**Effectiveness of Using (Student Team Achievement Division) STAD Technique on the Reading Comprehension Achievement of the Second Year Student at MTs Sunan Ampel Ringinrejo Kediri in The Academic Year 2011/2012**

**THESIS**

Presented to

State Islamic Collage of Tulungagung in partial fulfillment of the requirements for the degree of Sarjana Pendidikan Islam in English

Education program



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**TULUNGAGUNG**

**August 2012**

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**ABSTRACT**

Hidayah, Ida Laelatul. Registered Student. 3213083065. 2012. Effectiveness of Using (Student Team Achievement Division) STAD Technique on The Reading Comprehension Achievement of The Second Year Student at MTs Sunan Ampel Ringinrejo Kediri In The Academic Year 2011/2012. Thesis. English Education Program. State Islamic College (STAIN) of Tulungagung. Advisor: Muh.Basuni, M.Pd.

Keywords : Effectiveness, STAD Technique, Reading Comprehension

 There are many problems faced by the students in reading. Some of them don’t understand about the meaning of the words and lack in vocabularies. Some of them think reading is boring activity with contacted role. The teaching and learning process in the class only read the text and answers the question based on it. This condition and situation caused some of the students feel bored when they joint in the reading class. As an English teacher, we have to be able to find an interesting technique or method in teaching English especially in mastering reading comprehension. The teacher should be able to find and use the right technique or method which is suitable with the students’ condition. Based on the explanation above, the writer is interested to find out the effects of treatment with (Student Team Achievement Divisions) STAD technique in teaching reading comprehension of the second year students at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012.

The formulation of the research problem is how effective is teaching using STAD technique toward reading comprehension achievement of the second year student at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012?

The purpose of the study is to know the effective is teaching using STAD technique toward reading comprehension achievement of the second year student at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012

Research method: 1) the research design in this study was pre-experimental design with Static-group comparison. This design involves at least two group; one group receives STAD technique, the other receives a traditional, and both groups are posttested, 2) the population of this study was all students of second year students of MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/ 2012, 3) the sample was VIIIA and VIIIC class consisting of 39 students, 4) the research instrument was test, 5) the data analysis was using T test. The result showed that the students’ Mean score in teaching reading without using STAD technique is only 74.78.While the students’ mean score after they are taught using STAD technique was 84.00. the result of significant level is 0,07%. By comparing significant level 0,07% and t table at 0.05 %. It is known that significant level is bigger than t table = 0,07% >0.05 %. It’s means that Ha which states that there is significant effect of using STAD as a technique of teaching reading narrative text toward students’ reading achievement of the second year students of MTs Sunan Ampel Ringinrejo Kediri is accepted. Whereas Ho which states that There is no significant effect of using STAD as a technique of teaching reading narrative text toward students’ reading achievement of the second year students of MTs Sunan Ampel Ringinrejo Kediri is rejected. In other words, STAD technique can be used as an alternative to teach reading to the students at MTs level.

ABSTRAK

Hidayah, Ida Laelatul. NIM. 3213083065. 2012. Effectiveness of Using (Student Team Achievement Division) STAD Technique on The Reading Comprehension Achievement of The Second Year Student at MTs Sunan Ampel Ringinrejo Kediri in The Academic Year 2011/2012. Skripsi. Jurusan Pendidikan Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung. Dosen Pembimbing: Muh. Basuni M.P.d

Kata kunci: Effectiveness, STAD Technique, Reading Comprehension

Ada banyak masalah yang dihadapi oleh siswa dalam membaca. Beberapa dari mereka tidak mengerti tentang makna kosa kata yang ada pada bacaan. Beberapa dari mereka berpikir membaca adalah aktivitas yang membosankan dan monoton. Proses pengajaran dan pembelajaran di kelas hanya membaca dan menjawab pertanyaan berdasarkan teks. Kondisi dan situasi demikian menyebabkan beberapa siswa merasa bosan ketika mereka belajar di kelas. Sebagai guru bahasa Inggris, kita harus dapat menemukan teknik yang menarik atau metode dalam mengajar Bahasa Inggris khususnya dalam mengajar reading comprehension. Guru harus dapat menemukan dan menggunakan teknik yang tepat atau metode yang sesuai dengan kondisi siswa. Berdasarkan penjelasan diatas, penulis tertarik untuk mengetahui keefektivan menggunakan (Student Team Achievement Divisions)STAD teknik dalam pengajaran reading comprehension di MTs Sunan Ampel Ringinrejo Kediri pada tahun akademik 2011/2012.

Perumusan masalah penelitian ini adalah seberapa efektif mengajar menggunakan teknik STAD terhadap prestasi pemahaman membaca siswa kelas 2 MTs Sunan Ampel Ringinrejo Kediri pada tahun akademik 2011/2012 ?

Tujuan dari perumusan masalah adalah untuk mengetahui seberapa efektif mengajar menggunakan teknik STAD terhadap prestasi pemahaman membaca siswa kelas 2 MTs Sunan Ampel Ringinrejo Kediri pada tahun akademik 2011/2012.

Metode penelitian: 1) rancangan penelitian dalam penelitian ini adalah pre-eksperimental dengan Static-group comparison. Desain ini melibatkan setidaknya dua kelompok, kelompok yang pertama diberi teknik STAD, kelompok yang ke dua tidak diberi teknik STAD, dan kedua kelompok tersebut diberi posttest, 2) populasi penelitian ini adalah semua siswa siswa kelas 2 MTs Sunan Ampel Ringinrejo Kediri pada tahun akademik 2011/2012, 3) sampelnya kelas VIIIA dan VIIIC terdiri dari 39 siswa, 4) instrumen dalam penelitian ini berupa tes, 5) analisis data menggunakan uji t.

Hasil penelitian menunjukkan bahwa mean dalam mengajar reding comprehension tanpa menggunakan teknik STAD hanya 74.78. Sedangkan mean siswa setelah mereka diajarkan dengan teknik STAD adalah 84.00. Hasil significant level adalah 0,07%. Dengan membandingkan significant level 0,07% dan t tabel 0,05%. Telah diketahui bahwa significant level lebih besar dari

t tabel = 0,07% >0.05 %. Ini berarti bahwa Ha yang menyatakan bahwa ada pengaruh yang signifikan menggunakan STAD sebagai teknik pengajaran reading comprehension terhadap prestasi reading comprehension siswa kelas 2 MTs Sunan Ampel Ringinrejo Kediri diterima. Sedangkan Ho menyatakan bahwa tidak ada pengaruh yang signifikan dalam menggunakan STAD sebagai teknik pengajaran membaca teks narasi terhadap prestasi siswa kelas 2 MTs Sunan Ampel Ringinrejo Kediri ditolak. Dengan kata lain, teknik STAD dapat digunakan sebagai alternatif untuk mengajarkan reading comprehension kepada siswa di tingkat MTs.

**Motto**

**Nothing is Impossible as Long as We Work hard and Pray to God**

**DEDICATION**

I would like to address my special thanks to:

* Thanks for God, who has given blessing and mercing.
* My beloved parent H. Basori, Hj. Listyowati, my sisters and my brothers who have given full love, attention, motivation and pray for me, thanks for your affection and endless love.
* My beloved grandfather and grandmother who have given full love, motivation and pray for me.
* Honorable Abah Mu’ad Barkazi, Abah Mahmud and Ust. Dzalik at Al-Yamani cottage who have given full motivation and pray for me.
* All of my friends in TBI C especially the Rich\_Uch (Dvil, Lukma, Alim, Lilik, Ika) thanks for the beautiful friendship.
* All of Yamani crew especially m’Una, Sicom, Cintong, Menner, Yuntit, Cumi, Izza, Lya and Olive who always be there for me in happiness and sadness.
* All of my lectures, who have taught and guided me during my study at STAIN Tulungagung.
* My college, English education program of STAIN Tulungagung.
* All of person who can’t mention in this chance, thanks guys.

**ACKNOWLEDGEMENT**

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to Allah SWT for all the blesses so that the writer can accomplish this thesis. In addition, may Peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the Lightness.

The writer would like to express her genuine thanks to:

1. Dr. Maftukhin, M.Ag, the chief of STAIN Tulungagung for his permission to write this thesis.
2. Arina Shofiya, M.Pd, the head of English Education Program who has given me some information so the writer can accomplish this thesis.
3. Muh Basuni, M.Pd, the writer’s thesis advisor, for his invaluable guidance, suggestion, and feedback during the completion of this thesis.
4. Endah Sri Wahyuni, S.Pd.I, the headmaster of MTs Sunan Ampel Ringinrejo Kediri, who has given the writer permission to conduct a research at this school.
5. Dra. Muawanah, M.Pd, as the English teacher at MTs Sunan Ampel Ringinrejo Kediri, who helps me to complete my thesis.
6. The second year students of VIIIA and VIIIC class at MTs Sunan Ampel Ringinrejo Kediri in the academic year 2011/2012 for the cooperation as the sample of this research.
7. All of anyone helped to finish this thesis, especially the writer’s parents who gave much contribution to support the writer in making and finishing this thesis either moral and spiritual.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

 Tulungagung, August 2012

 Writer

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