The Effectiveness of STAD Technique in Teaching Reading Recount Text for Tenth Graders

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Abstrak

Para siswa membutuhkan teknik yang tepat untuk membantu mereka dalam mengoptimalkan keterampilan membaca mereka untuk memahami teks. Peneliti menggunakan teknik STAD dalam penelitian ini karena dapat membuat siswa bekerja bersama dalam sebuah kelompok kecil yang berisi 4-6 anggota heterogen. STAD sebagai teknik telah diteliti dalam beberapa studi yang hanya difokuskan pada implementasi oleh guru. Sementara dalam penelitian ini, peneliti akan fokus pada peningkatan membaca siswa setelah diajarkan dengan menggunakan STAD. Desain penelitian ini adalah penelitian quasi eksperimental. Populasinya adalah siswa kelas X dari satu sekolah Islam di Mojokerto, dan sampelnya adalah 30 siswa X MIPA 2 sebagai kelompok eksperimen, dan 30 siswa X MIPA 1 sebagai kelompok kontrol. Instrumen penelitiannya adalah tes. Data diperoleh dalam bentuk skor pre-test dan post-test. Kemudian, data dianalisis dengan menggunakan Independent-sample T-test. Berdasarkan analisis data menggunakan *Independent-sample T-test*, nilai Sig. (2-tailed) dari post-test adalah 0,024 yang kurang dari 0,05 dan ini menunjukkan bahwa ada perbedaan yang signifikan dari nilai rata-rata. Ini menunjukkan bahwa teknik STAD memberikan efek terhadap kemampuan membaca siswa. Besar dampak perbedaannya adalah .84. Besar dampak perbedaannya di atas 0,60 dan dapat disimpulkan bahwa pengobatan yang telah diberikan kepada kelompok eksperimen memiliki efek sedang. Kesimpulannya, teknik STAD adalah teknik yang efektif yang dapat membantu guru untuk meningkatkan kemampuan membaca siswa dalam teks recount.
Kata Kunci: *teknik STAD, kemampuan membaca, teks recount*

Abstract

The students need appropriate technique to help them in optimizing their reading skill for understanding the passage. The researcher used STAD technique in this study because it can make the learners practice in a small group together which contains of 4-6 heterogeneous member. STAD as a technique has been investigated in some studies which are only focused on the implementation by the teacher. While in this research, after being taught using STAD, the researcher will concentrate on learners reading improvement. The design of this study is quasi-experimental research. The population is the tenth-grade students' of one Islamic school in Mojokerto, and the sample is 30 students of X MIPA 2 as the experimental group, and 30 students of X MIPA 1 as the control group. The research instruments are test. The data are gained in the form of pre-test and post-test score. Then, the data are analyzed by using the *Independent-sample T-test.* Based on the data analysis using *Independent-sample T-test*, the Sig. (2-tailed) value of the post test is .024 which is less than .05 and it indicated that there is significant difference of the means score. It shows that STAD technique gives an effect toward students' reading ability. The effect size is .84. The effect size is above .60 and it can be concluded that the treatment that had been given to experimental group has moderate effect. In conclusion, STAD technique is an effective technique to help teachers enhance the ability of students to read recount text.
Keywords: *STAD technique, reading ability, recount text*

INTRODUCTION

English can assist us to interact easily with individuals around the world. Communicating means that we interact with other people, while communicating with other we will find information in form of written or spoken. English is very useful for people around the world to get in information, culture and also knowledge. English is an important language that must be learned by High School learners in Indonesia since it is compulsory for them. English becomes one of subject that should be taught to the student in Indonesia starting from Junior High School (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24/2016). The students should master four substantial skill in English. They are listening, speaking, reading and writing, these skills can be mutually supportive and not separable.

Reading becomes one important English language skill. Brown (2001) stated that reading is a skill related with thinking process and other communication skills such as listening, speaking and writing. This skill is kind of complex activity because the writer can transfer the information to the reader through reading. Reading is a way of understanding the meaning and information in the written text appropriately, according to Grabe and Stoller

(2002:9). Thus, the students should comprehend and understand the whole meaning and the content of the text. Therefore, understanding and comprehending the meaning and text's content are the main goal for the students in reading activity.

Reading ability is a process in making and constructing meaning in written text and linked with the background knowledge in order to understanding the passage (Woolley, 2011). Reading ability is the main purpose of learning and the basic for education (Hayuningtyas et al, 2013). Based on Competency Standard (*standar kompetensi*) and Basic Competency (*kompetensi dasar*) in Curriculum 2013, reading as a one of the English skills that should be learned by Indonesian learners. There are many texts that students learn, for example, descriptive text, announcement text, recount text, narrative text etc. The characteristic of recount text is this text retells about past event, so that every students can retell about their past experiences.

Text that describing an event or a story which happened in the past chronologically or in time order is recount text, so this text is always written using past tense (Barwick, 1999; Knapp and Watkins, 2005; Palmer, 2003). Knapp and Watkins (2005) added, among the narrative genre text, recount text is considered as the simplest type. Recount text has some types, Barwick (1999) mentioned that there are four different kinds of recount text. They are a personal recount, a factual recount, procedural recounts and a critical recount. The structure of recount text follows three stages; orientation, sequence of events and re-orientation (Anderson and Anderson, 2003). Palmer (2003) mentioned several language features of recount text. They are proper nouns and pronouns, varied action verb, descriptive words, adverbs and adverbial phrases, technical and abstract language, text is written in past tense, conjunctions, quoted and etc.

The researcher generally discovered that many students still find it difficult to understand reading. Based on the teaching training program (PPL) experience of the researcher, the researcher discovered that many students lacked motivation in English learning. Especially when reading, many learners said they have difficulty understanding the text and it's hard for them to get the primary information in the passage. In line with the researcher experience, Nurhanifah in Yusuf et al (2015) found that many learners found it difficult to learn English, particularly when they mastered reading. Difficulties in understanding the meaning, catching the information, and low of vocabulary size are students' problems in reading (Handayani, 2009). Whereas, in National Exam (UNAS) there are many texts that must be read by students in order to answer the questions. Therefore, the ability in comprehending reading is important for the students. Thus, teachers are supposed to use the appropriate technique and method in teaching reading so the students can optimize in using it. In addition, it is also important to create some attractive and fun activities in reading class, so that every student can easily comprehend the material.

The teacher can use many methods to teach reading in the classroom. One of the methods is Cooperative Learning (CL). According to Slavin (2005), CL is Type of teaching method that allows learners to work together with groups which contain of all student levels to achieve certain goal. Johnson and Johnson (2017) stated that cooperative learning is type of teaching method that allows learners to work together in a small group to maximize their learning. According to Slavin (2005), there are three general techniques that are used in CL method to teach learners of all ages and subjects; they are Student Team Achievement Division (STAD), Teams Game Tournament (TGT), and Team Assisted Individualization (TAI). Yet, this paper focused on Student Team-Achievement Divisions (STAD) technique.

STAD is method or technique in CL that was developed by Slavin (2005). It makes the students gather in small groups which consist of 4-6 heterogeneous members. The advantages of using this technique are to make the students feel confident while working in a group and to provide equal opportunity in learning process, so the students with lower abilities can improve their capabilities through mix group activity (Metcalf, 2006: 283). Slavin also added that STAD runs on some principles that students work together in a group to learn and take responsibility to their group. Slavin highlighted for having team goals in STAD. To support the reading activity and make great interaction among the text and the students, the teacher should make students as cooperative group and give rewards to the best group. According to the Kessler and Kagan (1992), STAD makes the students have positive interdependence, which means that every member group's efforts are required and needed in order to reach group success. In this case, the teachers can encourage their students to raise their motivation to learn more.

Teacher can use five major components in STAD to implement STAD technique in the classroom: presentation in class, discussion team, quizzes, individual improving score, and team recognition (Slavin, 2005). First, the teacher designs the class presentation component. The teacher is presenting the material during the class. Second, in team study, students are divided into groups consist of four which have heterogeneous academic performance, sex and race or ethnicity. Third

component is quizzes. After the students learn the materials and do some exercises, they will take individual quizzes. Fourth, in individual improving score, the students can improve their team score by doing their best in quizzes. The last, in team recognition, team will get reward if the score can meet the criteria.

STAD technique is appropriate for teaching reading in EFL class because STAD can improve student's ability in reading (Zarei, 2012). By applying STAD technique each member can dispense their knowledge to the other member who does not have prior knowledge. Furthermore, it can improve their responsibility and respect in communicating each other while doing group work (Johnson et al, 1999).

There were many studies related to the implementation of STAD in increasing reading ability. Based on the previous study which applied STAD in classroom activity, students can improve their reading ability (Yusuf et al, 2015; Hayuningtyas et al, 2013; Widiarto, 2015, and Rezalova, 2015). Not only in reading, but STAD also can improve students' vocabulary size (Ishtiaq et al, 2017). STAD is suitable technique for teaching reading, it was proved by a teacher who uses STAD technique in teaching reading to his students (Yusuf et al, 2015).

Most of the studies above used STAD technique in reading news item, descriptive, and analytical exposition text. Yet, only a few studies try to find the effectiveness of STAD technique in teaching reading recount text. Therefore, in this research the researcher tends to prove the effectiveness of STAD in improving the reading ability of students for 10th graders.

The research question of this research is formulated as follows, according to the background study stated above: Is there any difference in the students reading ability of recount text between students who are taught by using STAD technique and those who are taught without using STAD technique? In this study there are two hypotheses, they are alternative hypothesis (Ha) and null hypothesis (Ho). The alternate hypothesis (Ha) is stated that there is a significant difference in the students' reading ability of recount text between the students who are taught by using STAD technique and those who are taught without STAD technique. The null hypothesis (Ho) is stated that there is no a significant difference in the students' reading ability of recount text between the students who are taught by using STAD technique and those who are taught without STAD technique.

RESEARCH METHODOLGY

This study's design is experimental study. According to Ary et al (2010), experimental study is a scientific study in which the researcher manipulates and controls one or more independent variables and any related variables, and the investigator also observes the impact on the variable based on manipulation. The researcher conducted quasi-experimental designs to find out the significance difference of students' reading ability before and after being taught using STAD technique. It was used because the subjects were not randomly assigned. The researcher used two classes, one as the experimental group and the other as the control group. The researcher gave those classes pre-test and post-test. The treatment was provided to the experimental group, while the control group was taught without treatment. In the end of the research, the researcher conducted post-test for those two classes in order to know whether there will be any significant difference in the reading ability of the students.

The subjects of this study were tenth grader students of one Islamic school in Mojokerto. The researcher used two classes. They were thirty students of 10 MIPA 1 as the control group and thirty students of 10 MIPA 2 as the experimental group. MIPA is math and science class. Both of these classes are regarded equal, according to the teacher statement, and the pre-test mean score proved it. Both classes ' pre-test mean score is closely the same. The experimental group's mean score is 59 and control group is 57. The class meeting is once a week on Tuesday. For the X MIPA 2 the meeting is on 3rd session until 4th session and X MIPA 1 is on 5th session until 6th session

This research used test as the instrument. In this study, pre-test and post-test were used to measure the students' reading ability after getting treatment.

Pre-test was administered to ensure that the experimental group and the control group are equal. In the pre-test, multiple choices test is used by the researcher used which contained two texts. Each text has ten questions, so in total, there were twenty questions.

In post-test, the researcher also used multiple choices test which contained two texts. Each text has ten questions and the questions were different from the questions in pre-test, but they have the same difficulty level, so in total, there were twenty questions. The question contained of structure of the text, social function, language feature, main idea, detail information and also diction. The students have to finish the test within 60 minutes.

The researcher used two stages in validating the test. The stages were as follows:

1. The researcher intended the test based on the basic competence in 2013 curriculum for senior high school. The basic competence is as follows:

   "3.7 distinguish social functions, text structure, and language features of some oral and written recount

texts by giving and requesting information related to historical events according to the context of the use" The researcher got the test validation from the teacher to make sure that the content is appropriate with the syllabus or the basic competence.

2. After getting the validation content, the researcher used expert's judgment to make sure the form of the test is appropriate and applicable. The expert is one of the lecturer in English Department at State University of Surabaya, Retno Wulan Dari, S. Pd., M. Pd. There were three major aspects that had been validated, they were material aspect, construction test, and the language.

In measuring the test's reliability, the researcher conducted a tryout in other class beside control and experiment group. Equivalent form reliability was used in this study. The researcher got two sets of score from two similar test that had been administered in the same day. The two similar test would be pre-test and post-test for control and experiment group. The two sets of score were analyzed using *Pearson Correlation* on IBM SPSS Statistics for windows release 24.

Table 1. Correlations

Correlations			
Pre-test	*Pearson Correlation*	1	.669*
	Sig. (2-tailed)		.035
	N	10	10
Post-test	*Pearson Correlation*	.669*	1
	Sig. (2-tailed)	.035	
	N	10	10

According to the correlation table above, the result showed the reliability of the test was r = 0.669. According to scale and level of reliability from Bartz (1976), it can be indicated that the tryout test was reliable and it can be used for pre-test and post-test.

Table 2. Level of Reliability

Scales	Levels description
.00 - .199	Not reliable
.20 - .399	Less reliable
.40 - .599	Reliable enough
.60 - .799	Reliable
.80 - 1.00	Very Reliable

After measuring the reliability, the researcher collected the data using test. The process of collecting data was conducted by the following steps:

a. The first step, the researcher administered pre-test to the subjects under study.
b. The second step, after giving a pre-test, the researcher gave learning material about recount text of historical event. Here the researcher needed four meetings in teaching foe each group by herself. The researcher gave material without any treatment for controll group. For the experimental group the researcher gave treatment by implementing STAD technique. In implementing STAD technique the researcher applied some steps.
   - In the first meeting, the researcher do the first step by giving class presentation and delivering the material about recount text to the students. After providing the material, the researcher allows the students for stating some questions about the material and in the last session the students did individual exercise and discussed it together.
   - In the second meeting, the researcher organized the students into five smaller groups which consist of six heterogeneous students. Then, the students had group discussion until every member is capable to comprehend the text by doing exercise**.**
   - In the third meeting, the students had a quick discussion and review with the teacher about concerning their previous exercises, and then the students did a quiz individually to measure the students' reading ability.
   - In the fourth meeting, after correcting the students' quiz and returned it, the researcher gave a reward for the group which had the highest mean score from the quiz, and then the researcher reviewed the material for the last time.
c. The third step, the researcher conducted post-test. It was administered for measuring students' reading ability in recount text after using STAD technique.
d. The pre-test and post-test score will be the main data of this study. The pre-test score is needed to make sure that the experimental and the control group are equal. The post-test score is needed to find the improvement of the students' reading ability for experimental group after getting the treatment.

Independent-sample t-test was used to analyze the data after acquiring the pre-test and post-test score data for answering the research question. It was used for the analysis because the data that the researcher had is normally distributed. The significant difference between the control group and the experimental group was computed by using IBM SPSS for Windows release 24. The stages were as follows:

1. Arranging the scores of pre-test and post-test for experimental and control group.
2. Calculating a *homogeneity of variance test* from pre-test score for both groups to make sure the data is homogeny.
3. Assessing normality by *shapiro-wilk* test of normality.
4. Computing an *Independent-sample t-test* to compare means of pre-test for both groups to measure the significance level in order to show they were equal.
5. Computing an *Independent-sample t-test* to compare means score of post-test for both groups to measure the significant difference.
6. Calculating eta-squared to measure the effect size. The effect size can be calculated by using Eta squared formula below:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N12 + N2 - 2)}$$

RESULTS AND DISCUSSION

Results

After conducting several stages in analyzing the data, it can be concluded that STAD technique can improve students' reading ability. The analysis process is elaborated as follows:

The Result of Pre-test

The researcher conducted pre-test before giving the experimental group a treatment. After being used in order to know whether the control and experiment group are academically equal, the pre-test is calculated through a *homogeneity of variance test* for both groups to make sure the data is homogeny. If the significance level (Sig) of the score is more than 0.05, it means that the data is homogeny, on the contrary, if the significance level of the score is less than 0.05, it means that the data is not homogeny (Pallant, 2010).

Table 3. Homogeneity of Variances

Test of Homogeneity of Variances pre-test score			
Levene Statistic	df1	df2	Sig
2.892	1	58	.094

According to the result above, the significance level is .094 which is more than .005, so it is possible to conclude that the information is homogeny. Thus, the researcher can proceed to analyze the normality.

The researcher continued to analyze the normality of the data after calculating the homogeneity of the data. The researcher used the Shapiro-wilk test in analyzing normality because the participants in each group were under 50 students. According to Pallant (2010), if the significance level of the score is more than 0.05, it means that the data is normally distributed. Here is the result:

Table 4. Normality

Tests of Normality				
		Shapiro-Wilk		
		Statistic	Df	Sig.
Pre-test	experiment group	.945	30	.126
	control group	.972	30	.600

According to the table above, the significance level (Sig.) of experimental group was .126 and control group was .600. The Sig. value for both groups were more than 0.05 and it indicates that the data was normally distributed. Parametric test was used in this study because the data was homogeny and normally distributed. Thus, *Independent-sample t-test* was used by the researcher.

Next stage, the researcher used *Independent-sample t-test* for analyzing the pre-test score of both control and experimental groups to measure the significance difference level in order to show they were equal. The researcher used IBM SPSS for Windows release 24. The significant difference level for both two groups before getting treatment is as follows:

Table 5. Statistic of Pre-test

Group Statistics					
pre-test score	Group	N	Mean	Std. Deviation	Std. Error Mean
	control group	30	59.333	11.42693	2.08626
	experimental group	30	57.166	8.16673	1.49103

According to the table above, the mean score between control (59.3) and experiment group (57.1) are closely the same, it can be indicated that those two groups are equal.

Table 6. Independent-sample T-test result of Pre-test

Independent Samples Test						
		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pre-test score	Equal variances assumed	.402	2.16667	2.56431	-2.96635	7.29968
	Equal variances not assumed	.402	2.16667	2.56431	-2.97784	7.31117

According to Pallant (2010), If the value in the Sig. (2-tailed) column is more than .05 (e.g. .06, .10), it means that there is no significant difference in the students' mean scores, on the contrary, if the value in the Sig. (2-tailed) column is equal or less than .05 (e.g. .03, .01, .001), it means that there is a significant difference in the mean scores between the students who got the treatment of using STAD and those are not.

Based on the the table 6 above, the significant difference (Sig. (2-tailed)) of pre-test for control and experimental group is .402. and it is possible to conclude that there is no significant difference between control and experiment group. It means that those two groups are equal.

The Result of Post-test

The researcher conducted post-test after giving treatment to the experimental and control group. The researcher used *Independent-sample t-test* for analyzing the post-test score of both control and experimental groups. *Independent-sample t-test* was used to measure the significance difference level in order to know whether the treatment in experimental group is effective or not. The researcher used IBM SPSS for Windows release 24. The significant difference level for both two groups is as follows:

Table 7. Statistic of Post-test

Group Statistics					
post test score	Group	N	Mean	Std. Deviation	Std. Error Mean
	control group	30	65.6667	12.64457	2.30857
	experimental group	30	71.8333	7.24965	1.32360

Table 8. Independent-sample T-test result of Post-test

Independent Samples Test								
		t-test for Equality of Means						
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
post test score	Equal variances assumed	-2.317	58	.024	-6.16667	2.66109	-11.49342	-.83991

	Equal variances not assumed	-2.317	46.206	.025	-6.16667	2.66109	-11.52252	-.81081

Based on the table 4.4 above, the Sig. (2-tailed) value of post-test for control and experimental group is .024. The Sig. (2-tailed) value is less than .05. It can be concluded that there is significant difference between control and experiment group. It can conclude that by giving STAD technique could assist students to enhance their reading ability. Thus, the research question which was mentioned in chapter 1 can be answered, then the researcher could continue to the next stage to calculate the effect size.

Effect Size

In determining the effect size of the treatments that was given by the researcher, it is necessary to calculate the effect size from *Independent-Sample T-test* by using *Eta Square* calculation. According to Pallant (2010), the effect size can be calculated by using Eta squared formula below:

$$\text{Eta Squared} = \frac{t^2}{t^2 + (N12 + N2 - 2)}$$

The researcher used Cohen's guideline in Pallant (2010) to interpret the Eta Square mentioned in the table below:

Table 9. Scale of *Eta Square*

The Criteria	The Description
.01	Small effect
.06	Moderate effect
.14	Large effect

Then, here is the calculation of Eta Square to find the effect size from Independent-sample T-test:

$$\text{Eta Squared} = t^2 / t^2 + (N1 + N2 - 2)$$
$$= -2.317^2 / -2.317^2 + (30 + 30 - 2)$$
$$= 5.368489 / 5.368489 + (30 + 30 - 2)$$
$$= 5.368 / 63.368$$
$$= .084$$

According to the calculation above, the Eta Square value is .084. Based on the guideline, .084 is more than .06, thus it is possible to conclude that the effect size given by treatment has moderate effect.

As stated in chapter 1, the researcher only has one alternate hypothesis (Ha). The alternate hypothesis stated that there is a significant improvement of the students' reading ability in recount text after being taught by using STAD.

According to the post-test result that have been examined using *Independent-sample t-test* (Sig. (2-tailed) .024), it showed that there is significant improvement toward students' reading ability after being taught using STAD technique and it was proved by the value of effect size (Eta square .084). Hence, it can be concluded that alternate hypothesis (Ha) is accepted.

Discussion

Teaching STAD can improve reading ability. It could be proved by the *Independent-sample t-test* result (See Table 4.6), the Sig. (2-tailed) value of the post test is .024 which is less than .05. If the Sig. (2-tailed) value is equal or less than .05, it means that there is significant difference of the means score (Pallant, 2010). Thus, there is significant difference in post-test score between control and experimental group. According to the finding, it is consistent with the theory stated by Metcalf (2006). He stated that by applying STAD technique students who have low ability in reading can improve their capabilities and their confident through group activity. Also, the students will be oriented to have team goals and work together until all the members can mastered the material (Slavin, 2005).

The Eta square value is .84. The researcher used the guideline which was proposed by Cohen in Pallant (2010) to interpret the *Eta Square*. Based on the guideline, .084 is more than .06, thus it can be concluded

that the effect size given by treatment has moderate effect.

According to the analysis above it can be indicated that there is significant improvement to the students' reading ability after implementing STAD technique in teaching and learning process. This finding is consistent with some previous studies. Hayuningtyas et al (2013) found that STAD technique can improve students' reading ability in teaching and learning process. Another study about STAD technique which was in line with the researcher finding was also conducted by Rezalova (2015). He found that there was significant improvement to the students' reading ability in comprehending exposition text after being taught using STAD. Zarei (2012) also stated that STAD technique is appropriate technique for teaching reading in EFL class because STAD can improve student's ability in reading.

The students can help each other to improve their reading ability by doing group work. The improvement is reflected by their post-test score. The post-test score of experimental group got higher mean rank (71.8) than control group (65.6). It can be considered that experimental group has the higher post-test score than control group, it happened because experimental group was given a treatment by applying STAD technique.

The alternate hypothesis (Ha) that STAD could improve students' reading ability in recount text after being taught by using STAD is accepted. STAD technique is proven to be effective technique to improve students' ability in teaching learning process. This finding is in line with the theory stated by Slavin (2005) and Metcalf (2006) and also in line with the finding from some previous studies that was conducted by Hayuningtyas et al (2013), Rezalova (2015), and Zarei (2012). In short, STAD technique is proved as an effective technique that can be applied by the teacher can teaching reading for tenth graders.

CONCLUSION AND SUGGESTION

Conclusion

Based on the outcomes of the data and the discussion mentioned in chapter four, it can be concluded that the students' ability in reading recount text after being taught using STAD is significantly improved. It was proved by the output from Independent-sample t-test, it showed that there is significant difference of post-test score between control and experiment group. The Sig. (2-tailed) value of the post test is .024 which is less than .05 and it indicated that there is significant difference of the means score (Pallant, 2010). It showed that STAD technique gives an effect toward students' reading ability. In addition, the effect size is .84. According to the guideline which is proposed by Cohen in Pallant (2010), the effect size is above .60 and it can be measured that the treatment that had been given to experimental group has moderate effect.

According to the result above, it can be stated that the alternate hypothesis (Ha) that there is a significant improvement of the students' reading ability in recount text after being taught by using STAD is accepted. In conclusion, STAD technique is an effective technique that can help the teacher to improve the students' reading ability while teaching recount text.

Suggestion

According to the data mentioned above, the investigator would like to offer teacher, learners and further researchers suggestions. Hopefully, this suggestion could give benefit for those who have concern with this kind of research.

1. The teacher may face some difficulties when they teach English especially reading. Nowadays, the students tend to learn in group. Thus, the researcher suggest to used cooperative learning strategies and apply STAD in the process of teaching and learning, especially in teaching reading. The students will be motivated while they work with their friends and increase their reading ability.
2. The students should be aware to the importance of reading because one of the important language skills is reading. The students are suggested to apply STAD in their learning process, thus it can help them in increasing their reading comprehension. Comprehending reading is very beneficial for the pupils to support them in understanding a text and getting some information.
3. Further researcher may investigate STAD technique in other language skills or other field. Also this study only investigated tenth graders in senior high school. Studies on different school grade with different student variables are suggested. In addition, future researchers are suggested to manage a study in qualitative research to complete information not obtained in quantitative studies.

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