

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the result and discussion from the research as an attempt to answer the research question. How can the students reading narrative text to be improved through *Student Teams Achievement Division* (STAD)? The result of this research was obtained through the process of collecting students reading narrative text.

4.1 Findings

In this part, the researcher tries to explain and presents the findings of the implementation and result of the reading comprehension for teaching reading narrative text. It is including the result from observation checklist, interview, questionnaire and documentation. The observation result from involvement in reading activity.

4.1.1 The implementation of STAD in teaching and learning process

The data of the research were collected from the eighth grade students of MTs Bustanul Ulum Dlanggu in academic year 2016/2017. The data were taken by observing the teaching and learning process. In this research, the researcher made research with the real teacher who taught eight grade students that used in this research. The teacher conducted teaching and learning activities based on lesson plan. The teacher started with greeting and checked the student attendance. In stage while the teacher was conducting the teaching and learning process, the researcher observed the whole teaching and learning process and did observation in the field.

Based on findings of the study, The Implementation of the strategy for teaching reading comprehension consists of five criteria namely (1) Reading in class presentation (2) Activities in group learning (3) Quizzes and (4) Group award

4.1.1.1 Reading in Class presentation

When the researcher done Observation in the classroom. The teacher explained about Narrative text and the generic structure. She say Narrative is a text that tells something happened in the past and aimed to entertain the readers. The text incorporates patterns of behavior that are generally highly valued. Then, the teacher asked the students to read the narrative text one by one.

Then, the teacher asked each student to explained the contents of the text "The Cat and the Fox" briefly according to the ability of students. Once everyone has had a turn to read and explained, the teacher explains the essence of the content of reading and the moral of reading in front of the class.

4.1.1.2 Activities in group learning

In the group formation adapted to cooperative learning type Student Teams Achievement Division (STAD). The teacher divides the students into groups consisting of 5-6 students. In this activity, the teacher proves that the team learned it easier for students to answer the questions of teachers, as all team members will help each other

And then, from the data obtained can be concluded that learning by using *Student Teams Achievement Division* (STAD) it easier for teachers and students in the implementation of the learning process. In Addition, The teacher did all of steps in lesson plan successfully. Based on the evaluation, the researcher analyzed the field notes and the students point in the quiz. It was found there were some significant of improvement of students reading comprehension narrative text. The researcher also commented that the students enjoyed and happiness the lesson very much.

The teacher implemented of the students learning process with STAD type in cooperative learning was successfully done by the teacher. The teacher also gave a reward with give a star code for appreciation to the students. The teacher always responded the group of student's member by saying: good job and very good, when they answer the questions correctly.

So, the result of the observation indicated that the researcher could control all the students of the class and conducted the teaching and learning process successfully. The process used Type STAD exactly similar with the teacher applied teaching and learning steps based on lesson plan.

4.1.1.3 Quizzes

Quiz is a test that is done independently in order to determine the success of students after the study group. The test results are used as a result of development of the individual and the value of donated development and success of the group. The teacher made quizzes in 5 questions about narrative text entitled “The Cat and the fox”.

The result from the quizzes teaching learning narrative text in STAD technique. Teacher gave a score in every group, group 1 (get one point), group 2 (get three point), group 3 (get three point) group 4 (get two point) and 5 group (get one point).

4.1.1.4 Individual Score Advancement (development)

Individual progress scores are not based on absolute scores of students, but based on some of the latest quiz scores far exceed the average score of students ago. After the teacher gave quizzes, and then she made a speaking test about narrative text. In every students assessment would be daily valued. The teacher has criteria of score, as like as the ability to interpret the main idea of the paragraph, the ability to distinguish fact or detail of the text and the ability understand about the text.

In this part, the result of the score obtained an average student in one class was 84.1. Students who got the score above the average were 14 student. Five students got 100 and nine students got 90. The students who have fulfilled the assessment standard were 7 students. All of them got the score of 80. While the rest of the students (5 students) got 70. Which means that they did not fulfilled the assessment standard. This result can be seen in appendix 6.

Group Awards

Award predicate group is giving to each group. Scores obtained by the group advances accumulated score of each group progress to the average scores obtained by the group. In last session, the teacher gave award to a group when they could answer her questions. In every question the teacher give one star (code)

In this part, the teacher will give the score in the form of sign (star), if the group gets a lot of these markers, then the teacher would gave the gift of a point. The points are accumulated when the group got a score.

4.1.2 Students Responses

In the questionnaire results, from the appendix 5, the researcher found that there were 20 students like English very much, 7 students did not like English subject, but from 7 students, 3 students just liked English subject. it can be seen that 27 students who filling the questionnaire. From 20 students like English but also some of the like they still find it difficult to study them, for those who do not like them find it difficult and complicated to learn. Besides, another difficulty is that they are not used to speaking English, although the English had known since childhood. In questionnaire from 27 students can be seen, first question “Apakah Anda menyukai pelajaran bahasa Inggris? Dan sebutkan alasannya! They are 20 students who answered “Yes”, and 7 students say “No” but 3 students say just little liked English subject. second question “Semenjak kapan anda mengenal pelajaran b.inggris?” All students answered” since childhood”, third question “Apakah anda mengikuti kursus bahasa inggris diluar sekolah?” 22 students answered “No”. Fourth question “Apakah pelajaran bahasa Inggris sulit bagi anda?” 23 students say “Yes”. Fifth question “Apakah anda sering mendapat nilai yang rendah dalam pelajaran b.inggris?” “Only 7 students say yes”. Sixth question “Apakah anda menyukai metode yang diajarkan guru Bahasa Inggris sehari-hari?” “All students answered yes” seventh question “Apakah anda suka bermain *Game* dalam belajar bahasa inggris?” “students say yes together” eighth question, “Apakah anda sering merasa bosan ketika pelajaran bahasa inggris?” “25 students say no” ninth question “Urutkan skill mulai dari yang tersulit bagi anda: *Speaking, listening, reading* dan *writing*. The students feel *listening* more difficult different others skill, 25 students say it. Ten question “Urutkan aspek berikut yang tersulit bagi anda: *Pronunciation, grammar,*

dan *vocabulary*. The students answer *grammar* is more difficult different others aspect, 24 students say it. Eleventh question .

“Apakah anda mempunyai strategi khusus dalam belajar bahasa inggris? Tuliskan jika ada! “all students say nothing”. In question number twelve “Apakah anda sering menonton film yang berbahasa inggris? “Only 10 students say yes”. Next question “Apakah anda sering mendengar music yang berbahasa inggris? “15 students say yes”. Next question “Apakah anda sering membaca buku/ majalah atau Koran yang berbahasa inggris? “18 student say no”. And last question “Apakah anda mempunyai saran/ ide untuk guru bahasa inggris agar pembelajaran lebih innovative dan menyenangkan? “25 say no, and other students say yes and give opinion to the teacher for used a song in teaching learning English.

In the process of learning the majority of them feel that learning English was not boring, and the students like a teacher method in every teaching learning process in the class.

4.2 Discussion

In this part, researcher discussed with the real English teacher to obtain accurate information in addition of observation in the classroom. From the information submitted by teachers, she often used cooperative learning method and used Student Teams Achievement Division type, but never used in the lesson English learning in eight grade (VIII A).

Teacher is one of the key to make teaching learning to be success. The teacher has to be understood his class well, about the characteristics of each student, students' like or dislike, and also has technique that is interesting. Especially, In teaching reading comprehension.

To make better reading, first, the learner do not only learn how to read but also should learn how to build the students understand from the text, second using media picture and make summarize to understand the students about the text.

Based on the result the researcher concludes that *Student Teams Achievement Division* (STAD) can help the students to get a higher achievement in reading comprehension. It proved

when the students can answer the question based on the narrative text. Students enjoy the learning process because while they are studying, they can get some rewards in every quiz. Because, in every quiz the teacher give one star (code) for students who can answered her quiz.

But, In teaching learning STAD techniques did not individual scoring well, it can be said when teacher not implemented STAD technique good and true. Because, the teacher only apply 4 factors in the STAD technique true and did individual score only once time. As like as, Reading in class presentation, Activities in group learning, Quizzes, and group award.

4.2.1 Teachers Activity

At 07.00 the school bell rang. First of all, the English teacher, Mrs Ni'matul Fauziyah went to the class on time. She greeted the students in front of class. Next, she asked the students pray together. After that she took attendance list. And then, the teacher gave motivation before moving to the main activity.

The first activity, the teacher gave apperception about lesson plan by saying "Today we are going to learn about Narrative text. Who knows what is narrative text? Some students answered "teks yang menceritakan suatu kejadian mam.." and another students say "teks yang menerangkan kegiatan di masa lampau mam", So, the teacher responded with "good job students, very good, and how about the generic structure?". One of the student answered "emm,, Orientation, Complication and Resolution". The teacher responded with "yes, very good". And then the teacher gave full explanation about narrative text, the teacher asked the students make a member group 5 until 6 members. Next, She continued to reading activities with share a picture about topic "The cat and the fox". Teachers explain the meaning and contained in the text "The cat and the fox". Not to forget the teacher explains the generic structure of the text. Students are also asked to determine the sentence that contains Orientation, Complication and Resolution. After the teacher asks students what is the moral value inherent to the story?The teacher asked the students discussion with other member group to filling the quiz.

Next session, Teacher explains the method cooperative learning in the learning process of narrative text. Purpose of methods used so that students are not bored and not monotonous. If

there is a problem then the teacher can act to make the best decisions to keep learning take place effectively and efficiently. Material presented with a customized learning plan that has been set. Teachers are not only silent during the learning process but a dynamic move in the classroom. So when students need help in a particular part of the teacher is responsive and a balanced approach and not just focus on a student only. In this session, the teacher must memorize and know the names of each student to make it easier to determine the ability of each student. Methods and media used by teachers effectively. After each group gets a text with a picture, the teacher gives a quiz with five questions. Students are asked to discuss with members of the group, because the method STAD (Student Teams Achievement Division) is cooperative learning. If there is trouble, the teacher is the one who will solve their problems. After all the questions in the quiz is completed, the teacher asks the students to make inferences related to learning methods of narrative text.

4.2.2 Students Activity

At 7:00 the school bell rang, the students were ready to go to class on time. When in class the students were still crowded and talk to each other with other friends. After that, the teacher entered the classroom with a smile and a greeting. The students answered greetings from teachers. In addition, the students do not do things outside of teaching and learning activities.

Teachers prepare students learning in a group. Then have the students create study groups of 5-6 members. In addition, teachers divided a sheet of paper with text and underneath there is a fairy tale titled "The Cat and the fox". The students were enthusiastic to search for members of each group. Students were listened carefully the information given by the teacher and then she explained about the material narrative text. Then, describes in detail the generic structure of the narrative text entitled "The Cat and the fox". A student told the teacher to come forward and volunteer to be read one paragraph of the narrative text, after the teacher told the students to call another friend to mention one name to continue reading the next paragraph. As like as until the end of the paragraph, read by alternately.

Next, the teacher explained the fairy tale "The cat and the fox" in Indonesian. In addition, in the explanation of the teacher also gave the questions given to students. Students will be given

a reward by giving the code a star in the first team if it can answer oral questions provided by the teacher. It can be said when students are enthusiastic and respond to student learning in groups. Students then got a 5 quiz questions from teachers related to the fairy tale "The cat and the fox. Students were in discussions with friends in the team. In one team, one student in charge of reading matter. One student got an assignment to write about, the students get the task to find who do not understand the vocabulary quiz. Others seek answers from the quiz. Students look compact and helping one another for teachers wearing STAD (*Student Teams Achievement Division*) techniques so students help each other in order to quickly complete the task. If the quiz has been completed then each group was asked to conclude a fairy tale in the text.

The learning process follows next is the teacher gives a verbal exercise, then students are asked to provide responses to each question. In the final stage, the teacher asked each student to give feedback and conclusions about the teaching methods used by teachers. The teacher asked all the students "Are you glad to receive the material to learning in groups?" Then all of the students answered "Yes, mom. We are happy ".

4.2.3 Lesson Plan

In teacher and students activity we know about, from the observation that researchers do, teachers have been teaching students in accordance with the lesson plan. Narrative text in the learning process in class, the teacher gave the students an opportunity to discuss with the group's friends. Teachers provide display text fairy tale entitled "The Cat and the Fox". Students also got individual questions without the help of another friend. But in the group Students should be able to explain part of narrative text and fill quiz containing five questions. Each group contains 5-6 members. A student assigned to read a quiz with five questions, a student wrote a quiz, a student looking for a vocabulary that is not yet understood in the dictionary and the other students looking for answers from the quiz. When another friend has been completed, they will help with others in members group. The teacher gave 1 point with the member ode if the star can answer questions from the teacher.