CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, research problems, objective of the research, significance of the research, scope and limitation of the research, definition of key term, and the organization of the research.

A. Background of the Research

The education system is complex activity. It means that one element have relation with another element. One totality which purpose to get the better result. So, if the education want good work and arranged, those element must be known. Ryan (as cited in Fattah : 2013) said that any identifiable assemblage of element (object, person, activities, information record) which are interrelated by process or structured and which are presumed to function as an organization.

Learning is a process teaching learning systematicly, interactive and communicative between teacher, learner and source of instruction which enable teaching learning. Systematicly mean arrangement. So, in teaching learning must done with step by step from planning, action and assessment. Interactive mean learning activity didn`t emphasize in one direction, but all include learner, teacher, source of learning and environtment. Whereas communicative mean communicatively both learner and teacher, and they must know what they mean.

Learning can be defined as the way through which the art of using skill and practice is given to learn. Huda (1999: 19) states "learning occurs consciously

awareness of language codes are shown by the ability to produce discourses without being aware of the language codes". Learning is shown to students in order to be able to mastery the material that has been explained by the teacher.

According to Encyclopedia Britannia comment that language is a system of conventional spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate. It means that, the language as system of sound, word, which used to communicate with other by mean to transfer information or some idea.

Based on definition above, the researcher can assume that the primary functions of language are communication, self-expression and thinking. The expression of feeling and meaning becomes more exact. The command of words and sentences grows with practice and with complexity of ideas and reactions to be expressed. The communication function is obvious. The use of language as a means of clarifying ideas and feelings is equally real, without using language it`s hard to imagine how people can cooperate one to another. Command of language is an important factor in the development of total personality of the child, especially English student learner. They are able to develop their competence through language that has been international language ones. It gives feeling of confidence, satisfaction and security. Such mastery is wholesome influence that affects the whole life of the child.

English becomes a world language and also used in many field of life, such as politic, education, economic, and social.

Bauer (2002:13) states as follows:

> There were at most seven million native speakers of English. There were few non-natives speaker of English. Even Richard mulcaster, an enthusiastic supporter of the English language, and the head master of the school attended by the poet Edmund Spenser. Admitted in 1582 that our etuis,,,,,, it`s small react. It stretched no further than this hand of ours. Dutch was seen as a more useful language to learn than English. Yet by the time of Elizabeth II (1926) the number of Native Speaker of English had increased to some 350 million.

It means that English is very useful to establish international relation for communication purpose and for exchange of views with different countries of the world. As the year pass, more and more people use English to communicate.

Teaching English involves four skills. They are speaking, reading, writing and listening. There are three components that can support language skill above, such as pronunciation, vocabulary and grammatically that can be taught in teaching learning process.

Reading is most useful and important skill for students. Reading is not only a source of information an pleasurable activity, but also as a means of consolidating and extending one`s knowledge of the language. Good reading is that keeps students regular in reading which provide him both pleasure and profit.

As what the researcher discovers in syllabus especially in English lesson for second senior high school it shows that the students should be able to understand about narrative .Narrative text is a kind of past tense text that aims to amuse the reader. The student`s workbook that own by each students has listed all of matter that should be though for each level of education that includes

curriculum for the second year students. It means that each student must learn narrative text well.

In addition, many students have difficulty in comprehending the text. Especially in narrative text if without have enough vocabulary. But it can be avoided if there is stimulus from the teacher to help students in comprehending text.

Based on statement above there is one of students` problem in reading comprehension text. As we have seen those problems related with the student`s difficulty in reading comprehension. It`s necessary for English teacher to solve the problem by implementing some techniques or methods in order to improve in reading comprehension text. Because the successful of student`s learning is determined by technique given by the teacher.

In this research, the researcher used two methods. STAD (Student- Teaam Achievement Division) and CIRC (Cooperative Integrated Reading and Composition) applied in teaching reading comprehension to solve students` problem in reading comprehension, which one is better in reading comprehension text by comparing two methods. The researcher believes that one of two methods used in classroom is more successful in catching the meaning in reading text. Because the students are given stimulation what contain of text talking about. So, we can assume that methods are given by teacher have influence toward student`s learning result.

In this research, the researcher taught students continually by giving two different methods in one class. Those methods are students' team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) that are compared. This comparison is done to know which one is better method in reading comprehension instructional process. As we know that Student Teams Achievement Divisions (STAD) (; Johnson and Johnson 1998; Johnson et al. 1983;Slavin 1983, 1990; Kalgan 1994) STAD is one of the simplest and most extensively researched forms of all cooperative learning techniques, and it could be an effective instrument to begin with for teachers who are new to the cooperative learning technique. STAD as teaching method was designed and researched by Johns Hopkins University and is known as "student team learning" (Sharan 1994). There are five component in the STAD, such as   class presentation, team, quiz, score of develop individual and team rekognition.

Here, the STAD start from the teacher present or explain about material to the students,it must consist of opening, developtment, briefing. And then make team consist of four or five students include high achievment, medium achievment. So that, the team able to good cooperative learning(adopted from Goodman, et.al, 1983). During in the team, the students must understand what the material, so that, they able to answer what the question is given by teacher. If the member of team any question or have not understanding, so they can ask other member but cannot ask to teacher. After that, the teacher give some question or quiz and other student is forbidden to help them. From it the teacher get first score. Besides that, the teacher also gets score from every member in teamwork

with the criteria which be given. It means that this method is very important to apply in the class, because the students can cooperative learning, have interaction with other students to develop social relation and they have responsibility what they working in a team.

Besides STAD, the researcher used CIRC methods as well. This method team learning engage the students colaborative to get achieve goal (Rusman,2011:203). It used team cooperative to help the students to understanding text which can apply widely. In this case, the teacher asks students to make team consist of four or five members. And then, the students make team to identify the text which read. All members must understand and were asked to write a summary and some vocabulary. After that, one of member read loudly the summery to other friend and other group. So, other member easy to understand what about this text.

Here, the researcher do research in junior high school especially in MTsN Kunir .The researcher chose this school because has good qualities. It proven that often get champion in English competition like storytelling, debates etc. besides that, this school known as national standart school that there is acceleration and excellent class. So that the researcher think that the students of MTsN Kunir are more cleaver and active in responding teacher`s explanation.

Method in teaching reading is very important to apply in the class, from the other researcher find that student`s comprehending in teaching reading still less from standard. Like the students passive and bored in teaching learning process, and they dependent to teacher.

Therefore, it is important to conduct a study on comparing between using methods STAD and CIRC to teach Reading. Finally the researcher takes the title **"A Comparative Study of STAD and CIRC Methods of Teaching Reading in MTsN Kunir the Academic Year 2014/2014 "**

B.   Research Problems

The research problems can be described as follow:

1.How is the students` score in reading taught by using STAD Method?

2.How is the students` score in reading taught by using CIRC Method?

3. To what extent STAD and CIRC methods are different?

C.   Objectives of the Research

The objectives of the research can be described as follows:

1. To know how is the students` score in reading taught by using STAD.

2. To know how is the students` score in reading taught by using CIRC

3. To know to what extend STAD and CIRC methods are different?

D. Research Hypothesis

The research hypothesis of this research can be described as follows:

1. There is significant different score in student`s reading ability taught by using STAD and CIRC method (alternative hypothesis)

2. There is no significant different score in student`s reading ability taught by using STAD and CIRC method (null hypothesis)

E. Significance of the research

the result of the study is hopefully usefull to teacher in teaching reading comprehension. This method expected to give contribution to the teacher to developing the learning strategy to be creative, inovative and efisien in order to make the students more active in their process learning.

F. Scope and limitation of the study

1. Scope of the research.

The scope of this research includes teaching reading using student team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) technique in teaching reading comprehension. This research will be conducted on MTsNkunir .

2. Limitation of the research

To get the effectiveness of doing this research, the researcher chooses the subject of the research is the eighth grade students of MTsN kunir. In order that research focuses, it is limited only on the eighth grade.

G. Definition of Key Term

In order to make clear based on the statement above; the researcher provides some definitions of key term as follows.

1. A comparative study is the research that involves comparing two groups to see which one is good method is used in teaching reading. This research used two methods that are compared. Those are STAD and CIRC methods.

2. STAD is strategy in teaching learning process which has five components. Those are class Presentation, team, quiz, and score of improve the students and Recognize team.

3. Cooperative Integrated reading and Composition (CIRC) is one of method in teaching learning by using students collaborative with their friend to reach out of gather object.

H. Organization of the Research

The organization of the research paper will be given on order to make the reader understand the content of the paper. The organization of this research paper will be given as follow:

Chapter 1 (Introduction) : it includes the background of the research, research problems, objective of the research, research hypothesis, significances of the research, scope and limitation of the research, definition of the key term, and the organization of the research.

Chapter II (Review with Related Literature): The researcher explain theoretically deals with the following aspect: Cooperative Learning, definition of Teaching, definition of Reading, definition of reading comprehension, teaching reading by using STAD, teaching reading by using CIRC Methods and Previous Study

Chapter III (Research Methodology): the researcher presents the research Methodology. It covers the following aspect such as Research Design, population sample and sampling of the research, research variable, data source, and data collecting Methods and Research Instrument, validity and reliability testing and data analysis.

Chapter VI(Research Finding and Discussion) : it includes Description of the data, hypothesis testing and discussion.

Chapter V (Conclusion and Suggestion): it includes the researcher presents conclusion and also give some suggestion of this research

CHAPTER II

REVIEW OF THE LITERATURE

This chapter the researcher discusses some theories related to the title in detail. This chapter discusses about Cooperative Learning, definition of Teaching, definition of reading, teaching reading by using STAD, teaching reading by using CIRC

A. Cooperative Learning

Cooperative learning is one of the useful methods that learners can implement to increase their reading comprehension. According Slavin (Garson 2002: 107) Cooperative Learning is methods of learning which students working together to learn and master reading comprehension and to solve the problem .According to Duke (1990), cooperative learning is a comprehensive approach to teaching that derives from a theory of education and encompasses key assumptions about what students should learn and how they learn. Cooperative learning is a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose (Akinbobola, 2006). Cohen (1994:3) states that Cooperative learning will be defined as students working together in a group small enough that everyone participate on a collective task that has been clearly assign. Moreover, students are expected to carry out their task

without direct and immediate supervision of the teacher.

In the other hand Johnson states that Cooperative Learning means working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning Suntan and hands states that cooperative Learning is strategy learning in the small group and working together during teaching learning process.

Based on definition above, the researcher concluded that, Cooperative Learning is one of strategy working together in case consist of four or five students and of course they have responsibility in their learning activities. so, all member in each group get understanding well what they learn.

There are principles of Cooperative Learning:

1. The student must responsible in their working

2. the student must know that all of member have achieve goal

3. the student must divide the task and responsible in their working

4. the students must be evaluated

Shirazes and Aldrich (2010) provide several benefits on the use of cooperative learning method for students. First, cooperative learning promotes deep learning of materials. Second, students achieve better grades in cooperative learning compared to competitive or individual learning. Third, students learn social skills and civic values. Fourth, students learn higher-order, critical thinking

skills. Fifth, cooperative learning promotes personal growth. Finally, students develop positive attitudes toward autonomous learning.

Based on statement above, the researcher can conclude benefit of Cooperative Learning:

1) The students can increase achievement through group collaboration that enables students to learn from each other.

2) It provides an alternative to the competitive structure of most classrooms today that discourages the poorer students.

3) The students can improve human relations in the classroom by promoting interdependent   activities that teaches collaborative skill.

   Besides that, Cooperative Learning gives students much control within the group structure both teachers and learners as they practice communication and group-process skill, as well as leadership skills.

B. Definition of teaching

The word teaching is common for us but when we want to explain about this word, we are still doubt. So, we have to look at the following definition of teaching. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

Teaching is complex process that can be conceptualized in many different ways, using alternative, metaphor, and analogies. Then, teaching is a way how to prepare learning experience to the students.

Teaching is a complex process. According to Kimble and Germany as quoted in Brown, teaching is "showing and helping someone to learn or to do something. Giving instruction, guiding in the study of something, providing with knowledge, causing to know or to do understand." Teaching is guiding and facilitating the students to learn and setting the condition of learning. Teachers should prepare themselves better in order to tech successfully.

From the explanation above, the researcher can find the words such as, guiding, helping and also facilitating that related with teaching. So in general, it can be said that teaching is a kind of process how to make the students' knowledge and attitude improved.

C. Definition of Reading

Reading is an active cognitive process of interaction with print and monitoring comprehension to establish meaning (Rein king & Chenier 1985) in Custardy (1988:2). Reading is the instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge combined with the print and the visual information result in his comprehending the message (Goodman.1979: Smith.1982).

According Hummer (1980:68), reading is useful for other purpose: any exposure to English (provide students understand it more or less) is good thing for

language students. It means that reading can be comprehension of the information and communicative of ideas. Anderson cited matzo (1995:10) states that reading is a process of constructing meaning from written text. it shows that the reader catch the meaning of the passage of the text, in this process, the reader try to understand or create the meaning intended by the writer , the reader get message, and the writer can get a sense. Based on some definition above, the researcher can summarize about definition of reading as a process where the reader combining information from a text and their own background knowledge to build meaning and also the goal of reading it self-comprehension

D. Definition of Reading Comprehension

According to Snow (2002 : 11) Reading comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficulty text). Raising student's awareness of main idea in a text and exploring the organization of a text are essential for good comprehension. It is also can be defined as the act of understanding what the reader are reading. It is an international, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is making a sense out of a text (McNeil, 1992) as the result of interaction between the perception of graphic symbols that represent language and the readers` prior knowledge. Reading comprehension therefore, is a process of getting information from context and combining disparate elements into a new whole. It requires not

only accurate reading skills but also automatic and fluent reading ability. It must consider some point such as rhythm, intonation, and phrasing to make reading fluency. Greco rancho in snow (2002:15) suggests that fluency involves the prediction of what comes next in the text. They also say that reading speed and practice are not enough to promote fluency and comprehension. The ability to predict what comes next improves reading speed and is important for text comprehension.

Based on definition above, the researcher concluded that the reading comprehension is a reader activity to understand and get information from the text with simultaneous process. They are the reader, text and activity.

E. Teaching Reading by using STAD (Students Team Achievement and Division) Method.

1. **Definition of STAD Method**

The Student Teams Achievement and Divisions (STAD), developed by Robert Slavin and his colleagues at Johns Hopkins University, is perhaps the simplest and most strenghthforward of the cooperative learning approaches (Arendt, 1997).). In STAD, students within a given class are assigned to four- or five member learning teams, each of After the teacher has introduced the academic material, team members use worksheets to master the academic materials and then help each other learn the material through tutoring, quizzing one another, or carrying on team discussions. The students also receive worksheet

answer sheets, emphasizing the importance of learning the concepts rather than simply filling out the worksheets. Following team practices, students individually take quizzes on the material they have been studying. These quizzes are scored, and each individual is given an improvement score. This improvement score is based on the degree to which the score exceeds a student's past averages, rather than on a student's absolute score. Weekly newsletters announce teams with the highest scores and students who have exceeded their own past records by the largest amounts or who have perfect scores on the quizzes.

2. Step in Using STAD Method

According Slavin(Wardani, Sri, 2006:5-7) says that " there are five steps in Cooperative Learning by using STAD method. That are presentation material, working team, test individual or quiz, score of develop individual and recognizing team.

a. Presentation Material

In this first step, the teacher begin give some motivation to students and explain the material which will learn. So that they understand what the teacher mean. The presentation is focused on concept from the material which learns.

b. Working team

In the second step, the teacher divide student to make group consist of four or five members. And then, the teacher give them duty sheets and working together. If members of group have not understood, the other students can help until the member get understand.

c. Test individual or quiz

To know how long understand what they learn, the teacher give test
individual and prohibit to working together or another helping.

According Slavin(Trianto, 2007:55) there is a way of count score
individual

d. Score of develop individual

Its purpose to students more active in working the task which be given
by teacher. Score develop individual is arithmetic based on nature score
and score test. According Slavin(2008:154) states that the score of
develop individual like following table:

Table 2.1 Score of develop individual

No.	Score test	Developing Score
1.	More than 10 point under primary score	0 point
2.	10 -1 point under primary score	10 point
3.	Score 0 -10 point top primary score	20 point
4.	More than 10 point top primary score	30 point
5.	excellent (without look at primary score)	30 point

e. Recognize team.

The teacher gives some certificate or appreciation to the students which
get best score.

Slavin, R.E. (2009:160) says that the criteria of the team which get some appreciation:

2.2 The Apreciation of the Team

Criteria of team	Appreciations
15 point	Good
16 point	Very good
17 point	Super

3. **Strength and weakness of Cooperative learning in STAD Method**

   According Slavin (in Hartati 1997:21) says that "there are some Strenghth and weakness of STAD Methods

   1. Strenghth of STAD Method

      (1). Develop students` achievement, both test from teacher and standard test

      (2). Students more confident in working team

      (3). Develop communication between another students and commitment

      (4). Students have responsibility in working team

      (5). Help student to make good relation another friends

   2. Weakness of STAD Method

      (1). Need mo

re time for STAD Method. Because there some step this must be done   by teacher

(2). This Method need special ability which have teacher. Because the teacher is demanded as motivator, facilitator and evaluator (Isjoni, 2010:62)

(3). any students dependence with other students and they are lazy to think

F. Teaching Reading by Using CIRC (Cooperative Integrated Reading and Composition).

1. Definition of CIRC Methods

CIRC (Cooperative Integrated Reading and Composition) is a one of Cooperative Learning which comprehensive program for teaching reading and writing in upper elementary and middle grades. In CIRC, teachers use novels or basal reader. Students are assigned to teams composed of pairs of students from two or more different reading levels. Students work in pairs within their team on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories will be resolved, summarizing stories to one another, writing responses to stories, and practicing spelling, decoding and vocabulary. Students also work in their teams to master main idea and other comprehension skills.

2. Steps of using CIRC Method

a. Students divided into several group consist of four or five members.

b. The teacher give sheet and topic which will be learn by students

c. Students working together and find the main idea what they read and write down in the sheet.

d. Students read off the result from working team

e. Both students and teacher make summarize together.

3. **Strenghth and weakness of Cooperative learning in CIRC Method**

According Slavin (in Hartati 1997:21) says that "there are some Strenghth and weakness of CIRC Methods

1. Strenghth of CIRC Methods

(1). awaken of learn motivation, extends of knowledge and aspiration teacher in teaching (Saifulloh: 2003)

(2). Make student interaction social such as working team, care to friends.

(3). the students will enjoy and easy to get understand. Because they can ask to other friend if have not understand.

2. Weakness of CIRC Methods

This Method just can be used in language learning, and unable to use in another language such as mathematic

G. Previous Study

1. Ilma Anami Mufidah (2013) studied by the title: "The Effectiveness of Student team Achievement Division (STAD) Technique Reading Comprehension to the Eight Grade Students at MTs aswaja Tunggangri Kalidawir" for fulfilling the requirements for the degree of post graduate program in English Education Department which presented to State Islamic Institute Tulungagung. The sample of this research is the second grade students of MTsN Kunir.

   The result of the researcher was successful. It was proven that Sig.Asymp was higher than t-$_{table}$ in significant 5%. It can be seen (1.725>0,05). It means that the alternative hypothesis which states that there is any significant difference between the students' reading skill before and after being taught by using STAD is accepted.

2. Aris Sumianto (2012) studied by the title: the Effectiveness of Teaching Reading Comprehension by Using STAD of Second Year Students` of MA Islamiyah Bulurejo" for fulfilling the requirement for the degree of graduated program in Students of Kediri Islamic University Faculty of Teacher Training and Education English Department. The sample of this research are Second Years Students of MA Islamiyah Bulurejo.

   The result of the research, means of variable before taught by using STAD is 61,36 and after taught by using STAD is 66,21 it means there is significant different score before and after being taught by

using STAD. And the result of using T test is 4,848, with degree of freedom 32. Then it is consulted in t-table in significance 5%. The significance of level 5% is 2,03. From those data, it is known that 2,848 > 2,02. The result shows that t-Test is higher than t-table. So, there is significant difference before and after being taught by using STAD.

3. Sandy Farboy (2010) studied by the title :" Penerapan metode Cooperative integrated reading and composition (CIRC) untuk meningkatkan kemampuan menemukan gagasan utama sebuah text pada siswa kelas VII di SMPN 3 BATU tahun ajaran 2009/2010" for fulfilling the requiretment for the degree of post graduate school. The sample of this research are first year students of senior high school of batu consisted of 31 students. The research was class action research

   Research data consisted of student's activity in intensive reading learning process and intensive reading grade progress of the students. The data found by interview, observation, discussion, test, and documentation. The research placed teacher as observer in action and researcher as applier (teacher). Data collected was analyzed in quantitative and qualitative ways. Data analysis technique used was reduction, presenting, and concluding. The research showed the percentage of students completeness in intensive reading in cycle 1 was 66%, and cycle 2 was 96.77%. Students seemed more enthusiastic and active when using CIRC method. So, intensive reading learning

using CIRC method could increase student's intensive ability in main idea finding at text of students of grade VII SMP Negeri 3 Batu Junior High year 2009/2010.

BAB III

RESEARCH METHOD

In this chapter, the researcher described research design, population, and sample of the research, research variable, data source, data collecting methods, and research Instrument, validity and reliability testing, normally testing, data analysis and hypothesis testing.

A. Research Design

Research Design is a ways how to collect information and data analysis and that can be implemented to achieve the research objectives. It was very important for researcher to get information.

In this research, the researcher focused on quantitative approach which determining the relationship between two variables (independent variable) that are STAD and CIRC Methods in a population.

In achieving the goal of research, it was better to take the certain design of the research. The design in this research classified in to comparative study, because this research aim to know the students different score who are taught by using students team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) methods. Gay(1992: 284) states that

"comparative study is the researcher attempt to determine the cause, or reason, for existing differences in the behavior or status of groups of individuals".

The researcher used one class and two methods. This class is taught by using STAD method and CIRC method. Before researcher implement the method, the researcher provide lesson plan to be guide in teaching process. After implementing, the researcher gives test to students to get scores to be compared. It is done in order to investigate the differences score between teaching reading by using students team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) in the students reading comprehending and also to know what method is better after they are taught by using students team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) methods.

B. Population, sample and Sampling

Population, sample and sampling is very an important for researcher to collect information. Without all of them, this research cannot be conducted and actually a systematically.

1. **Population**

Population is the wider group of individuals about which the researcher wants to make statement. So that, the population of the research can all subject   (students, sentence, animals, and many other. so, this subject   can   be   use   source   of   information.   According

Creswell(2012:142)."Population as a group of individual who have the same characteristics". Population of this research is the second year students of MtsN Kunir in the academic year 2014/2015 which consists of 437 students. Subdivided 1 axceleration class, 2 of excellent classes and 8 regular classes.

2. **Sample and sampling**

Sample is part of population. According to Lodico et al (2006: 143) "sample is smaller group selected from a larger population (in this case, realistic of population) that is representative of the larger population. In this research, the researcher used one class of sample. They were VIII.1 of regular class consists of 40 male students .

According Gay (1992: 123) sampling is process of selecting a number of individuals for a study in such a way that the individual represent the larger group from which they are selected. It means that sampling is the process of the researcher taking a sample. Sampling can be classified into two types. They are probability sampling and non-probability sampling. Probability sampling is one in which every unit in the population has a chance of being selected in the sample, and this probability can be accurately determined or the sampling that have to equal chance to be selected.

According Ary et al (2006:167) stated that sampling is technique taking sample which give opportunity for every element or population member to be chosen as sample.

In this research, the researcher used purposive sampling. Purposive sampling is the process of selecting sample by taking the subject which is not based on the level. But it is taken on the specific purpose. The researcher got VIII,1 because this class at middle between acceleration, excellent class and regular classes.

C. **Research variable**

A variable is one of key term in any research or a characteristic or attribute that varies. In this research, the researcher used two independent variables in conducting research.

Independent Variable is the variables that refer to how participants are treated. Participant is usually assigned to different groups that receive different treatment.

This research used two independent variables. They were students' team achievement division (STAD) and Cooperative Integrated Reading and Composition (CIRC) methods.

D. Data Source

Data is types of information collected for use in educational research or assessment. According Arikunto (1997:91) states" Data is result of research record in number and fact. Data are collected by instrument such as tester's survey or by developing protocols (set of question and procedures for observation and interview. In this case, the researcher gets data from students. The data is in the form of score. So, that is why this study is belonging to quantitative research.

E. Data Collecting Methods and Research instrument

1. Data collecting Method

Data collecting method is systematical and standard procedure used to collect data that is needed. The data of this study were collected by testing.

Test is to collect data related to students' competence of subject by using list of question in assertion test format. According to Arikunto (2006: 193) "A test is a list of question used to measure the ability or talent in individual or group". Here, after the researcher conducted what related with the narrative text, the researcher gives test and the result of test in the form of score is compared.

2. Research Instrument

Research instrument is very important for researcher to conduct research. The Instrument is a tool a collect a data. In this case, the researcher used test as an instrument to measure the students` reading comprehension and to get the data to prove the theory. The student's are given test after the researcher applies those methods.

F. Validity and reliability Testing

According Harris (1969:13) states that all good tests possessed two qualities: Validity and Reliability

1. Validity

Brown (1987: 221) states "a valid test of reading ability is one that actually measures reading ability, Previous knowledge in a subject, or some other variables of questionable relevance". It means that the instrument said valid if the test actually involves the tested in a simple of the behavior that is being measured.

They are many ways to know the validity of instrument used to gather the data. They are content validity and construct validity

a. Content Validity

Content validity is composed of two items of validity. Sampling validity and item validity. Both sampling validity and item validity involve having expert examine items that make up the instrument.In this test, the researcher asks students to answer

questions consisting of 20 multiple choices in testing used narrative text. And it`s suitable for students of second year in junior high school at MTsN Kunir as stated in the syllabus.

In this case, the researcher made two indicator of test. They were (a) determining Explicit meaning from narrative text,(b) determining Implicit meaning from narrative text.

The indicators stated above were tested as follow:

60% x Σ question = Explicit

40% x Σ question = Implicit

So, based on explanation above, the number of test items can be measured as follow:

60% x 20 = 12 item

40% x 20 = 8 item

The first indicator was Explicit meaning, which is tested in the item numbers 1, 3, 4,5 7,8,9, 12, 13, 17,18,19. And the second indicator was Implicit meaning, the item numbers 2, 6, 10,11,14,15,16, and 20.

From the explanation above, it can be concluded that the test had content validity.

b. Construct Validity

According to Isnawati (2012:29) a test said to have construct

Validity if it can be demonstrated that it measures just the ability which is supposed to measure. The construct validity involves a search for evidence that an instrument is accurately measuring an abstract trait or ability. It`s the process of determining the extent to which test performance can be interpret in term of one or more construct. Here, the researcher used construct validity in administering reading test based on the form of multiple choice tests

2. Reliability

The next way to know good test was by reliability. Reliability is a measurement of accuracy, consistency, dependability or fairness of score resulting from administering of particular examination. According to Heaton (1975: 162) "Reliability is necessary characteristic of any good test, for it to be valid at all, a test must be firs being reliable as a measuring instrument.

In this case, before the researcher conduct research in the class, the researcher made a test consist of 20 questions of multiple choice, and then the researcher asked two experts to give correction about this test, such as Style, lay out the test, grammar, vocabulary and content (see appendix 5). After that, the researcher revises this test. And then the researcher tried it out to 5 students to know how far the reliability of the instrument. The researcher used SPSS 16.0 Version to account the data collected. So, the researcher know whether this test have reliability or not. The result of computing can be seen below:

Table 3.1 Reliability Statistic

Reliability Statistics

Cranach's Alpha[a]	N of Items
-.707	20

Based on the table above, it showed the reliability of cronbach`s alpha is 0,707. According to triton in Sujianto (2009: 97) the value the Cornbrash's Alpha can be interpreted as follow :

Table 3.2 Cronbach`s Alpha Interpretation Based on Triton

Cronbach`s Alpha	Interpretation
0,00 – 0,20	Less Reliable
0,21 – 0,40	Rather Reliable
0,41 – 0,60	Quite Reliable
0,61 – 0,80	Reliable
0,81 – 1,00	Very Reliable

Based on the table above, it can be concluded that the instrument of this research was in the category of reliable because 0,61<0,707<0,80

G. Normality Testing and Homogeneity Testing

 1. Normality Testing

The function of normality is to know whether each instrument have normality or not. So that, the researcher used one sample Kolmogorov Smirnov.

According Sujianto (80:2009) The instrument called as have normality if Asmp sig > 0,05 so that Ho (null Hypothesis) is accepted and Ha(Alternative Hypothesis)is rejected while instrument can be called as not normality if Asmp sig<0,05 so that Ho(null Hypothesis) is accepted. So that, it can be concludesd as follow:

a. Ho   : the data is in normal distribution

b. Ha   : the data is not normal distribution

Here, the result of normality instrument computed by using SPSS 16 version . it can be seen below:

Table 3.3 Normality using One Sample Kolmogorov Smirnov

One-Sample Kolmogorov-Smirnov Test

		STAD	CIRC
N		40	40
Normal Parameters[a]	Mean	87.12	81.50
	Std. Deviation	6.293	6.425
Most Extreme Differences	Absolute	.201	.192
	Positive	.149	.192
	Negative	-.201	-.158

Continued

	1.272	1.216	*Continuation*
Kolmogorov-Smirnov Z	1.272	1.216	
Asymp. Sig. (2-tailed)	.079	.104	
a. Test distribution is Normal.			

Based on table above, it showed that the value of Asymp.Sig(2 tailed) in STAD was 0,079 and in CIRC was 0,104 which are both them higher than 0,05 (0,079>0,05 and 0,104> 0,05). So that, Ho (null Hypothesis) was Accepted and Ha(alternative Hypothesis) was rejected and also it can be interpreted have normal distribution.

3. Homogeneity Testing

   The function of homogeneity testing is to show two or more group of data sample came from population the same variance. So, this research the researcher used two way anova with SPSS 16 version. It`s aim to know this test is homogeneity or not. The result can be seen in bellow:

Table 3.4 Homogeneity Test

Tests of Between-Subjects Effects

Dependent Variable:NILAI

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	632.813a	1	632.813	15.648	.000
Intercept	568687.812	1	568687.812	1.406E4	.000
VAR00002	632.812	1	632.812	15.648	.000
Error	3154.375	78	40.441		

Total	572475.000	80				*Continuation*
Corrected Total	3787.188	79				

a. R Squared = .167 (Adjusted R Squared = .156)

Based on table above, it can be concluded that this test is homogeneity it proven that the significant show 0,000<0,05. So, Ho is rejected and Ha accepted. It means that there is significant different between using STAD and CIRC Method.

H. Data Analysis

The purpose of this research was to compare the score of teaching reading by using STAD and CIRC method at second year of students MTsN Kunir . After the researcher got the data, the researcher analyzed the data using SPSS 16,0 version. It was counted to find out the mean, median, and standart deviation of variable X_1 and X_2 the procedure of analysis the data both used descriptive and inferential statistic.

1. **Descriptive Statistic**

   The function of descriptive statistic is to describe the condition of research such as mean, median, mode and standart deviation. The data analyzed presented below:

   a. Mean

   The formula of mean as follow:

$$Mx_1 = \frac{(\Sigma fx_1)}{N} \qquad\qquad Mx_2 = \frac{(\Sigma fx_2)}{N}$$

Notes:

Mx1   : the mean of the XI Variable

Mx2   : the mean of the X2 variable

$\Sigma fX1$: the multiply between the score of the variable X1 and the frequency in each score

$\Sigma fX2$: the multiply between the score of the variable X2 and the frequency in each score

N   : Number of case

     b. Median

According Sudijono (2010) " the median is value or a number that divided distribution data in to two part but the number is the same. The formula of median as follow:

$$\text{Median} \quad : \text{Rall} + \left(\frac{\frac{1}{2}N - fkb}{f} \right)$$

Notes :

N   : number of case

Rall   : real apparent Lower limit

F   : frequency

Fkb   : frequency lower limit under the mean score class

c. Mode

According Sudijono (2010:105) state that mode is the score that most frequency arises in each data.

d. Standart Deviation

The formula standart deviation as follow:

$$SDx = \sqrt{\frac{fx2}{N}}$$

$$SDy = \sqrt{\frac{fy2}{N}}$$

Notes :

N   : Number of cases

SD   : Standart Deviation

$\sqrt{fx2}$: The total number of deviation variable X after having square process

$\sqrt{fy2}$: The total number of deviation variable y after having square process

e. Range

Range is different between the low score and high score .the formula of range bellow:

R = H-L

Note :

R : range

H : High Score

L : Lower score

2. **Inferensial Statistic**

After finding the mean, medium, modus, and the standart deviation of each variable, the researcher has used T test formula. The researcher used T-test to know significant differences of teaching reading by using STAD and CIRC method at MTsN Kunir. After the collecting the data, the researcher analyzed the data used T-test formula as follow:

$$t = \frac{M_1 - M_2}{SE_{M1-M2}}$$

Notes :

t   : t score

M1   : Mean of STAD

M2   : Mean of CIRC

SE_{M1-M2} : Standart Eror of mean of difference

CHAPTER 1V

RESEACH FINDING AND DISCUSSION

In this chapter, the researcher provided description of the data which discussed the characteristic of each variable. The testing of the hypothesis which explain the result of the statistic computation of this research.

A. Research Finding

The research finding, the researcher presented the result of the research that were described by providing of graphs, chart, and table. The subject of the research was students of VIII.1 class in the second year of MTs-N Kunir which consists of 40 students. They were given test after the researcher implementing those methods, because the student never taught by using those methods. So, in this case, the researcher implementing it to know the differences of student`s ability in reading comprehension

The descriptions of the data discussed about the data of each variable and report after being computed using descriptive statistic like histogram, mean, standard deviation ,etc. the result of statistic computation were as follows:

1. **The students` reading ability in comprehending narrative during taught by using STAD (Student Team achievement and division)**

   The STAD Method was applied in the students of VIII.1 class in MTs-N Kunir which consist of 40 students of males. All of them was very enthusiasms, it proven that they done work group well and if

haven`t know what the meaning text, they asked one another. Besides that, they pay more attention during the researcher explain the lesson goal. Before the students taught by using STAD, the researcher explained early about using STAD methods as clearly as possible. It aims to avoid confusion of the students during taught using STAD method. So, the students can join in the class very well and enjoy.

After giving explanation about STAD method, the researcher asked the students to count from the number one until six numbers. And then they found member of group. In this class, consist of six groups and group working. During using STAD method, the students were forbidden to ask the researcher, but they must ask to friend firstly. So that, one another can comprehending text well was given by researcher.

After making group, the students do group working to read the text. All of member must know and understand what the mean of the text. So that, they were easy to answer the question from the test. And then, the researcher gives some quiz to the students, and his friend was forbidden to help his. And almost of them directly responded and could answer the question well.

Here, the researcher got data from students in the form of scores. To get the scores, the researcher gave test early. The result of test by using STAD method were presented below :

Table 4.1 Frequency of Test using STAD Method

STAD

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	2.5	2.5	2.5
	75	2	5.0	5.0	7.5
	80	5	12.5	12.5	20.0
	85	11	27.5	27.5	47.5
	90	14	35.0	35.0	82.5
	95	6	15.0	15.0	97.5
	100	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of test by using STAD method was presented below:
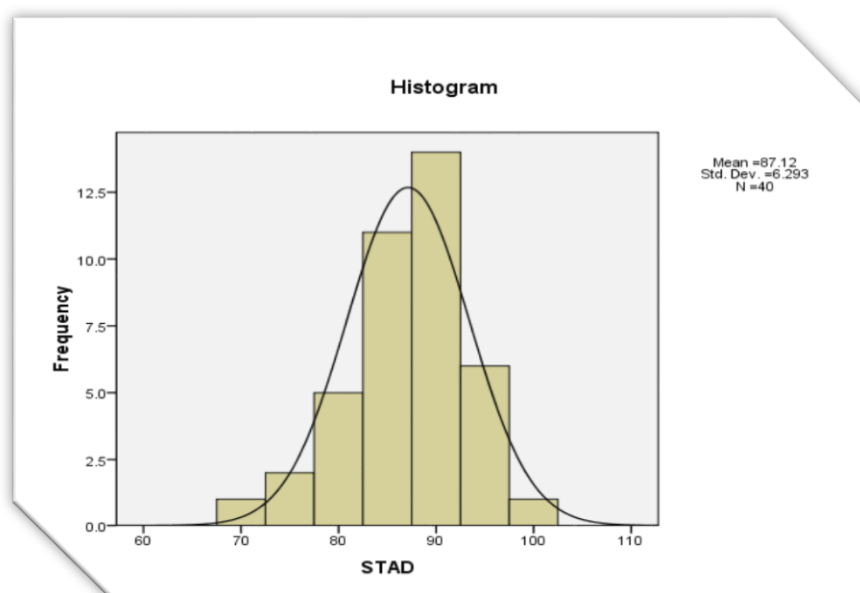

Figure 4.1 Histogram of test using STAD method

Based on the table above, the score minimum is 70 and score maximum is 100. Score 70 has 1 frequency (2,5%), score 75 has 2 frequency (5,0%), score 80 has 5 frequency (12,5%), score 85 has 11 frequency (27,5%), score 90 has 14 frequency (35%), score 95 has 6 frequency (15%), 100 has 1 frequency (2,5%).

Besides showing the frequency and the histogram of the result test by using STAD method, the researcher also showed the maximum and minimum score, range, mean and standard deviation by using SPSS software 16.0 version.

Table 4.2 Statistic Data of Test Using STAD method

Statistics

STAD

N	Valid	40
	Missing	0
Mean		87.12
Std. Error of Mean		.995
Median		90.00
Mode		90
Std. Deviation		6.293
Variance		39.599
Range		30
Minimum		70
Maximum		100
Sum		3485
Percentiles	25	85.00
	50	90.00
	75	90.00

From the result above, the researcher analyzed the data by using SPSS 16.0 version that can be seen highest score is 100 and the lowest score is 70, while the range 30 . Beside that the mean of variable is 87, 12, the median of variable is 90, 00, standard deviation is 6,293 and the modus is 90.

The number students are 40, the researcher made categorization of the test score. It can be seen below:

Table 4.3 Categorization Score of Test Using STAD Method

Intervals	Frequency	Categorization	Percentage
91 - 100	7	Excellent	17.5 %
81 – 90	25	Very Good	62.5 %
71 – 80	7	Good	17.5 %
61 – 70	1	Fair	2.5 %
0 - 60	0	Poor	0 %

Besides that, the researcher also gave elaborate to make the data clear. The chart of the result of test by using STAD Method was presented below:

STAD

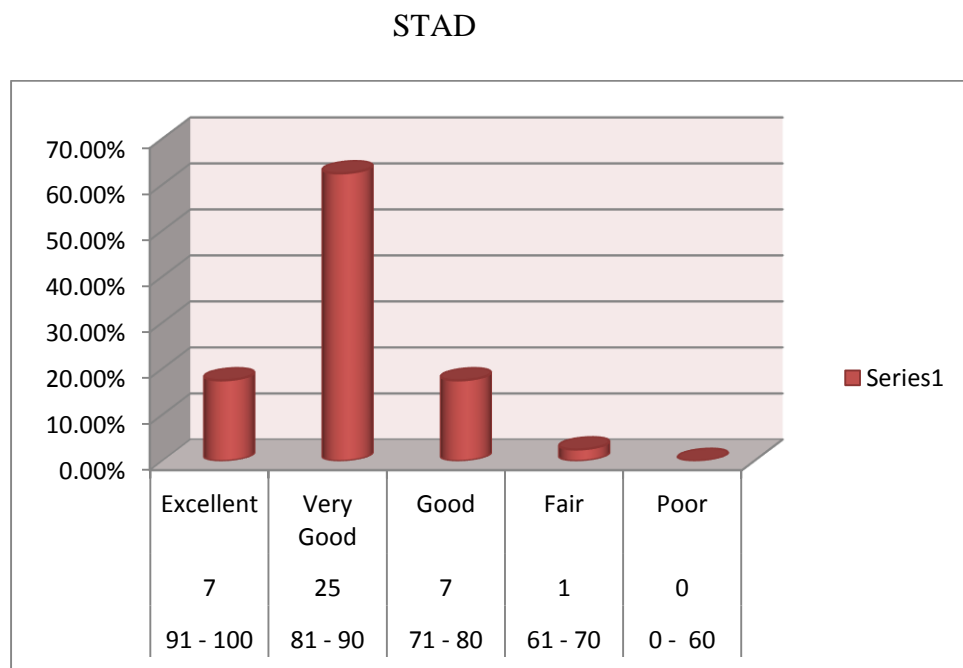|	Excellent	Very Good	Good	Fair	Poor
	7	25	7	1	0
	91 - 100	81 - 90	71 - 80	61 - 70	0 - 60

Figure 4.2 Chart Categorization test using STAD method

Based on table above, the researcher know that zero students or 0% get score between 0-60 in poor categorization, 1 student or 2,5% get score 61-70 in fair categorization, 7 students or 17,5% get score 71-80 in good categorization, 25 students or 62,5% get score 81-90 in very good categorization, 7 students or 17,5% get score 91-100 in excellent categorization. It means that the reading ability in narrative text taught by using STAD method was in very good category because 62,5% of students got 81-90 score.

2. **The students reading ability in comprehending narrative text taught by using CIRC (Cooperative Integrated reading and Composition) method**

The CIRC Method was applied in the students of VIII.1 class in MTs-N Kunir which consist of 40 students of males. Here, the researcher found an extraneous variable in this research. According Lodico, et al (2006: 13) states"An Extraneous variable is any variable, other than the independent variable, which might influence the dependent variable". In this case, when the researcher conduct students of VIII.1, they look at very tired, because before teaching learning English, the students done sport in the field. So, many students had done this test rather lazy and then any students cheat other friends. So, the result of students` score not authentic from their ability,

Firstly, the researcher asks students to count one until six numbers, after that students found their friends. Then, the researcher gave narrative text with some question. The students were asked to make summary about text. After that one member of group read aloud and other student heard what they read. After that, the students answer the question.

In this case, the researcher described the students reading ability after being taught by using CIRC method. The researcher gave test to the students to get the data. It was to know the level of the students` reading ability in comprehending narrative text. The result of test was presented below:

Table 4.4 Frequency of test using CIRC method

CIRC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	3	7.5	7.5	7.5
	75	7	17.5	17.5	25.0
	80	14	35.0	35.0	60.0
	85	10	25.0	25.0	85.0
	90	3	7.5	7.5	92.5
	95	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

The researcher also gave elaborate histogram to make the data clear. The histogram of the result of test by using CIRC method was presented below:
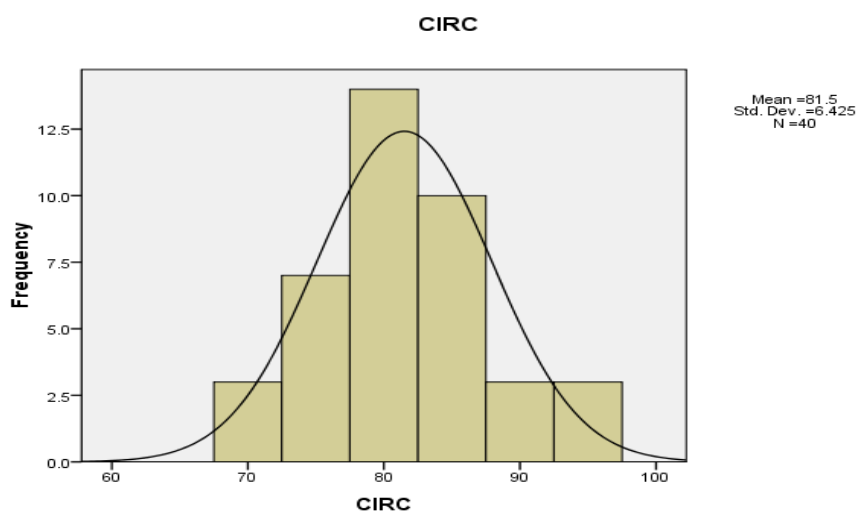
Figure 4.3 Histogram of test using CIRC method

Based on the table above showed that score minimum is 70 and score maximum is 95. Score 70 has 3 frequency (7,5%), score 75 has 7 frequency (17,5%), score 80 has 14 frequency (35%), score 85 has 10 frequency (25%), score 90 has 3 frequency (7,5%), score 95 has 3 frequency (7,5%).

Besides showing the frequency and the histogram of the result of test, the researcher also showed the maximum and minimum score, range, mean and standart deviation by using SPSS software 16.0 version. The data can be seen at the table 4.3 below :

Table 4.5 Statistic Data Test using CIRC Method

Statistics

CIRC

| N	Valid	40
	Missing	0
Mean		81.50
Std. Error of Mean		1.016
Median		80.00
Mode		80
Std. Deviation		6.425
Variance		41.282
Range		25
Minimum		70
Maximum		95
Sum		3260
Percentiles	25	76.25
	50	80.00
	75	85.00

From the result above, the researcher analyzed the data by using SPSS 16.0 version that can be seen the highest score is 95 and the lowest score is 70, while the range is 25. Beside that the mean of variable is 81,50, the median of variable is 80, and the modus of variable is 80.

The number students are 40 students, and the researcher made categorization of the test score. It can be seen below:

Table 4.6 Categorization Score of Test Using CIRC Method

Intervals	Frequency	Categorization	Percentage
91 - 100	3	Excellent	7,5 %
81 – 90	13	Very Good	32,5%
71 – 80	21	Good	52,5%
61 – 70	3	Fair	7,5%
0 - 60	0	Poor	0%

Besides that, the researcher also gave explanation more clear provided a chart. It can be seen below:
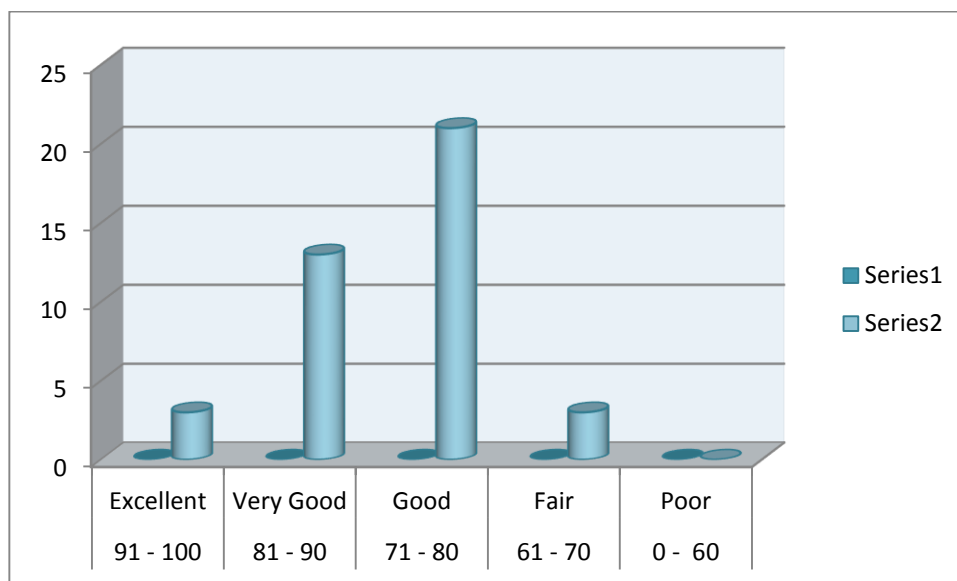
4.3 Histogram Categorization Test using CIRC Method

Based on the table and the score above, the researcher know about that zero students or 0% get score between 0-60 in poor categorization, 3 students or 7,5% get score between 61-70 in fair categorization, 21 students or 52,5% get score between 71-80 in good categorization, 13 students or 32,5% get score between 81-90 in very good categorization, 3 students or 7,5% get score between 91-100 in excellent categorization.

3. The Differences the Student`s Achievement when They are Taught by Using STAD and CIRC Method

In teaching learning process, the teacher should have a good method to teach their students. Here, the researcher used two methods to know the significant different score in teaching reading. It also to aim to know which one of the methods is better. They were STAD (student team

achievement division and Cooperative Integrated Reading and Composition (CIRC) methods.

The alternative hypothesis (Ha) states that there is significant different score in students' reading ability by using STAD and CIRC methods are accepted.

The researcher analyzed the result of test , it aimed to know the significant differences score taught by using STAD and CIRC method in comprehending reading text at the second year in MTsN Kunir.

Table 4.7 Statistic Significant Different Score Using STAD and CIRC Method

Statistics

		STAD	CIRC
N	Valid	40	40
	Missing	0	0
Mean		87.12	81.50
Std. Error of Mean		.995	1.016
Median		90.00	80.00
Mode		90	80
Std. Deviation		6.293	6.425
Variance		39.599	41.282
Skewness		-.553	.317
Std. Error of Skewness		.374	.374
Kurtosis		.452	-.054
Std. Error of Kurtosis		.733	.733
Range		30	25
Minimum		70	70

Continued

		100	95
Maximum		100	95
Sum		3485	3260
Percentiles	25	85.00	76.25
	50	90.00	80.00
	75	90.00	85.00

Continuation

From the table above, the researcher got the data between test using STAD and CIRC methods. It showed from the mean score of STAD is 87,12, and the mean score of CIRC is 81,50. The standart error of STAD is 0,995 and CIRC is 1,016. The median of STAD is 90,00 and CIRC is 80. The mode of STAD is 90,00 and CIRC is 80. The variance of STAD is 39,599 and CIRC is 41,282. The range of STAD is 30 and CIRC is 25. The minimum of STAD is 70 and the CIRC is 70. The maximum of STAD is 100 and CIRC is 95. The total score of STAD is 3485 and the CIRC is 3260.

In this case, the researcher compared the student`s score after the researcher taught by using STAD and CIRC methods. The table can be seen in table bellow:

Table 4.8 Differences of Score Taught by Using STAD and CIRC Methods

NO	NAME	Score of STAD	Score of CIRC
1	AD	70	80
2	AH	85	80
3	AK	75	80

Continued

4	AV	85	85	*Continuation*
5	CO	75	75	
6	DN	85	80	
7	DI	80	75	
8	FS	85	95	
9	FJ	80	85	
10	GY	85	95	
11	HR	85	85	
12	JH	80	80	
13	FM	90	95	
14	FA	80	70	
15	IL	90	75	
16	MH	80	85	
17	AR	90	80	
18	MS	90	80	
19	AH	90	85	
20	DD	85	85	
21	RZ	90	80	
22	BG	95	80	
23	AL	85	70	
24	NR	90	70	
25	AW	90	85	
26	AZ	85	80	
27	QS	95	85	
28	DI	90	75	
29	BA	90	75	
30	FA	85	90	
31	HI	95	75	
32	IG	95	90	
33	MF	85	85	
34	RZ	95	80	
35	MN	90	85	
36	ZN	90	90	
37	QT	90	75	
38	RJ	95	80	
39	UJ	100	80	
40	ZY	90	80	

. The researcher got the data of test reading comprehension text using STAD and CIRC Method. The subjects of this research were VIII.1 which consist of 40 students. The result of teaching reading comprehension text using STAD was higher than using CIRC method. It showed that there were 1 student who get 61-70 in teaching STAD and 3 students in teaching CIRC. 7 students who get 71-80 in teaching STAD and 21 students in teaching CIRC. 25 students who get 81-90 in teaching STAD and 13 students in teaching CIRC. 7 students who get 91-100 in teaching STAD and 3 students in teaching CIRC.

Table 4.9 Group Statistic

Group Statistics

	METHOD	N	Mean	Std. Deviation	Std. Error Mean
NILAI	STAD	40	87.12	6.293	.995
	CIRC	40	81.50	6.425	1.016

The table group statistic T- test above showed that N (Count the students of VIII.1 class in MTsN Kunir). The method were STAD (Students Achievement and Division) and CIRC (Cooperative Integrated Reading and Composition). The mean STAD is 87,12 and CIRC is 81,50. The standart Deviation of STAD is 6,293 and CIRC is 6,425. The standart Error of Stad is 0,995 and CIRC is 1,016.

Table 4.10 Independent sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Differenc e	Std. Error Differenc e	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
NIL AI	Equal variances assumed	.001	.971	3.956	78	.000	5.625	1.422	2.794	8.456
	Equal variances not assumed			3.956	77.966	.000	5.625	1.422	2.794	8.456

From the table, the result of t-test (independent sample test) can be seen that the number of t count is 3,956 . it is higher than t_{table} at either 5% or 1% significant level. In the 5% level, the value is 1,990 while in 1% is 2,639. So the value is significant at level 1% or 5%. It can be seen at **appendix 4** which showed that 1,990 <3,956>2,639. it means that Ho is rejected, so there are significant different score between those taught by using STAD and CIRC methods. It can be concluded that by comparing both of variable (STAD and CIRC) method there are significant different score in this case the mean of STAD is higher than the mean of CIRC method.

4. Hypothesis Testing

The testing hypothesis is done by using independent T-test through SPSS 16.0 version. Whether the null hypothesis (Ho) is rejected or accepted, it

will be proven under the interpretation of the output on independent T-test. The interpretation to test the hypothesis as follow:

1. If the value of t_{count} is higher than t_{table} in df 78 with the significant level at 5% or 1 % the Ho (Null Hypotheis) is rejected and Ha (Alternative hypothesis) is accepted. It means that there is significant different score student`s reading ability taught by using STAD (student team achievement and division) and CIRC (Cooperative Integrated Reading and Composition).

2. If the value of t_{count} is lower than t_{table} in df 78 with the significant level at 5% or 1 % the Ho (Null Hypotheis) is accepted and Ha (Alternative hypothesis) is rejected. It means that there is no significant different score student`s reading ability taught by using STAD (student team achievement and division) and CIRC (Cooperative Integrated Reading and Composition).

In this case, the researcher used T-test to know significant different teaching reading by using STAD and CIRC method., and the result in Colum independent T-test shows that t_{count} is 3,956. provides the formula as follow:

$$t = \frac{M1 - M2}{SE_{M1-M2}} = \frac{87,12 - 81,50}{1,422} = 3,956$$

With this formula it can be read that t_{count} is 3,956. So it can be concluded that t_{count} (3,956) is higher (>) that t_{table} (1,990 at 5% or 2,639 at 1%) so Ho is rejected. Consequently, the alternative hypothesis (Ha) which states that there is significant different score in students reading ability taught by using STAD (Student team achievement and division) and CIRC (Cooperative Integrated Reading and Composition) method is accepted.

B. Discussion

1. The discussion of student`s reading comprehending taught by using STAD (Students team achievement and division) method.

After the researcher conduct a research in VIII.1 class, the researcher found the result of student's ability in comprehending reading text. The result of test was computed by using SPSS 16,0 version that can be seen that the lowest score is 70 and the higher is 100. There are 1 student who got the lowest score and 1 student who got higher score. Then the mean of STAD is 87,12, the median is 90,00 and the standart deviation is 6,293.

Student Teams Achievement Divisions (STAD) (; Johnson and Johnson 1998; Johnson et al. 1983; Slavin 1983, 1990; Kagan 1994) in previous chapter,   STAD is one of the simplest and most extensively researched forms of all cooperative learning techniques,

and it could be an effective instrument to begin with for teachers who are new to the cooperative learning technique Slavin 1990). STAD as teaching technique was designed and researched by Johns Hopkins University and is known as "student team learning" (Sharan 1994). As stated Slavin(1995), in STAD (Student Teams-Achievement Divisions), students are grouped according to mixed ability, sex and ethnicity. The teachers present materials in the same way they always have, and then students work within their groups to make sure all of them mastered the content. Finally, all students take individual quizzes. Students earn team points based on how well they scored on the quiz compared to past performance.

In this research, the researcher applying this method by started from the teacher present or explain about material to the students,it must consist of opening, developtment, briefing. And then make team consist of four or five students. During in the team, the students must understand what the material, so that, they able to answer what the question is given by teacher. If the member of team any question or have not understanding, so they can ask other member but cannot ask to teacher. After that, the teacher give some question or quiz and other student is forbidden to help them. From it the teacher get score.

So that, based on the categorization, the result of teaching reading taught by using STAD is very good because almost of them got the score very good categorization. It is proven that there were 25

students who got score between 81-90 or 62,5%. Based on theory stated before, it can be conclude that in this research, the students active in cooperative learning, they can enjoy during team work. Because they can ask other friend if don`t have understand about this text and they can help each other in comprehending text.

2. **The discussion of student`s reading comprehending taught by using CIRC ((Cooperative Integrated Reading and Composition**).

After the researcher conduct a research in VIII.1 class, the researcher found the result of student's ability in comprehending reading text. The result of test is computed by using SPSS 16,0 version that can be seen that the lowest score is 70 and the higher score is 95. The students who got score 70 were 3 students. And the students who got score 80 were 21 students. Then the mean is 81,54 , the median is 80,00 and the standart deviation is 6,504.

Cooperative integrated reading and composition (CIRC) technique, one of the learning techniques based on cooperation, is designed to develop reading, writing and other language skills in the upper grades of primary education. CIRC technique presents a structure that increases not only opportunities for direct teaching in reading and writing but also applicability of composition writing techniques (Slavin 2008:201)

In this research, the teacher asks students to make team consist of four or five members. And then, the students make team to identify the text which read. All members must understand and were asked to write a summary and some vocabulary. Then, one of member read loudly the summery to other friend and other group, after that the students done test individually.

So that, based on the table categorization, the result of teaching reading by using CIRC method is good because almost of them got good categorization. It is proven that there were 21 students who got score 71-80 or 52,5%. Based on theories stated before, this method make students to be more active in cooperative learning but in this research, the students lazy to do text from researcher, because this method applied after the student done sport in the field. So, almost students tired .

3. **The Discussion of Analysis Data between Student`s Reading Ability Taught by Using STAD (Student team achievement and division) and CIRC (Cooperative Integrated Reading and Composition)**

Educators offer various models for effective teaching. One of these is the cooperative learning method, which was proposed by Slavin (1995). Cooperative learning is defined as a learning approach in which students form small mixed groups in the

classroom environment and help each other to learn an academic subject with a common aim, and group success is usually rewarded in differing ways (Johnson & Johnson 1999; Gömleksiz, 1997; Kagan 1994; Slavin, 1995, 1996). According Duke (1990), cooperative learning is a comprehensive approach to teaching that derives from a theory of education and encompasses key assumptions about what students should learn and how they learn. Cooperative learning also is a mode of learning in which students of different levels of ability work together in small groups to achieve a purpose (Akinbobola, 2006). It involves the use of a variety of learning activities to improve their understanding of a subject (Slavin, 1992). In this case, the researcher used two methods which all of them used cooperative learning methods, those are STAD and CIRC Method.

In the first chapter, the objectives of the research are to find out the students` score taught by using STAD method, to find out the students` score taught by using CIRC method and also to find out which one is better method between STAD and CIRC Method in teaching reading to improve the students` achievement in reading comprehension. The researcher analyzed the data by using SPSS 16.0 Version and the results of them are consulted at 1% and 5% significant level.

From the analysis of data, the researcher got data from both of test using STAD and CIRC method where the mean of STAD is 87,12 and CIRC is 81,50. The median of STAD is 90,00 and CIRC method is 80. The mode of STAD is 90 and CIRC is 80. Then the standart Deviation of STAD is 6,293 and CIRC is 6,425. The minimum of STAD is 70 and CIRC is 70. The score maximum of STAD is 100 and in CIRC is 95. The total score of STAD is 3485 and CIRC is 3260.

Those data analysis is to know the significant comparative between STAD and CIRC method toward reading ability in comprehending text. In this case, the data got from computation of using descriptive statistic that is t-test. The result of t –test (independent sample t-test) the number of students is 40, the value is 3,956. The degree of freedom is 78 and means difference of the variable is 5,625 and the standart error difference is 1,422 and 95% confidence interval of the difference of lower is 2,794 and the upper is 8,456.

From the data analysis explained above, it can be conclude that there is significant different score taught by using STAD and CIRC Method. However both STAD and CIRC are good method of teaching, but STAD is preferably implemented since the students` score taught by using STAD is higher. It proven that mean of STAD is 87,12 while mean of CIRC is 81.50. So, it can be

called that STAD method is better in teaching reading than CIRC method.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher explained conclusion and suggestion. Conclusion was taken from the result of analyzed the data. And suggestion was given related to further implementation of teaching reading comprehension using STAD and CIRC method

A. Conclusion

After the researcher conducted the research, the researcher concluded that as follow:

The student`s reading comprehension taught by using STAD (students team achievement and division) method is categorized very good. It was proven that highest score is 100 and the lowest score is 70, while the range 30 . Beside that the mean of variable is 87, 12, the median of variable is 90,00, standard deviation is 6,293 and the modus is 90.

The student`s reading comprehension taught by using CIRC (Cooperative Integrated Reading and Composition) method is good categorization. It was proven that highest score is 95 and the lowest score is 70, while the range is 25. Beside that the mean of variable is 81,50, the median of variable is 80, and the modus of variable is 80.

To sum up, both STAD (students team achievement and division) and CIRC are good method. However STAD is considered to be implemented in teaching reading text is better than CIRC (Cooperative Integrated Reading and Composition) method. It was proven by the result (score) of students` reading is taught by using STAD is better than is taught by using CIRC method. Besides that it was proven that the mean of test in STAD method 87,12 is higher than test using CIRC method 81,50. Then there is significant different score between STAD and CIRC method. From result of independent t-test **in table 4.10** above, it can be seen that the number of t-test is 3,956. from SPSS showed that the result is significant at two tails. The result is higher that t-table at either 5% or 1% significant level. In the 5% level, the value is 1,990 while in 1 % is 2,639. It can be seen that 1,990<3,956>2,639. So, based on the statement above it can be concluded that STAD method is better than CIRC method in teaching reading text at second years of students MTsN Kunir in the academic year 2014/2015

B. Suggestion

From the research, the researcher recommended some suggestion to improve reading comprehension achievement as follows:

1. For the teacher

In teaching learning process, actually the teacher has some method to apply teach students. Especially in reading comprehension. Thus, the teacher can use STAD method in teaching reading because it has been proven that is effective. The first procedure is the teacher asks the students

to make group consist of four or five students. And then the teacher give them text and ask the students to comprehending this text with students and friend`s until all member of group know and understand what the mean text. The students were forbidden ask to teacher before they ask to their friend firstly. After that, the teacher gives quiz or some question and other students forbidden to help them.

2. For the next researcher

The suggestion for the next researcher related with the research of STAD method usage for teaching reading are: this study can be an example of conducting next researcher at similar independent variable in this case STAD method in teaching reading narrative text at junior high school. So that, for the next researcher who want to conduct similar this research can use this thesis as references. Besides that, the researcher can give more explain detail related this method.

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