

THE EFFECTS OF STUDENT TEAMS AND  
ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE ON  
THE SMA STUDENTS' READING COMPREHENSION  
ACHIEVEMENT  
A THESIS

In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree in English Language Teaching



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NO. TERIMA	2 Mei 2005
FAKULTAS	FKIP-1g
NO. BUKU	FK-1g Wij e-1
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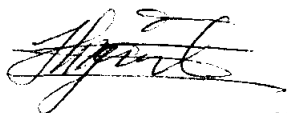
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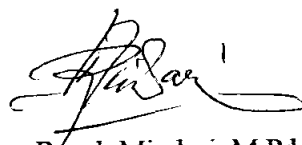
UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
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PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
DESEMBER 2004

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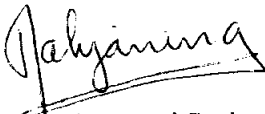
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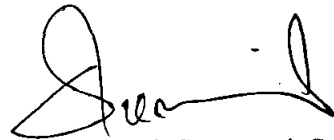
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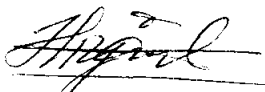
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## ACKNOWLEDGMENTS

Great thank to God, Jesus Christ, and Holy Spirit for His name, love, and blessing that has enabled the writer to finish this study. The writer also realizes that the writing of this study will not be finished without the help of many people. She would like to express her deep appreciation to:

1. **Dr. Ignatius Harjanto, M.Pd. and Dra. Ruruh Mindari, M.Pd.**, the writer advisors, for their patient guidance, valuable suggestions and support for her in doing her thesis.
2. **Drs. H. Sahudi, M.Pd.**, the headmaster of SMA negeri 15 Surabaya who had given a chance to the writer so that she could conduct her study there.
3. **Drs. Soedjiono Abdullah**, the English teacher of SMA negeri 15 Surabaya who was willing to give his time and had guided the writer in conducting her in doing the treatment during the experiment.
4. **All the Lecturers** of Widya Mandala Catholic University, who have guided her from the first semester until she has finished her study.
5. **All the Staff** of SMA negeri 15 Surabaya that cannot be mentioned one by one for their support and ideas for the improvement of her thesis.
6. **All of the students** of SMA negeri 15 Surabaya, especially **class X.7, X.8 and X.9** of the school year 2004-2005, for their participation in the writer's teaching-learning activities.
7. **All the writer's friends**, especially Ervina Lusiana, Yanny Indrawati, who have helped the writer mentally in finishing this thesis.

Last but not least, the writer would also like to express her gratitude to **her parents and brother**, for their love and their financial support so that the writer can finish her study at Widya Mandala Catholic University and **all people** that cannot be mentioned one by one for their support and help during this study. Without their help, this thesis would have never been completed as it is now. May God bless them all Amen.

Writer

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## ABSTRACT

Wijayanti, Christiana Hany. 2004. **The effects of Students Team and Achievement Divisions (STAD) on the SMA Students' Reading Comprehension Achievement.** Thesis, Program Studi Pendidikan, FKIP. Universitas Katolik Widya Mandala, Surabaya.  
Advisors: (1) Dr. Ignatius Harjanto, M.Pd. (2) Dra. Ruruh Mindari, M.Pd.

Key words: Students Team and Achievement Divisions (STAD) and reading comprehension.

The main objective of teaching English at SMA, according to the 2004 English curriculum is to increase and develop the students' reading ability. The graduates of SMA are expected to be able to comprehend English texts related to their further study since most of text books used at higher education are mostly written in English. Although the teaching of English at SMA emphasizes on the importance of reading, the reality shows that most of SMA students often get difficulties in comprehending English passages, as a result they cannot get the writer's message in the passages. Besides, the students do not have any motivation to read the reading passages. The problem occurs because there is a gap between the content of reading material and the process of instruction or the way of teaching reading.

The way the reading teacher teaches the lesson affects the students' achievement on the reading comprehension. In teaching reading class the teacher usually stresses on grammatical patterns and vocabulary in the text. The teacher may not teach reading but vocabulary and structure. As a result the students' reading comprehension ability cannot develop well. The teacher also sometimes dominated the class; it means that there is a little opportunity given to students to understand the English text.

In order to overcome the problems, the writer, in this study, suggested cooperative learning using Students Team and Achievement Divisions (STAD) technique that bridges the gap between the content of reading material and the process of instruction or the way of teaching reading. STAD technique is based on raising students' motivation for learning by focusing on cooperation of members within each team, followed by competition among teams in the class. The students are divided into groups based on their base score, so each group is composed of students with different level of achievement. During the teaching learning activity the students should learn together in their team and tutor each other.

In this study, the writer would like to find out whether cooperative learning using STAD technique affects the students' comprehension achievement. To carry out her study, she used two classes of the first year students of SMA negeri 15 Surabaya as the subject of her study and three different themes of reading passages namely, Clean Environment, Family Life, and Health. In order to know the effects of STAD technique the writer gave a pretest and a posttest.

The writer found out that STAD technique can improve the students' reading achievement, especially in answering comprehension questions (factual



question, inference question, subject matter question, main idea question and structural question). The writer also found that STAD technique improves the students' reading comprehension and gives strong motivation to read English texts better than the conventional technique.