THE EFFECTIVENESS OF GRAPHIC ORGANIZERS

IN STUDENT TEAMS-ACHIEVEMENT DIVISIONS METHOD

TO IMPROVE STUDENTS' READING COMPREHENSION SKILL

(A Quasi Experimental Study of the Eighth Grade Students of SMP 1 Kudus

in the Academic Year of 2015/2016)

a final project

submitted in partial fulfilment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Andina Putri Pratiwi

2201412026

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

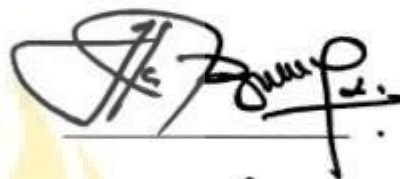**SEMARANG STATE UNIVERSITY**

2016

APPROVAL

This final project has been approved by the board of examiners of the English Department, Faculty of Languages and Arts, Semarang State University on, September 2016

Board of Examination

1. **Chairman**

   Prof. Subyantoro, M.Hum.

   NIP. 196802131992031002

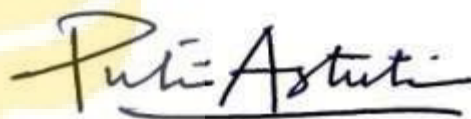2. **Secretary**

   Dr. Rudi Hartono, S.S., M.Hum.

   NIP. 196909072002121001

3. **First Examiner**

   Puji Astuti, S.Pd., M.Pd., Ph.D.

   NIP. 197806252008122001

4. **Second Examiner**

   Arif Suryo Priyatmojo, S.Pd., M.Pd.
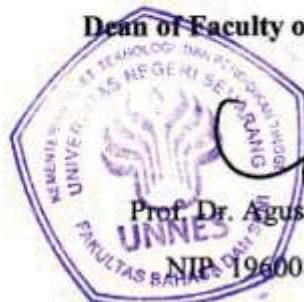
   NIP. 198306102010121002

5. **Third Examiner**

   Dr. Januarius Mujiyanto, M.Hum.

   NIP. 195312131983031002

Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum.

NIP. 196008031989011001

ii

DECLARATION OF ORIGINALITY

I Andina Putri Pratiwi hereby declare that this final project entitled *The Effectiveness of Graphic Organizers in Student Teams-Achievement Divisions Method to Improve Students' Reading Comprehension Skill (A Quasi Experimental Study of the Eighth Grade Students of SMP 1 Kudus in the Academic Year of 2015/2016)* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, 26 September 2016

Andina Putri Pratiwi

NIM. 2201412026

iii

MOTTO AND DEDICATION

Be sure that there is something waiting for you after much patience, to astonish you to a degree that you forget the bitterness of the pain. (Ali bin Abi Thalib)

For those who have always been supporting me:

my beloved father, Mohamad Abu Saifudin;

my beloved mother, Akhiyati;

my beloved twin brother, Andika Putra Pratama;

and all of my beloved friends.

ACKNOWLEDGEMENT

First and foremost I would like to express my highest gratitude to Allah S.W.T for the blessings given to me during the writing of this final project.

I would also like to give the biggest gratitude of mine to:

1. Dr. Januarius Mujiyanto, M.Hum. and Arif Suryo Priyatmojo, S.Pd., M.Pd. as my advisors, for their great guidance, constructive advice, and the patience so that I am able to accomplish this final project.

2. The head of the English Department and all the lecturers in the English Department of Semarang State University for sharing lots of priceless knowledge and experiences.

3. Akhsan Noor, S.Pd, the headmaster of SMP 1 Kudus for his permission to do the research in his school; Ami Susiana W., S.Pd., the English teacher of SMP 1 Kudus for her kindness and support during the research; and the students of VIII A and VIII B of SMP 1 Kudus in the academic year of 2015/2016 for their cooperation during the research.

4. My beloved father, Mohamad Abu Saifudin; my beloved mother, Akhiyati; and my beloved twin brother, Andika Putra Pratama for being my great motivation. Thank you for your love, care, prayer, and support.

5. My beloved friends, Awwalufika Ulya Faelasufah, Devita Audry Ferlia, Dwi Putri Setyani, Irfina Safitri, Miftachul Jannah, Puspa Merah Rahmawati, Shela Silviana Augie, Siti Asiyah, and Sitta Murti for their help, spirit, and support. May Allah always bless them.

6. And all of my friends at the English Department 2012.

Suggestions and criticisms are always needed for the betterment of this final project. Finally, I hope this final project will be useful for all readers.

Semarang, September 2016

Andina Putri Pratiwi
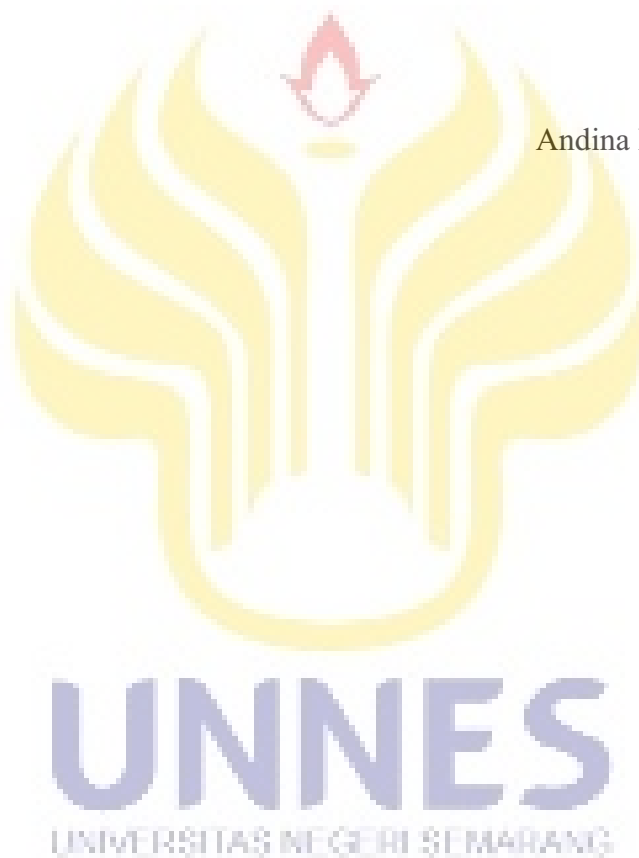
ABSTRACT

Pratiwi, Andina Putri. 2016. *The Effectiveness of Graphic Organizers in Student Teams-Achievement Divisions Method to Improve Students' Reading Comprehension Skill. (A Quasi Experimental Study of the Eight Grade Students of SMP 1 Kudus in the Academic Year of 2015/2016)* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Dr. Januarius Mujiyanto, M.Hum.; Advisor II: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Keywords: graphic organizers, Student Teams-Achievement Divisions, reading comprehension

Reading is one of four language skills that needs to be mastered by junior high school students. To achieve the purpose of reading, the students have to comprehend the text in order to understand the information effectively. This present study was aimed to find out whether graphic organizers in Student Teams-Achievement Divisions (STAD) strategy is effective to improve students' reading comprehension skill.

This was a quasi-experimental study with pretest-posttest nonequivalent-groups design. The population was the eighth grade students of SMP 1 Kudus in the academic year of 2015/2016. By using convenience sampling, 32 students of VIII A was taken as the control group and 32 students of VIII B was taken as the experimental group. The data were obtained by administering pre-test, treatment, and post-test to both group. In giving the treatment, the control group was taught using traditional teaching method. Meanwhile, the experimental group was taught using graphic organizer as the learning medium and STAD as the learning method. The result of the tests were analysed using t-test to find out whether there was significance difference in reading comprehension skill between the two groups.

The mean score of control group pre-test was 76.63 and 74.63 for the experimental group. In the post-test, there was an increase. For the control group, the mean score was 81.25, and 85.88 for the experimental group. The result of t-test showed that the t_{value} was 2.16. Meanwhile, for N = 32, df = 32+32-2 = 62 and significance level (α) = 5%, the t_{table} was 1.994. The result proved that the t_{value} exceed the t_{table} (2.163>1.994).Therefore, it could be concluded that there was a significant difference in post-test result between students in experimental group than those in control group.

Since the t_{value} > t_{table}, so the H_0 is rejected, and H_a which is graphic organizers in Student Teams-Achievement Divisions (STAD) is effective to improve students' reading comprehension skill, is accepted. It means that teaching reading comprehension using graphic organizer as the learning medium and STAD as the learning method is effective to improve students' reading comprehension skill. This suggests that teachers should be able to combine materials, learning medium, and learning method well so that the students are interested in learning and the learning objective is achieved.

TABLE OF CONTENTS

x

xi

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, statement of the problem, significance of the study, definition of key terms, the scope of the study, and outline of the report.

1.1 Background of the Study

Every member of community has language. It is used to convey meaning both in spoken and written form (Priyatmojo, 2011). English is one of languages studied by Indonesian students. In studying English, there are four skills that have to be mastered by students. They are listening, speaking, reading and writing. Reading is one of the important skills which has to be learned by the students in order to master English well. Reading is included into receptive skill besides listening. Receptive skill is the way in which people extract meaning from the discourse they see or hear (Harmer, 2001:199).

Reading skill is also an important skill for Junior High School students. There are several text types like narrative, recount, news item, report, etc. In order to comprehend or understand the text, students need good reading skill.

To achieve the purpose of reading, which is to get general or detail information from the text, the students have to comprehend the text in order to understand the information effectively. However, there are a problems faced by

1

students in comprehending text. Based on the interview result, they are not able to get the meaning of certain word in the reading text. They have difficulty to get the main idea of the text, so that they do not really know about what the text tells about. The long reading text makes them bored. Besides, they also have low motivation in reading English text. When teachers use traditional method, students are asked to read some texts then try to answer the question or find the main idea. They are bored with the reading lesson given by the teacher. Therefore, teachers need to use an appropriate learning strategy to teach reading. They should find a way to make reading easier and make the learning process be more fun for the students.

In traditional learning method, as stated by Slavin (1987) that "students are typically in competition with one another for good grades, for teacher approval, and for other rewards. As a result of this competition, students do not encourage, and may discourage one another's academic efforts." For example, a teacher poses a question to a student, and the answer is incorrect. Then the teacher points to another student to answer, and the answer is correct. This will possibly make the student embarrassed by his mistake. He does not view his friend's answer as a 'help', instead he might be embarrassed to his friend for making him looks stupid. Macpherson (2000) also states that in traditional learning strategy, "Instructors structure lessons so that learners compete with each other to achieve a goal" and he views this competition as 'I swim, you sink; I sink, you swim.'

According to the phenomenon above, the writer suggests cooperative learning method to solve students' reading problem. Different from traditional

learning method, cooperative learning method uses cooperation or 'we swim or sink together' as the principle (Macpherson, 2000). The basic concept of cooperative learning is that students are responsible for their own and the other students' success in a group. As stated by Macpherson (2000), "cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practise the elements of a subject matter and to meet common learning goals." Lesson is structured so that students work together to maximize their own and each other's learning.

One of Student Team Learning in cooperative learning method is Student Teams-Achievement Divisions (STAD). The main idea behind STAD is to motivate the students to encourage and help each other to master skills presented by the teacher (Slavin, 1987). In STAD, students are grouped into different performance level, gender, and ethnicity. After the teacher presents the material, the students work in group discussing the material and make sure that all members understand and master it. Then they are given a quiz about the material that they do it individually. Students' quiz scores are compared to their own past averages, and point is awarded on the basis of the degree to which students meet or exceed their own earlier performance. Through STAD, all of the students have equal chance to reach good achievement. The scoring system that uses individual improvement score motivates the students to learn harder than before.

Besides using the appropriate learning method, teachers also need learning medium to help them teaching the students. A medium that might be effective to be applied to teach reading is graphic organizer. It is a visual medium that help

students organize the information presented in a text. It provides a means of teaching students how to recognize text structures. The use of graphic organizer focuses on one of the strategies for reading comprehension stated by Brown (2001), which is the application of semantic mapping strategy. He stated that the strategy of semantic mapping or grouping ideas into meaningful clusters helps the reader to provide some order to the chaos. By using it, students will be easier in connecting the ideas in the text and finally they will understand what the text is about. "Students are expected to comprehend texts better when shown visually how information in the text is organized" (Jiang & Grabe, 2007:39).

By considering the importance of reading skill for Junior High School students, the students' problem in reading comprehension, also the explanation about STAD and graphic organizer above, the writer intends to find out the effectiveness of graphic organizers in STAD toward students' reading comprehension.

1.2   Reasons for Choosing the Topic

Several reasons which become the writer's concern in choosing "The Effectiveness of Graphic Organizers in Student Teams-Achievement Divisions Method to Improve Students' Reading Comprehension Skill" as the topic are as follows:

1. Reading is one of language skills which is important and has to be studied and mastered by English learner, in this study, they are the students in the eighth grade of Junior High School. The writer chose reading because the students in

the school where the writer did her teaching practice have some problems in it. They told the writer about their problems when the writer did a little interview with them. In this study, the writer used narrative text as the reading material because it was one of the materials in the eighth grade students as the sample of the study. Besides the writer also adjusted it with the available time to do the research. Narrative text was the material in the second semester of the eighth grade students when the research was conducted.

2. Based on the interview result, students have some problems in reading comprehension. They are not able to get the meaning of certain word in the reading text. They have difficulty to get the main idea of the text, so that they do not really know about what the text tells about. The long reading text makes them bored and lazy to read the text. When teachers use traditional method, they are asked to read some texts then try to answer the question or find the main idea. They are bored with the reading lesson given by the teacher.

3. Teachers need an appropriate learning method to overcome the students' problem in reading comprehension. STAD might be the solution. Based on the principle of cooperative learning in STAD, students are grouped to help each other in understanding the material. This Student Team Learning method focuses on team goal and team success. It can only be achieved when all the group member learn to achieve the objective of the study. Therefore, it will motivate them to do their best in helping each other and making sure that each

of the group member understand the material. STAD was chosen as the learning method used in this study because it was the simplest method (considering the time allocation and practicality) among the Student Team Learning methods written in Slavin's book. Teams-Games-Tournament (TGT) and Cooperative Integrated Reading Composition (CIRC) need more instructional time, while Team Assisted Individualization (TAI) is used for mathematics subject.

4. Besides learning method, learning medium is also important to support the learning and teaching process. Graphic organizer might be an appropriate learning medium to help students in reading comprehension. It is a visual medium that help students organize the information presented in a text. By using it, students will be easier in connecting the ideas in the text and finally they are able to comprehend the text. The writer chose graphic organizers as the learning medium because it is a simple medium that everyone can either download it from many sources in the internet with various form and use or create it by him/herself based on the need.

1.3 Statement of the Problem

The statement of the problem of the study is as follows:

How effective is graphic organizer in Student Teams-Achievement Divisions (STAD) to improve students' reading comprehension skill?

1.4 Objective of the Study

The objective of the study is as follows:

To explain the effectiveness of graphic organizer in Student Teams-Achievement Divisions (STAD) to improve students' reading comprehension skill.

1.5 Significance of the Study

a. Theoretical Significance

The writer hopes that the result of the study can be used as one of the references to those who want to conduct English language teaching especially in teaching reading.

b. Practical Significance

By conducting this research, teachers or a would-be teacher will have a new understanding that graphic organizer in STAD can be a learning medium and learning method to improve students' reading comprehension skill. They will understand how to make use of graphic organizer in STAD as well as its implementation in the teaching and learning process.

c. Pedagogical Significance

1) For Students

The use of graphic organizer and STAD will make the learning process of reading be more effective. Graphic organizers will organize the students' thinking. It will help the students to clarify and organize the idea and understand the text or reading material partly to wholly. In STAD, the students will work together and help each other in understanding the material or the reading text. They must do their best to maximize their own and others' achievement.

2)   For Teacher

Teachers will get new understanding about learning method and medium in teaching reading. They will be motivated to use graphic organizer as the learning medium and STAD as the learning strategy to teach reading. Hopefully, by the result of this research, they can be more creative in teaching reading to the students, build their motivation in studying it, and improve their achievement in it.

1.6   Definition of Key Terms

a.   Graphic Organizers

National Reading Panel (2000) cited in Vacca & Vacca (2009:299) states "graphic organizers are visual display that help learners comprehend and retain textually important information." Graphic organizers are also defined as visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis & Modlo, 1999) cited in Curriculum Development Institute (2001).

b.   Student Teams-Achievement Divisions (STAD)

According to Slavin (1991), STAD is one of Student Team Learning methods. It has five major components. They are class presentation, teams, quizzes, individual improvement scores, and team recognition. STAD is also defined as one of cooperative learning strategies which uses small heterogenic groups with 4-5 students each group. It begins by delivering the learning objective and material, group activity, quiz, and group reward (Trianto, 2007).

c.   **Reading Comprehension**

According to Woolley (2011), reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Another definition is stated by Grabe and Stoller (2002:17). He defines reading comprehension as the ability to understand information in a text and interpret it appropriately.

1.7   The Scope of the Study

The scope of the study includes:

a.   In the present study, the writer focuses on narrative text as the reading material.

b.   There are many types of graphic organizer. The writer only focuses on the use of graphic organizer called 'sequence events chart / series-of-events chain' and 'plot map' that their form are suitable for narrative text as the reading material.

c.   There are four Student Team Learning methods in cooperative learning. They are STAD, Team Assisted Individualization (TAI), Teams-Games-Tournament (TGT) and Cooperative Integrated Reading Composition (CIRC). The writer chose STAD as the learning method because it was the simplest method (considering the time allocation and practicality) among the other Students Teams Learning methods. TGT and CIRC need more instructional time, while TAI is used for mathematics subject.

1.8   Outline of the Report

This final project consists of five chapters and each chapter presents different problem in line with the topic.

Chapter 1 is introduction which consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, significance of the study, definition of key terms, and outline of the report.

Chapter 2 presents review of related literature. It contains review of previous studies, review of theoretical studies, and summary of research methodology.

Chapter 3 presents methods of investigation which covers research design, participants of the study, research variables and hypothesis, types of data, instruments for collecting data, methods of collecting data, and methods of analyzing data.

Chapter 4 presents results of the study which deals with finding and analyses, and discussion.

Chapter 5 presents the conclusion and the suggestions.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter contains three main sub-chapters. The first is review of previous studies presenting some similar studies that have been conducted. The second is theoretical background which deals with the theories related to the present study. The last is summary of research methodology.

2.1 Review of Previous Studies

There are some researchers who have conducted almost similar field of this study. The first study was an action research conducted by Novitarini (2009). The study aimed to find out whether STAD is effective to improve students' skill in writing descriptive text. In her study, she used 48 of eighth grader students as the subject of the research. Tests were used to gather data. They were pre-test, cycle 1 test, cycle 2 test, and post-test. Besides, she also used questionnaire to support the data. The result of this study proved that there was a significant improvement in students' skill in writing narrative text. The students' achievement from the pre-test to the post test increased.

The second study was an experimental study conducted by Slagle (2009). In this study, the researcher wanted to determine if the use of STAD improve the academic achievement in a secondary social studies classroom. Forty six of tenth grade students participated in this study. The researcher used quizzes and chapter

test to gather the data. The data showed that there was increase in academic achievement among most secondary social studies participants.

The similarity of those two previous studies with the present study is that they focused on the use of STAD as the learning method. The first one used STAD to improve students' skill in writing narrative text, and the second one used STAD to improve academic achievement in a secondary social studies classroom. Both studies proved that STAD could improve the students' skill and achievement.

The next study was an experimental study conducted by Sam (2012). By doing the study, the researcher wanted to find out whether the use of graphic organizer is effective to improve the students' reading comprehension skill. The subject of the study was the middle school students in ESL classes in India. Tests (pre-test and post-test) were used to collect the data. The result of the study showed that the experimental group improved in all the five types of reading questions (identifying the main idea, finding the supporting details, dealing with vocabulary, fact and opinion, and making inferences) compared to the control group. The researcher suggested to use graphic organizers in L2 reading classroom for better learning process and better output.

Another study was a case study conducted by Miranda (2011). The subject of this study were the English Language Learner (ELL) students with learning disability (LD) in middle school. Test, questionnaire, and interview were used as the instrument. The result of the research showed that graphic organizer was an effective medium to improve reading comprehension skill of ELLs with LD.

The main point of those two studies is that both of them used graphic organizer as the medium. The writer concludes that the use of graphic organizer gives a good impact and improvement to the students without LD and those who have LD on their reading comprehension skill. The graphic organizer really helps them in learning reading comprehension.

There was also a true experimental study conducted by Putri (2009). The objective of the study was to find out the effectiveness of students' pre-reading technique in reading comprehension. The subject of the study were the eleventh graders of senior high school divided into the control group and experimental group. The experimental group was taught using pre-reading technique and the control group was not. Test was used to collect the data. The collected data showed that by using pre-reading technique, the experimental group got a better score of post-test than the control group. It proved that pre-reading technique was effective to teach reading comprehension.

The last study was a classroom action research conducted by Hapsari (2012). The objective of this study was to find out the improvement of students' reading comprehension after the implementation of CIRC. The researcher used test and questionnaire to collect data. In this study, there were two cycles with two session each. The result of the tests showed students' improvement on their reading comprehension. The result of the questionnaire showed that the students gave positive response to the use CIRC in the learning process. Those result proved that students' reading skill was improved through the use of CIRC. It

means that the use of CIRC was effective to improve students' reading comprehension skill.

The last two studies focised in improving students' reading comprehension skill. However, the first study used pre-reading technique, while the second one used Cooperative Integrated Reading and Composition (CIRC) as the method. The result of both studies showed improvement in students' reading comprehension skill.

From the six previous studies which have been explained above, it can be concluded that there have been many researchers conducted studies about STAD, graphic organizers and reading comprehension. However, a specific study that combines the use of graphic organizers in STAD to improve students' reading comprehension skill has never been conducted. Therefore, in this research, STAD and graphic organizer are chosen as the learning method and learning medium to improve students' reading comprehension skill.

2.2 Review of Theoretical Studies

2.2.1 Reading

2.2.1.1 Definition of Reading

In reading activity, there are two subjects involved. They are the writer and the reader. The writer conveys his/her message through written symbols and the reader gets the meaning from them. Harris and Sipay (1980) stated that reading is the meaningful interpretation of printed or written verbal symbol. It means that reading is the result of the interaction between the graphic symbols that represent language and the reader's skill.

According to Bond (1984) as cited in Dewi (2007), reading is the recognition of printed or written symbol that serve stimuli to recall of meaning built up through the reader past experience. Menawhile, Grabe and Stoller (2002) stated that reading is the ability to draw meaning from the printed page and interpret this information appropriately.

Nowadays, being able to read is important. In the development of science and technology, reading has an important role to someone to keep updated and informed. Reading is needed as a channel of communication with the global community. Reading also requires at work and at school's activity.

People read because they want information. They want to know about how to get something done, the latest news about economic, politic, health and so on. Another reason why people read is that they want to get pleasure. People read short story, novel, and magazine to get out of their stressful daily activity and entertain themselves.

In school life, reading texts also provide opportunity to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs, and texts (Harmer:1998). Therefore, reading is important for the students, and getting students to read English text is an important part of the teacher's job.

2.2.1.2 Definition of Reading Comprehension

Reading and comprehension are two things that correlate each other. In reading, we need to understand the text, we call it as comprehend. In comprehending a text, we need to read. According to Woolley (2011), reading comprehension is the

process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Grabe and Stoller (2002:17) defined reading comprehension as the ability to understand information in a text and interpret it appropriately. Another definition is stated by Wilhelm (nd.), he stated that reading comprehension is the capacity to perceive and understand the meanings communicated by texts. While Smith (nd.) simply defined reading comprehension as the act of understanding what we are reading.

From the explanation above, it can be concluded that reading comprehension is the activity of understanding a written text, not only word by word but the whole meaning of the text. Without comprehension, reading is nothing more than sounding the text out. The words on the text have no meaning. They are simply symbols. People read for many reasons but understanding is always be a part of their purpose. Reading comprehension is important because without it reading does not provide the reader with any information.

2.2.1.3 Strategies for Reading Comprehension

For most second language learners who are already literate in a previous language of reading comprehension is primarily a matter of appropriate, efficient, and comprehension strategies. Based on Brown (2001), these are the comprehension strategies which can be practically applied to the classroom technique.

The first thing we should know about reading is the purpose. We should know why we read a certain text. Brown (2001:306) said "whenever you're

teaching a reading technique, you should make sure the students know their purpose of reading something." The reading activity will be efficient if its purpose is clearly identified.

Using silent reading techniques for rapid comprehension. This technique preferably apply to intermediate-to-advanced level students. In line with this, Brown (2001:308) has opinion as follows:

> Teacher can help students increase efficiency by teaching a few silent reading rules:
> - You don't need to "pronounce" each word to yourselves.
> - Try to visually perceive more than one word at a time, preferably phrases.
> - Unless a word is absolutely crucial to global misunderstanding, skip over a word which is absolutely crucial to global understanding, and try to infer its meaning from its context.

From the explanation above, it is concluded that he recommends silent reading technique to be applied by teacher. It can be used to make reading activity be effective. By following those rules, it is hoped that students can comprehend text better.

We can also use skimming to find the main idea of a text. "Skimming is quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist." (Brown, 2001:308). It gives benefit of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the supporting ideas.

While skimming is used to find main ide of text, scanning is used to find the specific information in a text. According to Brown (2001:308), scanning is quickly searching for some particular piece or pieces of information in a text. The

purpose of scanning is to get specific information without reading the whole text. It usually deals with genres like schedule, manuals, forms, etc.

In his book, Brown (2001:308) said that readers can easily be overwhelmed by a long string of ideas in a text. The strategy of semantic mapping or grouping ideas into meaningful clusters helps the reader to provide some order to the chaos. A complicated long text will be easier to be understood by the help of semantic map.

The key of successful guessing in reading is to make it reasonably accurate. "…reading is a guessing game of sorts, and the sooner learners understand this game, the better off they are." (Brown, 2001:309). Teacher can help learners to be accurate guesser by encouraging them to use effective compensation strategies in which they fill gaps in the competence by intelligent attempts to use whenever clues are available to them. In addition, Mikulecky and Jeffries (1986:1) said that if we stop reading by looking up every new word, it takes too much time and we may forget what we are reading. They suggest us to use the whole sentence or paragraph to guess word instead.

"One way for learners to make guessing pay off when they do not immediately recognize a word is to analyse it in terms of what they know about it." (Brown, 2001:310). The learners can look for prefixes (*co-, inter-, un-*, etc), suffixes (*-tion, -ive, -ally,* etc), and semantic context (topic) for clues. They also can look for grammatical context that may signal information.

Brown (2001:310) added that discourse markers in English such as 'then', 'so', 'in other words', 'for example', and 'as a result' signal a relationships among

ideas as expressed through phrases, clauses, and sentences. A clear understanding of such markers can greatly increase learners' reading efficiency. In line with this, Mikulecky and Jeffries (1986:2) has a thought as follows: "Some words are like signposts on a highway. They tell you what direction the writer is going. And they help you to follow the writer's idea. Signal words also help you guess what you will read about." Vacca & Vacca (2009:298) also has the same opinion about discourse marker or signal word. He said that readers usually become aware of the pattern if they are looking for the signals. A signal may be a word or a phrase that helps the reader follow the writer's thought.

2.2.1.4 Principles of Teaching Reading

Teaching reading is different from testing reading. Most teachers only ask the students to answer question about the reading text. Such activity is called testing, not teaching. According to Harmer (1998:70), the following are principles of teaching reading:

Reading is not a passive skill. In reading, we have to understand what the words mean and the argument, see the pictures the word are painting, and work out if we agree with them. If we or the students do not do these things, we only scratch the surface of the text and quickly forget it. In addition, "Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text - not actively interested in what they are doing - are less likely to benefit from it." (Harmer, 1998:70).

In studying reading text, students should not only study about the language, but they should also learn about the message of the reading text.

Harmer (1998:70) said, "…the message or the meaning of the text, is just as important and we must give students a chance to respond to that message in some way."

The next principle is predicting. As stated by Harmer (1998:70), when we read text in our own language, usually we get 'hint' about what the text tells about from the book cover in a book or photograph and the headline from an article. When we get this 'hint', our brain start to predict what we are going to read. The same as teaching reading, teacher should give the students 'hint' so that they can predict what's coming too. It will make them better and more engaged readers.

A good teacher should exploit text to the full. As stated by Harmer (1998:71):

> Any reading text is full of sentences, words, ideas, descriptions, and etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers should exploit reading texts to the full. They should integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study and later activation.

Based on the statement above, Harmer suggests teacher to make use of reading text to the full so that students do not only read. Teacher should integrate the reading text to further activity. For example, for narrative text, teacher can teach the students about the past tense used in the text, introduce the verb in past form and ask them to make sentence or dialog using the past tense. They can also ask the students to rewrite the story with their own language and tell the story in front of the class.

2.2.2   Graphic Organizers

2.2.2.1 Definition of Graphic Organizers

National Reading Panel (2000) cited in Vacca & Vacca (2009:299) states "graphic organizers are visual display that help learners comprehend and retain textually important information." When graphic organizers are used, it structured the students to identify the important part of a text, how the ideas and concepts in the text are related, and where they can find specific information to support more important ideas.

Another definition is stated by Fisher & Schumaker (1995) cited in Baxendell (2003). He defines graphic organizers as visual displays of key content information designed to benefit learners who have difficulty organizing information. Graphic organizers help students clearly visualize how ideas are organized within a text or surrounding a concept. Through graphic organizers, students have structure for an abstract ideas.

Graphic organizers are also define as visual representation of knowledge that structures information by arranging important aspects of a concept or topic into a pattern using labels (Bromley, DeVitis & Modlo, 1999) cited in Curriculum Development Institute (2001). Graphic organizers provide a means of teaching students how to recognize text structures. "Students are expected to comprehend texts better when shown visually how information in the text is organized" (Jiang & Grabe, 2007:39).

Graphic organizers facilitate ELLs' comprehension through visual illustrations of key terms, vocabulary, ideas, and the relationship among them.

Improving student's reading comprehension can be challenging, but such progress is necessary when focusing on students who are learning English (Kim, Vaughn, Wanzek, & Wei, 2004). Based on the definitions and statement above, the writer concludes that graphic organizers are visual learning aid that helps learners organize the information they read to comprehend the text or reading material.

2.2.2.2 Type of Graphic Organizers

There are many types of graphic organizers. These are some of the most common graphic organizers used by teachers and considerations for using them in the classroom.

The first one is concept map. According to Baxendell (2003), a concept map is a general organizer that shows a central idea with its corresponding characteristics. It can take many different shapes and can be used to show any type of relationship that can be labelled. On the other side, Vacca & Vacca (2009:308) used 'semantic map' as the term instead of 'concept map'. Their definition of semantic map is similar to Baxendell's definition of concept map. They define semantic map as "an organization tool that illustrates visually the categories and relationship associated with the core question or concept under study. The example of semantic map is as follow:
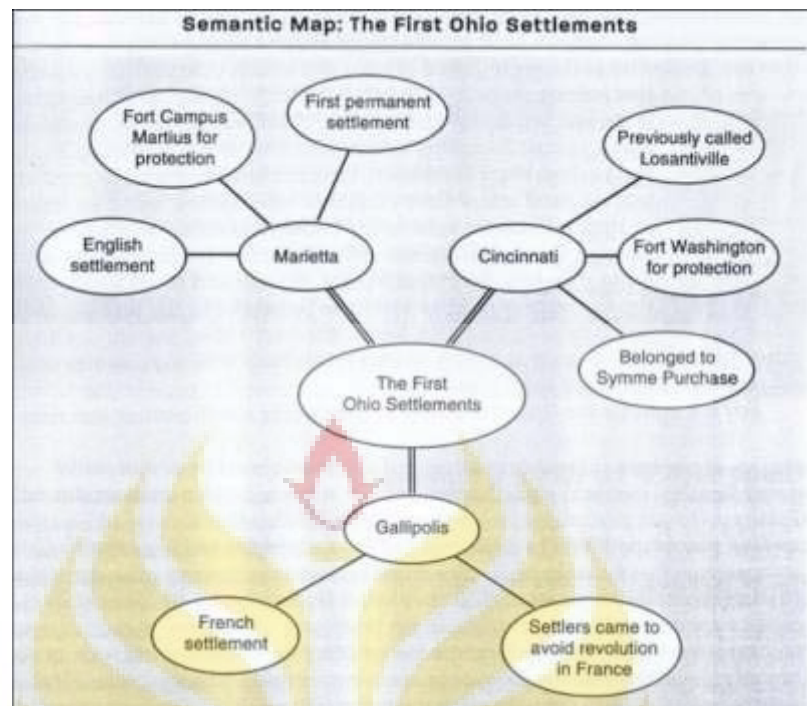
Figure 2.1
Semantic Map
Vacca & Vacca(2009:309)

The second is flow diagram or sequence chart. Based on Baxandell (2003), flow diagram or sequence chart shows a series of steps or events in the order in which they take place. In reading, flow diagrams can be used to outline the key events in a story or chapter. Vacca & Vacca (2009:305) has the same view about it, but they used 'series-of-event chain' as the term. They said that the series-of-event chain may be used with narrative material to show the chain of events that lead to the resolution of conflict in a story. It may also be used with informational text to reflect the sequence pattern in a text. The following is the example of series-of-event chain.

Initialing Event

Event 1

↓

Event 2

↓

Final Outcome
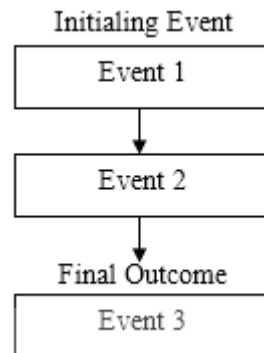
Event 3

Figure 2.2
Series-of-Events Chain
Vacca Vacca (2009:451)

The third is 'comparison and contrast matrix'. In their book, Vacca & Vacca (2009:301) said that comparison and contrast matrix can show students how a comparison and contrast pattern serves to organize ideas in a text through the use of matrix outline. This kind of graphic organizer will help students understand the similarities and differences between two or more things, like people, places, concept, events, process, etc.

	Name 1	Name 2
Attribute 1		
Attribute 2		
Attribute 3		

Figure 2.3
Comparison and Contrast Matrix
Vacca Vacca (2009:452)

There is also 'problem and solution outline'. Vacca & Vacca (2009:305) define problem and solution outline as a kind of graphic organizer that describe a problem, attempted solutions, the outcomes associated with the attempted

solutions, and the end result. This graphic organizer works equally well with narrative or informational texts to display the central problem in a story or the problem and solution text pattern.
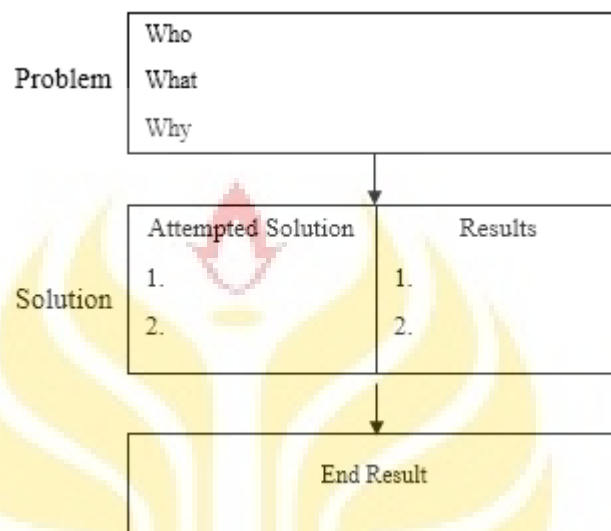
Figure 2.4
Problem and Solution Outline
Vacca Vacca (2009:452)

Again in Baxandell (2003), there is another graphic organizer called main idea and details chart. It shows the hierarchical relationship between major concepts and their subordinate elements. This organizer is extremely beneficial in helping students distinguish central ideas and their corresponding details from less important information.

Detail _____

_____

_____

Detail _____

_____

_____

Figure 2.5
Main Idea and Details Chart
(https://www.readinga-z.com/comprehension/reading-graphic-organizers/)

There is also story map. According to Baxandell (2003), a story map visually displays the main characteristics and elements of a piece of fiction. It usually includes space to note the characters, setting, problem, events, and solution of a given story. It is a valuable resource for identifying, categorizing, and describing major elements in fiction.

Figure 2.6
Story Map
(https://www.readinga-z.com/comprehension/reading-graphic-organizers/)
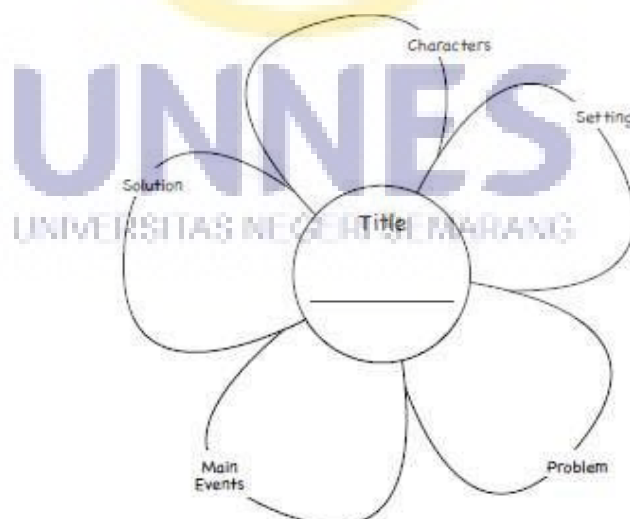
The next graphic organizer is cause-and-effect diagram. According to Baxandell (2003), a cause-and-effect diagram highlights the direct relationship between different events or concepts. It can be used to visualize a major event that has multiple causes and effects.

Figure 2.7
Cause-and-Effect Diagram
(https://www.readinga-z.com/comprehension/reading-graphic-organizers/)

Each graphic organizer has its own use. Teachers can modify the graphic organizers based on the need. Selecting an appropriate graphic organizer will help the students in comprehending a text.

2.2.2.3 Benefit of Graphic Organizers

According to Buehl (2009) cited in Febrianza (2014), there are advantages and disadvantages of using graphic organizers to supplement lectures and presentations. For the advantages, graphic organizers help students to connect the ideas or pieces of information that the students may get difficulty to understand it. They are useful for students to comprehend the abstract idea in the text. They also help teacher to evaluate the students' prior knowledge of a subject. As a result,

teachers can make strategic decision to how present additional information relating to the subject to the students effectively. In addition, the graphic organizers which present the information in pattern and graphic form can increase the quality of learning by stimulating students' interest and retaining their attention. However, graphic organizers also have disadvantages. In line with this, Buehl (2009) cited in Febrianza (2014) states that in some cases, note taking decreases when students learn material with the help of graphic representations. Moreover, for some instructors, creating an answer key for a graphic organizer is time consuming. They use organizers to encourage discussion but do not correct each student's organizer upon completion; as a result, students may miss out on receiving valuable feedback.

While Curriculum Development Institute (2001) divides the benefits of using graphic organizers into two, for students and for teachers. For students, graphic organizer help them in understanding the concept in a text partly to wholly, recording relationships, clarifying and organizing ideas, improving memory, recognizing and assimilating different points of view, and of course, comprehending the texts. For teachers, graphic organizers help them showing and explaining relationship between and among content, making the lesson be interactive, helping visual learners to acquire information more easily, motivating students to focus on the learning and studying process, assisting them in prewriting techniques, and assessing what they know about the material given.

2.2.3 Cooperative Learning, Students Team Learning and Student Teams-Achievement Divisions (STAD)

2.2.3.1 Cooperative Learning and Student Team Learning

Cooperative learning is an instructional strategy which the students are grouped to work and learn together to achieve a certain goal. According to Johnson & Johnson (1991) cited in Robinson (2013), "cooperative learning engage students in their learning process, provide safe, intimate atmosphere and space where students can practice new skills. Each team member contribution is valuable and necessary in order to achieve the goals". Students are responsible for its own learning and the learning of all group members. They interact with each other to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal. In line with this, Slavin (1987:8) states cooperative learning is "an instructional methods in which students of all performance levels work together in small groups toward a group goal." The basic concept of cooperative learning is that one students' success helps other students to be successful. It's the opposite of the traditional method, in which one student's success may reduce the other students' chance to be successful.

Student Team Learning methods are the development of cooperative learning methods. In cooperative learning methods, the students work and learn together and they are responsible for their own and one another's success. Meanwhile, in Student Team Learning methods, Slavin (1987:10) states "they emphasize on the use of team goals and team success that can be achieved only if all members learn the objective being taught. That is, in Student Team Learning the students' tasks are not to do, but to learn something as a team."

In his book, Slavin (1987) states there are three concepts of Student Team Learning methods. They are team reward, individual accountability, and equal opportunity for success. The first one is team reward. In Student Team Learning, the teams will get teams reward if they can achieve above the designated criterion. The second is individual accountability. Slavin (1987:11) states, "Individual accountability means that each member of the group is responsible for the success of the group." Therefore, each students in the group help each other to make sure that all group members are understand the material and be prepared for the quiz that they will do it individually. The third is equal opportunity for success. Students contribute to the success of their group by improving their past performance. This concept gives the high, average, and low achiever the same opportunity to do their best for the success of their group. (Slavin, 1987:11)

2.2.3.2 Concept of Student Teams-Achievement Divisions (STAD)

STAD is one of Student Team Learning methods. It has been developed by Robert Slavin and his colleagues in Johns Hopkins University (Slavin, 1991). In his book, he states that there are five major components in STAD. They are class presentation, teams, quizzes, individual improvement scores, team recognition.

In class presentation, the teacher initially introduces a material to the students. It can be a lecture/discussion or audio-visual presentation. The students must pay careful attention to the class presentation because at the end of the lesson there will be a quiz. It will help them to do well on the quiz and their quiz scores determine their team scores. (Slavin, 1991:20)

According to Slavin (1991:20), the teams in STAD consist of four or five students with different academic performance, sex, and ethnic. The main role of team is to prepare the member to do well on the quiz. After the teacher presents the material, the students will be given worksheet to be studied. They can discuss it together, testing one another to make sure that they understand the material, or correcting any misconceptions that may have caused teammates to make mistakes. The teacher also provides answer sheet for the students. It is used to check the students' answer and also help them in learning. Slavin (1978:22) states "do not write on the worksheets, they are only for you to practice with. The idea is to use the worksheets to learn and to help your teammates learn." So the students' task is to learn, not to do. He added, "Make sure that students understand that the worksheets are for studying, not for filling out and handing in. For this reason it is important that students have the answer sheets to check themselves and their teammates as they study" (Slavin 1991:28)

The next component in STAD is quizzes. Slavin (1991:28) gives the explanation that the quiz is given after the teacher gives the material and the students do dicussion. It is used to measure the students' mastery of the material after having discussion in team practice. In doing the quiz, they are not allowed to help one another. It is to make sure that each student is individually responsible for mastering the material.

In STAD, there is individual improvement scores. Slavin (1991:21) states that the idea behind the individual improvement scores is to give each student a performance goal that he or she can reach, but only by working harder than in the

past. Each student is given a "base" score, the minimum score to achieve on each quiz. Then students earn points for their teams based on the amount their quiz scores exceed their base scores.

In his book, Slavin (1991:21) mentions that a newsletter is the primary means of team recognition or rewarding teams and individual students for their performance. Each week the teacher prepares a newsletter to announce team scores. In addition to or instead of the newsletter, teachers may bulletin boards, special privileges, small prizes, or other rewards to emphasize the idea that doing well as a team is important.

2.2.3.3 Preparation before Applying Student Teams-Achievement Divisions (STAD)

According to Slavin (1991), before applying STAD in a classroom, teacher should make some preparation as follows:

The first one is materials. According to Slavin (1991:23), STAD can be used with curriculum materials specifically designed for Student Team Learning and distributed by the Johns Hopkins Team Learning Project or it can be used with teacher-made materials. Teacher should make a worksheet, an answer sheet and a quiz for each unit of teaching.

The second is assigning students to teams. Slavin (1991:23) mentions that in STAD students are divided into some groups. Each groups consists of four of five students with different gender, ability or performance level, and ethnicity. For example, a team consists of two boys and two girls, with a high performer, a low performer, and two average performers.

Slavin (1991:23) suggests the way to divide the students into teams by the following way. The first step is ranking the students from the highest to lowest in terms of past performance. We can use whatever information is available like test score or teacher judgement. Then divide them into three performance level; high-performing student, average-performing students, and low-performing students. If there are 32 students, so there will be 8 high-performing students, 16 average-performing students, and 8 low-performing students. After that, give letter A-H for the first 8 students, then continue lettering to the next 8 students but in the opposite order. Do it until all the students get letter. Then group the students who have the same letter. There will be 8 groups with 4 students each. Now check the teams for sex and ethnicity balance. We can adjust it based on the need.

The last preparation is determining initial base score. Each students is given initial base score that we get it from student's average past performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score exceed their base score (Slavin, 1995).

Table 2.1

Individual Improvement Point

Quiz Score	Improvement Point
More than 10 points below base score	5
10 points below base score	10
Base score to 10 point above base score	20
More than 10 point above base score	30
Perfect paper (regardless of base score)	30

(Slavin, 1995)

Three levels of award are given for the groups who got improvement score from improvement score average for each group. The three criteria are as follow:

Table 2.2
Team Reward Criterion

Criteria (Team Average)	Award
15 – 19	Good Team
20 – 24	Great Team
25 – 30	Super Team

(Slavin, 1995)

2.3 Summary of Research Methodology

According to the title of the study 'The Effectiveness of Graphic Organizers in Student Teams-Achievement Divisions Strategy to Improve Students' Reading Comprehension Skill", the researcher will use experimental research design. There will be two groups in this study. They are experimental group and control group. Both groups will be given pre-test and post-test, but only experimental group that will be given treatment. The treatment is by implementing cooperative learning method STAD with graphic organizer as the learning medium. The pre-test will be conducted before giving the treatment, whereas the post-test will be conducted after giving the treatment. The result of the tests will show the students' achievement in reading comprehension before and after they are taught by using graphic organizer in cooperative learning method STAD. If there is an improvement on the test result, we can conclude that the use of graphic organizer in cooperative learning strategy STAD is proven to improve students' skill in reading comprehension.
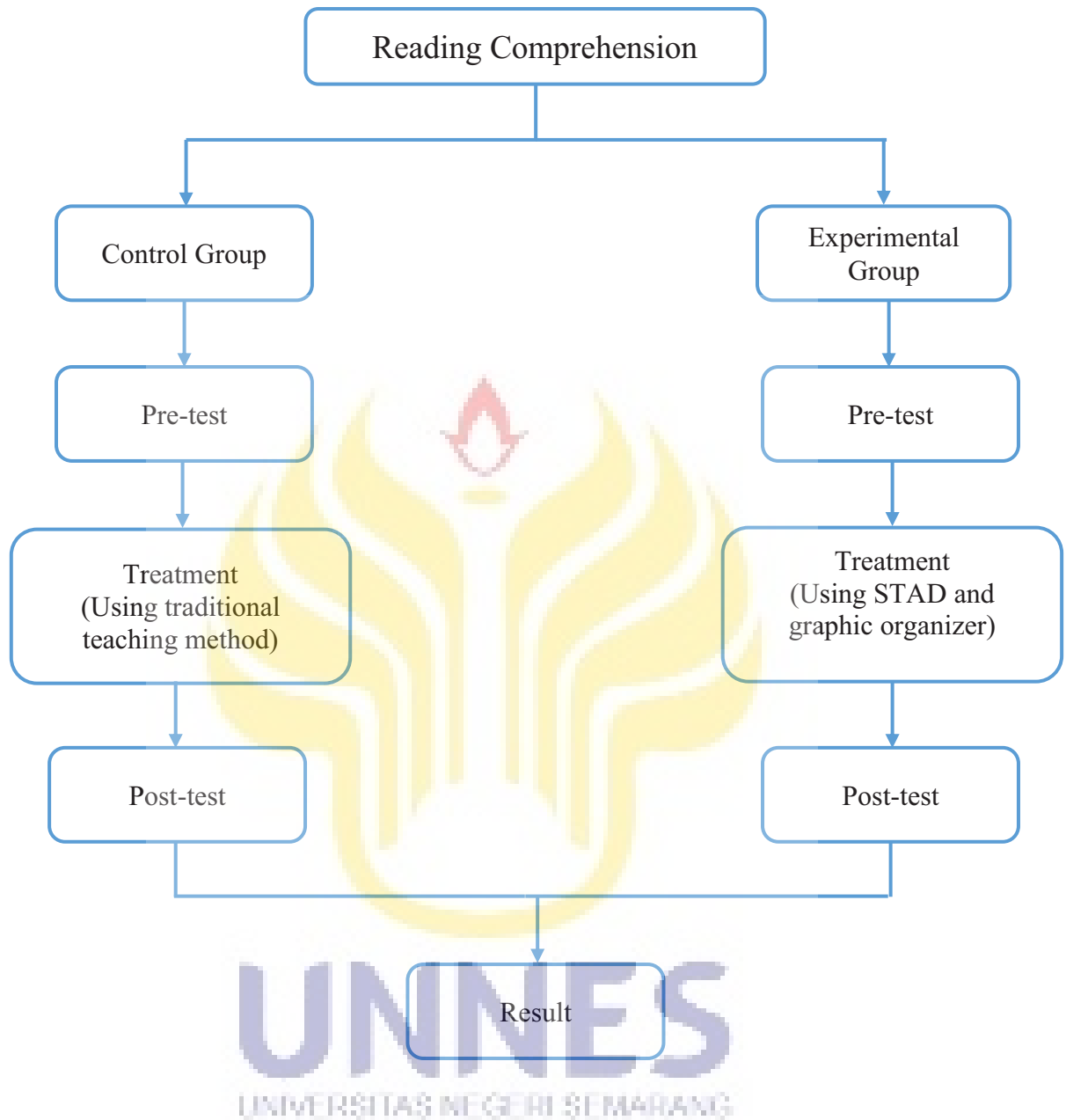
Figure 2.8
Diagram of Research Methodology

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions based on the discussion of data analysis and research findings in the previous chapter.

5.1   Conclusion

The conclusion of the research was drawn accordance with the research findings and data analysis result in the previous chapter. The mean score of experimental group pre-test was 74.63. Meanwhile, the mean score of the post-test was 85.88. It proved that the mean score of control group increased. There was 15.07 % increase of the experimental group mean score. On the other hand, the mean score of control group showed lower improvement. The mean score of pre-test was 76.63 and it increased 4.62 point to 81.25 for the post-test means. There was only 6.02 % increase of the control group mean score. The result showed that the mean difference of experimental group was higher than those in control group.

In addition, based on the calculation of t-test, the t_{value} was 2.163. For N = 32, df = 32+32-2 = 62 and significance level (α) = 5%, the t_{table} was 1.994. It proved that the t_{value} exceed the t_{table} (2.163>1.994). Therefore, it could be concluded that there was a significant difference in post-test result between students in experimental group than those in control group.

Since the $t_{value} > t_{table}$, so the H_0 is rejected, and H_a which is graphic organizers in Student Teams-Achievement Divisions (STAD) is effective to

69

improve students' reading comprehension skill, is accepted. It means that teaching reading comprehension using graphic organizer as the learning medium and STAD as the learning method is effective to improve students' reading comprehension skill.

5.2 Suggestions

Firstly, for teachers, they should vary the way of teaching to avoid students' boredom in the learning process. Besides, they need to use appropriate learning medium and learning method to help students understand the materials. English teachers should be able to combine materials, learning medium and learning method so that the students are interested in learning English and the learning objective is achieved. Based on the result of the study, the writer suggests graphic organizers and Student Teams-Learning Divisions (STAD) to be used as optional learning medium and learning method to teach reading comprehension.

Secondly, for students, related to reading comprehension, they should read often to enrich their vocabulary to make them easier in understanding a text. They can read English story book, magazine or other interesting reading material that they can get from many sources like the internet or social media. They can start it with the topic they are interested in.

Thirdly, for future researchers, they can use this study as one of the references for them to conduct similar research. Hopefully, the result of this study can help them to find other new and better strategy about improving students' reading skill. Although this study has been done, it still has some weaknesses and the writer hope there will be an improvement for the next study.

BIBLIOGRAPHY

Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Baxendell, B. 2003. Graphic Organizers: Guiding Principles and Effective Practices. Available at : http://education.wm.edu/centers/ttac/ documents/ packets/ graphicorganizers.pdf. [accessed 01/08/16]

Best, J. W. and Kahn, J. V. 1995. *Research in Education.* (7th ed). New Delhi: Prentice-Hall of India Private Limited.

Brown, H. D. 2001. *Teaching by Principle: An Interactive Approach to Language Pedagogy.* New York: Pearson Education.

Brown, H. D. 2004. *Language Assessment: Principles and Classroom Practices.* New York: Pearson Education.

Curriculum Development Institute. 2001.*The Use of Graphic Organizers to Enhance Thinking Skills in the Learning of Economics.* Hongkong: Education Department.Available at: http://www.edb.gov.hk/attachment/en/ curriculumdevelopment/kla/pshe/referencesandresources/economics/use_o f_graphic_organizers.pdf [accessed 01/03/16]

Creswell, J. W. 2012. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (4th ed). Boston: Pearson Education.

Dewi, D. K. 2007. The Correlation between the Students' Interest in Reading Scientific Essays, Scientific Vocabulary Mastery, and Their Achievement in Reading Comprehension. Thesis. English Department, Faculty of Languages and Arts, Semarang State University. Available at: lib.unnes.ac.id/16971/1/7125990019.pdf [accessed 26/06/15]

Febrianza, E. F. 2014. The Use of Graphic Organizers to Improve Eighth Years' Students' Ability in Reading a Descriptive Text. Final Project. English Department, Faculty of Tarbiyah and Teacher Training, IAIN Tulungagung. Available at: http://repo.iain-tulungagung.ac.id/137/ [accessed 02/23/16]

Fraenkel, J. R. and Wallen, N. E. 2009. *How to Design and Evaluate Research in Education.* (7th ed). New York: McGraw-Hill.

Grabe, W. and L.F. Stoller. 2002. *Teaching and Researching Reading*. Harlow: Pearson Education.

Hapsari, K. A. W. 2012. Teaching Reading Comprehension by using Cooperative Integrated Reading and Composition (CIRC) Method to the Seventh Grade Students of SMPN 1 Kerambitan in Academic year 2012-2013. Final Project. English Department, Faculty of Teacher Training and Education, Mahasaraswati Denpasar University. Available at : http://unmas-library.ac.id/wp-content/uploads/2014/11/   SKRIPSI1.pdf   [accessed 01/16/16]

Harris, A. J. and E. R. Sipay. 1980. *How to Increase Reading Ability*. New York: Longman Inc.

Harmer, J. 1998. *How to Teach English*. Essex: Pearson Education Ltd.

Harmer, J. 2001. *The Practice of Language Teaching*. (3rd ed).Essex: Pearson Education Ltd.

Jiang, X. and Grabe. W. 2007. Graphic Organizers in Reading Instruction: Research Findings and Issues. *Reading in a Foreign Language, April 2007, pp. 34-55*. Available at http://nflrc.hawaii.edu/rfl/April2007/jiang/jiang.pdf [accessed 10/16/16]

Kim, A., Vaughn, S., Wanzek, J., & Wei, S. (2004). Graphic organizers and their reading comprehension of students with LD: A synthesis of research. *Journal of Learning Disabilities, 37* (2), 105-118.

Macpherson, A. 2000. *Cooperative Learning Group Activities for College Courses.* Kwantlen University College. Available at: http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_89185.pdf [accessed 02/11/16]

Mickulecky, B. S. & Jeffries, L. 1986. *Reading Power*. California: Addison-Wesley.

Miranda, J. L. W. 2011. Effect of Graphic Organizers on The Reading Comprehension of an English Language Learner with a Learning Disability.*Second Language Studies, 30(1), Fall 2011, pp. 95-183*. Available at :http://www.hawaii.edu/sls/wp-content/uploads/2014/09/Miranda-Jessica.pdf [accessed 12/29/15]

Muawanah, S. 2014. The Correlation between Students' Reading Habit and Their Reading Comprehension.Final Project. English Education Department, Faculty of Tarbiyah and Teacher's Training, Syarif Hidayatullah State Islamic University. Available at: http://repository.uinjkt.ac.id/dspace/bitstream/123456789/25026/3/SAMROTUL%20MUAWANAH-FITK.pdf [accessed 02/17/16]

Novitarini, L. 2009. The Use of STAD Technique to Improve the Students' Skill in Writing Descriptive Text.Final Project. English Department, Faculty of Languages and Arts, Semarang State University.

Putri, R.N. 2009. The Effectiveness of Students' Pre-Reading Technique towards Their Reading Comprehension.Final Project. English Department, Faculty of Languages and Arts, Semarang State University.

Priyatmojo, A. S. 2011. Political Discourse: Obama's Appraisal Attitude. *LANGUAGE CIRCLE Journal of Language and Literature Vol. VI/.* Available at: http://journal.unnes.ac.id/nju/index.php/LC/article/view/2043 [accessed 08/14/16]

Robinson, K. S. Q. 2013. The Effects of Cooperative Learning on Improving College Students' Reading Comprehension. Available at: http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/4036/4284071 2Q3.pdf?sequence=1&isAllowed=y [accessed 12/29/15]

Sam, P. D. 2012.Using Graphic Organizers to Improve Reading Comprehension Skill for the Middle School ESL Students.*English Language Teaching; Vol. 6, No. 2*. Available at : http://www.ccsenet.org/journal/index.php/ elt/article/ download/23823/15121 [accessed 12/29/15]

Slagle, D.R. 2009. The Use of Cooperative Learning Strategy STAD to Promote Academic Achievement in a High School Social Studies Class. Final Project. Available at : https://etd.ohiolink.edu/rws_etd/document/ get/def1281640160/ inline [accessed 12/30/15]

Slavin, R. E. 1978. *Using Student Team-Learning. The Johns Hopkins Team Learning Project.*Baltimore: John Hopkins University. Online. Available at: http://files.eric.ed.gov/fulltext/ED237623.pdf [accessed 01/03/16]

Slavin, R. E. 1987. *Cooperative Learning: Student Teams. What ResearchSays to the Teacher.* (2nd ed). Washington D.C.: National Education Association. Online. Available at: http://files.eric.ed.gov/fulltext/ED282862.pdf [accessed 01/03/16]

Slavin, R. E. 1991. *Student Team Learning: A PracticalGuide toCooperative Learning.* (3rd ed). Washington D.C: National Education Association. Online. Available at: http://files.eric.ed.gov/fulltext/ED339518.pdf [accessed 01/03/16]

Slavin, R. E. 1995. *Cooperative Learning Theory, Research, and Practice.* Boston: Allyn and Bacon.

Smith, W. P. (nd) What is Reading Comprehension? Available at: http://www.k12reader.com/what-is-reading-comprehension/ [accessed 09/02/16]

Trianto. 2007. *Model-model Pembelajaran Inovatif Berorientasi Konstruktivistik.* Jakarta: Prestasi Pustaka.

Vacca, R.T. & Vacca. J.A.L. 2009. *Content Area Reading: Literacy and Learning across the Curriculum.* New York: Pearson Education

Wilhelm, J. (nd) Understanding Reading Comprehension. Available at: http://www.scholastic.com/teachers/article/understanding-reading-comprehension [accessed 09/02/16]

Woolley, G. 2011. *Reading Comprehension : Assisting Children with Learning Difficulties*. London: Springer. Available at : http://www.springer.com/cda/content/document/cdadownloaddocument/9789400711730-c1.pdf?SGWID=0-0-45-1158048-p174102871 [accessed 09/02/16]

Appendix 19. Letter of Official Statement

PEMERINTAH KABUPATEN KUDUS
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP 1 KUDUS
Jl. Sunan Muria No.10A Telp/Fax (0291) 437929 Kudus Kode Pos 59312
Website : www.smp1kudus.sch.id

SURAT KETERANGAN
No. 070/433/14.06.03/2016

Yang bertanda tangan dibawah ini

Nama	:	AKHSAN NOOR, S.Pd
NIP	:	19611010 198301 1 002
Pangkat / Golongan	:	Pembina, IV/a
Jabatan	:	Kepala SMP 1 Kudus

Menerangkan dengan sesungguhnya, bahwa :

Nama	:	ANDINA PUTRI PRATIWI
NIM	:	2201412026
Program Studi	:	Pendidikan Bahasa Inggris
		Universitas Negeri semarang
Keterangan	:	

Bahwa yang bersangkutan benar-benar telah mengadakan riset di SMP 1 Kudus untuk penyusunan skripsi dengan judul *"THE EFFECTIVENESS OF GRAPHIC ORGANIZER IN STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TO IMPROVE STUDENTS READING COMPREHENSION SKILL "*

Demikian Surat Keterangan ini dibuat untuk dapat digunakan seperlunya.

Kudus, 17 Mei 2016
Kepala Sekolah

Akhsan Noor, S.Pd
Pembina
NIP. 19611010 198301 1 002