IMPROVING THE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT THROUGH STAD (STUDENT TEAMS-ACHIEVEMENT DIVISIONS) METHOD AT THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH LIMBUNG

(*A Classroom Action Research*)

A Thesis

Submitted to the Faculty of Teacher Training and Education
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the Requirement for the Degree of Education in English department

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Motto

"Live to learn & Live to share

Because your life is not only for your own life

but also for the others"

I deeply dedicate this thesis to my Parents, My Siblings, My Family,

My Close Friends, and All English Students

ABSTRACT

SIDIQ AR-RAHMAN, 2014. *Improving The Students' Reading Comprehension in Narrative Text Through STAD (Student Teams-Achievement Divisions) Method (Classroom Action Research at The Eighth Grade Students of SMP Muhammadiyah Limbung).* Under the thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, guided by Abd. Muin and Ummi Khaerati Syam.

This research was aimed to know the effectiveness of Student Teams-Achievement Divisions Method to improve the students' reading comprehension in narrative text and to know the students' activeness toward teaching learning process through Student Teams-Achievement Divisions Method at the eighth grade students SMP Muhammadiyah Limbung.

Two cycles had been conducted, where each cycle consisted of four meetings. It implemented Student Teams-Achievement Divisions Method to improve the students' reading comprehension and employed narrative text as the instrument of research. Number of subjects of the research was 42 students. It consisted of 21 male and 21 female.

The research finding of students' mean score of reading comprehension in narrative text at D-Test was 57.0, at the cycle I was 63.18 and at the cycle II was 66.42. The result of the student's reading comprehension test in cycle II had improved in significant score, where the means score of students in getting the main idea was 65.69 and in getting the meaning of word were 67.16. While the students' activeness toward teaching and learning process by using Student Teams-Achievement Divisions Method was improved. It can be seen from the observation result of the students' activeness in the classroom in the first meeting ofcycle I was 44.64% then it become 84.52% in fourth meeting of cycle II.

It could be concluded that the classroom action research was successful to improve the students' reading comprehesion in narrative text through the implementation of Student Teams-Achievement Divisions (STAD) Method at the eighth grade students of SMP Muhammadiyah Limbung in the academic year 2013/2014.

Keyword: Reading Comprehension, STAD Method, Narrative Text

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SIDIQ AR-RAHMAN

ix

LIST OF TABLES

LIST OF GRAPHICS

CHAPTER I

INTRODUCTION

A. Background

Language is very important in human life, because it is used as a tool of communication in daily life. English as an international language plays an important role in the world communication today. Especially in Indonesia, English is the first foreign language teaching in order to develop science, technology, art and culture. Indonesia as a developing country cannot be denied that mastery of English is very necessary for Indonesian students to prepare their life.

There are four language skills that must be taught to the students, those are listening, speaking, reading, and writing. Speaking and writing are categorized into productive skill while listening and reading are categorized into receptive skill.

Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceive how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

As one of the language skill, reading is very important in language teaching and learning process, but it is not easy to do. Those skills must be

taught integrated as much as possible not only in the classroom but also in their daily life at home. Reading may be considered as the key to get information from books, magazines, and newspaper. Furthermore, the development of science demands people to read a lot.

The condition that happened at the students of SMP Muhammadiyah Limbung is most of students, about 31 students of 42 are lack in English. It is shown from their passing grade in English that are below minimum passing grade required by the curriculum. As a more intensive observation undertaken, the problem is mostly in reading comprehension. Students are unable to comprehend the reading materials in the text. Therefore their understanding on material taught is quite poor.

The problem faced by the students of SMP Muhammadiyah Limbung especially class VIII-6 is difficult to read the sentences in the text, because most of them usually use local language in their daily life, so English is the third language for them after Indonesian. Students are unable to comprehend the reading materials in the text, they only guess to understand the meaning of the text. Sometimes words on English have more than one meaning, the real meaning from the dictionary and meaning from the text is different. As result the students feel confused and then they will be lazy to read English book.

Student Teams-Achievement Divisions (STAD) is then taken as the method to be implemented. It is a type of cooperative learning that might overcome the problem. It is the way to give stimulus for the students to be motivated to learn so that they will be active. Using this method the students

are the center of the learning process. They will be in the team that consists of various good students and weak students. Every team consists of 4-5 students. They will study together to get better achievement in the form of individual improvement scores after taking the individual quiz. Every member in a team may be responsible for their team progress so that they will get predicate super team that means they will have high achievement (Fitrianingsih, 2009:3).

Based on the explanation above teaching reading shall be emphasized in raising students motivation so that teaching and learning process of reading will result the better achievement. The writer is interested in conducting a research under the title "Improving The Students' Reading Comprehension In Narrative Text Through STAD (Student Teams-Achievement Divisions) Method at The Eighth Grade Students of SMP Muhammadiyah Limbung".

B. Problem Statement

The aim of this study is to overview the general problem that is found in teaching and learning process at the classroom. Based on the background above, the writer formulated the research questions as follows:

1. How does STAD Method improve the students' reading comprehension in getting the main idea of narrative text at the Eighth grade students of SMP Muhammadiyah Limbung?

2. How does STAD Method improve the students' reading comprehension in meaning of word of narrative text at the Eighth grade students of SMP Muhammadiyah Limbung?

C. Objective of the Study

Based on the researchquestion above, the objectives of the study could be stated as follows:

1. To find out how does STAD Method improve the students' reading comprehension in getting the main idea of narrative text at the Eighth grade students of SMP Muhammadiyah Limbung.

2. To find out how does STAD Method improve the students' reading comprehension in the meaning of word in narrative text at the Eighth grade students of SMP Muhammadiyah Limbung.

D. Significance of the Study

The results of the study are expected to be useful not only for English teacher in the improvement of English language teaching and classroom interaction but also to encourage the students' attention in learning foreign language. It is also expected that they will get new knowledge from the books while entertain themselves.

E. Scope of the Study

Narrative Text → The Main Idea

Narrative Text → The Meaning of Word
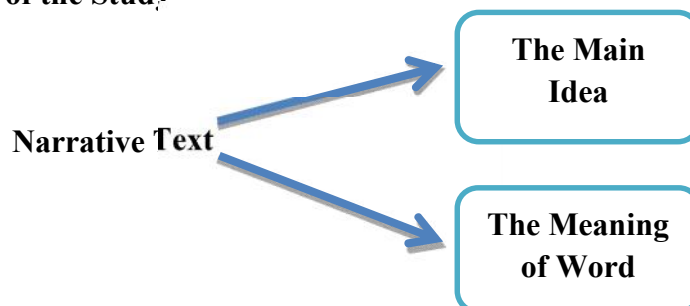
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

Fitrianingsih (2009) in her thesis, "*Improving Reading Competence Using Students Team Achievement Divisions (STAD) for the First Year Students of SMP N 2 Penawangan*". She found that there was significant improvement of reading competence after using this method. It was proved by the score of cycle I was 57.33% and raising in the cycle II was 79.53%.

Ningrum (2011) in her thesis, "*The Effectiveness of Student Team Achievement Division (STAD) Technique In Teaching Reading Comprehension of The Eighth Grade Students of SMP Negeri 03 Wanasari In The Academic Year 2010/2011)*". She found that the students in experimental class were taught using STAD, they got pre-test. The result of the average score of the pre-test was 70,2. After they were taught using STAD, they got post-test to know whether STAD was effectiveto improve the reading comprehension. The average score of post-test was 77, 6. While the students in control class were taught without STAD. They also got pre-test and the data shows that the average score of the pre-test was 69,35 and the average score of the post-test was 72,55.

Ratnawati (2011) in her thesis,"*Using STAD to Improve The Students' Reading Comprehension at The Second Year Students of SMA Negeri 2 Takalar*" was very effective after using STAD Method. It was proved by the score in cycle I was 37% and raising in the cycle II was 83.77%.

Based on the previous related findings above, the researcher compares that all of them have a similarity. Where they were succeed to improve the students' achievement in reading comprehension by using STAD Method and it was proved in their research findings. Furthermore,the difference among them is Ratnawati and Fitrianingsih used a classroom action research as their methodology of the research, while Ningrum used an experimental research as her methodology of the research. Therefore the researcher decide to use STAD Method in a classroom action research to improve the students' achievement especially in reading comprehension toward narrative text.

B. Some Pertinent Ideas

1. The Concept of Reading

    a. Definition of Reading

Nuttall (1988:9) in *Teaching Reading Skill in a Foreign Language* defines reading as the meaningful interpretation of printed or written verbal symbol. It means that reading is result of interaction between the perfection of graphic symbol that represent language and the reader language skill, cognitive skill, and knowledge of the word.

Harris (1980:08) explains "reading is a meaningful interpretation of printed or written verbal symbol; reading is a result of the interaction between the perception of graphic symbols that represents language and the reader's language skills and knowledge of the word". In this process, the reader tries to create meaning from a reading text.

Furthermore, Weaver (1994:15) has identified three conflicting definitions of reading, they are: (1) reading means learning to pronounce the

words, (2) reading means learning to identify words and get their meaning, and (3) reading means learning to bring meaning to a text in order to get meaning from it.

Based on the definitions above, the researcher concludes that reading is process of interaction between the reader's knowledge and the author's or writer's ideas about given text. In other side, reading is a product which is reader gets the message or information that is shared by the writer.

b. Level of Reading

In teaching reading skill, the teacher must know that every student may have different capability in their reading ability. And their skill is determined by his creativity himself and capability when s/he is reading a text. In relation with this, reading material also affect a reader to develop their reading skill. Based on this statement, the expert in reading skill specifically makes classification of reading levels.

Simanjuntak (1988:26) in Jumarni (2011:16) says that expert set up reading curriculum into four levels, mainly: Initial level, Elementary level, Intermmediate level, and Advanced level.

According to Adler (1973:5) identifies four levels of reading: 1) elementary, 2) inspectional, 3) analytical, and 4) syntopical.

1) Elementary reading is the kind of reading typically seen in a young child. It consists of learning phonetics, or the sounds associated with each letter. It is also learning to read specific words. This is the first type of reading each of us needs to learn before moving to the next three levels.

2) Inspectional reading occurs when you are scanning text to learn the main idea. In business this would be the 50,000 foot view, or the big picture. You learn the main ideas, and become aware of what details you could learn.

3) Analytical reading is when you are learning the details of a text. At this level you understand the meaning and significance of the material. It is a deep level of understand that approaches the mastery of the material.

4) Syntopical reading, it requires you to synthesis the material from a variety of books. Each of their topics is compared and contrasted, hence the term syntopical or synthesis of topics. At this level you are challenging the opinions of one writer with those of another so you can form a judgment about which position is correct.

c. Kind of Reading

According to Smith (1978:315) classifies reading into three kinds of reading, those are as follows:

1) Reading aloud

Reading aloud is very important device that can not be over looked in achieving the goal because it is a great aid in developing our habits to practice. In reading aloud the students will get experience in producing sound that should be practice as many times as possible.

Mutmainna (2009:13) defines reading aloud is a kind of reading that is expressed orally every word in the text. It aims to improve the student ability in pronouncing the word, stressing the word and having a good intonation about every sentence in the passage. The student who involved

in reading aloud activity will get progress because they always measure their own skill of pronunciation and stressing the words that shown and corrected by the teacher in reading activity.

2) Silent Reading

According to Smith (1978:339) silent reading frequently practiced by reader who wants to comprehend the text in reading comprehension process. Silent reading means that the read by heart where there is no voice is expressed. This type of reading is aimed to find out the given meaning in the passage not to practice the pronounciation of the words and how to express the word in reading aloud. Silent reading is a skill to criticize what is written. To discuss something written and give conclusion as well as to express the new idea about what you have read.

3) Speed Reading

Speed reading is faster to get the ideas to answering some specific question. Speed reading needs speed eyes that help to find the ideas very quickly. If someone's eye speed is normal will give him help in doing speed reading. If the eye speed is getting trouble, it means that a reader will get trouble in speed reading. (Smith, 1978:340).

This kind of reading is used to improve speed and comprehension in reading. This skill of speed reading must run side by side with the main purpose of reading, comprehension. The rate of speed reading, however, depends on the kinds of material. The rate of speed reading a short story or narration will be different from the reading scientific material.

2. The Concept of Teaching Reading

a. Teaching Reading Comprehension Strategies

From the explanation above, comprehension is composed of separate skill and abilities. That means, it represents different strategies readers need to develop during their attemp to read and understand a written text. According to Cormic (1997:277) in Moges (2011:12) that there are specific reading comprehension strategies that can be used by the teacher. These incude of summarization, activation of prior knowledge, generation of questions,and representational imagery. The explanations are as follows:

1) Summarization; refers to extract the core ideas from factual text. For instance the students can be taught to outline text using text headings and sub headings to generate statements of main ideas which are placed in an outline.

2) Activation of prior knowledge; refers to relating what the readers already know to the information encountered or expected in the text.

3) Generation of questions; refers to thinking of questions about the meaning of text as the reading proceeds.

4) Representational imagery; refers to instructing the students to create images depicting what they have read.

b. The Importance of Teaching Reading

Hedge (2003:25) states that any reading component of an English language course may include a set of learning goals, those are as follows:

1) The ability to read a wide range of texts in English. This is the long-range goal most teachers seek to develop through independent readers outside EFL/ESL classroom.

2) Building a knowledge of language which will facilitate reading ability.

3) Building schematic knowledge.

4) The ability to adapt the reading style according to reading purpose (i.e. skimming, scanning).

5) Developing an awareness of the structure of written texts in English.

6) Taking a critical stance to the contents of the texts.

3. **The Concept of Reading Comprehension**

a. Definition of Reading Comprehension

Kustaryo in Surianti (1998:2) points out that reading comprehension is understanding what have been read. It is an active process that depends not only on comprehension skill but also the student's experiences or prior knowledge. Reading comprehension as the ability of understanding and interpreting information in a text correctly (Grabe and Stoller, 2002:17).

According to Burton (1985:133) states "comprehension is a deep and full understand arrive by close accurate and imaginative reading of the passage, in other word the verb to comprehend means to grasp with the mind or to take in".

Wilhelm in Mutmainna (2009:17) states reading comprehension is defined as understanding written material that is read, or the process of 'constructing meaning' from written material. This process is often complex

and can be difficult for some people, especially people with a specific learning disability or intellectual impairment.

b. Level of Reading Comprehension

There are several levels of comprehension. Higher level of comprehension would obviously include higher level thinking. Burn (1984:177) divides reading comprehension into four levels, those are as given below:

1) Literal Reading

Literal reading is the skill or getting the primary, direct literal meaning of word a sentences in context. It is a little thinking of reasoning for it merely skill of finding what the other says. Tests in this category are objective tests dealing with true/false, multiple choice and fill-in-the blank questions. Common questions used to illicit this type of thinking are who, what, when, and where questions.

2) Interpretative Reading

Interpretative reading involves thinking skill in which reader identify ideas and meaning that are not stated explicit in the write text. So, interpretative reading is higher than literal reading, in which reader may make generalization, determine cause and effect relationship, identify motivation and make comparison. In other words, interpretative reading requires the reader to understand not only what the author means.

3) Critical Reading

According to Race in *"What Are Critical Reading Skills? eHow.com"* that critical reading skills are steps in a goal-driven process

where the reader interacts with the text before, during and after reading. These skills are important in the updated Bloom's taxonomy, where remembering and understanding form the base of the student's education, applying, analyzing, evaluating and creating demonstrate higher orders of thinking.

4) Creative Reading

Creative reading comprehension occurs when a reader applies what has been read to new situation, and recombines the author ideas to make new concept. Through creative reading comprehension, a reader creates something new.

4. The Concept of Narrative Text

a. General Concept of Narrative Text

According to Anderson (1997:8), narrative is a piece of text, tells a story and in doing so,entertains or informs the reader or listener.Narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own (Meyers in Karolina, 2006:18).

Rebecca in Wahyuni (2012:26) states that narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, she states that a key to comprehend a narrative is a sense of plot, of theme, of characters, of events, and of how they are related.

Based on the definition above, it may be concluded that narrative text is kind of text in constructive format that tells stories or events and entertain the readers by describing it in a sequence of fictional or non-fictional form.

b. Generative Structure of Narrative Text

Neo in Karolina (2006:20) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

Climax

Rising action   Fallling action

Orientation   Resolution
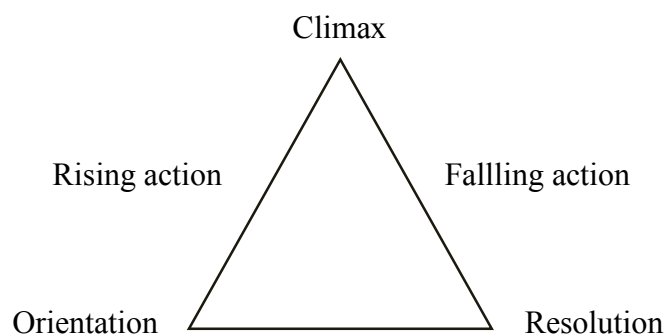
The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically writing. The Freitag triangle consists of:

1) The orientation, it establishes the characters and situation.

2) Rising action, it refers to a series of complication leads to the climax.

3) The climax is the critical moment when problem/conflics demand something to be done about them.

4) Falling action is the moment away from the highest peak of excitement.

5) The resolution consists of the result or outcome (Neo, 2005:2).

c. The Features of Narrative Text

According to Anderson (1997:15) that the language features usually found in narrative texts:

1) Specific characters.

2) Time words that connect to tell when they occur.

3) Verbs to show the actions that occur in the story.

4) Descriptive words to portray the characters and settings.

d. Teaching Narrative Text

As an international language, English are also tought in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance:

1) To give students on effective reading ability.

2) To give students the ability to understand spoken English.

3) To give students a writing ability.

4) To give students a speaking ability.

C. The Concept of STAD Method

1. Definition of STAD Method

According to Slavin (1987:33), in *Cooperative Learning: Student Teams (2nd ed.)* STAD was defined as a cooperative group where four to five students worked in heterogeneous groups. These heterogenous grouped according to performance level, ethnicity, and gender.

The teacher presents a lesson, and then the students worked within their teams to make sure that all team members had mastered the lesson. Slavin instructed that groups be responsible for assigning roles where the students mastered the material. Task included assigning a team captain who would

facilitate roles within the group, a group compiler who would be responsible for collecting answers from each group member, a task master who kept the group on task, an a progress chairman who would see that all questions were answered before the class period ended.Students were then provided worksheets to reinforce the content. Students then tutored one another until all the students had mastered the material.

Students would then take individual quizzes on the material, at which time they may not help one another. Students' quiz scores were compared to their own past averages, and points were awarded on the basis of the degree to which students met or exceed their own earlier performance. Teams with the highest score were recognized in a weekly class newsletter and also provided recognition through certificates.

The implementation of STAD Method, improved students' academic achievement, improved inter-group relations, and provided the student with higher self confidence. Furthermore, Slavin indicated that STAD benefited content areas with well-defined objectives with single correct answers. However, it can easily be adapted for use with less well-defined objectives by incorporating more assessments, such as essays or performances (Slagle, 2009:19-20).

2. The Components of STAD Method

According to Kagan (1994:105) in Cooperative Learning, STAD is made up of five mayor components. These components are described below:

a. Class Presentations

Firstly, learning Materials in STAD are introduced in a class presentation. This is the most often a lecture-discussion conducted by the teacher, but it can include audio-visual presentations. Class presentation in STAD is different from general teaching presentation, in this method they must be clearly focused on the STAD unit. In other words, the students realize that they must pay careful attention during the class presentation, because doing so will help them to do well on the individual quizzes, and their quiz scores absolutely determine their team scores.

b. Teams

Teams are group of students where they are assigned into four or five member learning teams. Each team represents a cross section of the class, made up high, average, and low-achievement students, girl and boy, students of differing ethnic, racial, and economic backgrounds.

The team is the most important feature of STAD Method. The points are placed on team members doing their best for the team, and on the team doing its best to help its members. The team provides the support for academic performance that is important to affect the learning process, and the team provides the mutual concern and respect that is important to affect on such outcomes as intergroup relations and self confidence.

c. Individual Quizzes

After approximately one period of teacher presentation and one period of team practice, the students take individual quizzes. The quizzes are composed of course content-relevant questions, which students must answer. They are designed to test the knowledge gained by students from

class presentations and during team practice. The students are prohibited to help one another during the quizzes. This makes sure that every student is individually responsible for knowing the material.

    d. Individual Improvement Scoring

In addition to the quiz score, students receive an improvement score each week indicating how well they are performing compared to their usual level of performance.

Norman (2005:8) states that individual improvement scores are added together and divided by the number of people in the group to get a team score and teams are awarded according to how well they perform as a team. The classifications of the teams' score are as follows:

        1). 25-30 points – Super Team

        2). 20-24 points – Great Team

        3). Less than 20 – Good Team

    e. Teams Recognition

Each week teams receive recognition for the sum of improvement scores of the team members. A newsletter is the primary means of rewarding teams and individual students for their performance. Each week, the teacher prepares a newsletter to announce team scores. The newsletter also recognizes individuals who showed the greatest improvement or got perfect papers.

3. Advantage and Disadvantage of STAD

This section explains the benefits of STAD compared to the traditional learning. In STAD, students share the idea that they work together to learn and

are responsible for their own teammates' learning and their own to achieve a goal. On the other hand, in traditional learning the students only work in a small group to discuss the assignments without getting clear goals and a proper instruction. In addition, student-centered learning means that students mostly dominate the class by producing a productive talk to their teammates, giving and receiving help, and also listening to and sharing their teammates' opinions. In traditional class, students only have to focus to the teacher's lecture without doing lots of activities.

In line with those reasons, Slavin (2003:272) concludes several benefits of STAD for students: creating conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading comprehension skills); increasing self confidence and improve ethnic relation; leading to higher achievement; and especially for low achiever.

According to Kagan (1994:109), STAD might be a new technique to the teachers and students. Therefore there may be some problems found in teaching reading comprehension through this technique: teachers get hardly the class's attention; the noise level become too high; some of the students do not want to work in group; and some of the students might be frequently absent. The researcher will prove the benefits of using STAD by elaborating questions related to students' opinion about the use of STAD and students' opinions about the advantages and disadvantages of the technique to prove the result of the previous studies.

4. The Steps of Applying STAD Method in Reading Comprehension

The researcher used the following steps in applying STAD Method in learning and teaching process. The steps are as follows:

a. The researcher introduced the material to the students.

b. The researcher explained to the students about STAD method.

c. The researcher presented a material to be learned.

d. The researcher divided the students into five learning teams.

e. The researcher dealt out the narrative text to the students.

f. The students listened to the narrative text that is told by the researcher .

g. The students studied the worksheet with their team member until they master the material.

h. The researcher gave an individual quiz to students based on the material they have studied.

i. The researcher combined the scores based on each team member to create a team score.

j. The researcher gave reward the team with the highest scores.

k. The researcher asked students to think about how helpful this method in mastering narrative text.

D. Conceptual Framework

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                    │     Reading Text      │
                    └──────────────────────┘
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                               ▼
      ┌──────────────────────────────────────────────┐
      │ Student Team Achievement Division (STAD) Method │
      └──────────────────────────────────────────────┘
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                               ▼
           ┌──────────────────────────────────┐
           │  Classroom Action Research (CAR)  │
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   →    │  Reflection  │
   │    └──────────────┘
┌────────────┐        Cycle I
│ Observation│
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   ↑
┌──────────┐      ┌──────────┐
│  Action  │ ←    │ Planning │
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       →      │  Reflection  │
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┌────────────┐        Cycle II
│ Observation│
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┌──────────┐      ┌────────────┐
│  Action  │ ←    │  Revised   │
└──────────┘      │  Planning  │
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        ┌──────────────────────────────────────┐
        │  Improving Students' Reading          │
        │  Comprehension in Narrative Text      │
        └──────────────────────────────────────┘
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        │  The Main    │        │ The Meaning  │
        │  Idea        │        │  of Word     │
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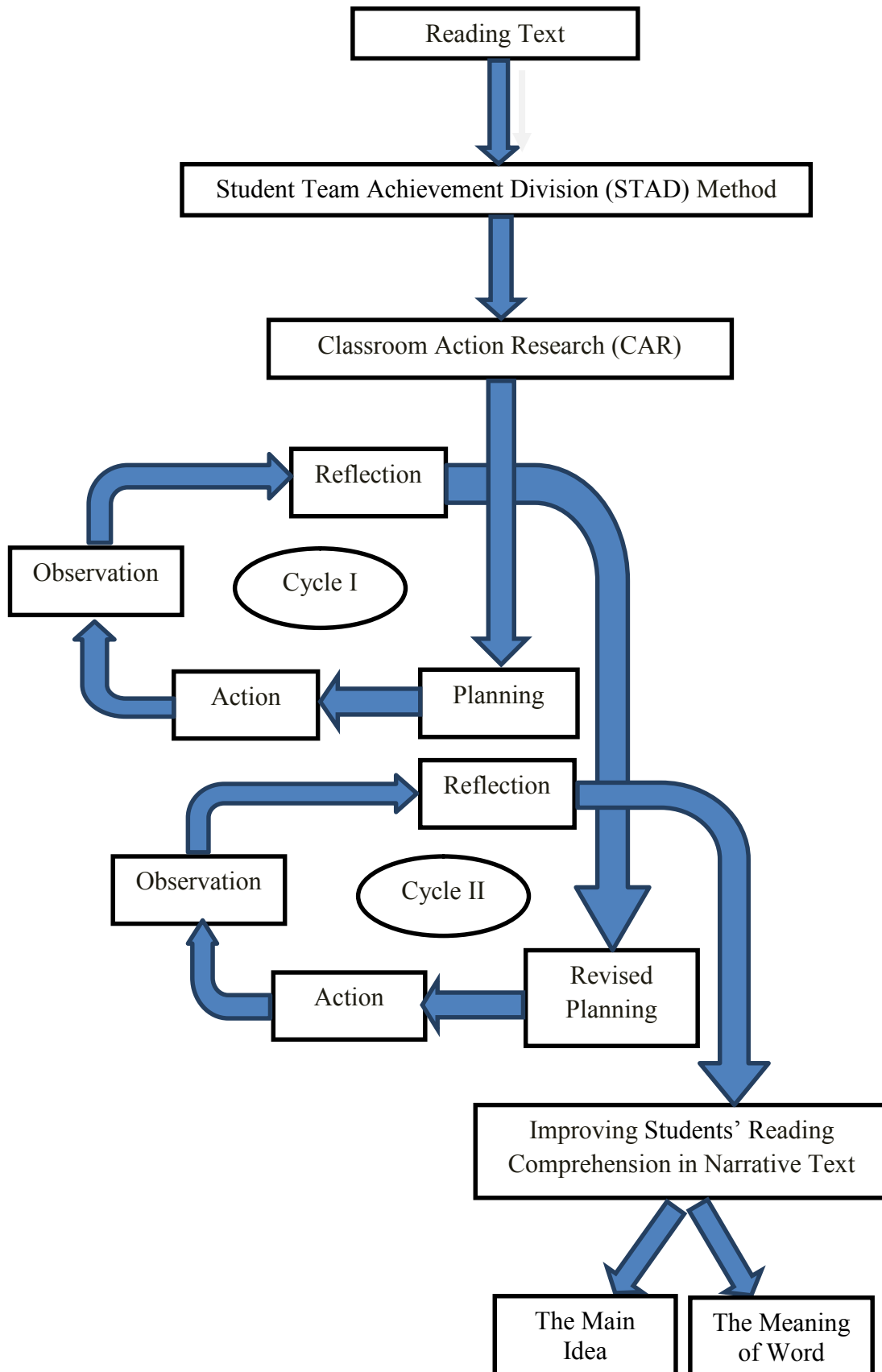
CHAPTER III

RESEARCH METHOD

A. Research Design

A research method used in this study was Classroom Action Research (CAR). Action research was focused on the immediate application, not on the development on theory, no upon general application. This research consisted of four phases in each cycle. These four phases were: planning, acting, observing and reflecting.

In this classroom action research conducted through cycle I to observe the students' competence in reading comprehension towards narrative text. After finding the result of the cycle I, the researcher continued to cycle II in order to improve the students' competence result in reading comprehension towards narrative text through STAD Method.

B. Research Setting

Research settings consisted of research time and location, which was explained as follows:

1. Research Time

    This research was conducted on March to May 2013/2014 academic year.

2. Research Location

    This research was located at SMP Muhammadiyah Limbung.

C. Research Variables and Indicators

1. Variables

    There were two variables of this research. The use of STAD method as independent variable. The dependent variable was the students' reading comprehension in narrative text.

2. Indicators

    Indicators of the students' in mastering narrative text through STAD method:

    a) The students would be able to comprehend the main idea in narrative text.

    b) The students would be able to comprehend the meaning of word in narrative text.

D. Research Subject

    The subject of this research was the eighth grade students of SMP Muhammadiyah Limbung in 2013/2014 academic year. It consisted of 42 students.

E. Procedures of CAR

    In this classroom action research, the researcher used CAR principles as research procedure. It is used to collect the data, with two cycles in procedure planning, action, observation, and reflection.

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│ Reflection │   │ Cycle I│   │ Action │
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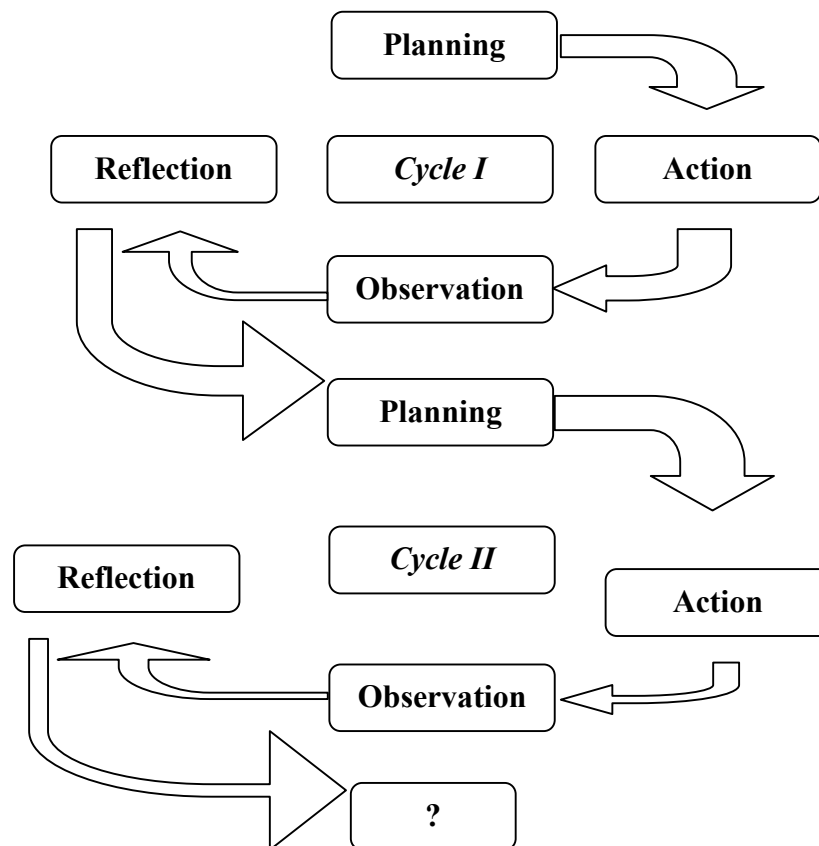
The cycle of Classroom Action Research (Hopkins, 1993:52).

a. CYCLE I

1. Planning

   The activities that would be done in this stage as follows:

   a) Making the lesson plan based on the curriculum for the implementation of action.

   b) Designing the observation paper to observe the edition of learning and teaching process.

   c) Studying and understanding the learning material that would be taught.

2. Action

    The activities that would be done in this stage as follows:

    a) The teacher introduced the material to the students.

    b) The teacher explained to the students about STAD method.

    c) The teacher presented a material to be learned.

    d) The teacher divided the students into five learning teams

    e) The teacher dealt out the narrative text to the students

    f) The students listened to the narrative text that is told by the teacher.

    g) The students studied the worksheet with their team member until they master the material

    h) The teacher gave an individual quiz to students based on the material they have studied.

    i) The teacher combined the scores based on each team member to create a team score.

    j) The teacher gave reward the team with the highest scores.

    k) The teacher asked students to think about how helpful this method in mastering narrative text.

3. Observation

    In this phase the researcher processed the recording and collecting data about the activity related to the learning English process which have solving problem and learning strategy which was improved. So, on this stage the researcher prepared the procedure of data collection, instrument data collector are used, data source are explained and data collection technique are used.

4. Reflection

    The results of data that had been done from observing was processed in the analysis until reflecting after action research. The reflection would be discussed with the homeroom teacher then use the result of the discussion to design planning for the next cycle. Whenever the cycle I was less successful, the researcher continued to the cycle II.

b. CYCLE II

    The stages that would be done in the cycle II was almost same with the cycle I. It would be done bydoing some repairs or adding other activities according to the reality in the class as well as school environment.

F. Research Instrument

The instruments in collecting data that was used by in this research is as follows:

1. Observation sheet aimed at finding out the students' participation during the teaching and learning process.

No.	The Students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very actively
2	Active	3	Students' respond to the material actively
3	Fairly Active	2	Students' respond to the material just once or twice
4	Not Active	1	Students just sit down during the activity without doing something.

(Sudjana in Sudirman, 2010:40)

2. Reading test aimed at finding out the students' competence in reading comprehension towards narrative text. The researcher used the assessments to obtain the student's reading comprehension as follows:

   a. Main Idea

Score		Criteria
MAIN IDEA	4	The answer includes a clear generalization that states or implies the main idea
	3	The answer states or implies the main idea from the story
	2	Indicator inaccurate incomplete understanding of main idea
	1	The answer include minimal or no understanding of main idea

(Harmer, 1953:3)

   b. Meaning of Word

Criteria	Score
Identified is clear	4
Identified were fairly neatly written and readable	3
Identified were not neatly written and difficult to read	2
There are many mistake made in identified and the written difficult to read	1

(Clinton, 1998:1)

G. Procedure of Data Collection

The technique of data collection done in this research as follows:

1. The researcher used observation sheet to find out the students' participant in teaching learning process through STAD Method. It will be done in every cycle. It is summed at the end of cycle one and two.

2. The researcher gave test to students to find out their improvement of reading comprehension in narrative text through STAD Method in cycle I and cycle II.

3. The researcher collected the result of students' individual quizzes, team's presentation and also students' participation during teaching and learning process.

4. Finally, the researcher got the data of students and combined each team member's scores to get team score.

H. Technique of Data Analysis

The technique and data analysis of this research were analyzed quantitatively employing statistical calculation. The steps and analyzing the data were chronologically convey as follows:

1. Analyzing the students answer the researcher used formula as follows:

$$\text{Score} = \frac{\text{Student answer}}{\text{Maximum score}} \times 10$$

(Depdikbud, 1985:9).

2. Analyzing the score of the students', the researcher used the formula as follows:

$$\overline{X} = \frac{\sum X}{N}$$

Notation

$\overline{X}$ = The Mean

$\sum X$ = The Sum of Scores

N   = The Number of Subjects (Gay, 1981:298).

3. The researcher analyzed the data of cycle I and II by applying percentage technique as follows:

$$P = \frac{F}{N} x 100$$

Where :

P   = The Class Percentage

F   = Total Percentage Score

N   = Number of Students (Sudijono, 2008:43).

4. After the data of the students were collected, the researcher classified the score of the students. To classify the students' score, there were seven classifications as follows:

    a) 9.6 to 10 classified as excellent
    b) 8.6 to 9.5 classified as very good
    c) 7.6 to 8.5 classified as good
    d) 6.6 to 7.5 classified as fairly good
    e) 5.6 to 6.5 classified as fairly
    f) 3.6 to 5.5 classified as poor
    g) 0 to 3.5 classified as very poor. (Depdikbud, 1985:6) in (Hirawati, 2010:29).

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of Classroom Action Research dealing with the answer of the problem statement which aims to improve students' reading comprehension in narrative text. The findings consist of students' achievement in reading and observation result. It's about the students' activeness in teaching and learning process. To measure the students' achievement of their reading result there are two components of reading that is concerned by the researcher those are the main idea and the meaning of word in narrative text.

1. Main Idea

a. The Students' Mean Score in Main Idea of Narrative Text

Table 1: The Students' Mean Score in Main Idea

Indicator	Mean score			Improvement	
	D-test	Cycle I	Cycle II	D-test - Cycle I	Cycle I - Cycle II
Main Idea	57.0	62.50	65.69	5.50%	3.19%

The table 1 above showed the improvement of the students' reading comprehension and the mean score of the students. In the students' reading D-test, the mean score was 57.0. Then in cycle I showed that the students' improvement in getting the main idea from D-test to cycle I was 5.50% and the

mean score was 62.50. In cycle II showed the students' improvement in getting

the main ideafrom cycle I to cycle II was 3.19% and the mean score was 65.69.

The research findings from the table above indicated that there was

improvement of the students' score in getting the main idea from cycle I to

cycle II, where in cycle I the improvement of students' score was 5.50% after

analyzed the difficulties that the students faced in reading comprehension

process and repaired the weakness in cycle I then applying Student Teams-

Achievement Divisions Method and then giving them evaluation in the end of

cycle II the improvement of the students' mean score become 3.19%.

b. The students' Tabulation of Frequency in Main Idea of Narrative Text

Based on the data analysis the students' score in getting the main idea

were got from the result of the test in cycle I and cycle II in the following table

and graphic is presented:

Table 2: The Students' Tabulation of Frequency in Main Idea

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	9.6-10	0	0	0%	0%
Very Good	8.6-9.5	0	0	0%	0%
Good	7.6-8.5	0	16	0%	38.10%
Fairly Good	6.6-7.5	9	26	21.43%	61.90%
Fairly	5.6-6.5	28	0	66.67%	0%
Poor	3.6-5.5	5	0	11.90%	0%
Very Poor	0-3.5	0	0	0%	0%
Total		42	42	100%	100%

Based on the table 2 above showed that in cycle I there was no students got excellent and very good, there were 9 students (21.43%) got fairly good, 28 students (66.67%) got fairly and 5 students (11.90%) got poor. While in cycle II there was no student get poor, there were 16 students (38.10%) got good, 26 students (61.90%) got fairly good.

2. Word Meaning

a. The Students' Mean Score in Word Meaning of Narrative Text

Table 3: The Students' Mean Score in Word Meaning

Indicator	Mean score			Improvement	
	D-test	Cycle I	Cycle II	D-test - Cycle I	Cycle I - Cycle II
Word Meaning	57.0	63.87	67.16	6.87%	3.29%

The table 3 above showed the improvement of the students' reading comprehension and the mean score of the students. In the students' reading D-test, the mean score was 57.0. Then in cycle I showed that the students' improvement in word meaning from D-test to cycle I was 6.87%, and the mean score was 63.87. In cycle II showed the students' improvement in word meaning from cycle I to cycle II was 3.29% and the mean score was 67.16.

The research findings from the table above indicated that there was the improvement of the students' score in word meaning from cycle I to cycle II, where in cycle I the improvement of students' score was 6.87%. After implementing Student Teams-Achievement Divisions Method and giving

evaluation in the end of cycle II the improvement of the students' score become 3.29%.

b. The Students' Tabulation of Frequency in Word Meaning

Based on the data analysis the students' score in word meaning were got from the result of the test in cycle I and cycle II in the following table is presented:

Table 4: The Students' Tabulation of Frequency in Word Meaning

Classification	Score	Frequency		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
Excellent	9.6-10	0	0	0%	0%
Very Good	8.6-9.5	0	3	0%	7.15%
Good	7.6-8.5	16	26	38.10%	61.90%
Fairly Good	6.6-7.5	26	13	61.90%	30.95%
Fairly	5.6-6.5	0	0	0%	0%
Poor	3.6-5.5	0	0	0%	0%
Very Poor	0-3.5	0	0	0%	0%
Total		42	42	100%	100%

The table 4 above showed that in cycle I there was no student get excellent, very good and poor. There were 16 students (38.10 %) got good, 26 students (61.90%) got fair.

While In cycle II there was no student get excellent and poor. There were 3 students (12.5%) get very good, 26 students (61.90%) get good, and 13 students (30.95) get fair.

3. The Students' Improvement of Reading Comprehension Result

The students' improvement in reading achievement can be shown in the mean score from D-Test to cycle II below:

Table 5: The Students' Improvement from D-Test to Cycle II

NO	Indicators	Mean score			Improvement	
		D-test	Cycle I	Cycle II	D-test - Cycle I	Cycle I - Cycle II
1	Main Idea	57.0	62.50	65.69	5.50%	3.19%
2	Word Meaning	57.0	63.87	67.16	6.87%	3.29%
	$\sum X$	114	126.37	132.85	12.37%	6.48%
	$\overline{X}$ Mean	57	63.185	66.425	6.19%	3.24%

The students' improvement in their reading result can be shown through the graphic below:
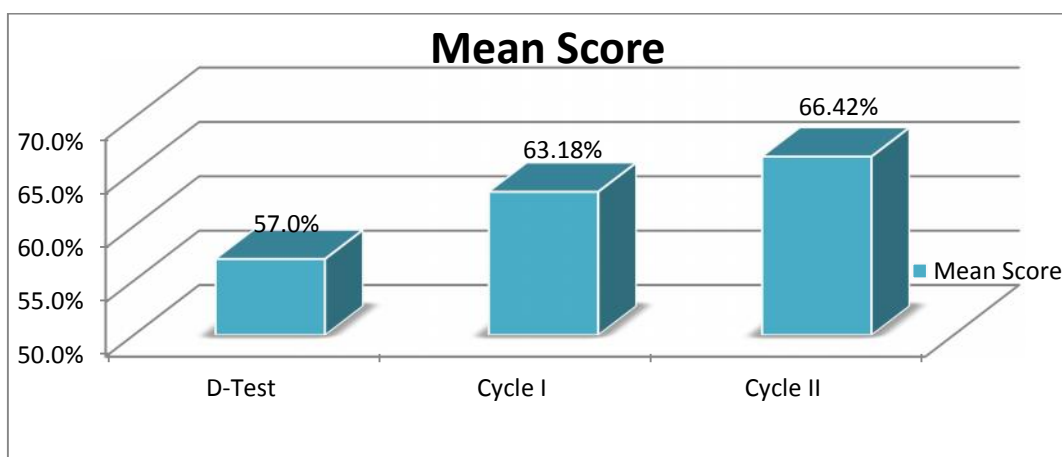
Graphic 1: The Students' Mean Score in from D-Test to Cycle II

The table 5 and the graphic 1 above show that the students' mean score in the D-Test was 57.0, in cycle I was 63.18 and cycle II was 66.42. It means that the students' mean score from D-test to cycle II got improvement. In other words the students' reading comprehension got improvement in their result significantly, where the mean score of D-Test was 57.0. After implementing

Student Teams-Achievement Divisions Method in learning process and giving
evaluation in the end of cycle II, the students' mean score become 66.42. From
the result of cycle II researcher can conclude that Student Teams-Achievement
Divisions Method could improve the students' reading comprehension in
naarative text at the eighth grade students of SMP Muhammadiyah Limbung.

4. Observation Result

The following table and graphic show the observation result of the
students' activeness during teaching & learning process from cycle I to cycle II.

Table 6: The Students' Observation Result during Teaching and Learning Process

Cycles	Activeness			
	1st Meeting (%)	2nd Meeting (%)	3rd Meeting (%)	4th Meeting (%)
Cycle I	44.64	56.54	64.28	67.26
Cycle II	72.02	76.19	77.38	83.92

The students' observation can be shown through the graphic below:
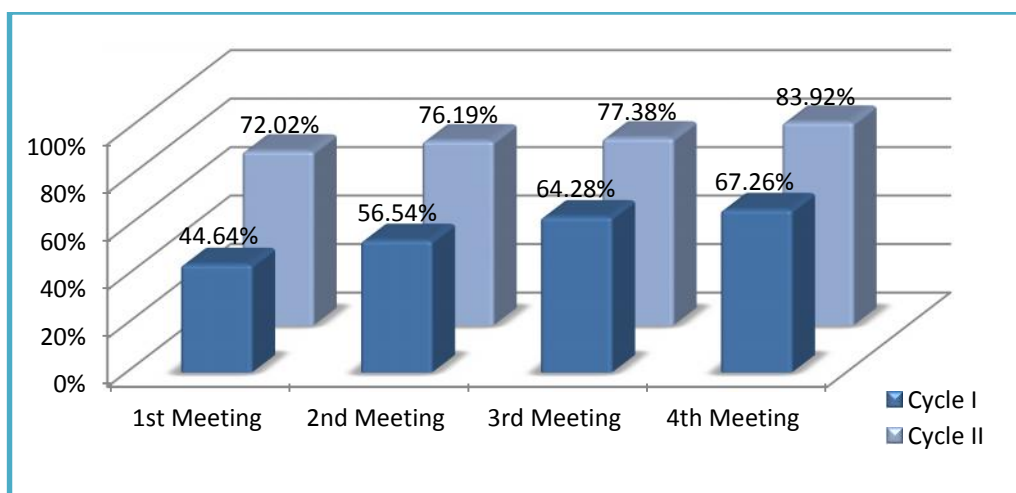
Graphic 2: The Students' Observation Result during Teaching and Learning Process

Table 6 and graphic 2 above show that in cycle I the students' activeness
in the 1st meeting was 44.64%, the 2nd meeting was 56.54%, the 3rd meeting

was 64.28% and the 4th meeting was 67.26%. In cycle II students' activeness in the 1st meeting was 72.02%, the 2nd meeting was 76.19%, the 3rd meeting was 77.38% and the 4th meeting was 83.92%. Based on the interpretation of the table and the graphic above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably got bored of material so their activeness decrease but researcher tried to engage them. It made their activeness increase again until the last meeting in cycle II.

B. Discussion

In this part, discussion deals with the interpretation of findings derived from the result of findings about the observation result of the students' improvement in finding the main idea of narrative text and getting the meaning of word, and also the activeness of students in learning process would explain as follows:

1. The Improvement of the Students' Reading Comprehension in getting the Main Idea.

The improvement of the students' reading comprehension in narrative text after implementing Student Teams-Achievement Divisions Method had an effective effect for students' achievement. Where, the researcher found in the data source from D-Test result that the students just could got score that was 57.0, it means that it was far from the target, but after implementing the method the students could get score 62.50 in the cycle I. In cycle II, it became 65.69

The researcher taught about the narrative text in the cycle I through Student Teams-Achievement Divisions Method in the class. The researcher found that the students still difficult to comprehend well, especially to answer the literal question. There was also another problem that students face in getting the meaning of word from the text.

The difficulty of the students in comprehend the material and getting the main idea had been analyzed, so the researcher had to think the solution of the problem. So, the researcher decided to do the cycle II by doing revision in the lesson plan which prepared in revision planning of cycle II.

The value improvement of the students' reading comprehension in getting main idea from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (57.0) $\leq$ Cycle I (62.50) $\leq$ Cycle II (65.69), where in D-Test the students' mean score was 57, after evaluation in cycle I the students' mean score become 62.50, so the improvement of students' reading comprehension in getting main ideafrom D-Test to cycle I was 5.50%. While in cycle II the students' mean score was 65.69, so, the improvement of students' reading comprehension in getting main idea from cycle I to cycle II was 3.19%.

The result above also proved that Student Teams-Achievement Divisions Method was able to improve the students' reading comprehension in narrative text significantly. It seen clearly the result of cycle II (65.69) was higher than cycle I (62.50) and D-test (57.0) or cycle II (65.69) $\geq$ cycle I (62.50) $\geq$ D-test (57.0).

2. The Improvement of the Students' Reading Comprehension in getting the Word Meaning.

After implementation of Student Teams-Achievement Divisions Method in the class, the researcher found that the mean score of data source from D-Test in organization was 57.0. In the cycle I, the students got 63.87, and in the cycle II, the students got 67.16.

The researcher taught about the narrative text in the cycle I through implementation of Student Teams-Achievement Divisions Method in the class. The researcher found that the students had difficulty to organize the idea. The students have less skill in organization element of reading.

Based on the unsuccessful teaching process in the cycle I, the researcher decided to do cycle II. In the cycle II, the researcher revised the lesson plan. Where, when the researcher explained about the kind of paragraph the researcher should explain more clearly, if needed gave the students occasion to ask about the material. Besides that, the researcher had to give better guidance for the student in comprehending the material.

The value improvement of the students' reading achievement in getting the word meaning from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (57.0) $\leq$ Cycle I (63.87) $\leq$ Cycle II (67.16), where in D-Test the students' mean score in getting the word meaning was 57.0, after evaluation in cycle I the students' mean score achievement in getting the word meaning become 63.87, so the improvement of students' reading achievement in word meaning from D-Test to cycle I was 6.87%.While in cycle II the

students' mean score in getting the word meaning was 67.16, so, the improvement of students' mean score achievement in getting the word meaning from cycle I to cycle II was 3.29%.

The result above also proved that Student Teams-Achievement Divisions Method is able to improve the students' reading achievement significantly. It seen clearly the result of cycle II (67.16) was higher than cycle I (63.87) and D-test (57.0) or cycle II (67.16) $\geq$ cycle I (63.87) $\geq$ D-test (57.0).

3. The Improvement of The Students' Achievement in Reading Result

The effectiveness of reading process approach in improving the students' reading comprehension result can be seen the difference by considering the result of the students' Diagnostic Test, cycle I and cycle II.

The value improvement of the students' achievement reading result from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (57.0) $\leq$ Cycle I (66.18) $\leq$ Cycle II (66.42), where in D-Test the students' mean score in reading result was 57.0, after evaluation in cycle I the students' mean score achievement in reading result become 66.18, so the improvement of students' reading achievement in reading result from D-Test to cycle I was 6.19%. While in cycle II the students' mean score in reading result was 66.42, so, the improvement of students' mean score achievement in reading result from cycle I to cycle II was 3.24%.

The result above also proved that reading process approach is able to improve the students' reading achievement in reading result significantly. It

seen clearly the result of cycle II (66.42) was higher than cycle I (66.18) and D-test (57.0) or cycle II (66.42) ≥ cycle I (66.18) ≥ D-test (57.0).

4. The Improvement of The Students' Activeness During The Teaching and Learning Process

Table 6 and graphic 2 on the findings above show that in cycle I the students activeness in the 1st meeting is 44.64% its mean that there was still the other activity that the students were done during the teaching and learning process. After repair the weakness that faced during the teaching and learning process. The students join until the end of cycle II, the students' activeness in the last meeting becomes 83.92%. Its mean that the students pay full attention during teaching and learning process and there was no another activity that the students were done. The students are joining the teaching and learning process seriously. It means that, the application of Student Teams-Achievement Divisions Method could improve the students' activeness during teaching and learning process and it is successful.

Based on the interpretation of the table and the graphic on the findings above indicate that there was a significant improvement of the students activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in cycle II.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

1. Applying Student Teams-Achievement Divisions Method is effective to improve the students' reading comprehension in getting the main idea of narrative text. The mean score of D-test was 57.0, the Cycle I was 62.50, and Cycle II was 65.69. The students' progress from D-test to the Cycle I was 5.50%, and the Cycle I to the Cycle II was 3.19%.

2. Applying Student Teams-Achievement Divisions Method is effective to improve the students' reading comprehension in getting the word meaning of narrative text. The mean score of D-test was 57.0, the Cycle I was 63.87, and Cycle II was 67.16. The students' progress from D-test to the Cycle I was 6.87%, and the Cycle I to the Cycle II was 3.29%.

B. Suggestion

1. Firstly the Suggestions are directed to English teachers. Teachers should take advantage of Student Teams-Achievement Divisions (STAD) Method in reading comprehension of narrative text not only to teach but also to create and enhance students' motivation, interest and achievement. Teachers especially those who teach English as a foreign language should be remind of the benefits of using Student Teams-Achievement Divisions (STAD) Method in reading comprehension of narrative text and then implement it in teaching and learning process.

2. Secondly to the future researchers, it is suggested that this study could be a reference to conduct other research on the same field. Future researchers may use Classroom Action Research design to know whether or not the use of Student Teams-Achievement Divisions (STAD) Method is effective in improving students' comprehension in other genres of reading.

3. Thirdly to the readers who want to take advantage of the use of cooperative learning such as English department students and Senior high school students. They may use Student Teams-Achievement Divisions (STAD) Method in order they can enrich their technique to enhance their reading comprehension. The findings of classroom action research dealing with the answer of the problem statement which aims to improve students' reading comprehension in narrative text.

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Appendix A

The Score in D-Test, Cycle I and II

No.	Initial Names	D-Test	Cycle I	Cycle II
1	AKS	62	60.9	63.75
2	MNI	54	61.25	64.25
3	ANA	45	63.5	66
4	AQM	52	63.25	66.25
5	DTM	12	62.25	65.5
6	IKP	62	62.25	65.25
7	KNN	60	61.25	66
8	NAN	52	62.25	65.5
9	NA	62	70	72.25
10	NQ	64	65	66.75
11	NDK	70	67.9	69.75
12	NHA	57	61.5	66
13	NSA	54	62	65.75
14	PNR	82	68.5	71
15	SA	68	62.75	65.25
16	SNA	46	68	69.25
17	SLA	73	64.5	67.25
18	WA	46	66.4	67.5
19	KHA	62	60.75	65.25
20	MFR	62	68.75	70.75
21	MPP	20	60.75	65.75
22	MF	58	62.75	65.75
23	QIM	52	61	65.75
24	MIN	62	61.5	65.75
25	MKL	78	63.25	66
26	MNA	62	62.5	65.75
27	MS	42	62.5	67
28	MAN	42	61	65.5
29	MFM	60	60.75	66.25
30	RMY	78	62.25	66.5
31	SYS	55	63.5	66
32	TSS	60	64.25	67
33	ZKI	58	60.5	63.75
34	MAD	60	62.25	65.75
35	DYI	68	66.4	68.25
36	RAM	62	65.5	67.5
37	ASJ	62	60.75	65.5
38	AFB	62	60.75	65
39	ADY	60	60.75	65
40	RAP	48	62.5	65.75
41	KTN	52	62	65.75
42	YHN	46	63.5	65.5
$\sum X$		2390	2653.85	2790
X		57	63.18	66.42

APPENDIX B

The Students' Score at Diagnostic Test

NO.	Initial Names	Reading Comprehension		Mean Score
		Main Idea	Word Meaning	
1	AKS	62	62	62
2	MNI	54	54	54
3	ANA	45	45	45
4	AQM	52	52	52
5	DTM	12	12	12
6	IKP	62	62	62
7	KNN	60	60	60
8	NAN	52	52	52
9	NA	62	62	62
10	NQ	64	64	64
11	NDK	70	70	70
12	NHA	57	57	57
13	NSA	54	54	54
14	PNR	82	82	82
15	SA	68	68	68
16	SNA	46	46	46
17	SLA	73	73	73
18	WA	46	46	46
19	KHA	62	62	62
20	MFR	62	62	62
21	MPP	20	20	20
22	MF	58	58	58
23	QIM	52	52	52
24	MIN	62	62	62
25	MKL	78	78	78
26	MNA	62	62	62
27	MS	42	42	42
28	MAN	42	42	42
29	MFM	60	60	60
30	RMY	78	78	78
31	SYS	55	55	55
32	TSS	60	60	60
33	ZKI	58	58	58
34	MAD	60	60	60
35	DYI	68	68	68
36	RAM	62	62	62
37	ASJ	62	62	62
38	AFB	62	62	62
39	ADY	60	60	60
40	RAP	48	48	48
41	KTN	52	52	52
42	YHN	46	46	46
	$\sum X$	2390	2390	2390
	$\overline{X}$	57	57	57

The Students' Score at Test Cycle I

NO.	Initial Names	Reading Comprehension		Mean Score
		Main Idea	Word Meaning	
1	AKS	60.8	61	60.9
2	MNI	60	62.5	61.25
3	ANA	60	67	63.5
4	AQM	61	65.5	63.25
5	DTM	61.5	63	62.25
6	IKP	60.5	64	62.25
7	KNN	62	60.5	61.25
8	NAN	61.5	63	62.25
9	NA	68	72	70
10	NQ	63.5	66.5	65
11	NDK	65.8	70	67.9
12	NHA	61	62	61.5
13	NSA	62.5	61.5	62
14	PNR	68	69	68.5
15	SA	62	63.5	62.75
16	SNA	68	68	68
17	SLA	62	67	64.5
18	WA	67	65.8	66.4
19	KHA	60	61.5	60.75
20	MFR	68	69.5	68.75
21	MPP	61.5	60	60.75
22	MF	62.5	63	62.75
23	QIM	60.5	61.5	61
24	MIN	61.5	61.5	61.5
25	MKL	62	64.5	63.25
26	MNA	62	63	62.5
27	MS	61.5	63.5	62.5
28	MAN	62	60	61
29	MFM	61	60.5	60.75
30	RMY	62.5	62	62.25
31	SYS	62	65	63.5
32	TSS	63	65.5	64.25
33	ZKI	60	61	60.5
34	MAD	61	63.5	62.25
35	DYI	65	67.8	66.4
36	RAM	66	65	65.5
37	ASJ	60	61.5	60.75
38	AFB	61.5	60	60.75
39	ADY	60.5	61	60.75
40	RAP	62	63	62.5
41	KTN	61	63	62
42	YHN	63	64	63.5
	$\sum X$	2625.1	2682.6	2653.85
	$\overline{X}$	62.50238095	63.87142857	63.18690476

The Students' Score at Test Cycle II

NO.	Initial Names	Reading Comprehension		Mean Score
		Main Idea	Word Meaning	
1	AKS	63.5	64	63.75
2	MNI	63	65.5	64.25
3	ANA	63	69	66
4	AQM	64	68.5	66.25
5	DTM	65	66	65.5
6	IKP	63.5	67	65.25
7	KNN	65.5	66.5	66
8	NAN	64	67	65.5
9	NA	70.5	74	72.25
10	NQ	65.5	68	66.75
11	NDK	68	71.5	69.75
12	NHA	65.5	66.5	66
13	NSA	64.5	67	65.75
14	PNR	70	72	71
15	SA	65	65.5	65.25
16	SNA	68.5	70	69.25
17	SLA	65.5	69	67.25
18	WA	68	67	67.5
19	KHA	65	65.5	65.25
20	MFR	70	71.5	70.75
21	MPP	65	66.5	65.75
22	MF	65	66.5	65.75
23	QIM	65	66.5	65.75
24	MIN	65	66.5	65.75
25	MKL	65.5	66.5	66
26	MNA	66	65.5	65.75
27	MS	66.5	67.5	67
28	MAN	65.5	65.5	65.5
29	MFM	66	66.5	66.25
30	RMY	66.5	66.5	66.5
31	SYS	67	65	66
32	TSS	66	68	67
33	ZKI	60	67.5	63.75
34	MAD	65.5	66	65.75
35	DYI	67	69.5	68.25
36	RAM	68	67	67.5
37	ASJ	65.5	65.5	65.5
38	AFB	65	65	65
39	ADY	65	65	65
40	RAP	65.5	66	65.75
41	KTN	66	65.5	65.75
42	YHN	65	66	65.5
$\sum X$		2759	2821	2790
$\overline{X}$		65.69047619	67.16666667	66.42857143

The Students' Score at Test Cycle I

The Students' Mean Score

1. The Students' Mean Score in Main Idea

a. The Mean Score of Diagnostic Test

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2390}{42} = 57.0$$

b. The Mean Score of Cycle I

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2625}{42} = 62.50$$

c. The Mean Score of Cycle II

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2759}{42} = 65.69$$

2. The Students' Mean Score in Word Meaning

a. The Mean Score of Diagnostic Test

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2390}{42} = 57.0$$

b. The Mean Score of Cycle I

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2682}{42} = 63.87$$

c. The Mean Score of Cycle II

$$\overline{X} = \frac{\Sigma X}{N}$$

$$= \frac{2821}{42} = 67.16$$

The Students' Mean Score

3. The Students' Mean Score of Reading Comprehension Improvement

a. The Mean Score of Diagnostic Test

$$\overline{X} = \frac{\sum x}{N}$$

$$= \frac{2390}{42} = 57.0$$

b. The Mean Score of Cycle I

$$\overline{X} = \frac{\sum x}{N}$$

$$= \frac{2653}{42} = 63.18$$

c. The Mean Score of Cycle II

$$\overline{X} = \frac{\sum x}{N}$$

$$= \frac{2790}{42} = 66.42$$

The Students' Activeness Observation at Cycle I and Cycle II

No.	Initial Name	Cycle I				Cycle II			
		I	II	III	IV	I	II	III	IV
1	AKS	2	3	2	3	3	4	3	3
2	MNI	-	-	3	2	3	3	3	3
3	ANA	2	3	3	3	4	3	4	4
4	AQM	3	3	3	3	3	3	4	3
5	DTM	2	2	4	3	3	3	3	4
6	IKP	2	3	4	3	3	4	3	3
7	KNN	1	2	3	3	-	3	3	4
8	NAN	2	3	2	4	3	3	-	3
9	NA	-	2	2	2	3	3	3	3
10	NQ	1	2	3	-	2	2	3	3
11	NDK	1	-	2	3	2	3	4	3
12	NHA	1	3	-	3	3	3	3	4
13	NSA	2	2	2	2	3	3	3	3
14	PNR	3	3	3	3	3	4	4	4
15	SA	3	4	3	3	3	3	4	4
16	SNA	1	2	3	2	4	3	3	3
17	SLA	3	3	3	3	3	4	3	4
18	WA	-	-	3	2	3	3	3	4
19	KHA	2	3	3	3	4	4	3	4
20	MFR	3	3	3	4	3	4	4	4
21	MPP	2	3	3	3	3	3	3	4
22	MF	2	3	3	3	3	3	3	3
23	QIM	1	2	3	3	-	3	3	3
24	MIN	2	3	2	3	3	3	-	3
25	MKL	-	2	2	2	3	3	3	3
26	MNA	1	2	3	-	2	2	3	3
27	MS	1	-	2	3	2	3	4	3
28	MAN	1	3	-	3	3	3	3	3
29	MFM	2	2	2	2	3	3	3	3
30	RMY	3	3	3	3	3	3	3	3
31	SYS	3	3	3	3	3	3	4	4
32	TSS	2	2	3	2	3	3	3	3
33	ZKI	2	3	2	3	3	3	3	3
34	MAD	-	-	3	2	3	3	3	3
35	DYI	3	3	3	3	4	3	3	4
36	RAM	3	3	3	3	3	3	4	4
37	ASJ	2	2	2	3	3	3	3	3
38	AFB	2	2	2	3	3	3	3	3
39	ADY	2	2	2	3	4	2	3	3
40	RAP	2	2	3	3	3	2	4	3
41	KTN	2	2	2	3	3	2	3	3
42	YHN	3	2	3	3	3	4	3	4
$\sum X$		75	95	108	113	121	128	130	141
X		2,02702703	2,56757	2,7	2,825	3,025	3,04762	3,25	3,35714

CURRICULUM VITAE

The writer, Sidiq Ar-Rahman was born in Pare-pare regency on 5th of March 1991 from the marriage of Sukri Dg. Nuhung and Muliati M, S.Pd. He is the first child of 4 children. He began his Education at Elementary School at SD Inpres Mattompodalle, Takalar regency and graduated in 2002. He continued his study at Islamic Boarding School of MTs Sultan Hasanuddin, Gowa regency. In 2005, he continued his study to MA DDI Padanglampe, Pangkep regency. In 2008, he was registered as a student of English Education Department of Teacher Training and Education Faculty, Makassar Muhammadiyah University on strata one program (S1). During his study he was active in Muhammadiyah Students Association (IMM) 2010/2011 and also he has been active in IPPM Pangkep about 4 years.