results of the preliminary study showed that the students of 8th A class sitas B of SMPN 2 Lumbang had a low achievement in reading comprehension of recount Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitext. Based on the above problems, the researcher believed that using STAD coulds it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya improve the students' comprehension and motivate them to read. STAD strategy is rawijaya rawijaya University expected to be able to solve students' problem in reading comprehension of sitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitrecount text. va Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univ²rsitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Planning Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijava planning, the researcher's aim is to improve Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya students' Universit comprehension in recount text and make students active in class. The researcher it as Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universitas versi teaching strategy (see appendix 6). The researcher planned to carry out each cycle is a in three meetings (2x30 minutes of each meeting). Every meeting is based on the activities designed in the lesson plansitas Brawijava which has three steps called pre-, main-, and post-activity. The application of the Universi STAD strategy is to make plans before presenting the material. The researchersitas Brawijaya 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. Universi The tests are in the form of essay and given in cycle 1. The researcher will give 20sitas minutes for each test and distinguish the recount text in each question (see Universit appendix 7 and appendix 8). The criteria of success needs to be determined first to measure the Universit success of the implementation of the STAD technique. The score used to knowsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya

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Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya Universitas Brawijaya** Univ³⁵rsitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya University students, reading comprehension in recount text. The observation is conducted sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit during the implementation of STAD method in the classroom. rawijava rawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universits Reflectingya Universitas Brawijaya rawijaya process. The analysis is based on the obtained data from instruments used in the versi research. To analyze the data, there are two steps conducted by the researcher. Universities Brawijay Universities First, the researcher gave test to the students to know their understanding of Universities Brawijaya University B Universities out text. The next step is that the researcher collect the information that is sitas Brawijaya Universit 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 Universi criteria of success cannot be reached yet, the researcher can continue to the next sitas cycle. However, the researcher can stop in cycle I if it is successful when 70% of Universithe students reach Kriteria Kelulusan Minimum (KKM) or Standard Minimum Sitas Universi Score which is 70. Universit 3.4 Data analysis Universitas Bra The researcher analyzed the data after the data were collected from all University respondents or other data sources. This research has two kinds of data that were sitals Brawijaya Universitanalyzed, namely qualitative data and quantitative data. tas Brawijaya ersitas Brawijaya Universitas BraThe researcher used several instruments from observation checklist, sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas interview, and field notes. This qualitative data were taken after conducting STAD strategy in classroom learning activities. Data analysis involves collecting open-Universitas Brawijaya Universitas Brawijaya Universi ended data, based on asking general questions and developing an analysis from sites Universitas Brawijaya Universitas Brawijaya

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rawijaya **Universitas Brawijaya** Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya UniveFINDING AND DISCUSSION & Brawijava Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brathis chapter presents the findings based on the analysis of the collected Brawijaya Universitas Brawijaya and the Brawijaya University comprehension. It also presents the disscussion of the findings University modification of the technique after the implementation of the STAD available to the standard of the **Universitas Brawijaya** Universit4.1 Research Finding In this study, the researcher used classroom action research. The findings Universi of the research presented here are the data gained from one cycle which had threesitas Brawijaya meetings. Each meeting have four steps namely BKOF (Building Knowledge of Universit Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT Sitas Brawijaya (Independent Construction of Text). The findings of the cycles explained the process of using STAD method to improve the students' reading comprehension Universitin recount text and response toward the implementation of the STAD. Universitas Brawijaya Universit4.1.1 Planning Universitas BraThe researcher as observer and the English teacher planned the actionsitas Brawijava ersitas Brawijaya Universitas Brawijaya Univ University and students' post-test. The researcher selected the appropriate recount text which students Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi was used in the lesson plan according to English syllabus of Junior high school rawijaya students which was related with the students' background knowledge. Students' Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Univentual Univertual Univentual Univertual Univentual Univertual Univertual Univentual Univentual Univertual Univertual Univertual Univertual Univertual Univertual Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit background knowledge refers to the students understanding in recount text that is ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University related with the students' daily life based on English Syllabus (see appendix 15) arsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas First, the researcher arranged three lesson plans (see appendix 6), designed Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas University students' group discussion, students group work exercises and students' individuals least Braw Universitas Brawijaya University students' exercises and quiz were appropriate for the 8th grade students or not. The University researcher and the teacher as the collaboration also discussed how to divide it as students into several groups and each group should consist of students with Universit 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 Universitappropriate vocabulary and relating to the students' background knowledge. Theresitas Braw were two different texts which were used by the researcher in applying STAD Universit method in each meeting, so there were in total of seven recount text materials Brawijaya Universitused by researcher during implementation of STAD method. The first text was it as used as students' group work exercises (see appendix 7) for drilling their reading Universit comprehension and the second text was used for the students' individual quiz. Insitas Brawijaya the quiz, the students answered 10 questions of multiple essay and multiple choice tests based on the text (see appendix 8). ersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bra. The researcher also prepared students' reading test to collect the datasitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijava Universitas Brawijaya University researcher prepared the observation checklist, interview guide, and field notes to the baseline and field notes to Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit observe the teacher and students activity during teaching and learning process. Versitas Brawijava Universitas Brawijaya rawijaya Universitas BraThe researcher used one cycle. Each cycle consisted of three meetings to sitas Brawijava as Brawijaya Universitas Brawijaya Universitas Brawijaya implement STAD method. Each cycle was ended with a test called a quiz to know Universithe students' development in learning activity. In the implementation of STAD, sitas Brawijaya the researcher was helped by the English teacher to give materials and knowlodge Universities Brabout recount text to the students'. The first meeting was held on October 29th, 2016 with 28 students that Stas Brawijaya consisted of 21 girls and 7 boys. All students (28 students) came in this meeting. Universi This research was done in class 8A room in the second semester of 2016/2017 sitas Brawijaya Universitacademic year. It was allocated for 2x30 minutes. There were two recount texts it as Brawijaya used by the researcher in the first meeting, they are A Hiking Trip and New Year. UniversitThere were several activities used by the teacher in applying recount text. First, sitas Brawijaya the teacher presented the material about recount text, how to arrange the generic University structure of recount text, and main idea from the text. Then, the teacher formed sitas Brawijaya Universithe students into six groups and each group consisted of four and five members itas with different achievement and gender so that each group consisted of various University students with various cabilities in English especially in reading comprehension. Sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit The teacher divided the class by mentioning each group member and showed each sites Brawijaya group's seats. Then they gathered to their own groups based on with the teacher's Brawijaya Universitdesign grouping. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Br The teacher was helped by the observer or researcher distributing group Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universi work exercises to each group and asked them to discuss and finish the exercises it as (see appendix 8). The teacher asked two student from two group to presented the Universi results from their discussion about the text. In order to check the students's las B Universitas Brawijaya university started by explaining the generic structure of the text. After the students did their started by explaining the generic structure of the text. Universi presentation, the teacher gave tangible reward. The tangible reward were in formsitas 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 Universiteacher gave quiz at the end of the first meeting in term of the students' exercise. Sitas The quiz consists of 10 essay questions. After the students did the the quiz, the Universities 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 Universitagain about recount text which they learned in the previous day about recountsitas Bra 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 sitas Brawijaya Universitas Brawijaya Universitas Brawijaya University giving questions to remind them. The teacher used two recount texts from those in sites 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 Universitas Brawijaya Universitas Brawijaya previous group. The teacher did not want to change the group to make the Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universit efficient time so that when the researcher instructed them, they quickly followed Sitas Brawijaya rersitas Brawijaya – Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University and did not make noise. After that, the teacher gave worksheet to them in each sites sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas group to be discussed and analyzed and finished in 17 minutes (see appendix 7). sitas Brawijaya universitas Brawijaya universitas Brawijaya universitas Universit Next, the teacher and students discussed the group worksheet together. a Universitas Brawijaya Universit from their discussion about the text. In order to check the students, understanding, sitas Brawijaya Universithe teacher gave assessment to the students'. The assessment was started by sit as Universities Braw' explaining the generic structure of the text. After the students did their sit as presentation, the teacher gave tangible reward. The tangible reward were in form Brawijaya Universi of goods namely snack and stationary. Besides, the teacher also gave applause to it as Br raise the students' spirit. After that, the teacher gave an individual quiz with 10 Universit multiple choice questions to know the students' ability to understand the textsitas Brawij 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 Brawijaya Universitacademic hours and was attended by 28 students. Then, the researchersitas Brawijaya implemented STAD method which was applied as in the previous meeting. The Universitexts used in this meeting were My Birthday Present And Sunday The Terrible. Sitas Brawijaya 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 Universithe exercises, and gave the individual quiz. Next, the teacher and students it as Brawijaya 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 Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitscore and the result of	the third individual quiz. Th	e implementation of	of STAD _{sitas}	Brawijaya
rawijaya	Universitas Braw method in each meeting	yyan ahayun in the tal 1-1-11	ijaya	Universitas	Brawijaya
rawijaya	Universities by the each meeting	was snown in the table bellow	v. va	Universitas	Brawijaya
rawijaya	Universit Table 4.1 The summar	y of activities in Acting stage		Universitas	Brawijaya
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rawijaya	Univers Students' group work exercises.	Students' group work exercises.	Students' group we exercises.	ork Universitas	Brawijaya
rawijaya	Univers Teacher gave reward to	Teacher gave reward to	Students' post tes	Universitas	Brawijaya
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rawijaya	Univers Conducting the	Conducting the students'	Teacher gave the	OTHIVOISILUS	Brawijaya
rawijaya	Univers students' individual	individual quiz	to the highes groups and	t score students	Brawijaya
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rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univesitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brom the result, the researcher found that there were some difficulties Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi faced by the students and the teacher in each meeting. The problems were aboutsitas Brawijava ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas the students' difficulties to know the meaning of vocabulary in Bahasa Indonesia ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas rawijaya Universification recount text and the use of regural and irregural verbs. Brawijaya Universitas Brawijaya Universitook longer time because this was the first time when implementing STAD to sitas Brawijaya as Brawiiava Universitas Brawijay Universit divide several groups. As the impact, the students were noisy. Another problemsitas faced was the students' understanding on the meaning of vocabulary in recount 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 Universit meeting until the second meeting. Another problem was still about the students'sitas Brawijaya attitude when the teacher explained about recount text in the pre-activity class. Universit This problem attitude was solved by controlling the students with the researcher's Sitas Brawijaya Universithelp. In the third meeting, the obstacle was about the students' noise when waiting translated Brawijaya time while the teacher graded the third individual quiz and group work scores to University give the reward to the students. This problem can be solved by the researchers's itas Brawijaya Universithelp to make the situation quiet. Universita.1.4 Reflecting Universitas Brawijaya Universitas Bra 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 Universiall the descriptors on the observation checklist and it was also in line with the itas Brawijaya Universitas Brawijaya

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rawijaya	University percentage in each meeting. The researcher found that using STAD in learning sitas Brawijay
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rawijaya	Universi Students' score before Quiz 1 Quiz 2 Students' score after er sitas Brawijay
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rawijaya	Universit Distriction in Inversitas Brawijay
rawijaya	Universit Based on the result of the percentage of the students' score which passed Brawijay
rawijaya	University the KKM, it shows that the students' score gradually increased in each meeting
rawijaya	Universitas Universitas Score graduany increased in each freeding Universitas Brawijay
rawijaya	Universit (the complete score in each meeting can be seen in appendix 11). The data showedsitas Brawijay
rawijaya	Universitas Brawijay
rawijaya	Universities that the students' result in reading comprehension of recount text improves in Brawijay
rawijaya	Universit each meeting. The researcher also analyzed the result of reading test with the sitas Brawijay
rawijaya	Universitas Braw Ijaya Universitas Brawijay
rawijaya	Universiteria of success. The criteria of success which had been set required that 70% sitas Brawijay
rawijaya	Universitas Brawijay Students' reading test score should achieve the Standard Criteria Minimum or Universitas Brawijay
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rawijaya	Universi implementation of STAD was shown by the students' score and reading test score sitas Brawijay
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rawijaya	university appendix 14) after the implementation of STAD method. This research	Universitas	Brawijay
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rawijaya	held on 4 th November 2016. The questions used for this interview consist	ed of 17 ed of 17 ed of 17	Brawijay
rawijaya	Universitiems for teacher and 15 items for the students. Based on the observation	on result	Brawijay
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rawijaya	Universit during the implementation of STAD method, the students were more inte	rested insitas	Brawijay
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rawijaya Irawijaya	Universitopinion about the implementation of STAD method. The students were Universitas Brawii.	Universitas	
rawijaya	Universituderstanding the meaning of the recount text by discussing it with their	group. Itsitas	Brawijay
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rawijaya	could be seen from the researcher's interview with some students below: Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Universitas B"Yes, for example in the another English lesson materials I became		
rawijaya	Universitas Banswer questions such as in STAD method. Versitas Brawijaya	Universitas	
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Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Univeositas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramembers also there are group leaders who had to make sure that all of their Universitas Br members understood about the material. The students were easier to sitas Brawijaya Universities Braunderstand the material and got the meaning from the recount text by sites Brawijava group work. The reward from the teacher also made the students' interested to do the best."

awijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi (The full transcript of the interview with the teacher can be seen in appendix 13) sitas Brawijava Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Although there was a negative response from the student, most of them gave positive responses toward the implementation of STAD method. It was also University supported by the teacher who gave positives responses toward the implementation sites. 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 University 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 Universi reaches Standard Minimum Score or Kriteria Ketuntasan Minimal (KKM). Basedsitas Brawijaya on this finding, the students' post-test percentage score was 85%. Based on University students' score test in reading comprehension in recount text before and after the Sitas Brawijaya University implementation of STAD method, the score result comparison showed that there was improvement from students' scores before the cycle and students' reading Universitiest. This shown that the implementation of STAD can improve students' reading Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehension of recount text. It is also supported with the several previous studies that have been conducted before. For example, Ningrum (2011) states the Universitas Brawijava Universitas Brawijavá Universituse of STAD can improve students' reading comprehension of recount, narrative, sitas Brawijaya and descriptive texts in one cycle. Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya**

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijava Universitas Brawijaya Universitas Brawijaya **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Bramijother words, students group work can help the students in Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universitunderstanding the meaning from the recount text. They helped other friends and sitas sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas learned together to share their knowledge, idea, and discuss the recount text sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Universit material. It is supported with the collaborative learning benefits stated by Kemmissitas Brawijaya Universitas Brawijaya Universit learning realized by groups of people who join together in changing the practices BI Universithrough which they interact in a shared social world. This shown that throughsitas collaborative learning, the students would have the ability to find the information by discussing with their group members to find the conclusion from their Universi discussion. In addition, the text that had been chosen by the researcher and teacher Universitalso affected the students' understanding in getting the meaning from the recountsitas text. This is because the text that was chosen by the researcher and teacher was University elated with the students' background knowledge and experience to make the students Brawijaya Universi students easier to get the meaning from the text. Moreover, the students's itas enthusiasm and interest in reading comprehension of recount text was increased Universit during the implementation of STAD method. It is in line with Kurniasih and Sanisitas Braw (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 ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitenvironment. This is because the students' enthusiasm increased during thesitas Brawijaya implementation of STAD. Furthermore, STAD is also a part of the collaborative and cooperative learning used by the teacher. Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Univ²sitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brayllas rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitincreased because the team with the highest improvement based on the students's itas Brawijaya rawijaya Universitas Brawijaya rawijaya rawijaya rawijaya Universi snack and stationary as the reward to motivate the students, because from the itas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universiteachers' suggestion, those rewards were appropriate for the students. In addition, sitas Brawijaya rawijaya Universithe implementation of STAD gave the positive effect to the students' learning learning rawijaya s Brawijaya Universitas Brawijaya Universi process. It is related with Brown (2007) who states that external motivations it as Brawijaya rawijaya Universition of reward from outside and motivation beyond of environment. **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Iniversitas Brawijaya niversitas Brawijaya rawijaya rawijaya rawijaya niversitas Brawijaya Universit rawijaya rawijaya rawijaya rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya

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rawijaya	Universitas Br In this chapter, the researcher makes conclussion from all chapte		
rawijaya	Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijav
rawijaya	Universite teaching and learning activities in the class by applying STAD method	and give	Brawijay
rawijaya	Universit suggestion for the English teacher and other researchers in improving the		
rawijaya	Universitas Brawijaya	Universitas	Brawijav
rawijaya	Universit of English in Junior high school especially in reading comprehension		
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rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universit 5.1 Conclusion	Universitas	Brawijay
rawijaya	Universi	niversitas	Brawijay
rawijaya	Universi Based on the findings in the previous chapter, the researcher for	ound that liversitas	Brawijay
rawijaya	Universi STAD could improve students' reading comprehension on Recount te	ext at the sitas	Brawijay
rawijaya	Universit	hiversitas	Brawijay
rawijaya	Universiteighth grade students of SMPN 2 Lumbang. The successful of implement	ntation of sitas	Brawijay
rawijaya	STAD method can be seen from the several factors below.	Iniversitas	Brawijay
rawijaya	Universitas ()	Universitas	Brawijay
rawijaya	Universitas The feature of STAD in teaching done by the researcher in the		
rawijaya	that the students became active because previously the teacher of	Universitas	Brawijay
rawijaya	Universities that the students became active because previously the teacher of		
rawijaya	Universit conventional teaching method that made them bored. Moreover, each str		
rawijaya	Universitas Braw (jaya	Universitas	Brawijay
rawijaya	Universi chance to discuss, give opinions, learn how to teach one another and ex		
rawijaya	Universitas Brawijaya materials. Another was that the students were enthused to compete to im Universitas Brawijaya	prove the	Brawijay
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rawijaya	universi individual score in their teams. Each of the students' activity was always	-	
rawijaya	Universitas Brawijaya	Universitas ving their itaa	Brawijay
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rawijaya	abilities. Besides, by the cooperative learning, they could improve the so	ocial skill	Drawijay
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Universitas Brawijaya Universitas Brasecond, the students' score in the post-test was achieved Standard Standard Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universit Minimum Score (KKM) that had been set before from the school regulation. The sites sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Criteria of successes in this research was 70% of students achieved Minimum sitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universi Standard Score or KKM in SMPN 2 Lumbang which was 70. The students' score sitas Brawijaya Universitas Brawijaya Universit While, based on the students' score before the implementation of STAD, the students is a student student student student students and the students is students. Universi students' percentage showed that there were 2.50% of students who passed the sitas Brawijaya Next, the implementation of STAD method in this research was increased Universi students' reading comprehension of recount text. It can be known from the resultsitas of interview with English teacher and students, they gave positive and good Universit 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 Universities out text. While, some students also argued that the use of STAD helped them Sitas Brawijaya Universitins understanding the meaning from the recount text, knowing more the vocabulary, and easier to answer the questions sheet. Universitas Br 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 ersitas Brawijaya – Universitas Brawijaya – Universitas Brawijaya – Universitas Br Universithe group with the highest score got the reward from the teacher. It was ansitas Brawijaya ersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas 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 Universitas Brawijaya Universitas Brawijaya

Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universithat all of their group members understand about the recount text materials which stas Brawijaya Universitwere guided by group leaders as Brawijava Universitas Brawijava rawijaya Universitas Brawijaya rawijaya Universitechnique that can be used by the teacher in improving students' readingsitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya comprehension of recount text. In addition, with this research, the students' University problem in comprehending recount text was solved. Problem in comprehending recount text was solved. Universit 5.2 Suggestion From the conclussion above, the researcher suggested to the teacher and **Universitas B** Universitother researchers generally to be more effective in using STAD in readingsitas Brawijaya comprehension. There were some suggestions to minimize the problem during the Universituse of STAD method. First, the teacher always monitors the students when the implementation of STAD method by checking the surrounding, asking their understanding, and rawijaya Universit convincing wether students' discussions run well. Next, in implementing STAD method the teacher gives interesting brain University torming firstly before presenting that this lesson is easy and gives the easy sitas Brawijaya Universi example when presenting in front of class. Third, The teacher should know the students' condition on each meeting in Universit class. If the teacher finds that the studens are bored and lazy, don't force to give sitas Brawijaya Universithe 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 University accepted. The teacher could use various warming up to refresh them such as bysitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya shooting 1 finger, respons the hint "move" and "follow", and so on. **Universitas Brawijava** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya

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rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Recount text is a text that tells events in the past, about experience wh	Universitas	Brawijay
rawijaya	universities brawijaya universities Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universites goal is to entertaining or informing the reader, versitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	
rawijaya	Universitas Brawijaya Generic Structure: Universitas Brawijaya	Universitas	Brawijay
rawijaya	Universitas Braorientation tells who was involved, what happened, where awijaya	Universitas	
rawijaya	Universitas Brawi	Universitas	Brawijay
rawijaya	Universitas Bry the events took place, and when it happened.	Universitas	
rawijaya	Universitas	Universitas	Brawijay
rawijaya	Universits • Events tell what happened and in what sequence.	Universitas	Brawijay
rawijaya	 Reorientation consists of optional-closure of events/ending/summarizes 	niversitas	Brawijay
rawijaya	Universi	hiversitas	Brawijay
rawijaya	Universi Language feature:	hiversitas	Brawijay
rawijaya	Universit	hiversitas	Brawijay
rawijaya	Universit 1. Using the past tense. (e.g. when we went to the zoo, I was happy, e	hiversitas	Brawijay
rawijaya	Universita 2. Using conjunction and (e.g. and, but, the, lists are that, etc).	Iniversitas	Brawijay
rawijaya	Universitas	Universitas	
rawijaya	UniversitMeeting 1	Universitas	
rawijaya	Universitas E A Hiking Trip	Universitas	
rawijaya	Universitas Bit ()	Universitas	
rawijaya	Universitas Bra	Universitas	
rawijaya	Universitas BraLast weekend, I went hiking in the mountains with Lili. I walk		
rawijaya	Universi stopped to see a flower on a tree. Then, Lili came up and said, "Oh,		
rawijaya	beautiful flower it is." It was a kind of wild orchids. Lili opened her can	nera and	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitook a picture of it. She planned to show it to her friends at school. She also	Universitas so took a	Brawijay
rawijaya	Universitas Brawijaya		
rawijaya			
rawijaya	Universities Brownia to get to the top of the mountain. Finally, we arrived at the top just		
rawijaya rawijaya	Universit dark. I saw Lili was very happy. She said, "What an exciting hike this is!"	Universitas	Brawijay
rawijaya	Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya	Universitas	
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rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya	t tayt again The	n, answer these questions. Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya	es this text tell a	Brawijaya Universitas Brawijaya bout? Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 2. Whose e	xpereince is in the	nis story?ya Universitas Brawijaya	
rawijaya	Universitas 3, raWhat do	es the topic from	those text? Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijava	Universitas	his friend go during the last weekend?	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijay
rawijaya	Universitas 5. What wa	s Lili's commen	Brawijaya Universitas Brawijaya t about the flower? Oniversitas Brawijaya	Universitas Brawijay
rawijaya			chids." What does it refer to? rawijaya	
rawijaya	Universitas 7. raDo you l	know what the fl	ower is?	Universitas Brawijay
rawijaya	Universitas 8 rawhy did	Lili take a pictu	re of the flower?	Universitas Brawijay
rawijaya	Universitas Brawhat do	es "I" in the nam	graph mean?	Universitas Brawijay
rawijaya				Universitas Brawijay
rawijaya	Universitas 10. When di	d they reach the	top of the mountains?	Universitas Brawijay
rawijaya		es the conclusion		Universitas Brawijay
rawijaya		pression showed	that Lili was very happy?	hiversitas Brawijay
rawijaya	Universi 3. Learning M	ethod:	3 Estate 1/2 /2	niversitas Brawijay
rawijaya	University		A PART PART PART PART PART PART PART PAR	hiversitas Brawijay
rawijaya		lents Teams Acl	nievement Division)	hiversitas Brawijay
rawijaya	Universit 4. The steps of	the activities:		Iniversitas Brawijay
rawijaya	Universita	(54))	STATE OF THE STATE	Iniversitas Brawijay
rawijaya	University No Date University 1 October 2	Meeting 1	Activities a. Pre-activities	Time Allocation vijay
rawijaya	2016		1. Teacher greeted the students	Universitas Brawijay
rawijaya	Universitas A		and checked the attendance list.	Universitas Brawijay
rawijaya	Universitas Bl	4.6	2. The teacher provided	Universitas Brawijay
rawijaya	Universitas Bra		brainstorming of the students' knowledge about recount text.	,,,,,
rawijaya	Universitas Braw		b. Main-activities	Universitas Bravijay
rawijaya	Universitas Brawija		Wijaya	
rawijaya Irawijaya	Universitas Brawijaya Universitas Brawijaya	Universitas	➤ BKOF (building knowledge of	Universitas Brawijay Universitas Brawijay
	Universitas Brawijaya	Universitas	field) — inversitas Brawijaya Br3. Teacher asked the students to ava	
rawijaya rawijaya	Universitas Brawijaya	Universitas	ramambar the recount tout which	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	has been studied on the previous	
rawijaya	Universitas Brawijaya	Universitas	ievei.	
rawijaya	Universitas Brawijaya	Universitas	4. Teacher gave leading questions to the students which directed the	
rawijaya	Universitas Brawijaya	Universitas	students to today's topic which	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	discussed about hiking trip	Universitas Brawijay
rawijaya	Universitas Brawijaya		5. Teacher explained the indicators.	
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	
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rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya	Universitas Brawijaya
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rawijaya	Universit No Praw Date	Meeting	Brawijaya Universitas Brawijaya	Time Allocation
rawijaya	Universitas Brawijaya	Universitas	Activities 6. Teacher gave then explained an	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	Bravexample of recount text, awijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	Brawijaya Universitas Brawijaya MOT (Modeling of Text)	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	MOT (Modeling of Text)	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	7. Teacher formed 6 groups of 5 students and the leader in each	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas		Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	8. Teacher asked to the group leader	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Univer	to presentation in front of the	Universitas Brawijaya
rawijaya	Universitas Brawijaya	l'	class about recount text. 9. Teacher gives reward to the group	Universitas Brawijaya
rawijaya	Universitas Brawijay		9. Teacher gives reward to the group leader after they conducted	Universitas Brawijaya
rawijaya	Universitas Brawi		presentation.	Universitas Brawijaya
rawijaya	Universitas Br	511	10. Teacher gave and asked the	Universitas Brawijaya
rawijaya	Universitas	***	students to analyze the text to	Universitas Brawijaya
rawijaya	Universit		each group. 11. Teacher gave 10 minutes to	Universitas Brawijaya
rawijaya	Universi	336	discuss and analyzed the text in	niversitas Brawijaya
rawijaya	Universi		their own team based on the	hiversitas Brawijaya
rawijaya	Universi		forms of verbs, generic structure,	hiversitas Brawijaya
rawijaya	Universit	TO A	and language features. 12. Teacher checked each group	hiversitas Brawijaya
rawijaya	Universit		wether each group could discuss	niversitas Brawijaya
rawijaya	Universita	(31)	well when they worked in group.	Iniversitas Brawijaya
rawijaya	Universitas		> JCOT (Join Construction of Text)	Universitas Brawijaya
rawijaya	Universitas	nei.	13. Teacher asked the leader of each	Universitas Brawijaya
rawijaya	Universitas L		group to share and presented the	Universitas Brawijaya
rawijaya	Universitas B	W	result of their discussion in front	Universitas Brawijaya
rawijaya	Universitas Bra		of the class. 14. Teacher let other groups to give	Universitas Brawijaya
rawijaya	Universitas Braw		comment to the presentation.	Universitas Brawijaya
rawijaya	Universitas Brawija		15. Teacher gave reward to the team	Universitas Brawijaya
rawijaya	Universitas Brawijay		with the best analyseawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	16. Teacher gave quiz individually to each student.	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	17. Teacher asked students in	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	different team correct (cross- a)a	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas		Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	14. Teacher write the vocabularies which not understand from the	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	students according to the material	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	Braywhich is explained before.	Universitas Brawijaya
rawijaya	Universitas Brawijaya		Brawijaya Universitas Brawijaya	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	> ICOT (Independent Construction	Universitas Brawijaya
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rawijaya	Universit No raw Date	Meeting	Brawijaya t	Activities Brawijaya	Time Allo	cation	ijay
rawijaya	Universitas Brawijaya	Universitas		Iniversitas Brawijaya	Universit		ijay
rawijaya	Universitas Brawijaya	Universitas	B15. Teacher a	asked to students to write	Universit	as Braw	ijay
rawijaya	Universitas Brawijaya	Universitas	 	bularies in their notes.	Universit	as Braw	ijay
rawijaya	Universitas Brawijaya	Universitas	c. Post-activit	summarized about the	Universit	as Braw	ijay
rawijaya	Universitas Brawijaya	Universitas	B 11	en asked the students	Universit	as Braw	ijay
rawijaya	Universitas Brawijaya	Universitas		or not they had some Jaya	Universit	as Braw	ijay
rawijaya	Universitas Brawijaya	Universita		es in learning the material.	Universit	as Braw	ijay
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rawijaya	and anarran		comprehension	Lili. I walked and stopp		as Braw	
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rawijaya Brawijaya	Universitas Brawija			beautiful flower it is."			
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Universitas Brawijaya tells who was involved, what happened, where	Universitas	Brawijay
Universitas Brawijaya, the events took place, and when it happened.	Universitas	Brawijay
Universitas Brawijay	Universitas	Brawijay
Universitas • ra <u>Events</u> tell what happened and in what sequence.		
Universitas Br		
Universitas • Reorientation consists of optional-closure of events/ending/summarized		
Universita Language feature:		
Olliversi		
3. Using the past tense. (e.g. when we went to the zoo, I was happy,	etc).iversitas	Brawijay
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Shopping Time		
Last Friday, a friend of mine asked me to accompany him to buy a 1	new shirt	Brawijay
Universities Bi	Oniversitas	Brawijay
Universities Brawija	ent to the sitas	Brawijay
cassette counter. Thirty minutes later, I went back to the clothes secti	ion but I	Rrawijay
couldn't find him there. My cell phone was broken so I couldn't call him.	I went to	Brawijay
Universitas Brawijava Universitas Brawijava Universitas Brawijava	Universitas	Brawijay
that he was in the department store looking for me. My mother asked me	to come	
	store and sitas	Brawijay
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rawijaya	Universit He just went home	e I was verv	tired There	was no other	choice I had	Universitas to walk	Braw	vijay
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rawijaya	Universita2. When did the	writer's friend	look for the	shirt?ersitas	Brawijaya	Universitas	Braw	vijay
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rawijaya	Universita6. Where was the	writer's frien	d when the w	riter decided t	o go home?	Universitas		
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rawijaya	Universitas Brawijaya	l'	6. Teacher formed 6 groups of 5 students and the leader in each	Universitas Brawijay
rawijaya	Universitas Brawijay		group.	Universitas Brawijay
rawijaya	Universitas Brawi		7. Teacher gave and asked the jiava	Universitas Brawijay
rawijaya	Universitas Br	511	students to analyze the text to va	Universitas Brawijay
rawijaya	Universitas /	***	each group.	Universitas Brawijay
rawijaya	Universit		8. Teacher asked to the each group members to write down in front	Universitas Brawijay
rawijaya	Universi	350	of the class the things which	niversitas Brawijay
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rawijaya	Universi		9. Teacher gave 10 minutes to	hiversitas Brawijay
rawijaya	Universit	TO A	discuss and analyzed the text in their own team based on the	hiversitas Brawijay
rawijaya	Universit		forms of verbs, generic structure,	niversitas Brawijay
rawijaya	Universita	(3.0)	and language features.	Iniversitas Brawijay
rawijaya	Universitas	133	10. Teacher checked each group	Universitas Brawijay
rawijaya	Universitas	Tiet.	wether each group could discuss well when they worked in group.	Universitas Brawijay
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rawijaya	Universitas Braw		members to share and presented the result of their discussion to	Universitas Brawijay
rawijaya	Universitas Brawija		another groups. Wijaya	Universitas Brawijay
rawijaya	Universitas Brawijay		12. Teacher gave reward to the team	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	with the best analyse. Brawijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	13. Teacher gave quiz individually to each student.	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	14. Teacher asked students in wijaya	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas	Braydifferent team correct (cross- ava	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas	14. Teacher write the vocabularies which not understand from the	Universitas Brawijay
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rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Unphone was broken so I couldn't itas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	a Uncall him. I went to the parkings tas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijaya	area. I saw his motorcycle was tas Brawijay
rawijaya	Universitas Brawijaya	Universitas P	there but I couldn't find him. I
rawijaya	Universitas Brawijaya	Univer	ersitas Brawilava Universitas Brawilava
rawijaya	Universitas Brawijaya		waited for him for anifews tas Brawijay
rawijaya	Universitas Brawijay		moments then finally I gave up tas Brawijay
rawijaya	Universitas Brawi	ATAS B	and decided ito/a gohome.sitas Brawijaya
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rawijaya	Universita		Thirdistas Brawijay
rawijaya	Universi	SA COL	mother told me that my friends tas Brawijaya
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rawijaya 	Universit		the department store looking for tas Brawijaya
rawijaya	Universit		me. My mother asked me to nivers itas Brawijaya
	Universit	The Letter	some book to the descriptions
rawijaya	Universita		store. Reluctantly, I walked to tas Brawijaya
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rawijaya	Universitas Brawija		home. I was very tired. There it as Brawijaya
rawijaya	Universitas Brawijay		was no other choice, I had to tas Brawijay
rawijaya	Universitas Brawijaya	University - Limited	was no other choice, I had to walk home again. When I arrived tas Brawijaya
rawijaya	Universitas Brawijaya	Universitas Brawijaya	'a universitas Brawilava Universitas Brawilav
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rawijaya	Universitarranged in some events chronologically ava Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universitas Brawijaya the events took place, and when it happened.	Universitas Brawijay
rawijaya	Universitas Brawijay	Universitas Brawijay
rawijaya	Universitas BraEvents tell what happened and in what sequence.	Universitas Brawijay
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rawijaya	Universitas • Reorientation consists of optional-closure of events/ending/summarize	sUniversitas Brawijay
rawijaya	Universita	Universitas Brawijay
rawijaya	Universi Language feature:	niversitas Brawijay
rawijaya	Universi Universi Universi Universi Universi	iversitas Brawijay
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rawijaya	Universita My Birthday Present	Universitas Brawijay
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rawijaya	Universitas Linvited Nico and Lili to my hithday party last week. When Lwas to	Universitas Brawijay
rawijaya	Universitas I invited Nico and Lili to my bithday party last week. When I was to	
rawijaya	Universit Miss Lilian, aya	Universitas Brawijay
rawijaya	Universi Lili stepped up to me and said: "Happy birthday, Dina!" I replied: "That	ank you;sitas Brawijay
rawijaya	University guys!" Then, Nico congratulated me on my success in getting a scholar	ship Hesitas Brawijay
rawijaya	Universities Brawiia had heard the news about it from the headmaster. It was true. Just a day be Universities Brawiia and the news about it from the headmaster. It was true. Just a day be universities brawiia and the news about it from the headmaster.	Universitas Brawijay
rawijaya	Universitas Brawijaya	Universitas Brawijay
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rawijaya	Universit foundation. It was a very prestigious award. Every student dreamed of g	
rawijaya	Universi The scholarship was the nicest birthday present I had ever received in n	_
rawijaya	University prefered it to any kind of birthday presents. University Brawijaya	Universitas Brawijay
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3. What doe Universitas Brawiiava	es the topic fron	n those text? Brawijava Universitas Brawijava	Universitas Brawijay
Universitas 4. ""It was tr	rue." What does	the word it refer to?	Universitas Brawijay
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Universitas Brawijaya	Nico get the ne	Universitas Brawijaya	Universitas Brawijay
8. Why did	Nico say congra	atulations to Dina?	Universitas Brawijay
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12. "The sch Universitas	olarship was the	e nicest birthday present" Why was it so	Universitas Brawijay
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	ethod:		niversitas Brawijay
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	Universitas Brawijaya	Universitas Brawijaya Universitas Universitas 2. Whose birthday was it? Universitas 3. What does the topic from Universitas 4. "It was true." What does Universitas 5. When did Dina get the nuiversitas 6. What did Dina say to repuniversitas 8. Why did Nico say congruniversitas 9. What institution gave the Universitas 10. What kind of birthday pruniversitas 11. What does the main idea Universitas	Universitas Brawijaya

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rawijaya	Universitas Brawijaya	Meeting Universitas		Universitas Brawijaya
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rawijaya	Universitas Brawijaya			Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	group. 8. Teacher gave and asked the	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	students to analyze the text to	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	Guen Broup.	Universitas Brawijaya
rawijaya	Universitas Brawijaya	Universitas	to remite dorror the things rehicle	Universitas Brawijaya
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	Universitas Brawijaya	U	activities.	Universitas Brawijaya
rawijaya rawijaya	Universitas Brawijaya		10. Teacher gave 10 minutes to discuss and analyzed the text	Universitas Brawijaya
rawijaya rawijaya			in their own team based on	Universitas Brawijaya
rawijaya Irawijaya	Universitas Brawi Universitas Bra	CIT	the forms of verbs, generic	Universitas Brawijaya
rawijaya Irawijaya	Universitas	03,	structure, and language	Universitas Brawijaya
rawijaya Brawijaya	Universita		features.	Universitas Brawijaya
rawijaya	Universit	348	11. Teacher checked each group wether each group could	niversitas Brawijaya
rawijaya Brawijaya	Universit		discuss well when they	niversitas Brawijaya
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	Universita	(30)	each group to share and	
rawijaya rawijaya	Universitas		presented the result of their	Iniversitas Brawijaya
rawijaya Irawijaya	Universitas	(32)	discussion in front of the class.	Universitas Brawijaya Universitas Brawijaya
	Universitas L		13. Teacher let other groups to give comment to the	
rawijaya		173	presentation.	Universitas Brawijaya
rawijaya	Universitas BI	4.6	14. Teacher gave reward to the	Universitas Brawijaya
rawijaya	Universitas Bra		team with the best analyse.	Universitas Brawijaya
rawijaya	Universitas Braw		15. Teacher gave quiz individually to each student.	Universitas Brawijaya
rawijaya Irawijaya	Universitas Brawija Universitas Brawijay		to each student. wijaya 16. Teacher asked students in ava	Universitas Brawijaya Universitas Brawijaya
	Universitas Brawijaya	Universitas	different team correct (cross-	Universitas Brawijaya
rawijaya rawijaya	Universitas Brawijaya	Universitas	correction) and submit it.	Universitas Brawijaya
rawijaya	Universitas Brawijaya		15. Teacher write the vocabularies which not understand from the	Universitas Brawijaya
rawijaya	Universitas Brawijaya		Brawii students according to the jaya	Universitas Brawijaya
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	Universitas Brawijaya	Universitas	16. Teacher asked to students to write	Universitas Brawijaya
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rawijaya	vear and a large crowd of people had gathered under the Town Hall	clock. It
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rawijaya	University and waited, but nothing happened. Suddenly someone shouted,"It's two	
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Universitas Brawijaya rawijaya Universitas Brawijaya rawijaya University B. The writer drank some cold lemonade **Universitas Brawijaya** rawijaya Universitas C: The writer went to the toilet rawijaya Universitas Brawijaya rawijaya rawijaya Universitas D. The writer got off the bus to get a cup of ginger teas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya University Brawijaya University Brawijaya 3. What did the writer feel when the bus is not there? rawijaya **Universitas Brawijaya** rawijaya Universitas A. Ashamed Universitas B. Shocked and confused **Universitas Brawijaya Universitas Brawijaya** Universitas C. Sad and Angry rawijaya **Universitas Brawijaya** rawijaya D. Disappointed Universitas Brawijaya rawijaya Iniversitas Brawijaya Universi 4. How many friend that the writer had to join the vacation? hiversitas Brawijaya rawijaya A. One rawijaya B. Two rawijaya C. Three niversitas Brawijaya rawijaya D. Four rawijaya rawijaya rawijaya Universi 5. What does the main idea from second paragraph? Universitas A. The bus came back again. Universitas Brawijaya Universitas Brawijaya rawijaya B. The author missed the bus. Universitas Brawijaya Universitas C. Go to Surabaya. **Universitas Brawijaya** rawijaya Universitas D. The author feel his face turn red. **Universitas Brawijaya Universitas Brawijaya** rawijaya Universitas Brawijay 6. ... The bus was not there. *It* had gone! **Universitas Brawijaya** rawijaya tas Brawijaya Universitas Brawijaya Universitas Brawijaya The word *it* in paragraph three refers to? Las Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya rawijaya **Universitas Brawijaya** Universita A. The writer Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** UniversitaB. The writer's friendersitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universita C. The bus ya University D. The waitress Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Brawijaya

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4. What was the present from the writer? rawijaya ersitas Brawijaya **Universitas Brawijaya** rawijaya BRAM Universitas A. Cake jaya UniversitasB. Flowers **Universitas Brawijaya** UniversitasC. Chocolate rawijaya rawijaya Universitas Brawijaya D. Batik shirt rawijaya **Universitas Brawijaya** Universitas Brawijaya Universi 5. What does the main idea from second paragraph? hiversitas Brawijaya rawijaya A. The writer brought some cake. hiversitas Brawijaya rawijaya B. The writer and family celebrated granpa's birtday. hiversitas Brawijaya rawijaya C. grandma told us some stories about my Grandpa. Universit niversitas Brawijaya rawijaya D. My uncle and my aunt came to my house. rawijaya rawijaya rawijaya Universit 6. It was a big and beautiful cake. The word It in paragraph three refers to? Universitas Brawijaya Universitas A. Batik shirt rawijaya Universitas Brawijaya B. Cake Universitas C. Flowers **Universitas Brawijaya** rawijaya UniversitasD. Chocolate **Universitas Brawijaya** Universitas Brawijay **Universitas Brawijaya** rawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya rawijaya rawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya **Universitas Brawijaya** Universitas Brawijaya Universitas Brawijaya **Universitas Brawijaya** rawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Universitas Brawijaya Brawijaya

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Sekolah

Semester

Mata Pelajaran

Brawij(Satu) Universi

Standar Kompetensi : Membaca/a Universi

Kelas

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

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