THE EFFECTIVENESS OF TEACHING READING USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) AT SMK 3 PGRI KEDIRI IN YEAR 2019/2020

SKRIPSI

Presented as a Partial Fulfillment of the Requrements to Obtain
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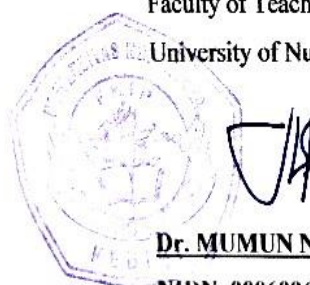
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MOTTO

"Don't be afraid to fail, be afraid not to try"

"Never give up with circumstances,
Try the best that you can do and still try to be winner"

DEDICATION

I dedicated this skripsi for:

- ❖ My parents Sutrisno and Titin Suwarni who always support me in all situations and always help me when I am hopeless. Thank you so much for everything.

- ❖ My brother, Galih Setiawan, thanks for always standsbeside me.

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ABSTRACT

DWI NOFITA SARI: The Effectiveness of Teaching Reading Using Student Team Achievement Division (STAD) at SMKPGRI 3 Kediri in Year 2019/2020.

In Indonesian language learning. Reading is one of ability that student must mastering. But, in mastering reading comprihension they had several problems. The first they are confused to found the topic. The second is they lack of vocabulary from the text. The third is they do not know about the components of reading and students are felt bored to learn and more passively in the class when learning process. So, in here teacher can use Students Team Achievement Division (STAD) to teaching reading.

The purpose of this research is to answer the research questions: "How effective is teaching reading using Students Team Achievement Division (STAD) to the tenth grade students of SMK PGRI 3 Kediri in academic year 2019/2020?"

The design of this research is quantitative descriptive with one shot case study. The technique of task is short answer test. Student answer the question based on the information that they find. The objectivity of scoring depends upon the completeness of the answer key and the possibility of students responding. Then, the subject of the research was the first grade students of SMK PGRI 3 Kediri in academic year 2019/2020. The sample of this research is X accounting was consist of 22 students. The researcher used essay test in the treatment also in the post test and the material is about narrative text.

The result of total mean from the data is 64,8As the result it can be conclude that student team achievement division (STAD) effective to teach writing on the first grade students of SMK PGRI 3 Kediri.

Keyword: Reading, Teaching Reading, Student Team Achievment Division (STAD)

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This skripsi is presented to English Department of Teacher Training Faculty of University of Nusantara PGRI Kediri, as partial fulfillment of the requirement for the degree of S.Pd.

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May Allah bless them all, Amiens. Finally, the researcher realized that there is still many shortage found in this skripsi. Therefore, it is necessary forher to expect any suggestion as well as criticism for this skripsi. She hopes this skripsi not only useful for the researcher but also the readers and other researchers.

Kediri, July 29, 2020

DWI NOFITA SARI
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CHAPTER 1

INTRODUCTION

This chapter researcher would presents a) Background of the Research, b) Identification of the Problem, c) Limitation of the Problem, d) Formulation of the Problem, e) Purpose of the Research, f) Significance of the Research, and g) Definition of Key Term.

A. Background of the Research

In Indonesian education system, English is taught as one of subjects in schools. The aim of teaching English is to make students able to communicate using English in real situation. Students have to study four language skills namely listening, reading, speaking, and writing.

Reading is one of the skills that a teacher must teach. Reading is a process to understand some products of written form and share ideas with other people with their understanding. According to Putri (2015:12), "Reading is essential skill for learners of English as a second language". Essential skill here means students think of their imaginations about one topic and collect the information from their experiences and share it to other people.

Purpose of reading is based on the information that people want to know. According to Grellet (1981:4), there are two reasons of reading: reading for pleasure and reading for information. Reading for pleasure is reading as a hobby and with reading people can finds pleasure of reader self. The purpose of reading

to get information is to understanding and to know content of the text while that to know the information of everything happens.

In process of reading there are several things to make reading activity easier. Nunan (1991:71) states that in the process of reading the main strategies used in reading comprehension includes: identify the purpose in reading, use graphic rules and patterns, use efficient silent reading technique, skimming the text to find main ideas, scan text for specific information, clustering and analyze vocabulary, Each step has different activity to make reading process easier.

To make reading effectively, students should pay attention to the components of reading comprehension. The components of reading are all of the important things that need to be considered in reading. According Leu (1987:31-38), "There are six major component of reading comprehension". The six components of reading are decoding knowledge, vocabulary knowledge, syntactic knowledge, discourse knowledge, readiness aspect and effectiveness aspect. So, as communicator teachers must help students to understanding text using components of reading comprehension.

Teaching reading is an activity the teachers do in making students understand about the rule of reading. Brown (2001:340) said that teacher is a facilitator helping students to respect about student imaginations and to understanding about text. The main role of teaching reading is helping students to convey the information in a text and help to improve knowledge of the components of reading. The role of teachers is very important, because teachers

can help students to understanding the topic, correct the difficulties, and must learn about component of reading comprehension.

In fact, students have some problems in reading. The problem is when students want to understand about the information in the text. They are confused to found the topic. The second is they lack of vocabulary from the text. The third is they do not know about the components of reading and students are felt bored to learn and more passively in the class when learning process. This idea is supported by Sudaryanto (2014) on his research that the biggest problem students have in reading is students feel bored and had difficulties to answer the question based on the text.

Another problem is that most of students lack of motivation. Usually they do not have motivation to read kinds text. This reason is because students lack of experience in reading. Besides, students lack of knowledge about sentence structure and language features of the text. Some time they feel afraid of asking teachers about the material.

To solve the problems, teachers should find solutions to teach reading. There are activities that teachers can do to help students in reading. The first, teachers must help students understanding about kinds of text. The second, teachers must help students to collect new vocabulary of topic. Here teachers can use media like dictionary or translation application. The third, teachers must help students to learn the ways of reading comprehension. Besides, teachers must help students to attain connection between information and students understanding about text.

There is another way to overcome the problems. Teachers can find suitable method for teaching activity. Tohamba (2014) explains in her research that to overcome students' problem in reading teachers usually apply certain method and technique learning activity in classroom. One of learning activity is motivation. Teacher must motivate students that students can read a text easily.

According to Brown (2001:14), "Method is overall plan for systematic presentation and technique is specific activities manifest in classroom in harmony with an approach". So, method is the way how a teacher transfers new knowledge to students. Tohamba (2014) adds teachers need to find suitable method in teaching reading to make students active learning or to involve their reading skill. In choosing method teachers must pay attention in student conditions, because teaching reading is not just to make students able to read a text but make students have fun in process of reading. There are many methods teacher can use in teaching reading to support reading process in the classroom especially in group working.

In reading activity usually students have problem in reading process. Here teachers can use methods and techniques to make learning process successful. One of familiar methods that teachers can use to teach reading is cooperative learning method. Cooperative Learning method is a method of learning the activities more emphasize in group working, but for the assignment still in personal activities. Furthermore, Isjoni (2016:15) Cooperative Learning is from the word cooperate which means doing something with others or group. Learning process in Cooperative Learning emphasizes more on working in group but still in

teacher control. In Cooperative Learning the main rule is working and group discussing.

Slavin in Isjoni (20016:15) argues that in Cooperative Learning students work together in group and teacher presents material. When teaching activities teacher presents the material from a topic and in group working student can find main topic of material and analysis of the topic of material. Lie (2014:38) states Cooperative Learning is mutual learning which means learning system that gives opportunity for students to doing assignment. So, the main point of Cooperative Learning is working with group and doing discussion with other students.

One of the techniques in Cooperative Learning is STAD or Student Team Achievement Division. Slavin (2005:143), STAD is one of techniques in cooperative learning and best for beginner teacher. Hayyatunisa (2014) explained in her research finding there are some advantages of Student Team Achievement Division (STAD), STAD technique could ensure the students in understanding and comprehending the text that they read. STAD also increases students' self-esteem and motivates to get new knowledge. So, the advantage of STAD is students can learn more with their friends and can improve their knowledge in reading.

In learning process teacher can choose and match best technique for learning process as long as students can follow the method and can understand about the topic of learning. Meanwhile, Aprella and friends (2014) identified in her research the teacher should change the strategy or change technique to change classroom condition to be more interesting for students to learn reading.

Considering the problem above the researcher did a research entitled **"The Effectivenessof Teaching Reading Using Students Team Achievement Division (STAD) at SMK 3 PGRI Kediri in Year 2019/2020".** This learning method integrated teaching with focus on teaching reading narrative text.

B. Idetification of the Problem

Based on the background the researcher identifies some problems. The problems relate to students reading skill, lack of motivation to read and the technique that teacher use to solve the difficulties.

The first problem is related to student skill in reading process, students do not understand the component of reading and the kind of the text that students must reads, and lack of vocabulary

The second problem is about the lack of motivation that students have. Because motivation is very important in reading process so the role of teacher is very important to give motivation to students.

The third problem is about technique for teaching reading. This problem is related to which technique is appropriate with students and easy to be applied in teaching the students of the first grade.

From the problem identifications teachers must need solutions to solve the problem. The solutions must be suitable in conditions of students beside that the solutions must make students easy to reading a text.

C. Limitation of the Problem

Based on the background of study and the identification of problem the research focuses on the effectiveness of teaching reading using Students Team Achievement Division (STAD. The subjects of the research were the first year students of SMK 3 PGRI Kediri. The material is narrative text with special focus on language features and components of reading comprehension.

D. Formulation of the Problem

The problem of the research can be formulated is "How effective is teaching reading using Students Team Achievement Division (STAD) to the tenth grade students of SMK PGRI 3 Kediri in academic year 2019/2020?"

E. Purpose of the Research

Based on the background and the formulation of the problem the purpose of the research is to describe the students 'reading comprehension after being taught using Students Team Achievement Division to the tenth grade students of SMK 3 PGRI Kediri in academic year 2019/2020.

F. Significance of the Research

Researcher hopes the result of the study gives benefits for students, teacher, and the researcher.

1. for the students

The result of the research is expected to give students experience in reading skill especially in narrative text and can make better activity in reading than before using this research.

2. for the teacher

The result of the research is expected to be reference to English teacher for teaching reading.

3. for the researcher

The result of the research is expected to be a useful for researcher to make plan for teaching writing in classroom when they become an English teacher.

G. Definition of Key Term

It is important to define key terms in order to make clarity of the ideas for readers to understand this research. Those key terms are:

1. Reading.

Reading is the activity to understand the informations on the print or non print written text.

2. Teaching Reading.

Teaching reading is activities create information by a teacher to help students to understand a text. So, the main role of teaching reading is helping students to comprehend the information in a text and help to improve knowledge on the components of reading comprehension.

3. Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD). Is a technique emphasized on group working consisting of three to five students. And have steps: material preparation, group working, and individual test, score measuring, give award to students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of the theoretical background. There are some points that will be discussed in this chapter: a) Reading, b) Teaching reading, c) Cooperative learning method and student team achievement division (STAD), d) Narrative text, e) Implementations of teaching reading using Student Team Achievement Division (STAD), and f) previous study.

A. Reading

In Indonesia education, reading is one important skill that students must learn. Because reading is skill that should be taught and up to know new information. According to Leipzig (2001), "Reading is process of decoding symbol in order to get and build information from the text." So, reading is the ability to understanding the information in the written text.

Reading is a process to find information on print or non-print text. According to Linse (2006:2) said that reading is skill that involves making sense and deriving meaning from the printed world. So, reading is the activity to thingking meaning of printed word and share it to other people.

In other statement, Fountas & Pinnell in Melisa (2010:7), reading is thinking process to comprehending a text. It means reading is the activity that people must be able to draw meaning in order to comprehend the text. Furthermore, Evandry (2013:11) stated that with reading people can improve the language component such as vocabulary and grammar.

From those explanations, reading is one of complex skills in English language learning that must be learned. In reading activity students especially, must learn about how to get information on the text. Meanwhile, students must attentions in language component and vocabulary.

1. The Purpose of Reading

Purpose of reading is to get information and as hobby. According to Grabe and Stoller (2002:13), mentions some purpose of reading as follow:

1. Reading to search for simple information

With reading, readers can understand about text with their thinking and based on their knowledge.

2. Reading to skim quickly

The skimming activities give reader the advantages of being able to predict purpose of the passage, the main topic or message or developing ideas.

3. Reading to learn from text

The purpose of reading is to get new information from the text, if people read a text it means people can get new understanding about a topic

4. Reading to integrate information

With reading people can combine new information to another information and share it to other people.

5. Reading to write

Writing skill is cannot separate from reading skill, people to search new information needed for writing to make it easy to read.

6. Reading to criticize texts

With reading, people can give suggestion or opinion on the texts that even they read this is to help writer complicated writing product.

7. Reading for general comprehension

All the skills cannot be separate from reading, so reading is the ability that used to all skill. When people can get the information from reading activities it means that people have ability to comprehend texts.

Purpose of reading in educations especially in senior high school is to make students understand new information and find the context from the text. This reason is to make students of senior high school can use English language easier in real conditions and can use it in real life.

2. Components of Reading

Reading comprihension is an activity to understanding and constructing meaning of written text. According to Leu (1987:30-38), there are six components of reading comprihension. The description those are:

1. Decoding Knowledge

The knowledge is use to choose the kind of text that people want to read.

2. Vocabulary Knowledge

The important component in reading is vocabulary. Vocabulary knowledge in reading activity use to know the meaning of word that people read and use to determine appropiate meaning for a word in particular context.

3. Discourse Knowledge

Discourse knowledge is a ability in language organization at unit beyond the single sentence level. This knowledge is includes of structural organization of different type of writing

4. Reading Aspect

This is students ability read and understands a particular of text

5. Affective Aspect

When reading activitiy, people must have interesting meaning to read a text. Affective aspect is like a motivation and facilitate on reading comprihension to make reading more fun.

6. Syntactic Knowledge

Syntactic knowledge is ability of the word that determines the grammatical function and sometimes the meaning of the word.

Beside that, component of reading comprehension is generic structure of text. Generic structure is writing flow or the role of sentences using grammatical structure to make sentence. Generic structure of text depends on what kind of text that students will write, because every text in English has different generic structure.

All of the components of reading can not separate from each others because all components are important. In this research, researcher just focuses on three component of reading. they are vocabulary, reading aspect and syntactic knowledge. The reason is another component is difficult to use for students first grade in senior high school.

3. The Process of Reading

Every learning process have any steps to make learning process effective. According to Patel and Jain (2008:114), reading activity classified into three stages. The describtions as follow:

1. Recognition Stages

In the first stages people recognize the spoken words in the written texts. In the first stages usually people has difficulties in pronounciation to read with english because differences of spelling in English between readers mother tongue.

2. Structuring Stages

People as a readers sees the syntactic relationship of the items and understand the structural meaning of the word.

3. Interpretation Stage

In the las stage people must comprehend the significance of a word, a phrase or a sentence in the overall context.

From the explanation about the process of reading, students must follow the steps by steps of reading to make enjoy reading activity. Beside, people avoid the confuseand boredom.

4. Types of Reading

In the learning proces usually has style how to read a text and collect information. According to Brown (2001:312), variety of reading performent

based on the variety of texts. Furthermore, Patel and Jein (2008:126) said there are several types reading performent. The description as follows:

1. Intensive Reading

Intensive reading is a basic on reading activities for explaining difficulties of structure and for extending knowledge of vocabulary and idiom. The goal of intensive reading is to read shorter texts and carry out to get specific information.

2. Extensive Reading

Extensive reading is carried out to achieve general understanding longer texts. The advantages of extensive reading is to make enjoyment because in here students can read until the detail name, dates and all concept from the texts.

3. Aloud Reading

In aloud reading, teacher should pay attentions in the reading activity because it is base of word pronunciations.

4. Silent Reading

Silent reading is a reading activity without a sound. Silent reading is done to acquire a lot of information.

Moreover, according to Tompkins (2010:87), generally in reading activity have five kinds of reading.

1. Independent Reading

Students read by themselves and at their own pace.

2. Reading Aloud to Students

In the learning process, read aloud usually when students present the material in the classroom.

3. Guided Reading

Guided reading is conducted with small group of students who read at the same level.

4. Shared Reading

Students follow along as the teacher reads a selection aloud. Primary grade teacher often use big books enlarged versions of the selection for shared reading.

5. Buddy Reading

In here students read together and often helps with unfimiliar word. Students provide help to each other.

From the describtions above, the types of reading is based on the situation and kinds of text that whan student read.

B. Teaching Reading

Teaching reading means teaching students how to get information in written text. Teacher is a facilitator to make students pay attentions in understanding a text that students read. Facilitator means someone that helps to guide how to read. According to, Brown (2001:340) teacher is a facilitator must be able to guide and help students to engage in the thinking process, give a spirit and respect with student opinion but not impose on students reading activity. As a facilitator teacher must give a motivation and give an appreciation to their activities and not impose how many text that they read.

According to Sudaryanto (2014), teaching reading is activity in classroom which is intended to give students information, new knowledge and skill in

reading a text. Teacher must give students information how to read correctly and use best strategies. Teacher must make students get new information about the passage that they read and teacher must learn about how to read effectively. In here teacher must give explanation about purpose of the text and the functions.

On process of reading, teacher must pay attentions to principles for teaching reading. Furthermore, Harmer (1998:70-71) said that teaching reading must attention in four principles to make learning process effectively. The following principles are:

1. Reading is not passive skill

As a guide, teacher must make students active occupation to read a text. To make students active on read in here teacher must make students understand what word mean, understand the argument.

2. Student needs to be interesting with what they are reading

Teacher must make students understand the purpose of text that they read and makes they interesting with their activities.

3. Students should be encouraged to respond to the content of a reading text.

Teacher must make students pay attention in understanding content of the text and not just the language that teacher read.

4. Prediction is major factor in reading

In teaching reading, teacher must help students to predict texts that they read with their own language.

From all the explanations above, can be conclude that teaching reading is teach student about how understanding written text. Besides that teaching reading

must understand about stage can use various methods and technique that teacher can use in learning process in classroom and can synchronize with the assessment that is used to improve students reading skill.

1. Stages of Teaching Reading

When learning activity, as a teacher to make learning process success must follow several stages, According to Brown (2007:315), the stages of teaching reading as follows:

1. Before reading

In the first activity, teacher must present the materials. Besides that teacher give the understanding about the activity of skimming, scanning, and predicting. This activity can help students to collect the information how to read effectively.

2. While reading

In this stage, teacher makes students know the purpose from their reading activity. In here teacher has to help students to understanding about language components such as: vocabulary, identify the authors' purpose, grammatical structures, or steering students toward a follow up writing exercise.

3. After reading

In the last stages, the student ability can show from the result of test or the knowledge components of reading comprehension. After reading teacher hopes students can more easy to find information based on the text and can read more easy using reading strategies.

2. Reading Strategies

To improve student ability in reading, teacher can use strategies in reading activities in classroom. According to Brown (2001:306), teacher can applied ten strategies in learning process. The following are:

1. Identify the Purpose in Reading

The goal from this activity is to make students know what they look for and discard useless information. In here students must know the purpose of reading which make clearly identifying information about text.

2. Use Grapheme rules

The goal in this activity is to improve sound of word. In use graphic rules students must making the correspondences between spoken and written English with pronunciations.

3. Use Efficient Silent Reading Technique for relatively rapid comprehension

A student is able to skip the text and inferring meaning from content.

4. Skim the Text for Main Idea

This strategy is to find the gist paragraph from the text. students read quickly to find main idea or purpose from the texts.

5. Scan the Text for Specific Information

This strategis is grouping the ideas that students find into meaningful cluster.

6. Use Semantic Mapping or clustering

The strategies can help student provide some order to the chaos. This strategis is for productive group work technique to understand information on the text.

7. Guess when student are not certain

This strategies use to make students easy to understand the information on the texts. Student can guess the meaning of word, grammatical structures, the main ideas or the purpose of texts.

8. Analyze Vocabulary

This strategy is to make student can analyze prefixes, suffixes or familiar word with grammatical structures.

9. Distinguish between Literal and Implied Meaning

This strategy is to make student understand meaning of word.

10. Capitalize on Discourse makers to Process Relationship

This strategy is to connect the understanding information from previous ideas to next ideas.

From the descriptions of strategy in reading teacher must pay attention on the condition and situation on the classroom, because not all strategies can use to learning process.

3. Assessing Reading

In learning process teacher need a task or test to know how far student understand about teacher explanation with assessment. To measurement students ability in reading teacher usually uses reading assessment. In assessing reading teacher has to score students answer based on information from the text. According to Suprijono (2009: 148), assessing is use to know the achieving of student in mastering target competence. So in assessing reading teacher gives score in activity based on the right answer from students test. Furthermore, Alderson (2000:192) stated that when using task for assessment, teacher might feel correctness of the task is more important during the performance of the task in the class.

According to Alderson (2000:202), the primary task in learning process is to promote learning and to collect relevant information on the text. So, with task in reading activity teacher can measure student on reading ability. Teacher can use variety on the reading task Furthermore, Alderson (2000:206) argues good reading test are likely to employee a number of different technique and possibly even on the same text. There are some technique use to reading test :

1. The Close Tests

Close test are typically constructed by deleting from selected texts. Evert the word and simply requiring the test taker to restore the word that has been deleted.

2. Gap Filling Tests

In this test is constructed by deleting every six word beginning with the first word of the second sentence.

3. Multiple Choice Techniques

This is kind of test that students must choose right answer from the text. in here students eliminating the answer and choose the right answer based on the texts.

4. Matching Technique

In here, student match heading on paragraph and corresponding paragraph, title of text and etc.

5. Ordering Task

In an ordering task, tasks are given a scrambled set of words, sentences, paragraph or texts and have to put them into their correct answer.

6. Dichotomous items

In here students are presented with a statement which is related to a target text and have to indicate whether is true or false or whether the text agrees or disagrees with the statement.

7. Editing Test

Editing tests is consisting of passages in which errors have been introduced, which candidate has to identify texs.

8. The C-test

This is kind of testing that teacher deleted the second half of every second word and has to be restored by students.

9. Short Answer Test

Student answer the question based on the information that they find. The objectivity of scoring depends upon the completeness of the answer key and the possibility of students responding.

From the explanation about assessing reading, assessing reading is measuring student ability in conveying information on the text. Teacher can use various techniques in task to make student attention in reading activity.

4. Teaching material

To teach writing a teacher need a learning material to handle learning process. Teaching material is a tool that teacher used to deliver knowledge to students. According to Richard (2001:251), "Teaching material is key component in most language programs. Teaching materials also serve as a form of teacher training and provides ideas on how to plan lessons as well as formats that teacher use. Furthermore, Tomlinson (2011:2) said that teaching material is anything which is used by teachers or learners or facilitate on the learning process.

Several kinds of teaching material that teacher can use are printed material and non print material. The examples of print material include books, work book, worksheet, a photocopied handout, a newspaper, a paragraph written on a whiteboard. And then the examples of non print material are cassette or audio material, video or computer based material. Besides that, teacher can use internet to help learning process. Internet is combination of print and non print material.

To make good material, teacher must follow several rules. According to Cunningsworth in Richard (2001:251), "The roles of teaching material in language teaching are".

1. a resource for presentation material must be spoken and written

2. a source of activities for learner practice and communicative interaction

3. a reference source for learners on grammar, vocabulary, pronunciation.

4. a source of stimulation and ideas for classroom activities

5. a syllabus as a learning objective that have already been determined.

6. a support for less experienced teachers who have yet to gain in confidence.

Functions of teaching material are to make learning process effectively. Furthermore, Richard (2001:251) stated that functions of teaching material as a learning support, for motivation and simulation, and as a reference. A function of teaching materials for students is to motivate learners through providing achievable challenges and interesting content or to provide resource self study in classroom or in the outside.

Teaching material in this research is lessons plan, handout from another resource and test. Teacher presents a material in board and worksheet. The material presents about language features of narrative text with the features and teacher explanations how to use to gain the information on the text.

C. Cooperative Learning

Cooperative learning is one of method that teacher can use when reading process in classroom activity. Cooperative learning is methods that teacher use to reach a goal when learning process. Cooperative learning means working together with a group and making a conclusion with material in which all students can share ideas with other students.

Slavin in Isjoni (2016:15) stated that in Cooperative learning students work together in a group to understand the material that is presented by teacher. In cooperative learning students are divided into a several groups and make discussion to conclusion of material. So in learning process teacher does not dominate learning process but students must learn with other students to get a material but teacher still controls learning process. The purpose of cooperative learning is to make students share their ideas and become more active in learning process because usually during the learning process teacher finds students not respond to material when they learn individual and focus in their personal activities.

When learning using cooperative learning, students can solve their problem with discussion in group. Every student can share every difficulty that they find and information that they have about material in group discussion. According to Johnson and Johnson in Isjoni (2016:17), Cooperative learning is dividing a class into several groups and students work together with other members in that group. The aim of group working is to make student discuss about the material that teacher presents before.

When learning process using cooperative learning teacher must follow several elements. Not all group activities can be called cooperative learning, because in cooperative learning emphasized in student motivation and student interactions. According to Roger and Johnson in Lie (2014:31) stated not all group discussion is called cooperative learning. In cooperative learning teacher must follow the elements, because it can make learning process effective.

From all theories about cooperative learning it can be concluded that cooperative learning is a method of learning with system work in group to get a goal with learning together, and make students more focused on learning process with group working.

1. Characteristics of Cooperative Learning

Every learning method needs a rule of method that teachers must follow in learning process. Cooperative learning has five characteristics that make different from other methods. Bannet in Isjoni (2016:41) said that characteristics of cooperative learning makes different from other group discussion. The characteristics of cooperative learning are:

a. Positive independence

Positive independence is a relationship based on the existence with the same interesting or feelings on the success of group is their success. In this point teacher must plan a task or assignment for group activities and evaluate the other group.

b. Face to face interaction

This is interaction between students without mediator, not individual learning but relationship between students and other members to make learning process easy.

c. Personal responsibility in group

The purpose of this point is to make all students have motivation to help other members because the purpose of cooperative learning is to make every students have good personality.

d. Need a mutual

Need a mutual mean how the students when work in a group. Students must make a connection with other members, improve ability, and can work more effectively with other members.

e. Work together to solving the problem

In last point the role of teacher is very important, because it is how students can make conclusion from the problem when they work in group.

2. Student Team Achievement Division (STAD)

In cooperative learning there are many learning techniques that teacher can use. To improve student ability teacher need a technique that can be used in learning process. The choosentechniques must notice capability of students. One of techniques in cooperative learning is student team's achievement division (STAD). According to Slavin (2005:143), STAD is one of techniques in cooperative learning, and the best for beginner teacher. STAD is simple method that emphasizes in interaction to give motivation and to help each other in mastering material. Furthemore, Slavin in Isjoni (2005:51) adds *"STAD merupakan salah satu tipe kooperatif yang menekakan pada adanya aktivitas dan interaksi diantara siswa untuksaling memotivasi dan saling membantu dalam menguasai materi pelajaran guna mencapai materi yang maksimal"*. In STAD technique the benefit is not just involve student ability but can give motivation with other students.

Every technique in learning process has several steps that teacher must follow. STAD has steps that teacher must follow to make learning process effective. According to Slavin (2005:143) said "STAD has five steps to make learning process maximal". The steps of STAD according slavin are:

Stage 1: Material preparation

In this stage teacher starts with giving indicator of material to student and after that teacher explains about the aim for material and connect with their experience. To evolve material teacher must emphasize some points: 1. Material must be the same with the topic. 2. Emphasize on learning to understand about meaning 3. Give feedback 4. Give explanation about the question 5. Change to next material if student can understand.

Stage 2: Group working

In second stage teacher builds a group and shares task to material discussion and makes all members of group work to finish task.

Stage 3: Individual test

Individual test is to know how far student can learn when work in group and to measure how student get new information about material.

Stage 4: Score measuring

Measuring score is intended for students to be more active to get the best achievement that fit with their ability.

Stage 5: Giving award to students

The last steps is to give award to students to make student who get high score to motivate others students.

D. Narrative text

Narrative text is a kind of text that telling stories. According to Oshima and Hoque (2007:24), narrative is text about past story and about events in the past with using time order to organize sentences.

Time order in narrative text is to tell what happened in the story and to chronological of the story. Furthermore, Oshima and Hoque (2007:24) stated "the writer used time order to tell what happened first, what happened next, what happened after that and so on". It is important to writer to use time signal to make product easy to inform to the readers.

Beside that narrative texts have a lot of elements such as generic structures and language features of text. Generic structure is all about how story starts until ends it is like a plot of story. Narrative texts have 3 generic structures that must be used. There are:

 a. Orientation

Orientation is the first part of narrative whose aim is to tell the readers about the characters of story, where the story takes place and the time, in this part like the introductory of paragraph so writer must tell about the next story in next part.

b. Complication

Complication is second part of story in which a writer tells about something which will begin with the characters, like problem of story. In this part the characters must find the solution of the problem.

c. Resolution

Resolution is the last part of narrative text in which the characters can solve the problem.

The second is about language features of narrative text. Language feature of narrative text is grammatical structure of the sentences. When reading a text very it is important to pay attentions in grammatical structure, to make the story clear. In language features there are many components:

a) Adjectives to describe nouns that is used to describe a noun, for example: heavy, frosty, transparent, grumpy.

b) Adverb to describe verbs, for examples: quickly, secretly, quietly, energetically, suddenly.

c) Simile is to compare one thing with another for example using like or as … as – as ,bright as the moon, the kiss felt like a butterfly's wings against her cheek.

d) Time words or time signal to make chronologically of story. Example once upon a time, long ago, then, last week.

e) Verb is indicating actions of characters in the story. Example hid, ate, ran, whispered, looked.

f) Grammar (grammatical structures) that often arises in making the narrative text are: Using tenses "Past", simple past, past perfect, past continuous, past perfect continuous.

E. Implementation of Teaching Reading Using Student Team Achievement Division (STAD).

The implementation of STAD in teaching especially narrative text is conducted on the implementation steps on STAD technique with material narrative text. According to Slavin (2005:143-146) in STAD had five component to learning process. The components of STAD are:

Stage 1: Preparing material

In first stage teacher will explain the material. In here teacher explain the material and students must pay attention in this stage. The material is about narrative text. The explained about narrative text with the generic structures and language features. Teacher can present the material using media like visual or audiovisual or teacher explanation.

Stage 2: Team preparation

In the second stage take a group discussion. The member of the group work must be balance to all team. Group discussion in STAD had 4-5 members in every group. According to Slavin (2005:144): *"Tim terdiri dari empat atau lima siswa yang mewakili seluruh bagian dari kelas dalam kinerjaa kademik, jenis kelamin, ras dan etnitas"*. In dividing group discussion teacher must pay attentions to situation of class.

But in group preparation teacher must control student to make group with herself, because to avoid personal working in a group discussion. Furthermore, Slavin (2005:149) adds *"Jangan biarkan siswa memilih sendiri anggota kelompoknya karena mereka akan cenderung akan memilih siswa lain yang setara*

dengan mereka." After building a group discussion, teacher gives quiz or task that students will do.

Stage 3: group presentation

During group presentations students must present result of group work. The presentation is about sharing the answer of question in group work.

Stage 4: Score measuring

In this stage teacher checks student work in group, the scoring based on the question that teacher gives. The scoring is conduct in right answer of the text that they read.

Stage 5: Recognize group working

In this stage teacher announces the result of reading. Group can get high score can get little award like candy or appreciated from teacher. This activity can motivate other students that do not get enough score. This can motivate them to study harder.

In learning process using STAD, The activity in group discussion, each group does the task from teacher. In group discussion each group answer the question of text. After doing group test, all groups presents the result of group work in front of class. After all activities, they go back to first place and teacher give feed back of the activities.

F. Previous of Study

The researcher has found three relevant studies which relate to this research. The first study was taken from Sudaryanto (2014) who studied in teaching English entitled "*improving reading comprehension of narrative text through student team achievement division (STAD)*". The result study of said that students team achievement division (STAD) could ensure the students in understanding and comprehending the text they read. The second was taken from Aprella and friends (2020) entitled "*improving students reading comprehension through student team achievement division (STAD) technique at SMAN 5 bandar lampung*". The result of the study is showed that a statistically significant improvement of students reading comprehension and recommend STAD technique to be applied as a technique in teaching reading. The third study was taken from Tohamba (2017) entitled *"the use of STAD technique to improve the students reading achievement at class XI 1A1 of SMAN 7 kendari"*. Kind of research is descriptive quantitative. The purpose of the study was to improve student ability in reading a text. The studies consist of 2 cycles. In first cycle the result is less optimal because cannot find detail information from reading text and they cannot determine the generic structure of narrative text. In second cycle the weaknesses and constraints in the first cycle are solved effectively. So, from the cycle Tohamba finds that STAD was effective to improve student ability in analysis of narrative text.

Those previous studies are used as references for researcher in conducting this study and also as the comparison between those relevant studies with the study conducted by writer. This study focuses on the Effectiveness of Students Team Achievement Division (STAD) technique to teaching reading. The differences of this study from previous studies are more emphasized in student interaction, kind of test and the effective of using time. While the previous studies just emphasized on the result is to improve students' ability. The differences this research from those studies is in design of study. Researcher not just focused on student ability. The researcher also build students character to communicate with others more dependently with discussion in group working.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method of the research. The discussion includes a) Identifications of variable b) Technique and approach of the research. c) Place and time of the research. d) Population and sample. e) Instrument and technique of data collection. And f) Technique of data analysis

A. Identification of Variable

Research variable is an object of the research. According to Sugiyono (2015:61),*"Variable penelitian adalah atribut atau sifat atau nilai dari orang, obye katau kegiatan yang mempunyai variasi tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulanya".* It means research variable is an object of the research and has characteristics based on research specified. Furthermore, Sugiyono (2015:61) said that the research variable is connector on one variable to each other. It means all variable in research has a relationship with other variables.

A research usually has two kinds of variable or more. They are independent variable and dependent variable. Independent variable is variable that is affected in the research. Sugiyono said (2015:61), *"Variable independent sering disebut sebagai variabel stimulus, prediktor antecedent"*. Furthermore, Sugiyono (2015:61) adds, *"Dependent variable sering disebut sebagai variable output, kriteria, konsekuensi".* From the explanation above, this research has independent

variable is Student Team Achievement Division (STAD), meanwhile dependent variable is the ability of identify narrative text.

B. Approach and Technique of the Research

The research has an approach and technique to carry out. This section, would explain about approach and technique of the research.

1. Approach of the Research

Approach in research is a way how to measure the data. In this research the researcher used quantitative research. According to Ary et al (2010:22), "Quantitative research uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses. The approach of the research generally is to find the solutions for the problems or to solve the research problem. In this research, researcher focused on quantitative descriptive research. Quantitative descriptive research will describe the result of object and data.

2. Technique of the Research

The technique in this research is quantitative in one-shot case study. One-shot case study is type of pre-experimental design which only measures the post test does not use a control group. According to Sugiyono (2015:110), *"Terdapat suatu kelompok yang diberi treatment atau perlakuan dan selanjutnya diobservasi hasilnya, sedangkan treatment adalah variable independent dan hasil adalah sebagai variable dependen* .Paradigm in one-shot case study can be explained:
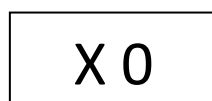
$$\boxed{X \ 0}$$ X = treatment as independent variable

0 = observation as dependent variable

From this paradigm, researcher can explain that treatment in the research is teaching reading using Student Team Achievement Division (STAD

C. Place and Time of the Research

1. Place

In this research, the researcher took place in SMK PGRI 3 Kediri that is located on Jln.KH. Ahmad Dahlan gang 1. Mojoroto Kediri. SMK PGRI 3 Kediri is strategic school because it is located in central of Kediri. The researcher chooses this school from the experience. When researcher does internship found any problem in that school. The students have low motivation to learn English and are not interested in reading English texts.

2. Time

The time of research is from August 2019 up to September 2019. The researcher began to write on December 2019. The schedule of the research and its detail can be seen in the following table:

Table 3.1

Schedule of the Research

No	Activity	Angst				Sept				Oct				Nap				Dec			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposing the topic and design				√																
2.	Arrange proposal a. chapter 1 b. chapter 2 c. chapter 3					√ √ √															
3.	Asking permission to teacher English in SMK PGRI 3						√														
4.	Conducting the research a. giving explanation about the topic b. giving treatment c. giving test to the students								√ √ √												
5.	Analyzing data																			√	
6.	Writing the result																				√

D. Population and Sample

1. Population

Population is all subject and characteristic of research object. Sugiyono (2015:117) stated, *"Populasi adalah wilayah generalisasi yang terdiri atasobyek atau subjek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti dan kemudian ditarik kesimpulanya"*. In this research the populations is all tenth grade students of SMK PGRI 3 Kediri.

2. Sample

Sample is part of the population. According to Sugiyono (2015:118), *"Sample adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi"*. It means sample is the part of the population, which is used as the object of the research. Furthermore, Ary et al (2010:148) defines sample is part of group from populations or small group that is observed.

Sample in this research is X accounting of first grade SMK PGRI 3 Kediri. The researcher wants to know the effectiveness of using STAD on the ability writing narrative text of the first grade students, so sample in this research use one class consisting of 22 students.

E. Instrument and Technique of Data Collection

This section describes the instrument and the teaching of the data collection:

1. Developing the Instrument

Research instrument is tools that researcher used to collect data. In this research, the instrument to get the data is test. The researcher used test to measure how effective is student team achievment dividion (STAD) in teaching writing narrative text. So test is tooling that writer used to get data from research which depends on the topic of material. The characteristic of good test is the test must have validity and reliability. According to harmer (2006:167) good test is valid and should have marking reliability.

a. Validity

Validity of test means question of test must valid. Valid means question of test must be the same as material and teacher explanation. The validity to measure instrument in this research is essay test. To measure validity of tests in this research, researcher using correlation product moment Sugiono (2015:255). The formula is:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

rxy = coefisiensi corelations variable x (number of item) and variable y (total score)

Σxy = multiple score x and y

x^2 = kuadrat x

y^2 = kuadrat y

From those formula, a test is said valid if t hit > t table and if t hit < t table test is invalid.

b. Reliability

Reliability is a characteristics of the test in which the test can be used for all situation. To know the reliability of the test the formula in this research used Cronbach's Alpha (α). The formula is as follow:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma \sigma^2_i}{\sigma^2_i}\right)$$

r_{11} = Reability of test

$\Sigma \sigma^2_i$ = all variant total item

σ^2_i = Varians total

n = total item

benchmark of reability based on criteria:

Table 3.2

Criteria Reliability by Guilford

Cooficien corelations	Reability
0,800-1,00	Excellent Reliability
0,600-0,799	Very Good Reliability
0,400-0,599	Good Reliability
0,200-0,399	Fair Reliability
0,000-0,199	Poor Reliability

Based on the table above the score of reliability are five points. Every point had different score. If test can get score 0,40 up to 0,59 test is good and reliable, but if less than that the test is poor and fair use to all situation. The result

of measure reliable more higher than 0,59 it means test is reliable and to be used to all situation.

In this research test assigned on groups work in analyze narrative text and the language features. The explanation is:

Group work

Test in group working is student analysis of narrative text. In group test student must discuss about parts of the text based on structures and language features (result of group test in appendix). In group work the teacher can give a reward to groups that get high score. According to Slavin (2005:160), in STAD there are three kinds of reward in group work.

The classifications are:

Table 3.3

Classifications group working according Slavin

Criteria	Award
15	Good team
16	Very good team
17	Super team

The classifications score above as reference for researcher to give criteria in group work. In this research the classifications are based on score in group work. Furthermore, Slavin (2005:160) stated that when learning process teacher can change the criteria on group work. The classifications on this research are:

Table 3.4

Classifications group working on the research

Criteria	Award
90-100	Super team
70-80	Very good team
50-60	good team

2. Procedure of Data Collections

Procedure of data collections is all of the way how researcher gets the data from beginning until making a research report.

1. Observations

The observation is to know if the class had problem in learning process. The observation was conducted when researcher had internship for 2 month. In the first month the researcher found that in the learning process students less of question and cannot reading fluency with correct pronunciations and not interesting to read long text in English. Besides that, teachers did not use any appropriate method or technique when learning process. So, to solve the student problem researcher proposed to English teacher in SMK PGRI 3 Kediri to make a research and the research focus on reading skill. The researcher proposed technique student team achievment division (STAD) to teaching reading and the researcher begins to do the treatments in the second month.

2. Treatment

Then researchers give treatment to students on September 2019. In the first week the researcher explained the material about language features of narrative text. The treatment was held in second meeting in here students were divided into several groups, and did group work. In group work students had to answer the question. The question was about language features of narrative text.The technique of task is short answer test. Student answer the question based on the information that they find. The objectivity of scoring depends upon the completeness of the answer key and the possibility of students responding. Every group had 4-5 members, Each group member is responsible to answer one Question. Total of question is 4. And every question had the same score. The material was about "Holiday". In the last activity was group work in which all groups had to present the question in front of class with the group.

F. Technique of Data Analysis.

The technique of data analysis is how the researcher organizes the data to answer the question. In this research the data analysis divide into two. The explanations are:

a) Preparation

After getting the data from test, the researcher checked the identity and name of sample. In here the researcher cheeked the identity of group workbased on the right answer. Next, the researcher made coding in

individual test using number 1.2.3.4.....etc. the aim is to take care of students' privacy.

b) Type of Analysis

This research is descriptive quantitative research. in descriptive quantitative research the analysis will describe the result, not compare the result. According to Ary at al (2010:100), descriptive research the Calculation of data would be searched by the mean, the median, and the mode. The measurement is called measurement central tendency. The formula as follow:

$$\bar{x} = \frac{x1 + x2 + x3 + \cdots + xn}{n}$$

For more easy

$$\bar{x} = \sum_{i=1}^{n} x_i$$

$\bar{x}$= Mean

Σx= total of data

N= Number of data

To know the effectiveness of student team achievement division (STAD) to teach reading the criteria of group work based on the score of mean. The description as follow:

Table 3.5

Classifications effectiveness group work

No	Score	Criteria
1	85-100	Very good
2	75-84	Good
3	60-74	Enough
4	<60	Less

.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter the researcher will describe the research findings based on the treatment using student team achievement division (STAD). This chapter was cover about a). The Result of Observation, b).The analysis Validity Reliability of test, c). Data analysis and d) Discussions.

A. The Result of Observation

The subject of the research was the first grade students of SMK PGRI 3 Kediri. The class is consisting of 22 students. During the observation the researcher found that the first grade students X accounting not interested in reading English. Besides that, researcher looked at the situation in the classroom they are fell scary to asked a question to teachers. Students X accounting were not intimated with other students and they had difficulties to read in English because they lack of ability in reading comprehension, almost all of students less the knowledge of vocabulary. In the learning process the researcher found that teacher still used old method when learning process. The teacher was more talkative than student's activities.

B). The Analysis Validity, Reliability   of the Test and The Result of Treatment

1. Validity and Reliability of the Test

<div align="center">

Table 4.1

Table Result of Validity test

</div>

Group	Question 1	Question 2	Question 3	Question 4
Group 1	5	15	15	15
Group 2	7	15	17	15
Group 3	15	15	20	25
Group 4	10	20	20	20
Group 5	15	20	20	20
t- count	5,66494	1,26049	6,598648	3,484883
t- table	3,182446	3,182446	3,182446	3,182446
Characteristics	Valid	invalid	valid	Valid

To test reability $r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\Sigma \sigma^2_i}{\sigma^2_i}\right)$

$$r_{11} = \left(\frac{4}{3}\right)\left(1 - \frac{170,2}{142,7}\right)$$

$$r_{11} = 1.59$$

To know the validity and reliability researcher compared the result of score with t-table. From t-count 3 questions had high score than t-table. That means the question is "valid". In question number 2 show that question is "invalid' because t-count lowers than t-table. Total of the valid questions is 3 and invalid and one number is invalid question. Reliability of the test showed that test had 1,59 reliability. Since the result of reliability score higher than criteria of reliability it means test can be use for all situations.

C). Data Analysis.

Diagram 4.1

The result of group work
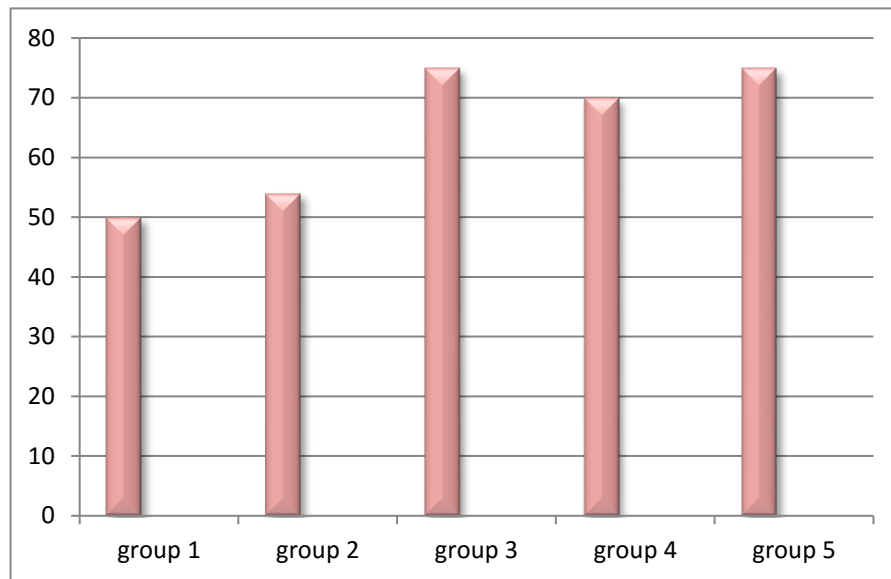
From the diagram above, it can be concluded that result of group work reached the score 50 up to 75. Group 1 and 2 get 50-54 score its mean two groups get award "Good team". The result of group 4 got 70 it means group 4 got award very good team. Group 3 and 5 got award "Very good team" because they got 75 score. It means 3 groups get awards "Very good team". The result of group work is as result of treatment in STAD in this research.

Based on the diagram frequency of group work above, researcher explained data analysis of central tendency. The calculation as follow:

$$\bar{x} = \frac{x1 + x2 + x3 + \ldots + xn}{n}$$

$$\bar{x} = \frac{324}{5}$$

$$\bar{x} = 64{,}8$$

Total score of mean from the data is 64,8. To answer research question the researcher looked at total mean score. The learning process is said effective if from total mean score >60 Score. From the calculation of mean score, total of mean score is 64,8 it means the learning process got enough criteria and effectives used to learning process. It can be concluded that STAD is effective to be used to teach reading narrative text in the first grade students SMK PGRI 3 Kediri.

D). Discussion.

This research is held to know the effectiveness of using student team achievement division to teach student reading narrative text. The technique in this research is quantitative research in one-shot case study. One-shot case study is types of pre-experimental design which only measures the post test does not compared with control group.

According the research finding the researcher was concluding that STAD effective used to teach student reading narrative text. It is indicated from The total mean was showed that 64,8 and got enough criteria. It can be concluding that the effectiveness of STAD it is higher than the criteria of effective.

Based on the result above, the researcher analyses some reasons why STAD are effective to teach reading. In STAD student can discussion with their friends more free than teacher explanations because sometimes student felt scary to ask questions if they were not understand about material. Besides that the material that researcher was used for learning process is easy to understand

This finding of this research is to reinforce the study by Sudaryanto (2014) who found that STAD can improve student motivation for they can learn more in reading and it became one of suitable ways to teaching reading. It is also support the study from Tohamba (2017).The result of the study is learning process using STAD can help students to read narrative text. The result of study showed that STAD can improve students' reading comprehension on narrative text. The result of this research was enhanced the study from Aprella and friends (2020) the purpose of her study was to improve student ability to identified narrative text and recommend STAD technique to be applied as a technique in teaching reading.

The differences this research with another previous study are based on the design and instrument of the data. In this study the researcher was used one shot case study. The test was doing post test. In the previous study the researchers used pre test and post test. So, it will take more time to conclude the result. Another difference is in the instruments of the data. From those previous studies the researcher was used quisoneir and collecting of sample of student text in every meeting, but in this research the collecting data is from group.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter the researcher would gives conclusion and suggestions to others. The conclusion on this chapter is based on research finding and discussion. In the last researcher give a suggestion to several peoples.

A. **Conclusion.**

After the explanation of research finding, the researcher was concluding the research as follows:

1. From the Result of treatment on first year students of SMK PGRI 3 Kediri. The result was showed that award from students' group work they can got very good team and good team. It was showed from the result of treatment which got 50 up to 75 score.

2. From data analysis of mean showed that mean score is 64,8. The criteria of effective were showed that >60. It means STAD is effective used to teach students reading narrative text.

From the explanation above the researcher can conclude that student team achievement division (STAD) is effective used to teach students reading narrative text.

B. **Suggestion.**

Considering the result of this research, researcher would like to give some suggestions. They are following:

1. for English Teacher

Researcher suggest to English teacher when teach reading. Teacher must pay attention when delivered material. So, all students can understand well the material. Besides that teacher must attention on each component that Teach to students and giving understand about reading strategies. In learning process teacher should give interesting and comfortable situation in learning process. Teacher should make any several of learning method and interesting media. The important things that must teacher do is giving motivation to students.

2. for the students

Doing the explaining material students should pay attention when teacher giving instruction about material, so they can well understands about component of writing. Then in the treatment students must support each member to answer the question must collaborate to solve the problem. Besides that students should have collect new vocabulary to make easy explore the ideas.

3. for other Researcher

To others researcher who will do a research in teaching reading for first grade students should to try finds another suitable method. Besides that, the improvement on teaching material will help to make learning process success. Researcher hopes that other researcher will do better than this research to guide how to teach, not only in reading ability but other skill in English language.

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Appendix

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata pelajaran   : SMK PGRI 3 Kediri
Kelas/semester   : X/ semester 2
Alokasi Waktu   :2 x 45 (90 menit)
Standard kompetensi   : Membaca teks naratif
Skills   : Reading

Kompetensi Inti

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social danalam jangkauan pergaulan dan keberadaannya.

KI3 :   Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak nyata.

KI4 :   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) danranahabstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuaidengan yang dipelajari di sekolahdansumber lain yang sama dalam sudut pandang/ teori.

Kompetensi Dasar

KD pada KI Pengetahuan

3.8 Menganalisis fungsi sosial, struktur teks, dan unsurkebahasaan beberapa teksnaratif lisan dan tulis denganmemberi dan memintainformasi terkait legendarakyat sederhana, sesuaidengan kontekspenggunaannya

KD pada KI Ketrampilan

4.8.Menyajikan teks naratif pendekdan sederhana terkait legendarakyat secara lisan dan tulisdengan memperhatikan fungsisocial, struktur teks dan unsurkebahasaan secara benar dansesuai konteks

indikator pencapaian

3.8.1 Menganalisa sebuah teks naratif

3.8.2 Menyimpulkan informasi dari teks naratif terkait dengan cerita imajinasi yang bertujuan untuk menghibur sesuai dengan konteks penggunaannya.

Indikator KD 4.1

4.8.1 Menyebutkan bagian dari naratif teks

4.8.2 Membuat teks naratif sederhana,story telling.

Tujuan Pembelajaran:

1.Setelah berdiskusi dan menggali informasi, peserta didik akan dapat :

a. Menganalisa sebuah teks naratif

b. Menyimpulkan informasi dari teks naratif teks yang terkait dengan cerita imajinasi yang bertujuan untuk menghibur sesuai dengan konteks penggunaannya

c. Mampu menyebutkan struktur di dalam naratif teks

d. Mampu membuat teks naratif sederhana(story telling)

Materi Pembelajaran
1. **Difinisi**

Ungkapan teks naratif adalah teks yang berisi tentang cerita imajinasi yang bertujuan untuk menghibur.

Contoh Naratif teks:

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; "Malin Kundang has become rich and now he is here"

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

2. **Fungsi Sosial**

   Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan

4. **Struktur Teks**

   - Orientasi

     Berisi pengenalan tokoh dalam cerita serta waktu dan tempatkejadiannya.

   - Komplikasi

     Berisi gambaran munculnya krisis atau masalah yang dialami oleh tokoh pada cerita tersebut yang harus dipecahkan.

- Resolusi

    Berisi bagaimana tokoh dari cerita tersebut memecahkan masalah yang ada pada bagian *complication*. Biasanya terdapat lebih dari satu *resolution* untuk satu *complication*.

- Orientasi ulang/*Coda* (optional)

    Berisi perubahan yang terjadi pada tokoh dan pelajaran yang dapat dipetik dari cerita tersebut.

5. **Unsur kebahasaan**:
    - Kalimat-kalimat dalam s*imple past tense, past continuous*, dan lainnya yang relevan
    - Kosa kata: terkait karakter, watak, dan setting dalam legenda
    - Adverbia penghubung dan penujuk waktu
    Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Mengunakan *action verb* dalam bentuk *past tense*, misalnya: climbed, turned, brought, dsb;
- Menggunakan *nouns* tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita, misalnya: the king, the queen, dsb;
- Menggunakan *adjectives* yang membentuk *noun phrase*, misalnya: long black hair, two red apples, dsb;
- Menggunakan *time connectives* dan *conjunctions* untuk menjelaskan kejadian-kejadian, misalnya: then, before, after, soon, dsb; dan
- Menggunakan *adverbs* dan *adverbial phrase* untuk menunjukkan lokasi kejadian atau peristiwa, misalnya: here, in the mountain, happily ever after, dsb.

Metode Pembelajaran:

Pendekatan : Scientific Approach
Strategy pendekatan : student centered learning
Model pembelajaran : STAD (Student Team Achievment Devisions)
Metode : diskusi , pemberian tugas,tes tulis.

E. KEGIATAN PEMBELAJARAN

No	Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
1.	Pendahuluan	a. Guru Mengucapkan salam b. Guru Mengajak siswa merapikan tempat belajar. c. Guru memeriksa daftar kehadiran siswa d. Menata peralatan/media pembelajaran. e. Mengajak siswa berdoa sebelum memulai pembelajaran	10 menit
2.	Inti	• Guru menjelaskan materi tentang naratif text mulai dari tanda baca, bentuk waktu dan language features • Guru membentuk group work yang terdiri dari 4-5 anggota disetia klompok • Guru mendistribusikan worksheet kepada siswa • Siswa mulai menjawab soal dengan tiap anggota bertanggung jawab menjawab 1 soal.	65 menit
3.	PENUTUP	• Guru membubarkan kelompok yang dibentuk dan peserta didik kembali ke tempat duduk semula • Siswa ditanya perasaannya setelah mengikuti pembelajaran (Refleksi). • Siswa diminta membuat kesimpulan dari materi pembelajaran. • guru memberikan kesimpulan dari materi pembelajaran • guru memberikan penjelasan untuk materi selanjutnya • guru memimpin doa untuk pulang.	15 menit

Sumber Belajar

> ➢ Alat media   :,spidol. Handout, dll
> ➢ Bahan   : lembar kerja siswa, Buku Bahasa Inggris
>
>   SMA/MA/SMK/MAK Kelas X Semester 2

F. Penilaian, Pembelajaran Remidial dan Pengayaan

1. Teknik Penilaian

No.	Ranah Kompetensi	Teknik Penilaian	Bentuk Penilaian
1.	Pengetahuan		
	3.8. Menganalisis fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis denganmemberi dan meminta informasi terkait teks sederhana, sesuai dengan konteks penggunaannya	Tes Tertulis	Menjawab soal (*essay*)

2. Instrumen Penilaian

2.1 Kompetensi Penilaian Pengetahuan

a. Kisi-kisi

Kompetensi Dasar	Indikator	Penilaian		
		Indikator Soal	Bentuk	Contoh Instrumen
3.8. Menganalisis fungsi sosial,struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi teks sesuai dengan konteks penggunaannya	3.8.1.Menganalisa sebuah teks naratif	Peserta didik mampu menganalisa teks naratif.	*Written Text*	*Make a group with your friend that had 4-5 member. Than read the text and do the task.*

3.8.2.Menyimpulkan informasi dari teks naratif terkait dengan cerita imajinasi yang bertujuan untuk menghibur sesuai dengan konteks penggunaanya	Peserta didik mampu menyimpulkan informasi teks naratif terkait dengan cerita. Yang sesuai dengan konteks penggunaannya.		

b. Instrumen   : Lembar soal dan Lembar Observasi (Pemahaman dan Penalaran)

Text	Questions
Holiday in London One month ago, i and my parents go to holiday in London. I go to holiday during my school holidays. Before going to London, for the first my parents booked tickets in travel agency. My parents also booked visa on travel agency. On that day, we flight from Juanda airport to Heathrow airport. Besides booked visa and ticket my parents also booked accommodations, and traveling around London for 14 days. On the plane, the flight attendances were very friendly. They gave magazine and newspaper and also delicious food so, it's not easily bored. We arrived on airport	Answer the question based on the story! 1. explain with your own word about the story above? 2. mention generic structures of the text and explain it with your own word? 3. mentions (adjective, conjungtion, noun, pronoun, adverb) in the story above? 4. mention places in the story ?

and we had gone to immigration office to check our document. The staff of officially was very polite and very kind. After collect the document, we collect bag and go to hotel.	
My father booked famous star hotel that located in central London. We got good facilitate and we can looked beautiful view from balcony. My room was very comfortable and clean. In the bathroom i can find bath up and shower with hot and cold water. If we go to third floor we can found restaurant that had variety of food from around the world. In there i also found swimming pool with clean water and amusement park around there.	
I and my parents visited many interesting place for two weeks. We took picture in big bang and tower bridge one of icon and landmark in London. My favorite place is Buckingham palace. Buckingham palace is a residence of United Kingdom, located in the city of Westminster. Buckingham is very big place and center of state occasion and royal hospitality. In the end of tour, we not forget to buy souvenir in Portobello road market, in this market we can found many artistic things. 14 days holiday in London make me very tired but I and my parents very happy for the trip.	

b. Instrumen   : Lembar soal dan Lembar Observasi (Aplikatif)

Pedoman Penskoran :

Bentuk Soal: *kerja kelompok menjawab soal (Eaasy)*

1. Pedoman penilaian didalam kerja kelompok
2. Nilai 25 : jika jawaban benar dan ada pengembangan jawaban
3. Nilai 20 jika jawaban benar dan kurang lengkap
4. Nilai 15 : jika jawaban kurang sesui dengan kunci jawaban
5. Nilai 5-10 : jika jawaban tidak sesuai dengan kunci jawaban

Bentuk soal : *menjawab soal dari analisa narative text*

Kriteria penilaian kerja kelompok

No	Score	Criteria
1	85-100	Very good
2	75-84	Good
3	60-74	Enough
4	<60	Less

Mengetahui,

Kediri ,01 september 2019

Guru Mata Pelajaran   Mahasiswa

Dhyza Rhohana Y., S. Pd   Dwi Nofita Sari

SILABUS MATA PELAJARAN BAHASA INGGRIS

KELAS X (SEPULUH) TAHUN PELAJARAN 2019/2020

Nama Sekolah   : SMK PGRI 3 Kediri

Kompetensi Keahlian   : Membaca

Mata Pelajaran   : BAHASA INGGRIS

Durasi (Waktu)   : 2 x (@ 45 Menit)

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

| 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi international yang diwujudkan dalam semangat belajar

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

4.13. Menangkap makna teks naratif lisan dan tulis berbentuk legenda, sederhana | **Teks naratif lisan dan tulis berbentuk legenda sederhana.**

Fungsi sosial

Meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain.

Struktur

a. Pengenalan tokoh dan setting

b. Komplikasi terhadap tokoh utama

c. Solusi dan akhir cerita

Unsur kebahasaan

(1) Kata-kata terkait karakter, watak, dan setting dalam legenda

(2) Modal auxiliary verbs.

(1) Ejaan dan tulisan | **Mengamati**

• Siswa menyimak berbagai contoh teks legenda yang diberikan/ diperdengarkan guru

• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya

• Siswa mengamati keteladanan dari cerita legenda

• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda

Mempertanyakan (questioning)

• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.

• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu

Mengeksplorasi

• Siswa membaca beberapa text legenda | Kriteria penilaian:

• Pencapaian fungsi sosial
• Kelengkapan dan keruntutan struktur teks naratif

• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

• Kesesuaian format penulisan/ penyampaian

Unjuk kerja

• Melakukan monolog dalam bentuk teks naratif dalam kelompok / berpasangan/ didepan kelas

• Menggunakan struktur teks dan unsur kebahasaan dalam teks naratif

Pengamatan (observations):

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian: | 6 x 2 JP |

	tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (6) Rujukan kata *Topik* Keteladanan tentang perilaku dan nilai-nilai luhur dan budaya.	dari berbagai sumber. • Siswa berlatih menemukan gagasan utama, informasi rinci dan informasi tertentu • Siswa melengkapi rumpang dari beeberapa teks legenda sederhana • Siswa secara berkelompok menuliskan /menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut • Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat **Mengasosiasi** • Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok. **Mengkomunikasikan**	• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi • Ketepatan dan kesesuaian menggunakan strategi dalam membaca • • Kesungguhan siswa dalam proses pembelajaran di setiap tahapan **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif • Kumpulan karya siswa yang mendukung proses penulisan teks naratif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian	

		• Siswa menyampaikan informasi fungsi social, struktur, dan unsure kebahasanyang ditemukan setelah membaca teks legenda. • Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya. • Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber. • Siswa membuat 'learning journal'	sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain	

EXPLANATIONS MATERIAL

GROUP WORKING

GROUP WORKING

PRESENTATION IN GROUP WORKING

STUDENTS X ACCOUNTING SMK PGRI 3 KEDIRI

Answer the question with ypur group members.

Holiday in London

One month ago, i and my parents go to holiday in London. I go to holiday during my school holidays. Before going to London, for the first my parents booked tickets in travel agency. My parents also booked visa on travel agency. On that day, we flight from Juanda airport to Heathrow airport. Besides booked visa and ticket my parents also booked accommodations, and traveling around London for 14 days.

On the plane, the flight attendances were very friendly. They gave magazine and newspaper and also delicious food so, it's not easily bored. We arrived on airport and we had gone to immigration office to check our document. The staff of officially was very polite and very kind. After collect the document, we collect bag and go to hotel.

My father booked famous star hotel that located in central London. We got good facilitate and we can looked beautiful view from balcony. My room was very comfortable and clean. In the bathroom i can find bath up and shower with hot and cold water. If we go to third floor we can found restaurant that had variety of food from around the world. In there i also found swimming pool with clean water and amusement park around there.

I and my parents visited many interesting place for two weeks. We took picture in big bang and tower bridge one of icon and landmark in London. My favorite place is Buckingham palace. Buckingham palace is a residence of United Kingdom, located in the city of Westminster. Buckingham is very big place and center of state occasion and royal hospitality. In the end of tour, we not forget to buy souvenir in Portobello road market, in this market we can found many artistic things. 14 days holiday in London make me very tired but I and my parents very happy for the trip.

Answer the question based on the story!

1. explain with your own word about the story above?

2. mention generic structures of the text and explain it with your own word?

3. mentions (adjective, conjungtion, noun, pronoun, adverb) in the story above?

4. mention places in the story ?

Grub 4

Dela Purwaningrum
Liya Arlu
Haryanti
Siti aisyah

1. holiday in london for 14 day. Go to with Plane and stay in famouse star hotel. I and my family visited many interesting place for two weeks and feel happy.

2. Paragraf 1 : Orientation , school holiday and buy ticket to london.
   Paragraf 2 : complication , took plane and get food and arive famouse star hotel and get comfortable room
   Paragraf 3 :
   Paragraf 4 : Resolution : invite many place in london and feel happy to back indonesia

3. Adjective : delicious, bored, famous, beautiful, comfortable, clean, hot, cool, interesting, big, happy, Good
   Conjunction : and, but
   Noun : document, souvenir, magazine newspaper, bag
   Pronoun : we, my, they
   Adverb : one month ago

4. - Juanda airport
   - on the Plane
   - Hotel
   - big bang and tower bridge one of icon and land mark
   - Buckingham palace
   - porto bello Road market

Yayasan Pembina Lembaga Pendidikan Perguruan Tinggi PGRI Kediri

UNIVERSITAS NUSANTARA PGRI KEDIRI

LEMBAGA PENELITIAN DAN PENGABDIAN PADA MASYARAKAT (LPPM)

Alamat: Kampus I Jl. KH. Achmad Dahlan No. 76 Kediri (64112) Telp.(0354) 771576, Fax. 771576
Website: http://lp2m.unpkediri.ac.id, Email: lemlit@unpkediri.ac.id; lemlit.unpkediri@gmail.com

Nomor   : 18672.07/LPPM.UN PGRI Kd/VI/2020   30 Juni 2020
Lampiran : -
Hal   : Permohonan Ijin Melakukan Penelitian

Kepada Yth. kepala SMK PGRI 3 KEDIRI
     di   : jalan KH. Ahmad Dahlan gang 1 Mojoroto Kediri

Dengan ini kami hadapkan mahasiswa Universitas Nusantara PGRI Kediri:

NAMA	:	Dwi Nofita Sari
NPM	:	16.1.01.08.0001
FAK - PRODI	:	FKIP-Pendidikan Bhs Inggris
Maksud	:	Ijin melakukan penelitian untuk penulisan Skripsi
JUDUL	:	

The Effectivness of Teaching Reading Using Students Team Achievment Division (STAD)
on the first students of SMK PGRI 3 Kediri in year 2019/2020

Sehubungan dengan hal tersebut, kami mohon bantuannya untuk memberi ijin kepada mahasiswa
yang bersangkutan guna mendapatkan data-data penelitian pada lembaga yang bapak/ibu/sdr.
pimpin sebagai bahan penulisan Skripsi Program Sarjana (S1).

a.n. Ketua
Sekretaris LPPM,

Dr. Aan Nurfahrudianto, M.Pd
NIDN. 0724077901

Tembusan :
1. Kaprodi
2. Dosen Pembimbing 1 dan 2

Lembaga Penelitian dan Pengabdian Pada Masyarakat Universitas Nusantara PGRI Kediri

An Inspiring University

SURAT KETERANGAN PENELITIAN
Nomor : 071/421.5/SMK-PGRI-3-Kdr/VII/2020

Yang bertanda tangan dibawah ini :

Nama	: Rr. SRI WIDORINI R., S.Pd. M.Pd
Jabatan	: Kepala SMK PGRI 3 KEDIRI
Alamat	: Jl. KH. Ahmad Dahlan Mojoroto gg. I No. 6 Kediri

Menerangkan dengan sebenarnya :

Nama	: DWI NOVITA SARI
NPM	: 16.1.01.08.0001
Program Studi	: FKIP-Pendidikan Bhs. Inggris
Mahasiswa	: Universitas Nusantara PGRI Kediri

Telah melaksanakan penenilitian dengan Judul "THE EFFECTIVENESS TEACHING READING USING STUDENTS TEAM ACHIEVMENT DIVISION (STAD) IN THE FIRST YEAR STUDENT OF SMK PGRI 3 PGRI KEDIRI IN ACADEMIC YEAR 2019/20". Pada tanggal 27 September 2019.

Demikian surat keterangan penelitian ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 7 Juli 2020
Kepala SMK PGRI 3 KEDIRI

Rr. SRI WIDORINI R., S.Pd. M.Pd

Tembusan :

1. Arsip

PERSETUJUAN BAU :

BERITA ACARA
KEMAJUAN PEMBIMBINGAN
PENULISAN KARYA TULIS ILMIAH

1. NAMA MAHASISWA : Dwi Nofita Sari
   NPM : 16.1.01.08.0001
   Fak/Jur/Prodi : FKIP / Bahasa Inggris
   Alamat Rumah : Kec. Kepung. Kab Kediri
   Alamat email : nofitasaridwi00@gmail.com
   No. Telp. / HP : 083846005181

2. DOSEN PEMBIMBING I : Dr. Hj. Diani Nurhajati. M.pd.
   Alamat Rumah : Wilis Indah Jl, H1 no 17 Kediri
   Alamat email : dianihamzah @ yahoo.com
   No. Telp. / HP. : 08155615185

3. DOSEN PEMBIMBING II : Sulistyani. M.pd.
   Alamat Rumah : Griya intan Permai 6A.5 Dermo
   Alamat email : suustyani @ Rocketmail.com
   No. Telp. / HP. : 0821 4239 0444

4. JUDUL KTI :
   " THE EFFECTIVNESS TEACHING Reading USING STAD IN THE
   FIRST YEAR STUDENTS OF SMK 3 PGRI KEDIRI IN
   ACADEMIC YEAR 2018/2019 "

Catatan :
   1. Periode Bimbingan (Sesuai SK Rektor) : —————————
   2. Jadwal Bimbingan :

	Hari	Pukul	Tempat / Ruang
Pembimbing I			
Pembimbing II			

   3. Kemajuan Bimbingan :
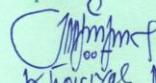
Pembimbing I

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1	29 Oet 2019	Chapter 1	Penulisan, Previous St, key Words	
2	6 Nop 2019	Chapter 1	Pengehan, Kutipan S+V	
3	19 Nop 2019	Chapter 1	Bab I penulisan paragraf	
4	18 Maret 2019	Chapter 1	Kutipan, Limitation	
5.	23 Maret 2020	Chapter 1	Previouse Study	
6.	18 april 2020	Chapter 2.	Kutipan.	
7.	8 mei 2020	Chapter 2, 3	Kutipan & metode	
8.	15 Juni 2020	Chapters 3, 4	Result, Technique,	
9.	7 Juli 2020	Chapter 4	Dixusson	
10.	15 Juli 2020.	Chapter 5	Conclusion.	
11	20 Juli 2020	Chapter 5	Suggestion and refernsi	

Pembimbing II

NO.	TANGGAL	MATERI	MASALAH	TT. DOSEN
1.	27/1 2020	chap 1	Background of study	
2.	24/4 2020	Chap 1	Previouse Study	
3.	30/4/2020	Chapla 2	Gramar, Kutipan.	
4.	26/6 2020	Chapter 3	Grammar, Technique anaus	
5.	15/6 2020	Chapter 4	Result and Dissusion	
6.	15/9 2020	Chapter 5	Conclusion, Suggestion.	
7.	20/Juli 2020	Referensi	Penulisan referensi	
8.				
9.				
10.				
11				

Mengetahui,
Kaprodi

Khoiriyah, M.Pd
NIDN 0719017501

Kediri, 24 Juli 2020
Mahasiswa Ybs,

NPM: 16·1·01·08·0001

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