IMPROVING STUDENTS’ READING COMPREHENSION THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE

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Abstract
This study was aimed to know how STAD technique improves the eighth grade students’ reading comprehension at SMP Negeri 21 Pontianak in academic year 2017/2018. It was a classroom action research which was conducted in two cycles. Each cycle consisted of four components namely planning, acting, observing and reflecting. The research instruments were observation in form of observation checklist and field notes in order to describe the process while applying STAD technique in the classroom. In addition, she used measurement technique in form of reading test items to measure students’ achievement. These reading test items including five aspects that helps students to improve their reading comprehension. These five reading aspects in terms of identifying main idea, identifying specific information, identifying reference, identifying inference and vocabulary. The result of this study that, the students improved their reading comprehension through STAD technique by discussing the issues proposed by the teacher in the reading text. Further more, they worked together in heterogeneous teams to get higher improvement point as their goal in each cycle. This condition created the competitive atmosphere in the classroom. So, it increased students’ motivation to comprehend the reading text.

Keywords: Reading Comprehension, Classroom Action Research, STAD Technique

INTRODUCTION
Among the four language skills taught in secondary school, reading skill becomes very important in the education field. Harmer (2001: 68) noted that, “many of students want to be able to read text in English either for their careers, for study purposes or simply for pleasure”. Therefore, reading skill is important to be improved, because most students’ activities in getting knowledge carried out through reading. In addition, reading skill concerns language aspect, such as spelling, pronunciation, grammar, and vocabulary. Consequently, students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part on their ability to read (Harmer, 2001). If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

Based on standard competence in syllabus for junior high school, students are required to be able to decode and comprehend the meaning of narrative and recount texts. Kane (2000: 366) states that narrative is a meaningful sequence of events told in words. In addition, narrative text consists of three generic structures. They are orientation, complication and resolution. Orientation is the opening of paragraph where the characters of the story are introduced, while complication developed the problems in the story. And the resolution is the part where the problems in the story solved.

When students can read by decoding the written or printed text and symbols, it does not mean that they can comprehend it (Nunan,
Since common patent problems in reading include, the students still get some difficulties in finding general and specific information, identifying main ideas, and also identifying explicit and implicit information. It happened while an English teacher in SMP Negeri 21 Pontianak explained that he faced some problems in teaching reading comprehension. The teacher said that the students got some difficulties in reading. Commonly they had difficulties in finding general and specific information, identifying main ideas, and also identify explicit and implicit information. It also happened when the writer did the pre-research. She asked students to read some texts by themselves and posed some questions associated with the text for the students one by one. But, there were only 10 from 40 students who could answer the questions well. This condition was caused by several factors such as; the English teacher lacks good teaching strategy, which can handle the students to be more active toward understanding the materials, and also the students have low motivation and sometimes passive in learning English. In addition, students are not confident to show their weakness in front of their teacher. On the other hand, they feel comfort when they are sharing with their friends.

Thus, the writer knows that comprehend the text becomes the problem in learning English. Here, the using of appropriate technique in teaching and learning English is one of the ways to solve the problem. Making reading class enjoyable and making useful activity is a very important part of the language experience.

To solve this problem, cooperative learning method is an appropriate method to be applied. Arnadottir (2014) states cooperative learning method is an ideal teaching tool when it comes to teaching language. By cooperative learning students are trained to find and comprehend difficult concepts by discussion among their peers. To realize it, Student Team Achievement Division (STAD) is considered to be one of the effective techniques in learning process. In STAD technique students are able to question each other and share their comprehension with their groups in the effect of improving their comprehension. This learning model gives priority to the cooperation between groups in solving the problem and in applying the knowledge in order to reach the learning objectives.

In Students team achievement division (STAD), students prefer to work in groups, which consist of four to five heterogeneous students to comprehending the reading text. Here the students aid each other in completing academic tasks, and provide each other with feedback in order to improve their reading comprehension performances. Furthermore, they influence each other to achieve mutual goals, act in trusting and trustworthy ways, become motivated, and feel less anxiety and stress. The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its members to do well in the test. In other words, the reading activity in the classroom is not a passive, but rather an active.

The previous study entitled “Improving Reading Comprehension through Student Teams Achievement Division of the Seventh Grade Students of SMP Negeri 3 Kediri in Academic Year 2013/2014” showed that STAD could improve students’ comprehension in reading. Another research also conducted by Sholihah in SMPN 3 Karanganyar entitled “The Use of Student Teams-Achievement Divisions to Improve Students’ Reading Comprehension”. The result of this research showed that STAD technique improved students’ reading comprehension in term of main idea, detail information, vocabulary, inference and reference. Moreover, STAD could improve students’ motivation. Thus the writer believes STAD technique is effective and interesting for students to improve their reading comprehension.

Based on the background above, the writer and the teacher agreed to conduct a study in the form of Classroom Action Research entitled “Improving Students’ Reading Comprehension through Student Team Achievement Division (STAD) technique (A Classroom Action Research on
the Eighth Grade Students of SMP Negeri 21 Pontianak in Academic Year 2017/2018.

According to Mc Whorter and Kathleen (2005:3) reading is an active process of identifying important ideas and comparing and evaluating and applying them. Therefore, reading is useless without comprehension, because the readers will only get the information by comprehending the reading text. Patel and Jain (2008: 113) argue reading is not only the source of pleasure and information, but also extending someone’s knowledge. It means that reading is an active process which the reader actively engages in a text to construct meaning. Someone can be said to be able to comprehend in reading if he or she understands content of reading explicitly and implicitly by using knowledge and reasoning to understand the idea of the author. Therefore, reading comprehension is required.

According to Pang et al (2003) readers use their prior knowledge to comprehend text. It means that the reading comprehension process involves the readers’ ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text. As Pardo (2004: 272) said that comprehension is a process to construct the meaning which is involves the combination of prior knowledge and previous experience. Finally, its process results a meaning of the text which is being understood by the readers. Furthermore, Klingner, Vaughn, and Boardman (2007:8) state that reading comprehension involves much more than readers’ responses to the text. Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

On the other hand, there are some aspects of reading which can help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary. 1). Identifying the main idea, is one of the important aspects of reading. Main idea itself is the central point or thought in a paragraph. Sometimes it is not easy to find the main idea. In some paragraphs, it can be in the beginning or in the end of paragraph. 2). Identifying Specific information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence. The supporting idea is usually the answers of 5W 1H questions. For example, after reading the story of Cinderella, a general question related to specific information can be for instances, "Why does her half-sister not let Cinderella come to the party?" this question can stimulate students to comprehend the detailed information contained in the text. The way to find out specific information can be done by scanning. Scanning is the way to search some particular piece of information in a text, in the short process of reading to find detail information. 3). Determining Reference, Reimer in Kwiatek (2013) defined that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to another object. They are used to avoid unnecessary repletion of words or phrases. It means that, such words are used, they are signals to the reader find the meaning elsewhere in the text. For example: “He gulped down the tea without realizing that it was very hot.” The word it refers to the tea. bWhen students can understand the use of references in the reading text, it can help students to comprehend the content of a text. It also helps students to avoid misunderstanding or misinterpretation of a reading content. 4). Determining Inference, is an educational guess or conclusion drawn based on logic of the passage. In line with Beech (2005) he states, “When a reader adds information that he or she already knows to what is stated, the reader is making an inference”. It means that the readers can make conclusion after reading the text. The teacher will not always tell students everything, so it needs to use inferences to understand and visualize the story. Students will make inferences to help them understand what they are reading. 5). Vocabulary, Barnhart (2008: 697) states that stock of words are used by person, class of people, profession
is called vocabulary. Concerning with the statement above, vocabulary is fundamental for everyone who wants to produce or to understand utterances. In a reading text, students will be faced some words or phrases which has its own meaning as its single position. In order to comprehend a text, students must first know them. However in reading comprehension, students should not define every words or phrase they met one by one because it might has different meaning when it join together with other words. Therefore, interpreting its meaning is an important skill in order to achieve authors’ message originally.

In this study, the writer used narrative text as the material to help students improve their reading comprehension ability. Narrative text is a text, which are relates a series of logically, and chronologically related events that are caused or experienced by factors. Furthermore, narrative text is a text which contains about story and its plot consists of climax of the story then followed by the resolution. The purpose of narrative text is to amuse, entertains and deals with actual or vicarious experience in different ways.

Student Team Achievement Division (STAD) technique was developed by Robert Slavin in 1986. In STAD, students are assigned to five or six member learning teams that are mixed in performance level, gender and ethnicity. Slavin (1991: 20-21) states that “STAD are made up of five major components; 1). Class Presentation, this component is mainly constructed by the teacher. The teacher presents the teaching material to students. The form of teaching presentation may be direct instruction, video instruction interactive learning activities, etc. However students must always realize that they must pay careful attention during the class presentation so that it will be helpful for them to do the quiz and their quiz score are determined by their teams’ score. 2). Team, students are organized into groups which consist of four to five students. After the teacher present the learning material, the team then come together to learn it by discussing the material, comparing their answer and correcting their misunderstanding among the teams’ member. This is also the portion of the strategy in which students assume responsibility for mastery of the instructional materials by all team’s members. In assigning students into team, students should be heterogeneous in the form of academic rank, gender, race and ethnics. Slavin (1991) explained that there are some steps to assign students to teams. First of all, on a sheet of paper rank students in the class from highest to lowest in terms of past performance. We can use as much as information available, such as test scores, grades, or teacher judgment. After that, decide on the number of teams. If the division is even, the quotient will be the number of teams to have. Then, assign team letters to each student. For example, in an eight team, use the eight letters from A to H. Start the top rank with letter A, after using the last team letter, continue lettering but in opposite order. 3). Individual Quiz, after the students discuss the material or worksheet, the teacher give individual quiz which students cannot help one another. This component demonstrates individual accountability that each student is responsible for studying the material and working on the worksheet attentively. If every member in the group gets higher scores than before, this will possibly help the team to improve their scores in the next component. 4). Individual Improvement Score, Slavin (1991) stated that base score is the minimum the teacher expects the student to make on a 30 items quiz. It refers to the ranked list of students made in assigning students to team. If there are 25 or more students in a class, we can give the first three students an initial base score of 20, the next three 19, the next three 18 an so on until all of students got initial their base score. Then, the students can collect the point for their team based on the increasing of score quiz that is compared with their base score. 5). Team Recognition, the teacher collects the students’ improvement points and inserts into team summary sheet. Then, the teacher calculated the total team score from each division. The team with higher score will be announced in a newsletter and will get the prize from the teacher.
METHOD

The researcher was used classroom action research as the method in this study. Ferrance (2000) stated that classroom action research is undertaken in a school setting. It is a reflective process that is allowed for inquiry and discussion as components of the research. Classroom action research occurs within a specific classroom situation. Classroom action research is purposed to improve the skill and solve the real problem in the classroom by using direct action. According to Cohen, Manion and Morrison (2010:103) action research consists of four components, they are: planning, acting, observing and reflecting. The procedure of this research can be described as follows:

Subject of Research

The research will be conducted to the eighth grade students of SMP Negeri 21 Pontianak in academic year 2017/2018. The subject of this research is the students in class VIII B which consists of 40 students. They are 17 male students and 23 female students.

The teacher participant is an English teacher in SMP Negeri 21 Pontianak. He is 41 years old and has been an English teacher for 14 years. He graduated from English Study Program in Teacher Training and Education Faculty of Tanjungpura University.

The Technique of Data Collecting

In collecting the data, the writer used two techniques, they are observation and measurement technique. In observation data, the writer used observation checklist and field note, whereas measurement technique, the writer used test items as tool to collect the data.

Observational technique is an investigation of phenomena in which naturally occurring. In observation, the writer recorded behaviors, interaction, or events that happened in form of observation checklist and field note. The writer chooses this technique because this research is a classroom action research in which the purpose is to observe the process in order to improve the result and to repair the mistake of the process of teaching learning.

Measurement aimed to compare the score of the students’ achievements in form score; whether or not there is the improvement of students in comprehending the reading text. In this research the measurement was in form of multiple choice tasks.

Tools of Data Collecting

The researcher used the instruments to collect the data, they are as follows:

1). Observation checklist is used to check the items related in the class in every meeting during teaching and learning process while applying STAD technique. 2). Field note is used to record the data about the activity in learning process and others data which related to the object of study. 3). Reading Test is used to measure students’ reading achievement in action for each cycle.

Technique of Data Analysis

In this study, the writer used qualitative and quantitative method to analyze the data. In qualitative, the researcher recorded the observation by filling the observation checklist tables and field notes based on the real conditions of the class. Miles and Huberman (1994) said that qualitative data analysis consists of three procedures, those are data reduction, data display, and conclusion drawing or verification.

In quantitative, the data from students’ individual worksheet obtained by calculating the improvement score in each cycle of all students. Then student’s improvement points are added into team summary sheet to obtain total team score with highest to lowest points.

To find out total team score and team rank, the formula is:

\[ \sum x_i = \text{Sum } X \]
RESULT AND DISCUSSION

Results

Cycle 1

The writer did the first cycle on September 2017. The writer as the observer and the teacher as the collaborator prepared a lesson plan, teaching material and discuss the observation checklist in planning stage for the first cycle. The writer and the teacher also prepared the worksheets to help students to discuss in their team, and individual quiz to measure their individual improvement in reading comprehension.

In order to make the calculating process become easier, the writer also prepared a quiz score sheet and a team summary sheet in planning stage. Then, the writer prepared the rewards for top three teams and bulletin class for team recognition stage. There were three rewards, for good team, great team and super team. At the last, the writer and the teacher divided students into team, based on their rank order, gender and personalities. In assigning the students into their team, the researcher also asked for teacher’s judgment about students’ personalities to avoid quiet students become in one team.

Then the teacher announced the initial base score for each student, and explained that they have to pass this score to be able to contribute points for their team. All activities followed the rules as written in the lesson plan. The teacher started the first step of STAD technique called class presentation by greeting students, checking students’ attendance, and let the students to pray. After the students prayed together, the teacher recalled their previous material about announcement and connected it with present material that was narrative text. The teacher provided an example of narrative text entitled “Sincerity will Get a Great Return” which consist of five paragraphs. The teacher asked a student randomly to read a narrative reading text, while other students were asked to listen and took a note of unfamiliar words. After that the teacher reread the text slowly and asked the students to write the main idea from each paragraphs. After he read the text, he explained the purpose, generic structure, and language features of narrative text in detail.

After the class presentation stage, the teacher followed the next step called team step. In this step, the teacher announced students’ team division which has been previously designed in planning stage and asked them to gather in their team. Then, the teacher asked the students to discuss about unfamiliar words and main ideas from each paragraph that they had noted before. In this step, the teacher emphasized the students to make sure all of their team members should know how to comprehend a narrative text by looking for the main idea and understand the key words from the text. In order to help the students comprehend the narrative text, the teacher distributed a worksheet for each team. This worksheet was helped the students to comprehend the text by identify the supporting details, inference, reference, vocabularies and main idea. After all of the teams finished their tasks, the teacher and students discussed it together.

Then, third step called quizzing was coming. The teacher asked the students to get back to their seat and announced the students’ initial based score. The teacher told them that they have to pass their initial base score to rendered points for their team. The teacher distributed a quiz sheet for each student, then ask the students to answer the quiz by themselves. In this step the teacher emphasized that no one can help each other. After the students finished their quiz, the teacher collected their answer and discussed the quiz together. When all of the students get their score, the teacher and the researcher put the students’ score into quiz score sheet, then calculated their improvement points. After that, the researcher helped the teacher to put their improvement points into the team summary sheet. The team summary sheet showed that team A was the first winner with total team score was 29. Followed by team D as the second winner with 28 score point, and team H as the third with 26 score point.
Then the last step was coming. The teacher announced the first, second and third winner then put their division name into a bulletin board on the classroom and gave them some rewards. On the bulletin board the teacher also attached students’ name who achieved the maximum score.

During the cycle one, there were some weaknesses happened. Based on the field note, on the class presentation stage, the teacher asked only one student to read a narrative reading text from the beginning to the end. It makes the other students getting bored and lost their focus from the reading text. In addition, most of students still confused how to identify the main idea from each paragraphs while the teacher reread it. They did not take any note while the teacher asked them to. So, in the team stage the students have no idea about what they have to discuss. Furthermore the researcher only prepared a worksheet for each team to discuss. It makes the team discussion ineffectively. Moreover, most of students did not reach the minimum standard score. The minimum standard score was 71, but there were only 12 students who passed it.

After looking at the result of the first cycle, the teacher and the researcher decided to continue the action to the next cycle. From the discussion between the teacher and the researcher, there were some things that must be revised. The things that should be done in the next cycle are; 1). The teacher should motivate the students about the importance of teamwork in the team discussion stage. So, they will help each other to comprehend the narrative text properly in order to gain a lot of scores for their team in the quiz stage. 2). In the class presentation stage, the teacher should ask students randomly to read each paragraph alternately. It makes the other students focus more on narrative text while their friend is reading. 3). The teacher should teach the students more about how to get the main idea by skimming the narrative text. 4). In order to make students more active in the team discussion stage, the researcher should prepare three worksheets for one team so that all members can discuss properly.

**Cycle 2**

The writer did the second cycle on Oktober 2017. The writer as the observer and the teacher as the collaborator prepared a lesson plan, teaching material and discussed the observation checklist in planning stage for the second cycle. In order to avoid the mistakes in the first cycle, the researcher and the teacher also discussed the weaknesses from the first cycle. The writer and the researcher also discussed what they had and not to do in the second cycle. The writer and the teacher also prepared the worksheets to help students to discuss in their team, and individual task to measure their individual improvement in reading comprehension. To make the calculating process easier, the writer also prepared quiz score sheet and team summary sheets which are also used in cycle 1.

Furthermore, the writer also prepared the rewards and bulletin class for students in team recognition stage. As she did in the previous cycle, there were three rewards, each for good team, great team and super team. The team members in the second cycle are still the same team as the first cycle. The teacher greeted the students, and checked the attendance list by calling student’s name. All 40 students were present that day. Then, the teacher allowed the students to pray. Before the lesson begun, the teacher motivated the students to make their team a superior team in the class. All of the team members should help each other in order to understanding narrative text. They can help their friends in the team stage by discussing the team worksheet so that their friends can do individual quizzes well and get a lot of points for their team.

Afterwards, the teacher started the lesson through class presentation stage. For the second cycle, the teacher provided a narrative text in the slide show entitled ‘The Monkey and The Crab’. Then the teacher asked a student randomly to read the first paragraph, at the same time the other students asked to listen and notice unfamiliar words. Then the teacher did the same thing for the second paragraph and so on. After they finished read the text, the teacher explained how to identify main ideas from each paragraph by using skimming
technique. Then the teacher reread all of the text, and asked the students to write the main idea from each paragraph by skimming.

When the class presentation stage was completed, the teacher continued to the next stage called team stage. The students gathered with their team members, then the teacher asked them to discuss about unfamiliar words and main ideas from each paragraphs that they had noted before. In this step, the teacher emphasized the students to make sure all of their team members should know how to comprehend a narrative text by looking for the main idea and understand the key words from the text. Moreover, in order to help the students comprehend the narrative text, the teacher distributed a worksheet for each team. This worksheet was helped the students to comprehend the text by identify the supporting details, inference, reference, vocabularies and main idea. After all of the teams finished their tasks, the teacher and students discussed it together.

Then, third step called quizzing was coming. The teacher asked the students to get back to their seat and announced the students’ initial based score. The teacher told them that they have to pass their initial base score to rendered points for their team. The teacher distributed a quiz sheet for each student, then ask the students to answer the quiz by themselves. In this step the teacher emphasized that no one can help each other. After the students finished their quiz, the teacher collected their answer and discussed the quiz together. When all of the students get their score, the teacher and the researcher put the students’ score into quiz score sheet, and then calculated their improvement points. After that, the researcher helped the teacher to put their improvement points into the team summary sheet. The team summary sheet showed that team G was the first winner with perfect improvement point score. All of the members in team G got 10 improvement points. Then followed by team A with 49 improvement points. Team D and team B got the tie improvement point, which is 45 but team D got higher overall score from the previous week, so team D became the third winner of the week.

Afterwards, the last step was coming. The teacher announced the first, second and third winner then put their division name into a bulletin board on the classroom and gave them the rewards. Later on then the teacher concluded the lesson and motivated the students for the next lesson. Then, the teacher and the researcher implemented the second cycle by repairing the weaknesses in cycle one, the teaching learning process showed much better progress. All of the students learned enthusiastically. The students’ attention and interest had improved because they want to contribute their best to the team. It caused the positive effect for all team members in comprehending the narrative text. At the team discuss step, the students enjoyed to discuss because they paid their attention in previous step. Thus students have decent material to discuss.

In addition, students’ achievement in completing the individual quiz had increased. Most of students could determine the main idea, specific information, reference and inference properly. They also could understand the vocabulary in the passage appropriately. The teacher and the researcher explored what they had done and evaluated the effects of the action that were recorded from observation checklist and field note. There was the improvement on the process of teaching and learning using STAD technique. The findings indicated the weaknesses found in teaching and learning process in cycle one had been successfully minimized by the teacher and the students. Teaching and learning process in cycle two was satisfying.

Most of the students were engaged well in learning the material and implementing STAD technique. They also could determine the main idea, supporting detail, reference and inference properly. At the same way they could understand the vocabulary in the passage appropriately. After interpreting the data, both teacher and researcher decided to stop the action because the result was satisfying and indicators fulfilled the criteria of success.
Discussion

The researcher conducted a classroom action research as the method in this research with STAD as the technique in order to help students in SMP N 21 Pontianak on the eighth grade to solve their problem. In this study, the researcher used qualitative approach to take her focus on the learning process. Moreover, she also used quantitative approach in the form of students’ achievement as a reference for students to improve their learning motivation.

In this study the teacher as a collaborator taught the reading text to the students by using STAD technique. The researcher acted as an observer who observed the teacher who applied STAD technique in improving students’ reading comprehension. There are two cycles that have been passed by researchers and collaborators in this study. In the first cycle the researcher found some weaknesses happened while conducted the STAD technique. For instance, some of students lost their focus in the class presentation stage. It caused a bad impact for students while discuss in the next stage. Moreover most of students confused to discuss about how to identify main idea and the meaning of unfamiliar words.

The students improved their reading comprehension through STAD technique by discussing the issues related to the reading text, in terms of identifying main idea, identifying specific information, identifying reference, identifying inference and vocabulary. It proved by the students’ achievement in each cycle, such as their ability in identifying main idea was improved from 45% to 80%. Their ability in identifying specific information also improved from 65% to 88.75%. Then their ability in identifying inference and reference improved from 62.5% to 88.75% and 66.25% to 87.%. The last is their vocabulary improved from 72.5% to 80%.

In conclusion, students’ understanding in narrative text was still low in the first cycle. For this reason, the teacher and the researcher agreed to conduct the next cycle. The result of second cycle was satisfied. The students got attention to the class. The students enjoyed the learning process. The low-students got help from the high-students to comprehend the text. The students’ ability in identifying main idea, specific information, reference, inference and vocabulary was improved. The indicators of students’ motivation also increased. From the discussion above, it could be inferred that the implementation of STAD technique can improve students’ reading comprehension on the eighth grade of SMP Negeri 21 Pontianak in academic year 2017/2018 by giving the chance for students to discuss the issues related to the problems in reading. The students in heterogeneous team work together, help each other to make sure that all of their team members mastered the material properly.

CONCLUSION AND SUGGESTION

Conclusion

The implementation of Student Team Achievement Division (STAD) technique at the eighth grade students’ of SMP N 21 Pontianak in academic year 2017/2018 in comprehend the narrative text was improved from cycle one to cycle two.

The improvement was not only on students’ grade but also on students’ motivation in reading process. The criteria had not been achieved yet in the cycle 1 because there were only 30% of students (12 students) who passed the test in cycle one, but the criteria of success had been achieved in cycle two because there were 92.5% of students (37 students) who passed the test in the cycle two. The students’ responses were good. According to the field note and observation checklist, the improvement including students’ understanding in narrative text, students’ motivation in learning english, and the situation in the classroom. The students comprehend the reading text through team discussion where they discussed about how to identify main ideas, identify specific information, determining reference, determining inference, and vocabulary. It also supported in class presentation stage, where the teacher presented the way to indentify main idea by skimming process. Students’ motivation in learning english especially in reading also encreased through team recognition stage. In this stage the students
being motivated to get the higher score to beat the other teams. Then, individual quiz and individual improvement point stage are able to create the competitive atmosphere among the students, so the situation become fun and enjoyable.

**Suggestion**

For increasing and developing instructional strategy, the writer gives suggestions; 1). The English teachers in junior high school should give attention to the English subject, especially in comprehending reading text. In teaching reading, the teachers should select the good technique and strategy to motivate the students in learning reading. 2). The students should have a good motivation and should be more active to learn English especially reading. They also have to participate well in the class so that their ability to comprehending reading can improve maximally. 3). The researcher realizes that there are many weaknesses in this research. However, the researcher still expects that the other researchers can use this research as a reference to conduct the further research.

**REFERENCES**


