

SKRIPSI



ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS MURIA KUDUS

2019



**THE READING COMPREHENSION OF THE ELEVENTH GRADES
TAUGHT BY USING STUDENTS TEAM ACHIEVEMENT
DIVISIONS (STAD)**

SKRIPSI

Presented to the Universitas Muria Kudus

**In Partial Fulfilment of the Requirements for Completing the Sarjana
Program in English Education**



By

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2015-32-042

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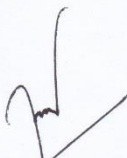
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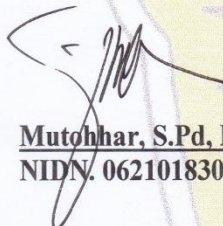
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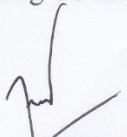

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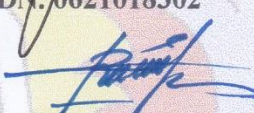
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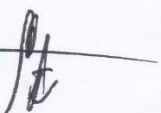

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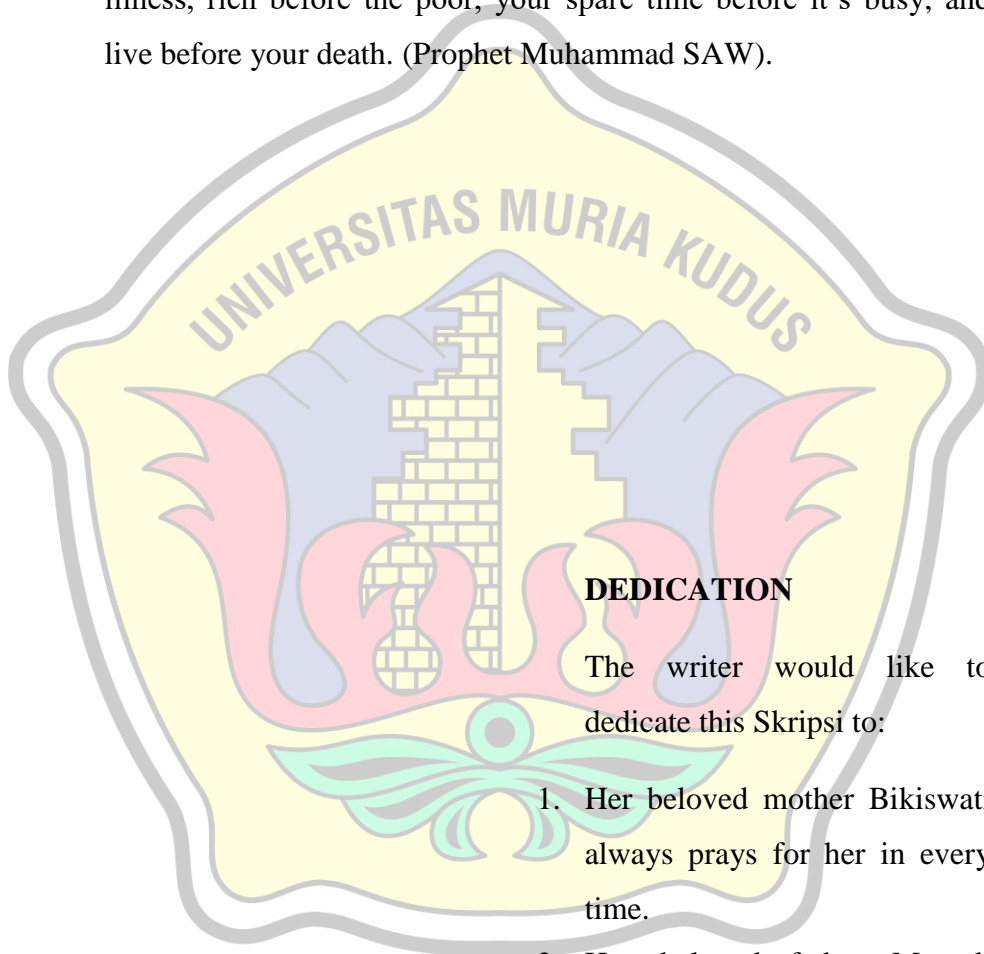



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MOTTO AND DEDICATION

MOTTO

- ☞ “Don’t worry about being successful but work toward being significant and the success will naturally follow. (Oprah Winfrey).
- ☞ “Use the best of your time, youth before your age, healthy before illness, rich before the poor, your spare time before it’s busy, and live before your death. (Prophet Muhammad SAW).



DEDICATION

The writer would like to dedicate this Skripsi to:

1. Her beloved mother Bikiswati always prays for her in every time.
2. Her beloved father Munadi always teaches her to never give up.
3. Her beloved younger sister Nadhifatun Niswah always gives her support.

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8. Her unique younger sister Nadhifatun Niswah.
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No one is perfect in this world, the eternal perfection only belongs to Allah SWT. The writer hopes this research can be useful for readers in general. Any suggestion or criticism are received for improvement of this research. Thank you.

Kudus, 8 August 2019

The Writer



Maya Misrofah

ABSTRACT

Misrofah, Maya. 2019. *Reading Comprehension of Analytical Exposition Text of the Eleventh Grader Students of SMA N 3 Pati in academic year 2018/2019 taught by using Student Team Achievement Division (STAD) Technique*. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisor: (1) Dr. Fitri Budi Suryani, S.S., M.Pd., (2) Mutohhar, S.Pd., M.Pd.,

Key Words: *Reading Comprehension, Student Team Achievement Division (STAD), Analytical Exposition Text.*

Reading is an important way to get more information in the world. By reading, many people can get the knowledge *to share with other people*. Especially for the students are still low to understand the meaning of a text, to find out the ideas and to develop the students' vocabulary make them easy to know the meaning of a text. There are some ways to learn reading easier. One of the simplest to reading is a technique in cooperative learning to be used in teaching grouping students in learning. This kind method is commonly called Cooperative Learning. The Cooperative learning methods has several techniques which can be chosen and the technique is the *Students Team Achivement Divisions (STAD)* technique. The STAD technique is a technique where teacher present the material to the students first, then after the teachers feel that the stduents already understood the material, they will share the material with their friends in a group.

This research aims to know there is any significant difference between the students reading comprehension before and after being taught by using Students Team Achievement Devision (STAD) technique of SMA N 3 Pati in academic year 2018/2019.

The design of this research is experimental research by giving pre-test and post-test in one class. The sample is XII IPS 2 of SMA N 3Pati that consists of 36 students. The research instrument uses a test that consists of

25 questions multiple choices. To analyze the data is by using Mean μ (average), Standard Deviation, and hypothesis testing using t-test

The result shows that the mean of pre-test is 68 and standard deviation is 9.31 it can be classified as “*sufficient*”. While the mean of post-test is 83 and the standard deviation is 8.88. it can be classified as “*good*”. For hypothesis testing gets $t_0 = 9.87$ and $t_t = 2.042$, degree of freedom (df) = 35, and the level of significant (α) = 0.05. The researcher concludes that the null hypothesis (H_0) is rejected and (H_a) alternative hypothesis is confirmed, because $t(\text{obtained})$ falls in the critical region.

The conclusion of this research is there is a significant difference between the reading comprehension of analytical exposition text of the eleventh-graders students of SMA N 3 Pati in academic year 2018/2019 before and after being taught by using Student Team Achievement Division (STAD) technique. So, it is a best technique that effective to develop of the students’ reading comprehension of analytical exposition text of the eleventh-graders students of SMA N 3Pati in academic year 2018/2019. The suggestion is the English teacher should use Students Team Achievement Division (STAD) technique as a teaching technique to solve the problem of students in reading activity. So, the students will comprehend the text easily. The further researchers can conduct the same studies with the participants from other level.

ABSTRAK

Misrofah, Maya. 2019. *Pemahaman Membaca Terhadap Analytical Exposition Text pada Kelas XII SMA N 3 Pati Tahun Ajaran 2018/2019 Mengajar dengan Menggunakan Tehnik Pembelajaran Pencapaian Murid dalam Pembagian Kelompok. Skripsi.* Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus Pembimbing: (1) Dr. Fitri Budi Suryani, M.Pd., (2) Mutohhar, S.Pd., M.Pd.

Kata Kunci: Pemahaman Membaca, Divisi Prestasi Tim Mahasiswa (STAD), Teks Eksposisi Analitik.

Membaca adalah cara penting untuk mendapatkan lebih banyak informasi di dunia. Dengan membaca, banyak orang bisa mendapatkan ilmu untuk dibagikan kepada orang lain. Khususnya bagi siswa yang masih rendah untuk memahami makna suatu teks, untuk mengetahui ide-ide dan mengembangkan kosakata siswa membuat mereka mudah untuk mengetahui makna dari suatu teks. Ada beberapa cara belajar membaca yang lebih mudah. Salah satu yang paling sederhana untuk membaca adalah teknik dalam pembelajaran kooperatif untuk digunakan dalam pengajaran pengelompokan siswa dalam pembelajaran. Metode semacam ini biasa disebut Pembelajaran Kooperatif.

Metode pembelajaran kooperatif memiliki beberapa teknik yang dapat dipilih dan teknik ini adalah teknik Student Team Achivement Divisions (STAD). Teknik STAD adalah teknik di mana guru menyajikan materi kepada siswa terlebih dahulu, kemudian setelah guru merasa bahwa siswa sudah memahami materi, mereka akan berbagi materi dengan teman-teman mereka dalam kelompok.

Penelitian ini bertujuan untuk mengetahui ada perbedaan yang signifikan antara pemahaman membaca siswa sebelum dan sesudah diajar

dengan menggunakan teknik Student Team Achievement Division (STAD) SMA N 3 Patitahun akademik 2018/2019.

Desain penelitian ini adalah penelitian eksperimen dengan memberikan pre-test dan post-test dalam satu kelas. Sampel adalah XII IPS 2 SMA N 3 Pati yang terdiri dari 36 siswa. Instrumen penelitian menggunakan tes yang terdiri dari 25 pertanyaan pilihan ganda. Untuk menganalisis data dengan menggunakan Mean μ (rata-rata), Standar Deviasi, dan pengujian hipotesis menggunakan uji-t.

Hasilnya menunjukkan bahwa rata-rata pre-test adalah 68 dan standar deviasi 9,31 itu dapat diklasifikasikan sebagai "cukup". Sedangkan rata-rata post-test adalah 83 dan standar deviasi adalah 8,88. itu dapat diklasifikasikan sebagai "baik". Untuk pengujian hipotesis didapatkan $t_0 = 9,87$ dan $t_t = 2,042$, derajat kebebasan (df) = 35, dan tingkat signifikan (α) = 0,05. Peneliti menyimpulkan bahwa hipotesis nol (H_0) ditolak dan (H_a) hipotesis alternatif dikonfirmasi, karena t (diperoleh) jatuh di wilayah kritis.

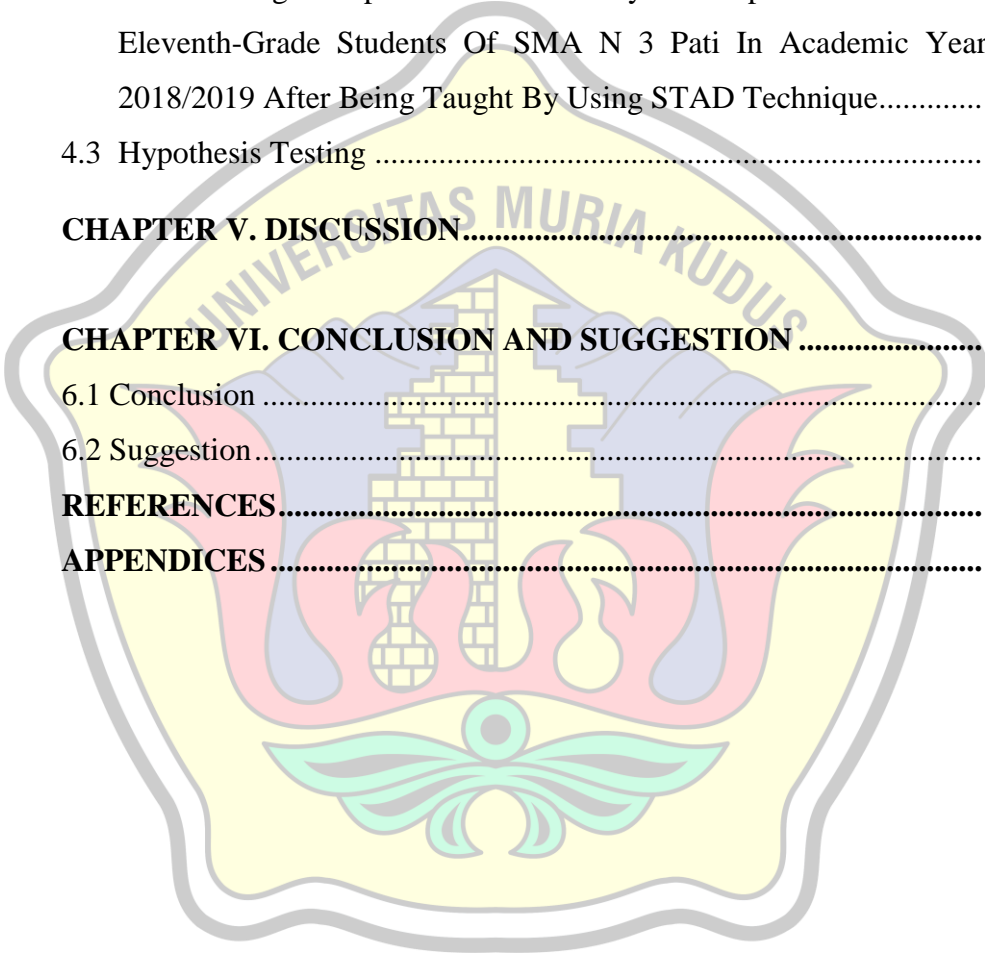
Kesimpulan dari penelitian ini adalah terdapat perbedaan yang signifikan antara pemahaman bacaan teks eksposisi analitik siswa kelas XI SMA N 3 Pati tahun akademik 2018/2019 sebelum dan sesudah diajar dengan menggunakan Student Team Achievement Division (STAD) teknik. Jadi, ini adalah teknik terbaik yang efektif untuk mengembangkan pemahaman bacaan siswa tentang teks eksposisi analitik siswa kelas XI SMA N 3 Pati pada tahun akademik 2018/2019.

Sarannya adalah guru bahasa Inggris harus menggunakan teknik Student Team Achievement Division (STAD) sebagai teknik mengajar untuk memecahkan masalah siswa dalam kegiatan membaca. Jadi, siswa akan memahami teks dengan mudah. Peneliti selanjutnya dapat melakukan studi yang sama dengan peserta dari tingkat lain.

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