

STAD TECHNIQUE IN TEACHING READING TO THE EIGHTH GRADERS OF SMPN 50 SURABAYA

Ajeng Ratna Sari

English Education, Languages and Arts Faculty, The State University of Surabaya
11020084048.ajeng@gmail.com

Ahmad Munir

English Education, Languages and Arts Faculty, The State University of Surabaya
ahmadmunir@unesa.ac.id

Abstract

Junior High School students are expected to be able to read and understand narrative and descriptive text well (BSNP, 2013). Based on the researcher experience, the researcher found that one English teacher in SMPN 50 Surabaya used STAD technique in teaching reading. The previous studies about STAD implementation had been done but none of them had discussed whether the implementation followed the procedure of STAD or not and whether there were some obstacles in the implementation of STAD. For this reason, the researcher conducted a research about the investigation of STAD technique into the practice and the obstacles that teacher faced in the practice. This research was a case study. The data for this research was collected using observation sheet, field note and tape recording. The researcher coded the data and categorize into STAD procedure and obstacles then researcher made conclusion from the code and categorization. The findings showed that teacher followed the STAD procedure suggested by Slavin (1994), but there were some differences in the implementation. The differences were in quiz and team recognition. The quiz had to be done after two or three times meetings, but the finding showed that teacher only did a meeting and she gave the quiz in that meeting. The other difference was in team recognition the teacher did not compare the current score with the previous score. Teacher also faced some obstacles in implementing STAD technique. The obstacles included teacher's two languages use, the students being too active, and not getting quiet. Teacher also found that some students fell asleep in the classroom. The difficulty in the seats arrangement also became the obstacle for the teacher. All those obstacles pursued the teaching learning efficiency.

Keywords: *STAD Technique, teaching reading, the obstacles*

Abstrak

Murid-murid Sekolah Menengah Pertama diharapkan mampu membaca dan memahami teks naratif dan deskriptif dengan baik (BSNP, 2013). Berdasarkan pengalaman, peneliti menemukan bahwa salah seorang guru Bahasa Inggris di SMPN 50 Surabaya menggunakan STAD tehnik dalam mengajar membaca. Penelitian-penelitian sebelumnya tentang penerapan STAD telah dilakukan namun tidak satupun membahas apakah penerapan tersebut mengikuti prosedur STAD atau tidak dan apakah ada beberapa kendala-kendala dalam penerapan STAD. Oleh karena itu, peneliti melakukan sebuah penelitian tentang investigasi STAD tehnik dan kendala-kendala yang dihadapi guru dalam penerapannya. Penelitian ini merupakan studi kasus. Data dalam penelitian ini dikumpulkan menggunakan lembar observasi, catatan penelitian dan alat perekam. Peneliti mengkodekan data dan mengkategorikannya menjadi prosedur STAD, dan kendala-kendala yang dihadapi guru kemudian peneliti membuat kesimpulan dari pengkodean dan pengkategorian tersebut. Peneliti mneemukan bahwa guru tersebut mengikuti prosedur STAD yang diusulkan oleh Slavin (1994), tetapi ada beberapa perbedaan dalam penerapannya. Perbedaannya yaitu dalam quiz dan team recognition. Quiz seharusnya dilakukan setelah dua atau tiga kali pertemuan, tetapi dalam kenyataannya menunjukkan bahwa guru tersebut hanya melakukan satu kali pertemuan dan dia memberikan quiz pada pertemuan tersebut. Perbedaan yang lain yaitu dalam team recognition, guru tersebut tidak membandingkan nilai yang didapat saat ini dengan nilai sebelumnya. Guru juga menghadapi beberapa kendala dalam penerapan STAD tehnik. Kendala-kendala tersebut yaitu guru harus menggunakan dua bahasa (Bahasa Indonesia dan Bahasa Inggris) di dalam kelas dan murid-murid juga terlalu aktif dan tidak bisa diam. Guru juga mendapati beberapa murid tertidur di dalam kelas. Kesulitan dalam penataan tempat duduk juga menjadi halangan untuk guru. Semua halangan-halangan ini mengganggu efisiensi belajar mengajar.

Kata Kunci: *STAD Tehnik, pengajaran membaca, kendala-kendala*

INTRODUCTION

English is one of subjects that Indonesian students have to learn in school. English becomes the compulsory subject for Junior High School and Senior High School students in Indonesia because English is categorized as an international language.

The students start to learn English as compulsory subject in Junior High School. It is needed for Junior High School students to get enough information to help them learn English. One way to help the students get the information about English is through reading. Dallman, Rouch, Char & DeBoer defined reading as the verbal process interrelated with thinking and with all other communication abilities-listening, speaking and writing, specifically, reading is a process of reconstructing from the printed patterns on the pages ideas and information intended by the author (1982: 23). Through reading students will get much information about English from the book.

Junior High School students are expected to be able to read and understand narrative and descriptive texts well (BSNP, 2013). It is teacher's job to make sure that students are able to read and understand English texts well. Unfortunately, teaching reading for EFL students is not as easy as we imagine since there are many differences in language rule (Grabe & Stoller, 2002:41). English is completely different with the students' native language. In teaching reading, teachers not only teach about the materials, but they also teach about grammar, vocabulary, and pronunciation. Teachers should have an appropriate technique to help the students read and understand the text easily. The technique that is commonly used to teach reading in Junior High School is STAD technique, because it is efficient and easy to do.

STAD is one of the developments of cooperative learning. Robert Slavin and his colleagues in John Hopkins University developed STAD technique. Slavin stated:

STAD system is one of the simplest and most flexible of the cooperative learning technique, having will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to four or five members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender. (1995: 33)

STAD technique will help teachers to manage the classroom and help students read and understand the text, since by using STAD technique students with high score will help the other students with lower score to understand the text. STAD has five components: class presentation, teams, quizzes, individual scores and team recognition.

In class presentation, teacher will tell the students what they will do in this classroom. Teacher also gives brainstorming to help students figure out the

materials. Class presentation means that teacher must help students to understand the material.

After the class presentation step, it will turn to teams step. In the teams step, students will work in teams to understand the materials by sharing the information with the members of the group. The information sharing will help students to gather all of information that they get to build the same understanding of the materials. The team must consist of students which are different in races, ethnics, ability and gender.

Quizzes step means that teacher will give the quizzes for every student. Students must do the quiz by themselves. This quizzes must be done after 2 or 3 times class presentation and teams.

Individual score means that teacher will score the result of the quiz and then teacher will sum up the all scores of the member into group score. Then teacher will decide the score for the group.

The last step is team recognition. Teacher will compare the present group score with the previous group score to find the improvement for each group. Team which get improvement in their score will get award from the teacher to motivate them be better in the next materials.

STAD had been used in the Iranian students and it could solve the major problem of EFL classes which was heterogeneous students (Alijanian, 2012). STAD was effective to manage the heterogenous students because the teams in STAD technique had to be divergent in ethnics, race, gender and ability. STAD also could increase the Iranian students' motivation in participating the English learning. STAD technique was proven to be effective technique in teaching reading as stated Sukma (2013), Ningrum (2011), Hadyan (2013) and Anggraini (2012). STAD technique was effective to increase the students' reading comprehension (Sukma, 2013). STAD technique could make the comfortable classroom atmosphere and could increase the students' interest in reading the text (Ningrum, 2011). The comfortable atmosphere could support the teaching learning process and it would avoid the students to get bored. Hadyan also found that STAD and Jigsaw could improve students' comprehension of descriptive text (Hadyan, 2013). Anggraini found that STAD technique could motivate the students and could improve their reading comprehension (Anggraini, 2012).

Based on the researcher experience, the researcher found that one teacher in SMPN 50 Surabaya had used STAD in teaching reading. This teacher was the only English teacher who used STAD in teaching learning process. The researcher was interested to investigate whether this teacher followed all of the STAD procedure by Slavin (1994) or not. The previous studies about STAD had been done by Sukma (2013), Ningrum (2011), Hadyan (2013) and Anggraini (2012). Those studies only talked about the implementation and the effect of STAD technique for students' reading comprehension. But, is the teacher's STAD technique appropriate with the theory of STAD.

Hence, due to the facts above, the researcher needs to study: (1) has the implementation followed the

procedures of STAD technique suggested by Slavin (1994)? (2) What obstacles does the teacher face in the implementation of STAD technique in teaching reading for students of SMPN 50 Surabaya?

RESEARCH METHODS

This study was a case study. According to Ary, Jacobs and Seronsen (2010, p.29), "A case study is a type of ethnographic research study that focuses on a single unit such as one individual, one group, one organization, or one program." Case study was selected because this teacher used STAD technique in her teaching, and this teacher had been applied this technique for 3 years. This teacher was the only English teacher in this school who used STAD technique while the other English teachers only used the traditional technique. The goal was to achieve a detailed description and understanding of the case. In addition, case study could result in data form which generalizations to theory were possible. It emphasized detailed contextual analysis of a limited number of events or conditions and their relationship. Yin (1984) defined the case study research technique as an empirical inquiry that investigated a contemporary phenomenon within its real life context; when the boundaries between phenomenon and context were not clearly evident; and in which multiple sources of evidence were used.

One of the English teachers in SMPN 50 Surabaya, named Mrs. Ida Ainun, was the subject of this study, because she had used STAD technique in teaching reading process. Mrs. Ida taught in SMPN 50 Surabaya about 3 years. Before she taught in SMPN 50 Surabaya, she taught in SMKN 2 Surabaya. She had been taught as English teacher for 18 years. The students of Class VIII A, B and C were chosen by the teacher because they had better time management than the other classes since these classes were in the morning schedule. The other classes which had afternoon schedule would be lack of time to teach because the school would get flood when it was rain. For this reason, Mrs. Ida offered the VIII A, VIII B and VIII C as the classroom which would be observed. The VIII A class has 38 students consist of 18 male students and 20 female students. VIII B class has 38 students consist of 17 male students and 21 female students. VIII C class has 37 students consist of 15 male students and 22 female students.

The data for this research was collected by observation. The observation would be done on April, 7th – 8th 2015. The researcher came to school and observed the implementation of STAD technique in VIII A, VIII B and VIII C. On April, 7th 2015 the observation was started at 8 A.M in the VIII C class. And it was continued to observe the VIII A at 10 A.M. And the last class which was observed was VIII B class at 8 A.M on April, 8th 2015. The researcher observed how Mrs. Ida implementing STAD technique. The researcher also observed the condition of the classroom while Mrs Ida was implementing the STAD technique to find out the obstacle that Mrs. Ida faces. This observation was done in the 3 different classrooms to make sure that Mrs. Ida was

consistent in implementing the STAD technique for teaching reading narrative text (fable).

There were three data in this study. The first one was observation sheet. Observation sheet was in the form of list of procedures that were used in the STAD technique suggested by Slavin (1994). It was in the form of semi structured list which was derived and adapted from Slavin (1994). It was a semi structural note because the researcher could add some information which was not written in the list. This observation list note was fulfilled by observation during the implementation of STAD technique

The field note was in the form of teacher's action and class condition description. It was used to support the observation list note data. It described how the teacher implemented the technique in teaching reading narrative text and the classroom condition. The information was collected by note taking then it was changed into observation field notes in description form. The data for observation field note was collected by observation.

The third data was collected using tape recording. The result of tape recording was transcribed into transcription. The transcription was used to support the data of field note, so the researcher could check and make sure that there was nothing which was not recorded during the implementation of STAD technique.

An analysis toward the data was needed after collecting the data. The data were organized by using content analysis (Cohen, Manion, & Morrison, 2007) which involved transcribing, coding, categorizing (creating meaningful categories into which the units of analysis-words, phrases, sentences etc.-can be placed), comparing (comparing categories and making links between them), and concluding (drawing theoretical conclusions from the text) the answer gotten from observation note, field notes, and transcription.

FINDINGS AND DISCUSSIONS

In this part, there are two points which are discussed. The first point is to discuss whether the implementation of STAD technique following the procedure of STAD technique by Slavin (1994) or not. While the second point is to find out the obstacles in the implementation of STAD technique.

The Implementation of STAD Technique Procedure in light of Slavin's STAD Procedure

The observation was conducted in three times to make sure that teacher implemented STAD technique constantly. The first observation was conducted on Tuesday, April 7th 2015 in the class VIII C. the second observation was done on Tuesday, 7th 2015 in class VIII A. The last observation was done on Wednesday, 8th 2015 in class VIII B. All of the classes were 90 minutes.

From three times observation, the researcher found that the actual procedures in the implementation of STAD technique were as followed, the teacher greeted the students and told them that the topic was about

narrative text. She also asked them to look the slide. She had prepared a picture of mousedeer and crocodile on the slide. She asked students what the picture was about. She tried to motivate the students by giving them the picture of the text.

The teacher asked the other student about the English of Kancil dan Buaya. Student answered it ,”Mousedeer and Crocodile.” Then she asked students to read by themselves the story of Mousedeer and Crocodile on the slide. Class became noisy because students read the text. After a few minutes, she asked students to read each paragraph together. She asked the first row to read the first paragraph.

Then she asked the next row to read the next paragraph until all of the students had read the text. She asked students whether they had questions about this text or not. But students did not pay attention to her and they were busy chatting with their friends. Then she asked them to keep silent and she also made sure that students did not want to ask any question.

Then the teacher asked the other students whether they knew the meaning of all the words or not. The students said that they did not know the meaning of few words. She asked them to say the word. Student said the words and she asked the other students to help their friends to find the meaning of those words.

The teacher also explained about the generic structure and language feature of the text. She encouraged the students to analyze the generic structure of the text. She made it easy by relating the generic structure of this text with generic structure of recount and descriptive text, because students had already learned about recount and descriptive text. She asked the students to open their note about the generic structure of recount and descriptive and then teacher explained the difference and similarity between the generic structure of recount text, descriptive text and narrative text.

The teacher asked them to open their book on page 216. She had to repeat her order in Bahasa because some students were confused about the page. She told them that on that page there were 8 questions. Those questions were about “Mousedeer and Crocodile”. She asked them to answer the question number 1- 8 on that page. She read all of the questions for the students.

Then she gave few minutes for students to find the answer for those questions. She walked around to check students’ activity. Teacher continued to discuss about the question number 1-8 on page 216. She asked one student to answer the question number one and continued to ask another student for the next question until the last question.

Then she told them that they would do the worksheet in group. After that she decided the group for the students, each group consisted of different gender, ethnicity and ability. She asked them to arrange their sit, so they could face each other on their group. After students finished arranging their sit, she announced the group leader for each group. This group leader would be responsible for their group activity. She also explained about the all of questions on the worksheet. She

explained about what they had to do answer the questions.

Then she gave the students 10 minutes for the discussion, but students disagree and asked teacher to give more time, and finally she gave them 15 minutes to finish it. She walked around while students were doing their task. She checked and helped students to do their task. After 15 minutes, She asked students to write down the answer on the white board. She asked each group to write the answer based on the teacher’s order. The students wrote down the answer on the white board. Then she asked them whether they had finished writing the answer or not. She started to discuss the answer with the students. She gave the students chance to discuss together.

After the teacher and students finished the discussion, teacher gave the other worksheet. She explained that this worksheet was quiz for this lesson. The question in the quiz was about narrative text. She told students to do the quiz individually. She warned the students to not cheat while they were doing the quiz. She asked them to do it in 15 minutes.

After students had finished doing the quiz, the teacher asked them to exchange it with their friends. She asked them to check the answer, she wrote down the answer on the white board. The students had to write down the number of correct answer on the top left of the sheet. After they finished checked the quiz sheet, she asked the group leader to submit it. She also explained that she would score the quiz. While she was scoring the quiz, students could watch the movie on the LCD.

After the teacher finished scoring the quiz and waited for the video finish. Then she announced the score for each group, and told that one group got the best score. She gave plus score to the group with the best score in this lesson. She also encouraged the other students to do better in the next lesson. She finished the lesson by saying goodbye to the students.

After the researcher knew the actual procedure of STAD technique, the researcher investigated whether the actual procedures of STAD implemented by the teacher followed Slavin’s procedures of STAD or not. Table 4.1 below shows the actual procedures in the implementation of STAD with Slavin’s procedures.

The researcher found that there were two differences between the actual procedure and the STAD procedure suggested by Slavin (1994). The procedure which had been followed the STAD procedure suggested by Slavin (1994) were class presentation, teams, and individual score. Quiz and team recognition procedure in the actual procedure were different from the STAD procedure suggested by Slavin (1994).

For the first procedure, the teacher told students about the topic for the lesson. The teacher showed the picture about Mousedeer and Crocodile to brainstorming the students about the story. The teacher asked the students about the picture, so the students could think of the story that they were going to discuss. The teacher gave students the example of text and the questions about it to help students understand the material well. Then the teacher and students discussed the answer for the text. It

was important for teacher to tell the students the correct answer, so the students would know how to find the correct answer. The first step in actual procedure had followed the list of procedures in STAD suggested by Slavin (1994). Based on Slavin (1994), the first STAD procedure was "Class Presentation". Slavin suggested that teacher needs to explain the material to the students on the beginning of the lesson. The actual procedure had matched with the STAD procedure since the teacher had explained the material in the beginning of the lesson, and she also told the students about the topic of the lesson to brainstorming the students, so students had prepared their knowledge for the material.

The second was Teams. In STAD procedure, the member of team had to be different in ethnicity, gender, and ability. Each team needed to have the group leader. The actual procedure had shown that the teacher divided the classroom into several teams and each teams consisted of 6-7 students. The teacher also decided the members of team who were different in ethnicity, gender and ability. There were no teams which had the same gender. The teacher also made sure that the ability of each member was different so they could help each other. Each team was also different in ethnic, since some Javanese students were in the same team with Sumbawa students. The teacher pointed one student from each team who had the good ability to be the group leader. The teacher believed that the group leader who had the good ability would be able to lead their member. These team worked together to finish the worksheet from teacher. The teacher asked the leader to decide the job for each member, so they could finish it on time. The teacher suggested to the leader to let 2-3 students to work in the one part and the other worked in the other part.

The third procedure was quiz. Quiz consisted of worksheet with some question that had to be done by the students individually. This quiz would take by the students after they finished working with their team. The quiz could be given after twice or three times meetings. The actual procedure showed that the teacher gave quiz to the students after the teacher and students finished discussed the team worksheet. The teacher gave the quiz sheet to the students and asked them to do it individually. The teacher gave the students 20 minutes to do the quiz, and while students did the quiz, the teacher walked around to make sure that no one would cheat. The quiz consisted of multiple choice questions about fable text. It was different with Slavin (1994) suggestion about STAD procedure. The actual procedure showed that teacher gave quiz after students worked with their team in the first meeting about the lesson while the STAD procedure suggested by Slavin explained that the quiz had to be given after twice or three times meetings. This teacher only did one meeting for narrative text lesson and she gave the quiz on that day.

The fourth actual procedure showed that the teacher asked students to exchange their quiz sheet and checked the answer together. The teacher read the answer and students would check their friends' answer. After that the teacher would score the quiz sheet and sum up the individual score into group score. This actual procedure

was same with the STAD procedure 'Individual Score'. The individual score would be given after the students take the quiz, the individual score would be sum up into group score. The actual procedure also showed that teacher gave both individual score and group score.

The fifth procedure of STAD technique was 'Team recognition'. In team recognition, teacher decided the best group and motivate the group that did not get the best score. In team recognition, the best group was decided by the comparison of present and previous score. The actual procedure showed that the teacher announced the group with best score and the teacher also motivated the other group to do better in the next lesson. The teacher gave the best group plus score as the award for their effort. This award also could encourage students to do better. But teacher did not compare the present and previous group score to decide the best group. It was different with Slavin (1994) suggestion about team recognition.

The Obstacles in Teaching

Based on the observation, the researcher found that the teacher faced some obstacles in the implementation of STAD technique in teaching reading. Classroom design became the obstacle in the implementation of STAD technique, because the students needed to work on group and they had to move their chair in the group. But the classroom was small, so it was difficult to move their chair. Teacher helped the students to arrange their chair. The researcher found it based on the result of observation in field note. Another obstacle that teacher faced was the condition of students who were noisy. The students were noisy and talk with their friends while teacher was explaining the material. Teacher even got angry to the students because they did not pay attention to the teacher explanation.

The condition of tool for teaching learning was not really good. It could be seen when teacher explained the material suddenly the LCD was off because the cable fell down. The cable fell down because this school did not arrange the teaching media well. It was mentioned on the field note and transcription.

The students were only silent when teacher asked them about the material. Students did not answer the teacher's question about the material. Students would answer it together but they refused to answer it alone and became the volunteer to answer the question, when teacher asked the student whether they had question about the difficult word or not, students were only silent. But actually, some students asked their friends about the difficult words. Students were too afraid and not confident to raise their hand and ask some question. This condition became the other obstacles that teacher faced in implementing STAD technique.

The other obstacle was the students were difficult to understand the teacher explanation in English. Teacher had to translate her explanation into Bahasa to make sure that students understand. The students had lack of vocabulary, so they could not understand the teacher explanation in English.

Another obstacle that teacher faced was the students who fell asleep in the classroom. A student fell asleep when teacher explained about the material. As soon as teacher knew it, teacher asked him to move his chair to the front row. This condition had disturbed the teaching learning process because the attention of both teacher and students were moved in the sleeping students.

CONCLUSION

From the findings presented, it could be concluded that the teacher in this study had followed the five procedures of STAD technique. But some procedures in actual sequences were different with the theory of STAD technique suggested by Slavin (1994).

The first procedure was teacher did the class presentation. Teacher gave the picture to tell the students what they would learn. Teacher also explained about the material clearly. Teacher gave the example of text and the questions about the text. Teacher also explained the generic structure of the text and its language feature. This procedure had been same with the STAD procedure in which both of them told that teacher gave the clear explanation to the students.

Second STAD procedure was Teams. The actual sequence also showed that teacher had already made teams for the students. Teacher divided the teams based on the divergent in ethnics, race, gender and ability. Teacher also gave them task that they had to discuss with their team. When students did the discussion, teacher checked their activity. It was important for teacher to know that every student in the team did their task.

The third procedure was also done perfectly by the teacher. Teacher had given the students quiz which had to be done individually. It was same with Slavin (1994) suggestion about the quiz.

For the individual and team score, teacher had followed the Slavin (1994) suggestion. Teacher had checked the students quiz and then summed up the individual score into team score

The last procedure was team recognition. Teacher had not done the team recognition well since teacher did not compare the result of team score with the previous score that students had got. Slavin (1994) suggested that the group score had to be compared with the previous group score to check the improvement for each group score. But teacher still motivated the other group to do better so they could win the next lesson.

There were some obstacles that teacher faced in the implementation of STAD technique. Teacher used bilingual in the classroom. Teacher had to translate the English into Bahasa because the students had low English proficiency and they could not understand the teacher explanation in English. The small size of classroom also made the arrangement of chair in group discussion was difficult. Teacher and students needed to work hard in moving their chair into group position. The condition of students who were too talkative also made the classroom became so noisy. Teacher needed to shout to make sure that her voice could be heard by students. The tools

which were used in teaching learning process also easily to got broken. Teacher found difficulty in connecting the laptop and LCD because the cable was not stable. All those obstacles pursued the teaching learning efficiency.

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