

CHAPTER I

INTRODUCTION

1.1 Background

English is an international language which has a very significant role in communication among people in the world, and there are four macro skills needed in mastering English namely speaking, listening, writing and reading. Reading is one of the important aspects of English and should be mastered by all people in general and especially by all the students. Because by reading the students can improve their knowledge about everything in the world. Harp and Brewer, 1996:17) stated that reading began with the child mastering the names of letters, mastering letter-sound relationships, then learning several easy words separately and finally reading simple stories with a very well-mastered vocabulary.

Reading is a language acquisition, communication and sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude and language community which is culturally and socially situated. Reading allows one to learn things that were before unknown. According to Mikulecky (2011) understanding the content of reading is very important. Many English learners find it difficult to understand the contents of the reading because several words make them too lazy to continue reading.

Based on the researcher observation at SMPN 1 Baebunta, the English Teacher stated that most of the students at eight grade do not have enough motivation and understand on how important the English for their future, it caused most of them feel boring and sleepy when learning English subject and make them lack of confident in using English. This situation makes the students face one of the huge problems in their English learning, that is lack of knowledge and confident in reading.

One of method that can be implemented as a solution for teacher to avoid the boredom of the students in learning English subject is cooperative learning method. Cooperative learning is one model of group learning which has certain rules. The basic principle of cooperative learning is that students form small groups and teach

each other to achieve common goals. In cooperative learning, students are good at teaching less clever students without feeling disadvantaged. Students who were previously passive will actively participate to be accepted into the group after using cooperative learning (Trianto, 2009:55).

Student Teams Achievements Division (STAD) is one of cooperative model, where the students are divided into groups of four or more people with varying abilities, and then the teacher gives the lesson and makes sure all students in the group know the answer. If there are students who do not understand, their group mates who have understood explain it until they understand. Finally, all students undergo individual quizzes and they should not help each other. The main idea behind STAD is to encourage students and help each other to master the skills taught by the teacher. The students were given time to cooperate after the lesson was given by the teacher but did not help each other when undergoing the quiz (Slavin, 2011).

Actively is by applying the Student Teams Achievement Division (STAD) type cooperative learning model. This learning means teachers who present the material in advance, and then continue with students' work in group form which consists of four to five heterogeneous members. After the group activities are carried out, then every student quizzes or tests individually. However, in working on quizzes, each student must work promptly.

Hamdayama (2015:115) explained the procedures of this learning model, where the students in one class are broken down into groups of 4--5 people each. This model is a model of the simplest learning, Teachers who use this method refer to study groups students, presenting pertinent information with new academics to students by using verbal presentation and text.

According to Cohen (2000), in a narrative text, students must find the main idea or content or orient, complex, solve and redirect. During orientation, students need to know the context and the participants. Then, to complicate matters, students must discover that the problems arise in the story. To solve the problem, students will explore how to solve the problem. Finally, redirect refers to the end of a story. And then according to Thomas S. Kane (2000:363), a narrative is a sequence of meaningful events told in words. It is wesential in the sensethat events are ordered, not just random. Sequence always includes temporal arrangements (and often other

arrangements as well). Going straight from the first event to the last is the simplest timeline. However, the timeline is sometimes complicated by presenting events in a different order: for example, a story might start with the last episode and then go back to everything before.

Another definition according to Rebecca (2003), narrative text is a text that narrates a sequence of events that are interrelated in chronological and logical order caused or experienced by factors. Anderson (2003) explains that narrative is the text that tells a story and in doing so provides entertainment to the audience. A story can tell what happens in minutes or years. A narrative text typically contains character traits, protagonists, setting, time, problem, solution, and plot (structure). Some authors use plot, structure, or rhetorical stage interchangeably. According to Diana (2003), a narrative text usually includes a description of rhetorical features and stage. The dialogue definition of narrative text is an essay that presents a chronological sequence of events. Events or happenings can actually happen or just be imagined for the purpose of entertaining the reader.

Short story is a type of narrative text. Short stories can affect someone's life, or a person's attitude can even be awakened through a short story. Short stories are one part of literature. Literary works are a medium that is often used by someone to express their expression, therefore literary works that we know are oral literature and written literary works. The literary work is created because someone wants to appreciate his ideas, feelings, and thoughts about a phenomenon whether it is experienced or unnatural. Therefore, literary works have a beneficial value for their readers. However, even though literary works are often used and have many benefits there are still many learners who do not know and understand the elements contained in them.

According to Rosidi in Tarigan (2015), "A short story is a short story and is a unanimity of ideas. In its abbreviation and density, a short story is complete, round, and concise. All parts of a short story must be bound to one unified soul: short, concise, and complete. No part should be said to be "more" and can be discarded". So, a short story is a story written based on life events experienced by humans and can have a feeling effect on the reader.

A short story or short story is one of the many literary works that are favored by the public. This is because of short stories that contain just 500-20,000 words or a story that you read in one sitting. Will based on this statement, it would be very risky if the short story is one Sisi was very fond of but in his teaching passed without any teacher's creativity and seemed boring.

Referring to the explanation above, the researcher is interested in conducting a study entitled “The application of student teams achievements division in teaching short story to enhancing students’ reading skill at eight grade of SMP Negeri 1 Baebunta”.

1.2 Problem Statement

Based on the description of the background above, the problem in this study can be formulated as follows:

Does the use of the Student Team Achievment Division (STAD) learning model effective to enhance students’ reading skills in understanding short stories at eighth-grade students of SMP Negeri 1 Baebunta?

1.3 The Objective of The Research

Based on the formulation of the problem formulation above, the purpose of this study is to enhance the students’ reading skills in understanding the content of short stories through the application of the STAD learning model in eighth grade students of SMP Negeri 1 Baebunta.

1.4 Significant of The Research

The results of this study can provide information to students, teachers, and future researchers to enhance reading skills through short stories using the STAD learning model. The result will be used as follows:

1. For the Students

The results of this study are expected to help students enhance reading skills by using short stories.

2. For the Teacher

The results of this study can be used by teachers as a new reference in increasing students' reading interest using the STAD cooperative learning model.

3. For the Next Researcher

This study intends to strengthen the research results of new researchers who have the same topic.

1.5 Scope of The Research

The purpose of this study is the researchers focus on enhancing reading skills in understanding the content of short stories about narrative text through the application of the STAD learning model to eighth grade students of SMP Negeri 1 Baebunta.

1.6 Operational Definition

To get a general understanding of the title of the research, the researcher defines the key terms related to the title.

1. Reading skill

Reading skills contribute to a child's reading ability - in other words, how well they can read and understand what they're reading.

2. Short Story

A short story is a work in which various aspects of life are contained, including education. Short stories can affect someone's life, or a person's attitude can even be awakened through a short story. Short stories are one part of literature.

3. Student Teams Achievement Division (STAD)

Student Teams Achievement Division (STAD) is a learning strategy that focuses on students working together in groups. The main aim is to make it easier for each member to understand the material and ultimately improve learning outcomes.

4. Narrative text

Narrative text is a text that tells a series of sequential events, both fictional and non-fictional, which are presented in the form of a conversation between two or more people.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Patients Ideas

1. Reading

a. Definition of Reading

Reading is very important and common in human life. In otehr words, reading activities are benefecial to students. One of the important skills that students need from elementary school to university is reading. This is why reading is so important to learning foreign language. reading is usually considered a passive process involving reading words linearly and understanding their meanings one by one. However, reading is a very complex process that requires the active participation of the reader.

Walberg (2003) says reading means understanding writing. Important to read according to Blachowicz and ogle (2011:2). It's a process in which people get ideas and information from books, newspapers, letter, advertisements, and other sources. So people find information in a variety of ways.

According to Hollas (2002), reading skill are a tool that students use to improve their reading skills. To improve reading understanding, teacher teach a variety of skills. Unfortunately, many students don't understand what thay read when they decode. Readin is an important skill for learners of English as a second language. These skills are essential for success in learning English and learning in any content class where reading is taught.

Nunan (2005;68) describe reading as a flowing process in which readers make sense by combining information from the next their knowledge of the background. Reading is the understanding of information and ideas communicated as well the introduction of various written symbols using existing knowledge. One of the language skills that needs to be improved when learning a language is reading. Reading is the procces of using text to produce meaning.

According to Tampubalon (1987:6) states that written language contains ideas/thoughts, so that understanding the language of writing uding the reading

method is a cognitive process or reasoning. Therefore, it is said that the definition of reading is a way to train reasoning power.

Reading ability is the potential or the capability to read, and it implies that a student has like skill and capacity to decode or make meaning out of written material. Reading ability is thus a skill needed by individuals to perform and be successful academically. Urquhart & Weir (1998) stated that reading skill can be described as “a cognitive ability which a person can use be viewed as the product of reading a particular text, skills are seen as part of the generalized reading process.

Based on the definition provided above, the researcher concluded that reading ability is the ability to comprehend and evaluate information and ideas read through interaction between the author and the reader.

b. The Purpose of Reading

Students read books or other materials for a variety of reasons, and some specialists provide some reading motives depending on their expertise. Furthermore, Kharsen in Mickulecky and Jeffries (2004) states that regular reading for pleasure can help students increase their knowledge. By reading for pleasure the students can increase their vocabulary, reading speed, comprehension, and writing. Besides, they can get more knowledge, and find examples of many different ways people speak or write. Reading for information means that the reader reads many kinds of text to acquire an amount of information from them. There are some aims of reading those are:

1) Reading for detailed facts.

The students read to get or know the invention that has been done by the writer or solve the problem of the writer.

2) Reading for main ideas.

The students read to get or know the invention that has been done by the writer or solve the problem of the writer. The students read to get or know the invention that has been done by the writer or solve the problem of the writer.

3) Reading to classify

The students read the text to classify some information or actions of the writer in the text or paragraph.

4) Reading for inference.

The students read to find out the conclusion from the action or ideas in the text.

5) Reading for sequence and structure

The students read to text to know “what is happening in each part of the story in every episode and solve the problems of the story”

Through reading, students meet and become familiar with new grammar structures. They are expanding their vocabulary at the same time. The ways of reading are as follows:

1) Skimming

Skimming is reading quickly by running one’s eyes over a text to get the gist of it. There are some activities in skimming. They are comparing values, finding and comparing events, selecting a title, drawing inferences, deciding the question, and creating the title.

2) Scanning

Scanning is reading quickly through a text to find a particular piece of information. There are some activities in scanning. They find new words for old ones, locate grammar features, find a specified advertisement, compare details, check dates, and shopping lists, and make word sets, and newspaper headlines.

3) Extensive Reading

Extensive Reading is reading longer text, usually for one’s pleasure. They keep records and wall charts, make summaries, and indicate the difficulty. It helps improve vocabulary and grammatical structures meant for second-language learners. This way of learning enables those who want a good grip on the target language and benefits language learners to improve fluency with the help of a considerable amount of reading.

4) Intensive Reading

Intensive Reading is reading shorter text to extract specific information. At the same time, Intensive Reading takes up more time than skimming and scanning. The applicant during the exam should know when to use Intensive Reading and when to use Skimming and Scanning. For this, proper practice is needed for the test. In intensive reading, some activities, are matching nouns and verbs, splitting sentences, combining sentences, making summaries, recording paragraphs,

filling the gaps, completing tables and graphs, taking side reads and choosing, selecting a summary, comparing versions, identifying facts, focus on form and style.

c. The Importance of Reading

1) Reducing stress level

The first benefit you will get is reduced anxiety. According to various studies, reading can reduce stress levels. Meaning, that we will no longer feel uncomfortable with the situation.

2) Develop the ability of the brain

Many studies have proven that brain development can be accelerated by reading activities. This activity will also encourage the brain to be more active in thinking of creative ideas to analyze things.

3) Increase knowledge

It cannot be denied that from reading alone, we can understand that this activity can increase knowledge. Indeed, one source of knowledge is to analyze reading material.

4) Become a more creative person

Reading activity is one of the right ways to develop creativity. Intelligence thinking is also influenced by this activity. That's why you are strongly advised to read regularly.

5) Improve memory ability

This activity can improve brain function. By reading, the brain cells will be more active. This makes it much easier for us to remember things.

d. Reading Assesment

Reading assesment in this research, researchers have three aspects of assesment namely comprehension, fluency, and participation. Comprehension explains how much the students understand in reading the story, fluency explains the students in reading the story, and participation explains the students accuracy in reading the story.

	Exceeds	Meets	Approaches	Does Not Meet
Fluency	Student often reads smoothly, attends to punctuation, and uses expression.	Student sometimes reads smoothly, attends to punctuation, and uses expression.	Student occasionally reads smoothly, attends to punctuation, and uses expression.	Student struggles to read smoothly, attend to punctuation, and use expression.
Comprehension	Student often stops to think about what is happening in the text and generates question or ideas.	Student sometimes stops to think about what is happening in the text and generates question and ideas.	Student occasionally stops to think about what is happening in the text and generates question and ideas.	Student rarely stops to think about what is happening in the text and generates question and ideas.
Participation	Student actively participates at all times.	Student actively participates most of all time.	Student participates some of the time.	Student participates occasionally

2. Short Story

a. Definition of Short Story

Short stories or can also be called short stories are a form of fictional pros narrative. Short stories tend to be short, concise, and to the point compared to other longer works of fiction, such as novellas and novels. The short story is a type of literary work that describes stories or stories about humans and their ins and outs through short and short writing. Another definition of a short story is a fictional essay that contains about a person's life or life that is told briefly and briefly that focuses on a character only. Short stories usually have words that are less than

10,000 words or less than 10 pages. In addition, short stories or stories give only such a singular impression and focus on one character and only one situation.

Short stories are stories that have a short physical form that runs out in about ten minutes. Therefore, short stories in general have a simple theme, the number of characters is limited, the storyline is simple and the setting covers the scope limited. To create a literary work of short stories other things are needed to support success in writing a literary works are diligently reading.

b. Short Story Features

- 1) The storyline is shorter than a novel.
- 2) A short story has a word count of no more than 10,000 (10,000) words.
- 3) Usually, the content of short stories comes from everyday life.
- 4) It does not describe all the stories of the characters, this is because the short stories described are only the essence.
- 5) The character in the short story is described as having a problem or a conflict at the stage of completion.
- 6) The use of words that are simple economical and easy to recognize readers.
- 7) The impression left from the short story is very deep so that readers can feel the story of the story.
- 8) Usually only 1 incident is told.
- 9) It has a single and straight storyline.
- 10) The characterization of the short story is very simple, not deep and short.

c. Short Story Structure

1) Abstract

The abstract is a summary or core of a short story that will be developed into a series of events or can also be an initial picture of the story. The abstract is optional in the sense that every short story may not contain the structure of the abstract.

2) Orientation

Orientation relates to the time, atmosphere, and place associated with the storyline of the short story.

3) Complication

Complications contain a sequence of events that are linked by cause and effect. In complications, usually get characters or characters from various characters of the short story, this is because in the complication section complexity begins to appear.

4) Evaluation

Evaluation is the structure of the conflict that occurs and leads to a climax and has begun to get a resolution of the conflict that occurs.

5) Resolution

In the resolution section, the author begins to reveal the solution experienced by the character.

6) Code

In the code section, some values or lessons can be taken from the short story by the reader.

d. Intrinsic Elements of Short Stories

Aminuddin (1991:15) says, "Up I understand the elements in the reading literature cannot be separated from the problem of reading." So by reading short stories, readers can understand elements of the short story contained in the short story. All elements in a short story can be remembered and understood if a person can understand good reading. When reading short stories, readers increase their imagination and creativity to understand and live the short story content. After that, it is hoped that readers will gain knowledge and experience through the short stories they read.

In understanding short story reading, two things must be considered by readers, namely regarding content and storytelling techniques. The content of a short story is summarized in themes and messages while storytelling techniques consist of plot, characterization, setting, point of view, and style. These seven parts are also indicators of assessment in reading comprehension.

1) Theme

The theme is the basis of the story or general idea of a novel (Nurgiyantoro, 2009: 70). In other words, a short story will not be created if there is no theme.

According to Nurgiyantoro (2009: 70), themes are the basis of the story or general idea of a novel. From this opinion, it can be concluded that the theme is an idea, the idea, and the core of the problem underlying the creation of a literary work in this case is the short story. Because theme is fundamental, without thematic literary works it is impossible to exist.

2) Plot

A plot is a series of stories formed by stages of events so that living a story can be shaped by a series of various events (Aminuddin, 1991: 126). So-called because pipelines govern how one event relates to another, actions, and character's actions influence or are influenced by the actions of other characters. In other words, the plot governs the course of the story from beginning to end.

3) The setting

According to Aminudin (1987:68), The setting in a fictional story is not only a place, time, event, atmosphere, object– objects in a certain environment, but also an atmosphere related to attitudes, ways of thinking, prejudices, and lifestyles of the community.

4) The Character

The character is the perpetrator involved in the story. Each character usually has its character. In a story, there are protagonists or good characters and antagonists or evil characters and there are also extras, namely supporting characters.

5) Characterization

Characterization is the giving of traits to characters or actors in the story. The nature that has been given can be reflected in the thoughts, speech, and views of characters towards something

There are 2 (two) kinds of characterization methods including:

1) Analytical method

The analytical method is a method of characterization by explaining or mentioning the nature of characters directly, such as: brave, timid, shy, stubborn, and so on.

2) Dramatic method

The dramatic method is a method of characterization by presenting it indirectly, which can be by physical depiction (for example how to dress, posture, etc.), depiction through a conversation or dialogue, reactions from other characters (can be in the form of opinions, brushes, views, and so on).

a) Point of View

Point of view refers to how a story is told. Abram, as quoted by Nurgiyantoro (1995: 248), explained that point of view is a way or view used by the author as a means to present characters, actions, settings, and various events that make up the story in a work of fiction to the reader.

b) Mandate or moral

The mandate of moral value is an element of content in fiction works that refer to the values, attitudes, behavior, and social manners presented by the author through the characters in it (Nurgiyantoro, 2009: 321). As with themes, the message is also stated explicitly and covertly.

e. Extrinsic Elements of Short Stories

The extrinsic element of the short story is an element that forms the short story from the outside, in contrast to the intrinsic element of the short story that forms the short story from the inside. The extrinsic elements of short stories are inseparable from the current state of society where the short story is made by the author. This element has a lot of influence on the presentation of the message or background of the short story. Here are the extrinsic elements of short stories.

1) Community Background

Community background is an influence of community background conditions on the formation of a storyline. This understanding can be in the form of an assessment of state ideology, political conditions, social society, to economic conditions in the community itself.

2) The Author's Background

The author's background can include the author's understanding of life history and the history of previous essays.

a) Biographies .

Biographies usually contain the biography of the author of the story written in its entirety.

b) Psychological Conditions

Psychological conditions contain an understanding of mood conditions when the author writes the story of the story.

c) Literary Genres

An author's literary genre will certainly follow a certain literary genre. This is very influential on the writing style used by the author in creating a story in the short story.

3. Students Teams Achievement Division (STAD)

a. Definition of STAD

The STAD learning model is one of the cooperative learning strategies carried out by dividing students into several small groups with different academic abilities to work together to complete learning objectives (Huda, 2015, p. 201). In essence, this STAD model is the simplest application of cooperative learning. As Slavin (2015, p. 143) points out, STAD is one of the simplest models of cooperative learning and is the best model for starters for teachers who are new to the cooperative approach.

STAD stands for Student Teams Achievement Division which means Student Team Achievement Division. The model was developed by Robert Slavin and colleagues at Johns Hopkins University. The main idea of STAD is to encourage students to encourage and help each other to master the skills taught by the teacher (Slavin in Rusman, 2018, p. 214). It can be concluded that STAD is a cooperative learning model that spurs student cooperation through learning in groups whose members are diverse, both in academic ability and ethnic background, and to create a state of mutual encouragement and help each other in a diverse social atmosphere to master the skills being learned.

Some types of cooperative learning proposed by some experts including Slavin (1985), Lazarowitz (1988), and Sharan (1990) are the Jigsaw type, NHT (Number Heads Together) type, TAI (Team Assisted Individualization) type, and STAD

(Student Teams Achievement Divisions) type. In this module, we will discuss cooperative learning types STAD. The reason for choosing the discussion of STAD-type cooperative learning is because STAD-type cooperative learning is learning the simplest cooperative. In addition, it can be used to provide students with an understanding of difficult material concepts where the material has been prepared by the teacher through worksheets or other learning tools. STAD-type cooperative learning developed by Slavin et al.

b. STAD Learning Model Step-by-Step

Before stepping into the syntax or steps of the STAD learning model, what must be known first is the basic concepts, principles, or main components of the model.

1) Main Principles/Components of STAD

According to Slavin (2015, p. 143) who is the creator of the STAD model, this learning consists of five main components, namely: class presentation, team, quiz, individual progress score, and team recognition which will be explained in the presentation below.

a) Class presentation

Is the presentation of material carried out by the teacher classically using verbal presentations or texts that focus on the concepts of the material discussed. In this way, students are expected to realize the importance of giving full attention during class presentations, as it will help in doing the quizzes. After the presentation of the material students work in groups to complete the subject matter through tutorials, quizzes, or discussions.

b) Teamwork

This component is a very important part of STAD because teams or groups must create a collaboration between diverse students to achieve the expected academic ability. Teams of 4-6 students prioritize class heterogeneity in academic achievement, gender, race, or ethnicity.

c) Quiz

Individual tests are given to students after one or two class presentations and work and practice in groups. Students should be aware that the scores obtained by each individual will be accumulated into group scores.

d) Individual improvement score

Individual assessment is useful to motivate students to work hard to obtain better results than the previous scores. Individual progress scores are calculated based on baseline scores and test scores. The basic score is the value of the student's last test score, which is the pretest score conducted by the teacher before carrying out STAD learning.

e) Team recognition

Team recognition or group recognition is done by rewarding the efforts made by the group during the learning process. Teams will receive certificates or other forms of awards if the average score of the group reaches certain criteria through the calculation of individual scores and group scores.

2) Advantages of STAD Learning

Kurniasih and Sani (2015, p. 22) explain the advantages of applying the STAD-type cooperative learning model. The advantages of applying the STAD-type cooperative learning model include the following.

- a) Increase self-confidence and individual skills.
- b) Social interaction is built in groups, students can naturally learn when socializing with their environment (group mates).
- c) Students are taught to build commitment in developing the potential of their group.
- d) Teaches to respect others and trust each other.
- e) Actively act as a peer tutor to further enhance the success of the group.

Meanwhile, according to Slavin (2015, p. 103), the advantages of the STAD learning model are as follows.

- a) Each student has the opportunity to make a substantial contribution to the group and the position of the group members.
- b) Encourage active and positive interaction so that the form of cooperation of group members becomes better.
- c) Helping students to gain friendship relationships across races, ethnicities, religions, genders, and diverse academic abilities.

3) Disadvantages of STAD Learning

Meanwhile, the disadvantages in the application of the STAD-type cooperative learning model are as follows:

- a) When viewed from class facilities, arranging seats for group work is very time-consuming. This is usually due to the unavailability of special rooms that allow it to be directly used for group study.
- b) A large number of students (fat class) can cause teachers to be less optimal in observing learning activities, both in groups and individually.
- c) Teachers are required to work quickly in completing tasks related to learning carried out, including correcting student work, calculating developmental scores, and calculating the average group score that must be done at the end of each meeting.
- d) It takes a lot of time to prepare for learning.

In addition, Ibrahim et al (in Suherti and Rohimah, 2016, p. 92) mention some of the shortcomings of the STAD model, which are as follows.

- a) It takes quite a long time.
- b) Students who have a superior academic level tend to be reluctant when united with their friends who are lacking. Then, students with lower academics will feel inferior when put together with their clever friends.

2.2 Previous Studies

In this study, the researcher found several related studies, namely as follows:

1. Umar (2015) in his research entitled “Applying Students Team Achievement Division (STAD) Technique to Improve Students’ Reading Comprehension in Discussion Text”. This research aimed to enhance students’ reading comprehension of discussion text by implementing the STAD technique in the third-grade students of SMA Fatahillah, Jakarta. The method used in this research was Classroom Action Research (CAR). There were instruments used in this research including pretest and post-test, and non-test including questionnaire and observation. The researcher found out that the use of the STAD technique in teaching the reading of discussion text was successful. 85% of students had passed the *Kriteria Ketuntasan Minimal (KKM)* which was 75.

The results of this research were: 1) The result of the post-test 2 found that 13 students out of 15 students had passed the *KKM*. 2) Based on the questionnaire result, the students' ability showed an improvement after applying Students Team Achievement Division (STAD). 3) According to the observation result, the students were interested and more active when learning reading activities in the classroom.

2. Warnida (2019) in her research entitled "Using STAD Technique to Enhance Students' Engagement in Reading Comprehension of Procedure Text". This research aimed at enhancing students' engagement in reading comprehension of procedure text in the third-grade students of MTSN 2 Pontianak. The method used in this research was Classroom Action Research In three cycles. Action research designs are systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve. The researcher found out that the use of the STAD technique in teaching the reading of procedure text was successful. The student's reading comprehension scores increased significantly from the first cycle to the third cycle. Based on the data in the findings, the average of students' reading comprehension in pre-test was 61,6. The average student's reading comprehension in the first cycle was 72,6. The average in the second cycle was 82,1 and the average in the third cycle was 86,8. Based on the data in findings, there was an improvement in the students' engagement in teaching learning process especially in comprehending the procedure text using STAD. By working in teams, the students exhibited good attitude in learning. They paid more attention and focused on the teaching learning process. In teams, the students had a brave to express their idea and their self confidence also increased.
3. Mufidah (2019) in her research entitled "The Effect Of Using Student Teams Achievement Division (STAD) Technique On Students' Reading Comprehension Of Recount Text". The aim of this research is to determine the effect of the STAD technique on reading comprehension of recount text in class VIII MTsN 1 South Tangerang City. The method used in this research is quantitative with a quasi-experimental design. This assessment instrument uses tests. The test is given at the beginning and end. Then, to achieve the validity

and reliability of the instrument, the research uses ANATES. Data from the beginning and end of the test were then analyzed using the t-test. The results of the initial test score analysis showed that there was no difference significant between the two classes. Then the final results revealed that the experimental score was significantly higher than the control class, namely at a significance level 0.000 and to observe 1.397 at a significance level of 5%. So that it can be included that the STAD technique is effective in reading text comprehension recount for class VIII students at MTsN 1 South Tangerang City.

From the previous studies above, the researcher concluded that the first and the second research used STAD models combined with CAR method, and the result shown there are significance enhanced of the students reading skill, meanwhile the third researcher used STAD models combined with recount text and the result shown the enhanced of her samples' result of pre-test to post-test is 5%. Based on the conclusion above, the researcher is interesting in conducting the research using STAD models combine with Narative text specifcally short story.

2.3 Conceptual Framework

Based on the explanation above, the researcher formulates a conceptual framework as follows:

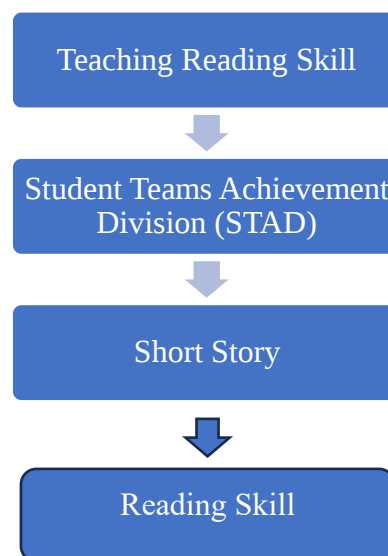


Figure2.3 Conceptual framework

2.4 Hypothesis

There are two hypotheses that the authors have in this study such as:

H0 = The use of the student teams achievement division method is not significant to enhance students' reading skills.

H1 = The use of the student teams achievement division method is very important to enhance students' reading skills.