

**PROBLEMS IN THE IMPLEMENTATION  
OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD)  
MODEL IN READING ACTIVITY AT THE SEVENTH GRADE  
OF SMP N 1 BOBOTSARI PURBALINGGA REGENCY**



**AN UNDERGRADUATE THESIS**

**Submitted to Faculty of Tarbiya and Teacher Training of  
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto  
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)  
Degree**

**By:**

**ANJANI GALIH PUTRI PRAMESTI**

**2017404095**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TARBIYA AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
2024**

## APPROVAL SHEET



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS  
ISLAM NEGERI  
PROFESSOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jl. A. Yani 40 A Purwokerto Utara, 53126. Telp (0281)635624 www.uinsaizu.ac.id

### APPROVAL SHEET

This thesis, entitled

**PROBLEMS IN THE IMPLEMENTATION  
OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD)  
MODEL IN READING ACTIVITY AT THE SEVENTH GRADE OF  
SMP N 1 BOBOTSARI PURBALINGGA REGENCY**


Written by Anjani Galih Putri Pramesti (Student Number. 2017404095) English Education Study Program, Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 01 July 2024 and declared qualified for achieving *Sarjana Pendidikan* (S. Pd) Degree by the examiners.

Purwokerto, 08 July 2024

Approved by:

Examiner I/ Head of Examiners,

Examiner II/ Secretary,

  
**Irra Wahidivati, M.Pd.**  
NIP. 198811302019082001

  
**Khairunnisa Dwinalida, M. Pd.**  
NIP. 199211152019032034


The Main Examiner,

  
**Desi Wijayanti Ma'rufah, M.Pd.**  
NIP. 199212152018012003

Legalized by:

The Head of Education Department,



  
**Dr. Maria Ulah, M.Si.**  
NIP. 198011152005012004

## STATEMENT OF ORIGINALITY

### STATEMENT OF ORIGINALITY

Here with I,

Name : Anjani Galih Putri Pramesti

Student Number : 2017404095

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that the thesis I have compiled with the title, "**Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency**" is truly my own work and is not a plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, June 9<sup>th</sup>, 2024

I Who Declare,



**Anjani Galih Putri Pramesti**

S. N. 2017404095

## OFFICIAL NOTE OF SUPERVISOR

### OFFICIAL NOTE OF SUPERVISOR

To:

The Head of Education Department  
Faculty of Tarbiya and Teacher Training,  
State Islamic University  
Prof. K.H. Saifuddin Zuhri Purwokerto

In

Purwokerto

**Assalamu'alaikum Wr.Wb.**

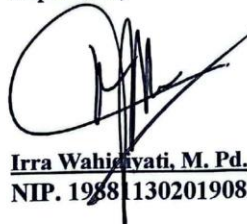
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Anjani Galih Putri Pramesti  
Student Number : 2017404095  
Department : Education  
Study Program : English Education  
Faculty : Tarbiyah and Teacher Training  
Title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

**Wassalamu'alaikum Wr.Wb.**

Purwokerto, 13 Juni 2024  
Supervisor,



**Irra Wahidiyati, M. Pd.**  
NIP. 198811302019082001

**PROBLEMS IN THE IMPLEMENTATION  
OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD)  
MODEL IN READING ACTIVITY AT THE SEVENTH GRADE  
OF SMP N 1 BOBOTSARI PURBALINGGA REGENCY**

By

**Anjani Galih Putri Pramesti  
S. N. 2017404095**

**ABSTRACT**

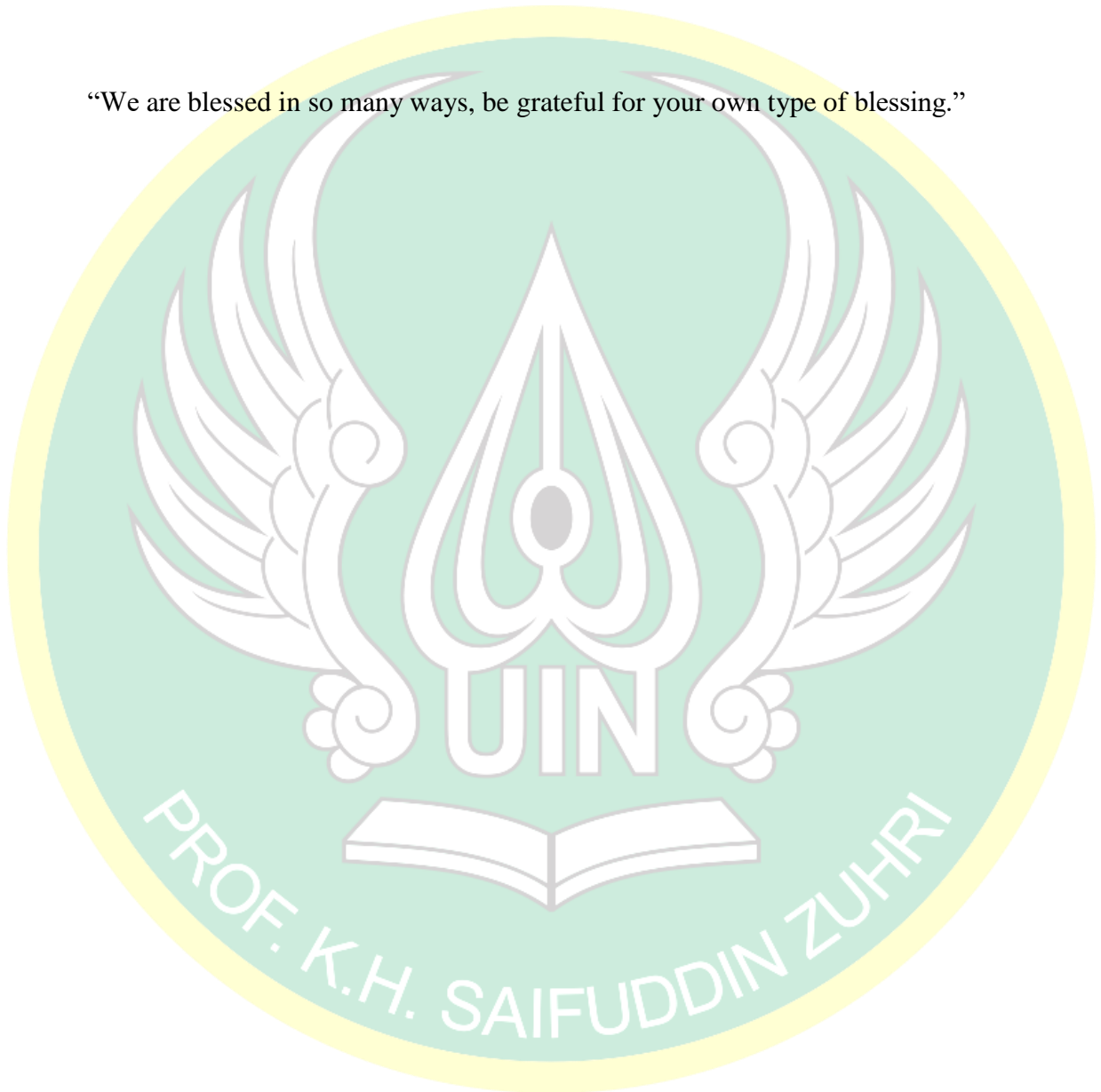
This research aims to describe the teacher's and students' problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at the seventh grade of SMP N 1 Bobotsari. This research is a qualitative descriptive research. The data were obtained by going directly to the field for observing the problems in the implementation of STAD model in reading activity and interviewing the English teacher who implemented the STAD model and some representatives of VII-B class. The results showed that the teacher's problems include inadequate time allocation in phase 1, teacher dominance in phase 2 due to lack of student participation, difficulties in phase 3 caused by students' inconsistent learning styles, uncooperative classroom conditions in phase 4, teacher-centered evaluation in phase 5, and limited ability to give rewards in phase 6 due to curriculum regulations. There are also additional teacher's problems found that were not included in the previous theory, namely students' reading ability and students' different learning style. As for the students' problems, in phase 1, students lacked confidence during diagnostic tests. In phase 2, they faced problems during group presentations due to lack of preparation time. In phase 4, poor teamwork and noisy classroom conditions. In phase 5, students needed help interpreting evaluation questions. In phase 6, students were satisfied with motivation but would prefer additional individual scores. Two additional student problems were found: lack of vocabulary mastery and learning discrepancy with students' expectations.

**KEYWORDS:** *Problems of STAD, Reading, Student Teams Achievement Division (STAD)*

### **MOTTO**

“Know that there is much good in being patient with what you detest, victory will come with patience, relief will come with affliction, and with the hardship will come an ease.” (94:5)

“We are blessed in so many ways, be grateful for your own type of blessing.”



## DEDICATION

With gratitude and all my love, I dedicated this thesis to:

- My family, your love and support have been my guiding light throughout this journey. Most especially to my mother (Tri Utami) and my father (Anjar Sutikno), I am very grateful for your endless sacrifices, prayers, patience, understanding, and encouragement, without which this achievement would not have been possible.
- My supervisor and lecturers, I am deeply grateful for your guidance, knowledge, advice, and encouragement along the journey that is truly commendable. Your dedication to excellence and passion for knowledge have left an indelible mark on my academic development. Your insightful inputs and constructive advices have contributed significantly to the refinement of this research.
- All of my friends, TBI-Best Fams'20, who have struggled together all this time. Your support and togetherness have been a cornerstone in my academic journey. Moreover, my dearest friend "Sisterhood", who has always been there in my joy and sorrow. This friendship has illuminated my path, making the difficult quest for knowledge a joyful endeavor. Thank you for your kindness, understanding, and endless laughter throughout the years.
- Last but not least, this thesis is dedicated to myself, as a testament to the resilience, earnestness, and determination that have brought me through this difficult yet rewarding journey. To myself, I congratulate on this significant achievement, with gratitude for the journey that has brought me to this moment.

## ACKNOWLEDGMENT

### *Assalamu'alaikum Wr. Wb*

In the name of Allah, the most graceful, the most praise be to Allah for blessing me with his mercy and guidance to finish this thesis entitled “Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency” could be completed. Sholawat and salam are given upon our prophet Muhammad SAW, who has guided us the way of truth and brought us to the real light of life.

This thesis is presented as partial fulfillment of the requirement for obtaining the undergraduate degree of the Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto. This study would like to express deep gratitude and appreciation for:

1. Prof. Dr. Fauzi, M. Ag., the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suparjo, M.A., as the I Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi M.Pd.I., as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. Subur, M. Ag., as the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., the Head of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
6. Abdal Chaqil Harimi, M.Pd.I., the Secretary of Education Department in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.



7. Desi Wijayanti Ma'rufah, M. Pd., the English Education Study Program Coordinator in in Faculty of Tarbiya and Teacher Training of State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto.
8. Irra Wahidiyati, M. Pd., the Supervisor who always give me support, knowledge, motivation, guidance, and suggestions for finishing this thesis.
9. Lecture and Administration Staff on State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
10. School Principal, teachers, and staff of SMP N 1 Bobotsari that helped me to arrange this thesis.
11. Eni Wiarsih, S. Pd. and VII-B students of SMP N 1 Bobotsari who had so much helped me with my thesis research.
12. My beloved parents, Mrs. Tri Utami and Mr. Anjar Sutikno, who had struggled for my educational career so far and provide motivation and always praying so that this thesis can be completed.
13. My big family who always support, praying for me, and motivate me to complete this thesis.
14. My closest friend, Arina, Indri Dwi, Ntika, Salsa, and Yunia who had accompanied me through my ups, shared tears and laughs and cheered me up when everything just complicated.
15. All my friends of English Education-B who shared memories and given togetherness.

*Wassalamu'alaikum Wr.Wb.*

Purwokerto, June 10, 2024

The writer,

**Anjani Galih Putri Pramesti**

**S.N. 201740409**

## TABLE OF CONTENTS

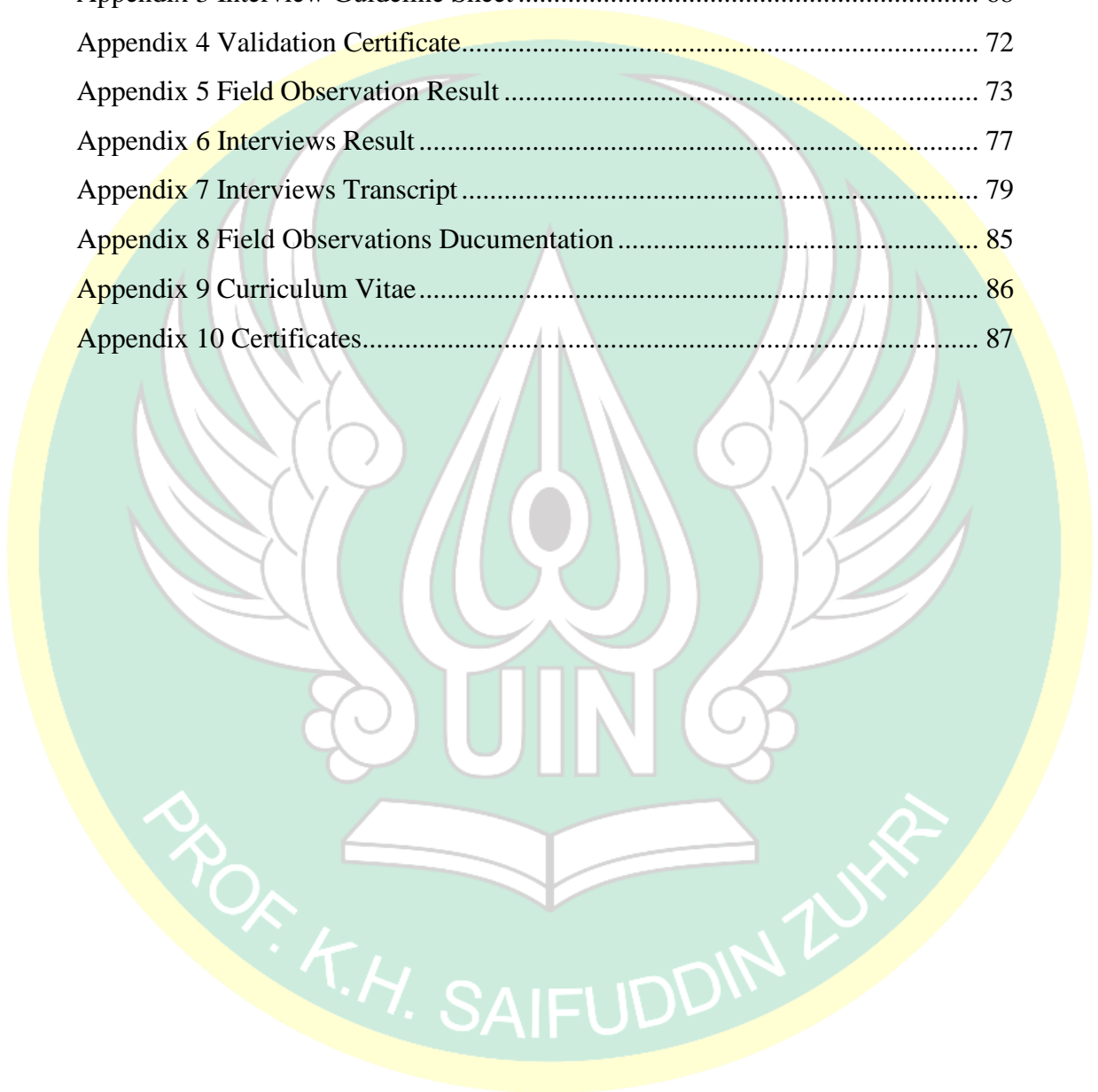
APPROVAL SHEET .....	1
STATEMENT OF ORIGINALITY .....	2
OFFICIAL NOTE OF SUPERVISOR .....	3
ABSTRACT .....	4
MOTTO .....	5
DEDICATION.....	6
ACKNOWLEDGMENT.....	7
LIST OF APPENDICES.....	11
LIST OF TABLE.....	12
CHAPTER I INTRODUCTION.....	1
A. Background of the Research.....	1
B. Conceptual Definition.....	4
C. Research Question .....	4
D. The Objective and Benefit of Research .....	5
E. Structure of the Research .....	6
CHAPTER II LITERATURE REVIEW .....	7
A. Conceptual Framework .....	7
B. Review of Related Literature.....	24
CHAPTER III RESEARCH METHOD .....	27
A. Type of the Research .....	27
B. Context of the research .....	27
C. Object and Subject of the Research.....	28
D. The Method of the Data Collection .....	29
E. The Technique of Data Analysis.....	31
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....	32
A. Teacher’s Problems .....	32
B. Students’ Problems .....	43

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
<b>A. Conclusion .....</b>	<b>54</b>
<b>B. Suggestions .....</b>	<b>55</b>
<b>REFERENCES .....</b>	<b>57</b>
<b>APPENDICES .....</b>	<b>63</b>



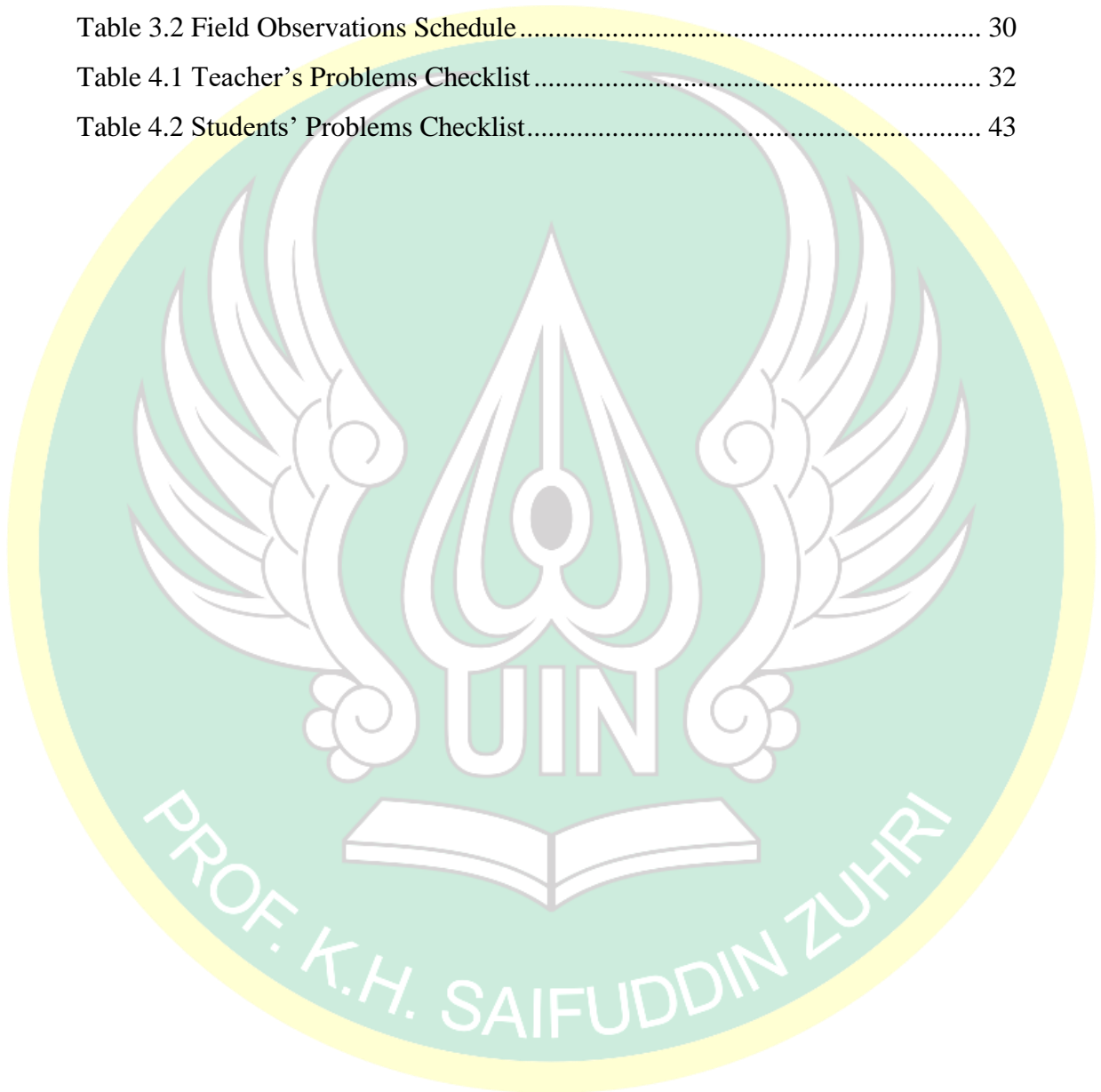
## LIST OF APPENDICES

Appendix 1 Official Letter of Research .....	63
Appendix 2 Field Observation Checklist Sheet.....	65
Appendix 3 Interview Guideline Sheet .....	68
Appendix 4 Validation Certificate.....	72
Appendix 5 Field Observation Result .....	73
Appendix 6 Interviews Result .....	77
Appendix 7 Interviews Transcript.....	79
Appendix 8 Field Observations Documentation .....	85
Appendix 9 Curriculum Vitae.....	86
Appendix 10 Certificates.....	87



## LIST OF TABLE

Table 2.1 Progress Score Calculation.....	12
Table 2.2 Group Reward Level .....	13
Table 3.1 Research Activity Schedule.....	28
Table 3.2 Field Observations Schedule.....	30
Table 4.1 Teacher's Problems Checklist.....	32
Table 4.2 Students' Problems Checklist.....	43



## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction, which consists of background of the research, conceptual definition, research question, objective and benefit of the research, and the structure of the research.

#### **A. Background of the Research**

Reading is a skill that is critically essential for students as they learn English as a foreign language in school. Reading requires the ability to comprehend a sequence of phrases and then interpret them without the assistance of others, which not everyone possesses. As a result, students will be able to apply it in their daily life and will be able to understand any written documents. In addition, students will grasp useful information by reading so that it can increase their knowledge (Aisya, 2020). This idea is supported by Patiung in Lestari, who state that reading can help students stimulate their brains, reduce stress, increase insight and knowledge, increase vocabulary, improve memory capacity, train thinking and analytical abilities, build focus and concentration, improve social interactions, and connect with the outside world (Lestari, 2020). Furthermore, mastering reading skills is important since it helps students learn and build new knowledge and information to attain academic achievement (Alfatihah & Tyas, 2022). A study by Ma'rufah et al. also emphasized that student's future academic success is largely dependent on their reading proficiency, which is crucial due to the school curriculum' emphasis on this subject. Considerable research supports the idea that strong reading skills are closely related to academic achievement, while poor reading skills are associated with lower academic achievement. Reading becomes a critical skill for all learning in the school setting, and without advanced reading skills, the ability to succeed in education and career is limited (Ma'rufah et al., 2023).

Concerning the importance of reading, there are also many problems in reading activities at school. Because reading requires a reader to infer, anticipate, verify, and inquire about the text's subject matter, reading can be viewed as a complex activity. As the preliminary observation at SMP N 1 Bobotsari, there were

some problems faced by the students in the reading activity, especially in comprehending a text. Similarly, Windayani examined students' struggles in reading comprehension. According to the author, causal elements are what lead to the reading difficulties that students have. Students consequently have poor comprehension of reading texts (Windayani, 2022).

In light of the stated problems, it is important to implement a method or strategy to address them, so that teachers do not exert too much control over the classroom and students can participate more in the reading class. There are many alternative strategies to engage students in reading activities including Cooperative Learning type Student Teams Achievement Division (STAD). According to Slavin, Student Teams Achievement Divisions (STAD) is one of the simplest models of cooperative learning, so this model can be used by teachers who are just starting to use cooperative learning. There are five major components in STAD: class presentation, teams, quizzes, individual improvement scores, and team recognition (Slavin, 2009). In STAD model, the students are placed on four-member learning teams, which are diverse in terms of performance level, gender, and ethnicity. After the teacher teaches a lesson, the students work in teams to make sure that everyone on their team has understood it. Student Teams Achievement Division (STAD) model can be applied to motivate students who dare to express their opinions, respect the opinions of others, and give each other opinions (sharing ideas), besides that students are usually faced with exercises or problem-solving. Therefore, STAD model is very good to implement because students can work together and help each other in dealing with the tasks given.

However, STAD as a cooperative learning also has problems in its implementation. As the researcher's preliminary observation at SMP N 1 Bobotsari, students have problems in learning reading using STAD model, as well as the teacher has problems in teaching reading. Whereas in reading learning, STAD model provides an interesting and cooperative strategy that can help students solve their reading problems. As well as the main idea of STAD is to empower students to support and help each other in mastering the skills taught by the teacher (Afandi et.al, 2013). However, in reality, many students in the seventh grade of SMP N 1

Bobotsari often complain about their difficulties in reading. This is also supported by the poor reading scores of students, even though the teacher has implemented the STAD model which actually has interesting strategies in its implementation.

Likewise, a study conducted by Fitriani (2020) discussed the challenges faced by teachers and students in the application of the STAD model. According to the research, the challenges in implementing STAD are: 1) Students do not pay attention to the teacher when teaching; 2) Students are more often silent during discussions; 3) Students do not use time as efficiently as possible; 4) The large number of students in the class. This is inversely proportional to the research of Layla Mufidah (2019) which according to the research findings in chapter IV, the STAD model was fairly successful in improving students' reading comprehension. The research has shown that implementing the STAD model to teach reading improves students' understanding. Teachers may use this strategy to create engaging, innovative, and up-to-date instruction. Furthermore, this investigation was not done without weaknesses.

Based on the above discrepancies, the researcher is curious on what are the real problems faced by teacher and students using the STAD model, especially this thesis focused on reading activity. Therefore, this study is important to be continued under the title "Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency".



## **B. Conceptual Definition**

There are several terms included in this study. As a result, to avoid readers' misunderstandings, the following terms must be defined.

### **1) Student Team Achievement Division (STAD)**

Student Team Achievement Division (STAD) is a cooperative learning (CL) model that emphasizes student cooperation through learning in varied groups to master the skills being learned (Slavin, 2005). In the STAD model, students are divided into several small groups consist of 4-5 members heterogeneously according to their performance level, gender, and ethnicity. STAD model consists of five main components: class presentation, team, quizzes, individual progress scores, and team recognition (Sekarini, 2022). The teacher presents lessons then students work in their groups to ensure that all group members have mastered the material.

### **2) Teaching Reading**

Teaching reading is an attempt to improve students' reading skills to ensure they can read and comprehend English texts proficiently and effectively (Ardityawan, 2016). According to David Nunan, teaching reading normally consists of at least two components. First thing, it might relate to instructing students who are learning to read for the first time. The second phase of reading instruction is for students who already know how to read in their first language. They do not learn how to read again in a second or foreign language once they have learned how to read in one, but rather how to transfer skills learned in one language to a new reading situation in another (Nunan, 2005).

## **C. Research Question**

Based on the background of the study, the research questions are:

1. What are the teacher's problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at the seventh grade of SMP N 1 Bobotsari?
2. What are the students' problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at

the seventh grade of SMP N 1 Bobotsari?

#### **D. The Objective and Benefit of Research**

##### **1. Objectives of the research**

Based on the research questions, the objectives of the research is to describe:

- a) Teacher's problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at the seventh grade of SMP N 1 Bobotsari.
- b) Students' problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at the seventh grade of SMP N 1 Bobotsari.

##### **2. Benefits of the research**

The researcher expects that are some uses of this research as follows:

###### **a) Theoretical Benefit**

This research is expected to provide information about the problems in the implementation of STAD model in reading activity.

###### **b) Practical Benefit**

The result of this study is expected to give a great contribution to the following:

###### **1) English Teacher**

This research is expected to be a consideration for English teacher to pay more attention to student's problems in learning reading and find solutions or strategies to solve the problems.

###### **2) The Next Researchers**

The results of the study are expected to give information about the problems in the implementation of STAD model in reading class. Moreover, the results of the research can give clear and useful knowledge to facilitate other researcher to be used as a reference in conducting further studies about using cooperative learning Student Team Achievement Divisions (STAD) model in reading activity.

## **E. Structure of the Research**

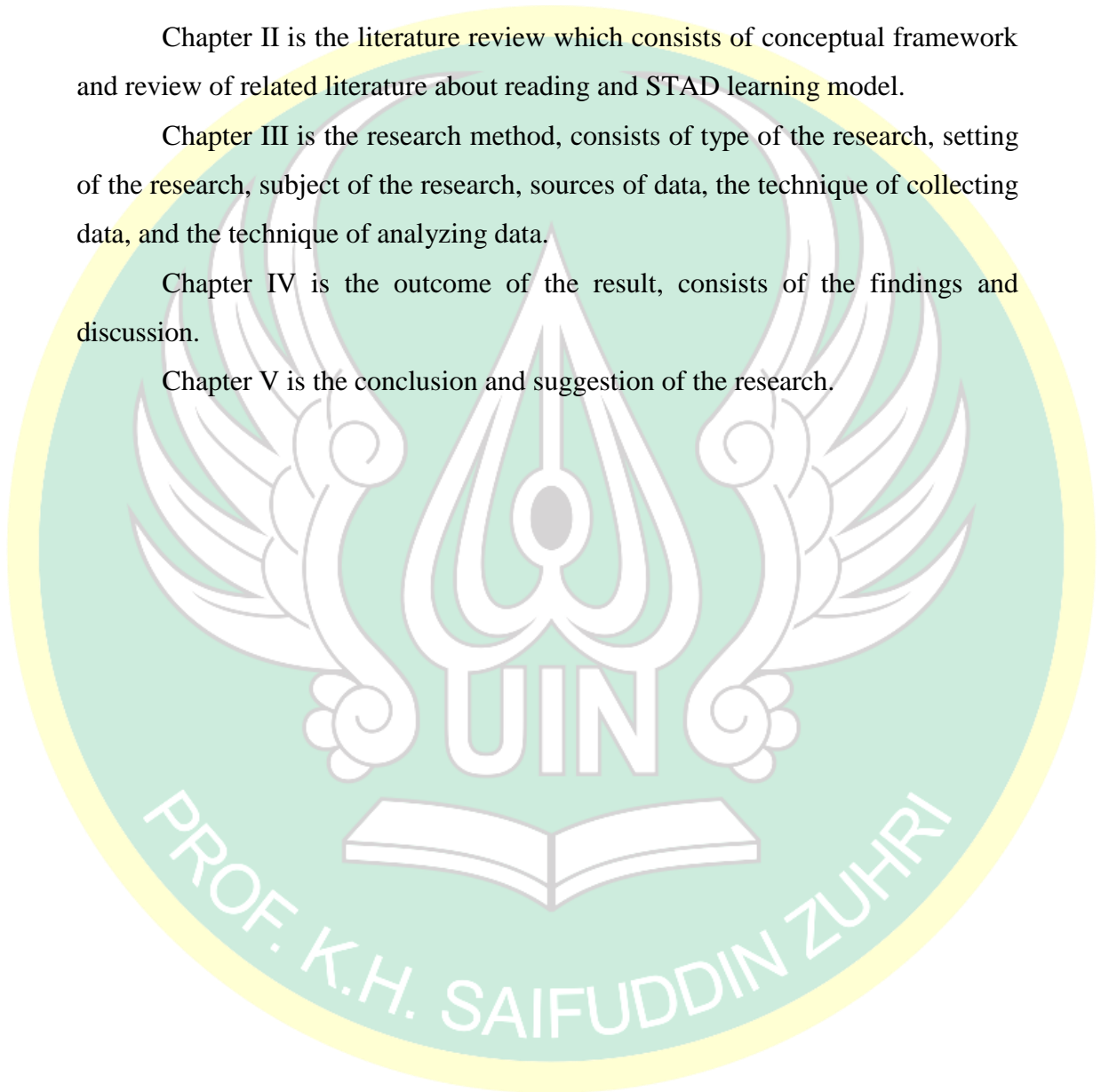
In this research there are five chapters as the structure of the research: Chapter I is the introduction which consists of background of the research, conceptual definition, research questions, objectives and benefits of the research, and structure of the research.

Chapter II is the literature review which consists of conceptual framework and review of related literature about reading and STAD learning model.

Chapter III is the research method, consists of type of the research, setting of the research, subject of the research, sources of data, the technique of collecting data, and the technique of analyzing data.

Chapter IV is the outcome of the result, consists of the findings and discussion.

Chapter V is the conclusion and suggestion of the research.



## CHAPTER II LITERATURE REVIEW

This chapter explains the theoretical basis used as a reference in this research and contains theories that form the background of all research activities conducted.

### A. Conceptual Framework

The conceptual framework focuses on the theory of teaching and learning model, STAD model, teaching reading, and problems in teaching reading.

#### 1. Teaching and Learning Model

##### a. Teaching Model

The term model refers to a teaching episode in which an experienced educator demonstrates a highly concentrated teaching behavior in which an individual demonstrates particular patterns that the trainee learns through imitation. It is a manner of communicating and thinking about education that allows specific facts to be organized, classed, and analyzed (Thanavathi, 2022). Joyce and Weil define teaching models are simply instructional designs (Joyce & Weil, 2003). Furthermore, they defined teaching models in the following manners:

- 1) "Teaching models are nothing more than instructional designs." They define the process of identifying and creating certain contextual scenarios that drive the students to engage in such an approach that a particular modification in their behavior occurs."
- 2) A teaching model is a "structure or blueprint that can be utilized to create an educational program or course, select learning resources, and direct the actions of a teacher."
- 3) "A teaching model is a set of guidelines to design activities for learning and environments. It describes ways to teach that are meant to achieve specific aims."

Teaching will be successful if some systematic activities are followed. Teaching models direct teachers on how to conduct themselves to give good instruction. In other words, a teaching model is a set of guidelines to design an atmosphere of learning.

## b. Learning Model

Learning is defined as the process of student interaction with teachers and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and understanding, mastering skills and behavior, and forming attitudes and beliefs in learners (Djamaluddin et al., 2019). According to Duffy and Roehler (1989), as cited in Akhiruddin et al., learning is an effort that intentionally involves and utilizes teachers' professional knowledge to attain curriculum goals. As a result, if one of the components cannot interact, the learning process would encounter numerous challenges in reaching the learning objectives (Akhirudin et al., 2019). In other words, learning is the process to support learners to learn well.

A learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plan), design learning materials, and guide the classroom or other guide learning in the classroom or elsewhere (Mirdad, 2020). In addition, Nana Hendracipta argues that the learning model is a conceptual framework that describes a systematic process for organizing students' learning experiences to achieve particular learning goals. It also plays the role of a guide for teachers and learning designers when they are developing and implementing teaching and learning activities (Hendracipta, 2021). Based on the stated definitions, it can be concluded that the learning model is a guide for educators in planning learning in the classroom, starting from preparing learning tools for educators in planning learning in the classroom, starting from preparing learning tools, media, and tools, to evaluation tools that lead to efforts to achieve learning objectives.

Generally, there are several learning models in Indonesia, including contextual learning, Problem-Based Learning Models (PBM), Indonesian Realistic Mathematics Education (PMRI) Learning Model, Direct Learning Model, and cooperative learning. In cooperative learning, there are several variations of models that can be applied, namely: (a) Jigsaw, (b) Think-Pair-Share, (c) The Power of Two, (d) Group Investigation, (e) Two Stay Two Stray, (f) Make a Match, (g) Listening Team, (h) Bamboo Dancing, (i) Inside-Outside Circle, and (j) STAD (Student Team Achievement Division).

## 2. STAD (Student Team Achievement Division)

### a. Definition of STAD

According to Slavin, Student Teams Achievement Divisions (STAD) is one of the simplest models of cooperative learning, so this model can be used by teachers who are just starting to use cooperative learning (Slavin, 2010). In the STAD model, students learn in small groups of 4-5 students with different levels of student performance, to master the material in completing group assignments each member works together collaboratively and helps understand the material, and helps other students to master the learning material (Kasmawati, 2022). STAD involves competition between groups. Students are grouped diversely by ability, gender, race, and ethnicity. Learners first learn the material together with their group, then they are tested individually through quizzes (Lestari, 2022).

Student Team Achievement Division (STAD) combines the use of lecture, questioning, and discussion methods. Before the learning starts, students are divided into several team groups, and the seating is arranged in such a way that one group of students can sit close together. Learning activities begin with the presentation of the subject matter by the teacher. After the presentation of the material is complete, the team discusses the material taught by the teacher to ensure that all team

members can master the subject matter taught by the teacher. If there are group members who do not understand, then other group members try to help them until all members really master the material taught by the teacher. After all groups declare that they are ready to be tested, the teacher then gives test questions to all students. When answering the questions, group members should not help each other. The test score is calculated based on the sum of the scores of all group members (Mulyatiningsih, 2010).

The main idea of STAD is to motivate students to support and help each other in mastering the skills taught by the teacher (Afandi et.al, 2013). Cooperative Learning Student Teams Achievement Division (STAD) learning model can be applied to motivate students who dare to express their opinions, respect the opinions of others, and provide each other with opinions (sharing ideals), besides that in learning students are usually faced with practice problems or problem solving. Therefore, cooperative learning is very good to implement because students can work together and help each other in dealing with the task at hand (Fitriani, 2020).

#### b. Components of STAD

According to Slavin, Cooperative learning of STAD type consists of five major components, including class presentation, teams, quizzes, individual progress scores, and team recognitions (Slavin, 2009).

##### 1) Class Presentation

STAD materials are introduced in in-class presentations as direct instruction. The presentation should include the opening, development, and practical briefing of each component of the whole lesson.

In the opening the actions taken by the teacher are as follows:

- a) Tell the students what they will learn and why it is important. Cultivate the curiosity of the students by means of rotating delivery, real-life problems, and other means.

b) Have students work in their teams to discover concepts or to pique their interest in the lesson.

c) Repeating any requirements or information briefly.

In development, the actions that teachers can take are as follows: (a) stick to what students will learn (b) focus on meaning rather than memorization, (c) actively demonstrate concepts or skills by using visual aids, clever ways, and lots of examples, (d) assess students frequently by asking lots of questions. In this case, the teacher can also develop additional rules to facilitate the learning process.

## 2) Teams

Teams consist of four or five students who represent a cross-section of the class in terms of academic performance, gender, race, and ethnicity. The main function of the team is to ensure that all team members actually learn and to prepare their members to do well on the quiz. After the teacher presents the material, teams gather to study the activity sheet. The learning involves discussing the problems together, comparing answers, and correcting any misunderstandings if team members make mistakes.

## 3) Quizzes

After the teacher presents the material and team practice or group work students will take individual quizzes. The students are not allowed to help each other in taking the quiz. Thus, each student is responsible individually for understanding the material.

## 4) Individual Progress Scores

The intention of individual progress scores is to give each student a performance goal that will be attainable if they work harder and perform better than before. Each student is given a "starting" score, which is derived from the average of that student's previous performance on the same quiz. Students will then accumulate points for their team based on the rate of increase in their quiz score compared to their initial score.



Students will then accumulate points for their team based on the rate of increase in their quiz scores compared to their previous scores.

#### 5) Team Recognitions

According to Slavin (2009), teams will be rewarded if their average score reaches certain criteria. Students' team scores can also be used to determine twenty percent of their ranking. To give an individual development score, it is calculated as in the following table:

Table 2.1 Progress Score Calculation

Quiz Scores	Progress Points
More than 10 points less than the initial score.	0 point
10-1 point below the starting score.	10 points
Starting score up to 10 points higher than the starting score.	20 points
More than 10 points higher than the starting score.	30 points
Perfect score regardless of starting score.	30 points

#### a) Calculating the group score

According to Rusman (2010), this group score is made by averaging the development scores of group members, which is by summing up all the development scores obtained by group members divided by the number of group members, according to the average group development score, the group score category is obtained as listed in the following table:

Table 2.2 Group reward level table

Criteria (Team Average)	Awards
0 - 5	-
6 - 15	Good team
16 - 20	Great team
21 - 30	Super team

b) Prize giving and group score recognition

After each group has obtained a predicate, the teacher gives prizes or awards to each group in accordance with their respective predicate.

c. Steps of STAD

According to Slavin (2005), the steps for implementing STAD learning are as follows:

- 1) The teacher presents the procedures of STAD followed by the delivery of learning materials.
- 2) The teacher forms groups by assigning group representatives in advance which is called the "Team". The group representative is tasked with making team members do their best for the team, and the team must also do their best to help each member and the task of team members is to master the material that has been delivered by the teacher and help other friends to master the material.
- 3) Before starting teamwork, the teacher conveys the rules of teamwork, which are as follows:
  - a) Students have the responsibility to ensure that their teammates have learned all the material.
  - b) No one should stop learning until all teammates have mastered the lesson.
  - c) Ask all teammates to help their friends before they ask the teacher.
  - d) Teammates can talk to each other in a quiet voice.

- 4) Teams and members do group work (practice).
- 5) The teacher gives individual quizzes for students to do.
- 6) The teacher and students calculate the quiz score that will be used as a group score based on the progress points of each member, then totaled and divided by the number of members. Progress points are based on the difference between their quiz score and their baseline score. While the initial score is obtained from the average value of the student's performance in the learning that has been done before.
- 7) The teacher awards the team.

The steps of STAD type cooperative learning according to Ibrahim (2012) are based on cooperative steps consisting of 6 phases, namely:

- 1) Phase 1: Delivering objectives and motivating students.  
The teacher conveys all the learning objectives to be achieved in the lesson and to motivate the students.
- 2) Phase 2: Presenting or conveying information.  
The teacher presents or conveys information by demonstrating or through reading materials.
- 3) Phase 3: Organizing students in study groups.  
The teacher explains to students how to form study groups and helps each group to transition efficiently.
- 4) Phase 4: Guiding groups to work and learn.  
The teacher guides the groups as they work on the task.
- 5) Phase 5: Evaluation.  
The teacher evaluates the learning outcomes about the material that has been taught or each group presents its work.
- 6) Phase 6: Rewarding.  
The teacher looks for ways to reward individual and group efforts and learning outcomes.

Based on the description of the steps of the STAD-type cooperative learning model according to the opinions of these observers, the author concludes that both have almost the same opinion that the steps in STAD-type cooperative learning include presenting the material, group formation, group work, holding quizzes, concluding learning activities and rewarding groups.

#### d. Advantages and Disadvantages of STAD

Cooperative learning through STAD model has several advantages and disadvantages. According to Eny Sutarti, the advantages of the STAD model including: 1) every student has the opportunity to make a substantial contribution to the group, and the position of group members is equal, 2) promote active and positive interactions and better cooperation of group members, 3) help students to gain more cross- racial friendships, 4) train students in developing aspects of social skills in addition to cognitive skills, and 5) the role of the teacher becomes more active and more focused as a facilitator, mediator, motivator, and evaluator so as to make students more active in the learning process (Sutarti, 2021).

STAD, as a Cooperative Learning model, has several disadvantages, as Slavin states that some students in STAD classes do not want to work as a group, nor do they want to engage in the group, and prefer to let their group members do the work alone. Another disadvantage of STAD is that the class becomes noisier, making it difficult for students to pay attention to the teacher (Slavin, 2005). Likewise, according to Syamsu et al., the disadvantages of the STAD learning model include: 1) Contributions from low-achieving students become less. 2) High-achieving students will lead to disappointment because of the role of clever members more dominant. 3) Requires longer time for students so it is difficult to achieve curriculum targets (Syamsu et al., 2019). Meanwhile, the weaknesses of the STAD model described by Amrius (2004) in his research results in Seno (2012) are that students are not familiar with the use of STAD model, insufficient time allocation, teachers have difficulty in creating cooperative learning, students lack cooperation, and the dominance of the smarter students.

### 3. Teaching Reading

#### a. Definition

Harmer (2007) defines teaching as the transfer of knowledge from teacher to student, or the setting up of situations in which students learn for themselves. Furthermore, Chambers and Gregory (2006:53) stated that teaching is an intricate assortment of actions, tactics, processes, invitations, stimulation, and rhetorical strategies aimed to assist students in learning and becoming better learners. Brown (2000) also explained that teaching means demonstrating or assisting someone in discovering the way to do something, providing guidance, assisting in the exploration of a certain thing, delivering knowledge, enabling someone to comprehend or understand.

Francoise Grellet defines reading as a perpetual guessing game, and what one takes to the book is frequently more essential than what one finds in it (Grellet, 2010). It is supported by Guy L. Bond et al., who believe that reading is the ability to derive meaning from the printed page and effectively interpret this information (Bond et al., 1957). Unlike the speaking skill, which requires the actual appearance of the communicant, reading is intimately tied to self-activity, which means that communication through reading does not require the presence of a partner (Mualim & Aziez, 2020).

Teaching reading is an attempt to improve students' reading skills to ensure they can read and comprehend English texts proficiently and effectively (Ardiyawan & Suwarno, 2016). According to David Nunan, teaching reading normally consists of at least two components. First thing, it might relate to instructing students who are learning to read for the first time. The second phase of reading instruction is for students who already know how to read in their first language. They do not learn how to read again in a second or foreign language once they have learned how to read in one, but rather how to transfer skills learned in one language to a new reading situation in another (Nunan, 2005).

## b. Principles of Teaching Reading

In designing effective reading class, teacher must pay attention to the principles of teaching reading. Nunan (2003) asserts the following principles must be followed in teaching reading:

### 1) Make use of the reader's prior knowledge

According to Anderson in Nunan (2003), understanding what is being read is influenced by the reader's prior knowledge. With their prior information, the reader may increase their reading comprehension by activating activities such as setting targets, asking questions, making predictions, and so forth.

### 2) Establish a solid vocabulary foundation

It is generally accepted that vocabulary is essential for good reading. As a result, it needs to be explicitly taught. Learners are additionally provided with a way to estimate the meanings of less common words using context correctly. It will be easier for the students to utilize specialized terms rather than generic terminology. Anderson and Nunan (2003) developed several procedures to help teachers enhance their vocabulary education. The teacher ought to be familiar with the vocabulary that the students must master. Then, it is essential to understand how they may learn the vocabulary. The next thing to do is decide what the learners need to acquire as well as what they already know.

### 3) Instruct for comprehension

It is more necessary for instructing students to grasp than to measure their understanding. The procedure is more than just learning how to extract information from a piece of writing. It is about how students learn to engage with meaning as well as ideas. Both the teacher and the students in the class who are discussing a piece must be engaged.

### 4) Work on improving the reading rate

Teaching reading involves ensuring that the teacher produces fluent readers rather than fast readers. What the teacher should

concentrate on is reducing the students' reliance on dictionaries. Instead, they must evaluate and combine the information of the reading piece. It is an immense mistake for a teacher to insist on children being fast readers rather than proficient readers. To complement the emphasis, the teacher must strike a balance between supporting students in increasing their reading pace and strengthening reading comprehension abilities.

5) Introduce strategies for reading

According to Oxford in Nunan (2003) strategy means the instruments for active, self-sufficient engagement that are required to foster communicative skill. Strategies don't involve a single event, instead a creative series of activities that students effectively use." Students need to learn the manner in which to successfully use a variety of reading strategies that correspond to their reading goals, therefore it has become a primary priority in the reading class (Nunan, 2003).

6) Motivate students to turn strategies into abilities

Strategies and abilities make a significant impact (Nunan 2003). A strategy used to attain desired aims or goals, whereas an ability is a strategy that has turned into automatic.

7) Incorporate assessment and evaluation

Reading skill improvement can be assessed formally and informally through assessment. In the classroom, there ought to be both quantitative and qualitative assessments. The quantitative assessment includes reading comprehension test scores as well as reading rate statistics, whereas the qualitative assessment includes reading journal entries, reading passion surveys, and replies to a checklist of reading strategy.

8) Strive for continual development

The success of foreign language readers is determined by the quality of their reading teacher, thus teachers should be professional about their role as facilitators, assisting every reader in discovering their best work. Knowing that the primary goal of teaching reading

is to educate students the things to do, teachers should arm themselves with concepts and strategies. They must comprehend the essence of the reading process (Nunan 2003). Joining a group or organization that gives various insights about teaching reading is one way to enrich them.

#### c. Principles of Learning Reading

Citing Simanjuntak (1998), there are several principles of learning reading, including:

- 1) Students must have a goal and incentive for learning.
- 2) Learning should be meaningful to the learner.
- 3) Prior experience and expertise are required for learning.
- 4) The student must be engaged in his or her study.
- 5) Learning necessitates the formation of habits.
- 6) A lot of learning via association
- 7) Learning needs practice.
- 8) Positive attitudes about learning promote good learning.
- 9) Students learn at different rates and in different ways.
- 10) Learning is more successful when the student understands the reason they are learning.

According to the stated principles, reading involves goal, motivation, and meaning for the learner. The goal of reading is to enable the reader to derive meaning from the text. Teachers have to provide a lot of background knowledge for each reading work. It necessitates an active learning and practices.

#### 4. Problems in Teaching Reading

According to Harmer in Nurdianingsih (2021), reading is beneficial for language learning; the more students read, the more proficient they get at it. Furthermore, reading has a good influence on students' vocabulary understanding, spelling, and writing. However, despite it has many benefits, reading is a complex activity that involves a large number of discrete actions, including



interpreting, imagining, observing, and recalling (Harianto, 2020). Thus, it cannot be denied that there are many problems faced by both teachers and students in reading activities. This is often become a serious problem because it will hinder the achievement of learning objectives.

a. Teacher's Problems

Harold L. Herber categorized teachers' problems in teaching reading into four broad areas (1) student ability, (2) curriculum emphasis, (3) content materials and (4) teacher education.

1) Students' ability

Teachers get frustrated when students are unable to read the materials. Secondary school teachers believe that the reading skills taught in primary school should be sufficient as a basis for thorough reading in various fields of knowledge. While this assumption is true in the sense that success is related to ability, teachers often hold the standard level without considering student ability.

It seems quite logical to think that instruction at the elementary level prepares students for reading at the secondary level. However, there are certain influencing factors. Students at the beginner level are taught basic reading skills - simple comprehension and interpretation - especially narrative stories.

While in formal education students inevitably experience the transition from narrative material to abstractive exposition. Even in higher basic reading programs there is also a transition period, they need continuous teaching to learn to adapt their skills to the material of interest. Achieving a level of success in one subject does not guarantee the same in another. Students must be shown how to read the material at each level of success.

2) Curriculum pressures

An explosion of knowledge is occurring at every level and the body of information is expanding rapidly. Teachers mostly feel the impact of knowledge as they are included in the curriculum. Subject

teachers generally have a lot of studying to do so they feel compelled to teach.

The emphasis on teaching reading they believe will reduce students' understanding of the content because the time available to learn the content is limited. As long as teachers feel compelled to complete a unit of study, they will always view teaching reading as a necessity and will utilize the time available in the curriculum to teach reading skills.

### 3) Content Material

Teachers often believe that the texts given as lessons are too difficult for most students. The completeness of a text will cause several problems, one of which is the vocabulary load. Students find it difficult to read the material because they are not used to complex and abstract terms, so teachers generally dominate the class and rely on the lecture method in delivering the material. Teachers who deliver material by lecturing to overcome the aforementioned problems will make the text seem useless. In reading skills, the perfection and accuracy of the text is clearly necessary.

### 4) Teacher Education

Teachers tend to teach how they were taught, not how they were taught to teach. While in some ways this is true, the problems that have plagued teachers for generations will always exist. Teachers solve new problems with old ones, and many leave teaching out of frustration at their inability to help students understand the material in their texts. In a related phenomenon, teachers often assume their students are more knowledgeable than they actually are.

In light with the stated problems, Wallace (2001) also stated that there are three main problems that teachers face when teaching reading.

1) Vocabulary-focused teaching. In this situation, Li Juan explained that the teachers' presentation focuses mostly on

vocabulary. As a consequence, teachers are unaware of the complexities of the reading process.

- 2) Teachers rarely take the time to discover their students' needs, assess them, and modify their teaching methods accordingly (Li-Juan, 2007). The teachers only adhere to the natural organization of text and activities using their perceptual experiences. The text is therefore used only for its own purpose, rather than as a tool for teaching students to read well.
- 3) Lack of theoretical EFL understanding. According to Wallace (2001:8), it can have an impact in situations where teachers often have insufficient knowledge of how to design a lesson on a regular and systematic basis. As a result, what instructors frequently do is sit at their seats.

According to Brown (2001), a teacher who has problems teaching reading may be unaware that emotional variables play a crucial part in how reading helps one acquire a language. In other words, students' attention, identification of words and phrases, selection and adaptation of materials are all beneficial in making the teaching and learning process more successful, in comprehending the content, recognizing specific difficult words or letters, and developing speed in silent reading.

#### b. Student's Problem

In reading activity, students often experience problems when reading a text and retelling it. English reading is different from Indonesian, students must learn and practice in reading English thoroughly (Febriani, 2022). It will be evident from students' errors or failures in learning. As a result of these issues, students do poorly on reading tests.

Jamaris in Wijastuti (2023) states that reading learning problems are caused by the development of the central nerve system

which has minimal dysfunction. Furthermore, the factors that cause students to have problems in reading are:

1) Internal Factors

a) Reading interest

Interest in reading is something that arises consciously in a child, therefore interest needs to be developed by parents or teachers.

b) Motivation

Reading teaching and learning activities in the classroom will run well if the students have motivation so that it can achieve goals in learning.

c) Ownership of reading interest

There are 4 language skills, namely reading, speaking, listening, and writing. Everything must be done regularly, so that reading skills can be possessed by students well.

2) External Factors

External factors are factors that arise from outside of students. Factors that influence from outside, namely consisting of the role of teachers, environment, family and facilities. This can be realized with facilities that support reading activities. Because success in learning is greatly influenced by good teachers (Purbowati & Saifuddin, 2020).

In accordance with the stated problems, Aslamiah emphasized that students who experience problems when reading English texts as a foreign language due to unfamiliarity with English pronunciation, lack of vocabulary, and not understanding the structure of English well (Aslamiah, 2020). As for other causal factors according to Westwood in Mardiani et al. (2021) that cause students to have difficulty reading English texts including:

- a) Limited vocabulary knowledge.
- b) Lack of fluency in reading, some students often encounter difficulties because they cannot read well.
- c) Lack of familiarity with the subject of English because this language is a foreign language which for them is quite difficult.
- d) The level of difficulty in the English text. The level of difficulty of the text is one of the factors that influence the difficulty of reading English texts. Texts that are complex in terms of concepts, vocabulary, sentence length, and structure are difficult for readers to understand.
- e) Weak verbal reasoning. This difficulty is caused by students' poor connection between the new information and their existing knowledge.

To understand a text, a reader has to be able to quickly recognize words, grasp virtually all of the words, and integrate units of meaning into a cohesive message. Reading with comprehension and understanding is a necessary skill that should be learned. Students may be unable to grasp the content if they do not have sufficient foundation knowledge.

### **B. Review of Related Literature**

Several studies related to the Students Team Achievement Divisions (STAD) model showed that STAD can be utilized to improve students' knowledge in a variety of learning topics, including reading. Nevertheless, many students still have problems in reading activity. There are five studies as a basic consideration in holding this research. The first is the research conducted by Thabrani Aziz with the title "Students Difficulties in Reading Comprehension at The Second Grade of Junior High School SATAP 3 Betara". This research revealed that students lacked vocabulary mastery and were unable to understand the technique in reading comprehension, as well as a lack of

resources in the school. The researcher discovered from the interviews that the majority of students' challenges were impacted by their deficiencies in memorizing a wide range of languages. As a result, students have difficulty comprehending reading texts (Aziz, 2019). The subject of study is the improvements in this thesis. This thesis investigates not only the students' problems in learning reading but also the teacher's problems in teaching reading, especially using the STAD model.

The second related research is from Yolanda Melandita entitled “Students’ Difficulties in Comprehending the English Reading Text at the Second Semester of The Eighth Grade of SMP Darul Falah Bandar Lampung in the Academic Year of 2018/2019”. This research analyzed students’ difficulties in comprehending the English reading text at the second semester of the eighth grade of SMP Darul Falah Bandar Lampung in the academic year of 2018/2019. This research used quantitative method and the statistical data revealed that the majority of respondents believed they were unsure whether they had difficulties with reading comprehension. Furthermore, on average, respondents understood that motivation may be the primary barrier impacting reading comprehension. The second and third issues were assessed to be a lack of background information and a lack of reading strategies (Melandita, 2019). The difference in this thesis from the previous research is that the researcher tried find out the problems of students and teacher in reading activity using cooperative learning type Student Teams Achievement Division (STAD) using qualitative method.

The next related research is from Fitriani which held the research by the title “*Penerapan Model Pembelajaran Kooperatif Tipe STAD pada Pembelajaran PKn di SMA N 1 Watansoppeng.*” In this study, the authors not only provide the explanation about the implementation of STAD, but also challenges faced by teachers and students in the application of the STAD model (Fitriani, 2020). As a differentiator from the previous research, this thesis focus on the problems in the implementation of STAD model, especially in reading activity.

Another previous study related to the research is from Thoybatul Aisya titled “The Implementation of Students Team Achievement Divisions (STAD)

on Reading Comprehension of The Tenth Grade Students at Senior High School 1 Tapung Hulu”. This research aims to find out if there is significant difference of reading comprehension between students who were taught by using STAD model and students who were taught not by using STAD model at State Senior High School 1 Tapung Hulu Academic Year 2020/2021. The research results show that there is no significant difference in reading comprehension between grade X students who were taught by using STAD model and students who were taught not by using STAD model (Aisya, 2020). The difference between the previous research and this thesis lies in the research objectives. This thesis aims to describe student's and teacher problems in the implementation of STAD in reading activity at the seventh grade of SMP N 1 Bobotsari.

The last previous study is from Layla Mufidah titled “The Effect of Using Student Teams Achievement Divisions (STAD) on Students’ Reading Comprehension of Recount Text.” The purpose of this study was to determine whether or not implementing the Student Teams Achievement Division (STAD) model in teaching reading may have an influence on students' reading comprehension of recount text in eighth grade at MTs N 1 Kota Tangerang Selatan. According to the research findings in Chapter IV, the STAD model was fairly successful in improving students' reading comprehension of recount text (Mufidah, 2019). Something new that makes different from the research above is this thesis will not examine the effect of implementing STAD model in reading activities but will describe the problems faced by students and teachers in implementing STAD in reading activity.

The relationship between these five previous researches and this thesis is the variable used. They used STAD model and reading as variables. However, this thesis is focused on finding the problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity.

## **CHAPTER III RESEARCH METHOD**

This chapter presents the research method which consists of type of research, setting of the research, object and subject of the research, technique of data collection, and technique of data analysis.

### **A. Type of the Research**

This research used a descriptive qualitative method in achieving the aims. A qualitative descriptive in Lambert (2012) is a study that has comprehensive summarization, in everyday terms of specific events experienced by individuals or groups of individuals. In other words, the primary purpose of a descriptive study is to examine a sample in great detail and depth using a descriptive theory that has been articulated. This method was used because it encourages understanding of the substance of an event. Thus, it is not only to fulfill the researcher's desire to obtain descriptions and explanations. It was started from a theory that is proven by field data. In this case, the researcher interpreted and explained the data obtained by field observations and complemented by interviewing the research subjects including the English teacher and the representations VII-B students to get answers to the research questions in detail and clearly.

Specifically, the approach used was a case study. Case studies provide researchers with an opportunity for greater depth of understanding of an issue (Stake, 2010). In practice, researcher visited the research setting to extract information on the subjects to gain a deeper understanding. In this situation, teachers' and students' problems in the implementation of STAD model in reading activity was examined directly without doing any kind of intervention.

### **B. Context of the research**

#### **1. Location and Time of the Research**

##### **a. Location of Research**

This research was conducted at the VII-B class of SMP N 1 Bobotsari, Purbalingga Regency, Central Java Province, which was chosen based on the following reasons:



- 1) The English teacher here applied the Student Teams Achievement Division (STAD) model in teaching English, which is the model studied in this thesis.
- 2) Many students here have problems in reading activity. Where reading is one of the variables studied in this thesis, so it will help researcher to collect information.

## 2. Time of the Research

This research started from March and finished in April based on VII-B English schedule, consists of field observations four times and interviews twice. The detail can be seen in the research activity schedule table below.

Table 3.1 Research activity schedule

Date	Activity
<b>Monday, March 25, 2024</b>	1 <sup>st</sup> field observation
<b>Monday, April 1, 2024</b>	2 <sup>nd</sup> field observation
<b>Wednesday, April 3, 2024</b>	3 <sup>rd</sup> field observation
<b>Monday, April 8, 2024</b>	4 <sup>th</sup> field observation
<b>Friday, April 19, 2024</b>	Students interview
<b>Monday, April 22, 2024</b>	Teacher interview

## C. Object and Subject of the Research

### 1. Object of the research

The object of this research is problems in the implementation of Student Teams Achievement Division (STAD) model faced by the students and the teacher of SMP N 1 Bobotsari in reading activity.

### 2. Subject of the research

The subjects of this research are the seventh grade students of SMP N 1 Bobotsari and their English teacher.

a) Seventh Grade Students

The VII-B class of SMP N 1 Bobotsari was chosen to be observed because many students in this class have problems with reading. So that they can help collecting field observations data and interview result.

b) English Teacher

The VII-B's English teacher was also observed to get the information about teachers' problems in reading activity using the STAD model. The teacher of VII-B class applied various models of Cooperative Learning in teaching reading including the STAD model, which supports this research.

**D. The Method of the Data Collection**

In collecting the data, the researcher used several methods including observation and interview.

a) Observation

In the observation, the seventh-grade students and teacher of SMP N 1 Bobotsari were observed directly using observation checklist as the instrument. There were two observation checklist used, the first was for observing the English teacher and the second was for observing students. The observation was focused on the problems faced by the students and teacher in the implementation of STAD model in reading activity. The field observation was conducted four times based on VII-B English schedule. The detail can be seen in the field observation schedule table below.

Table 3.2 Field observation schedule

Date	Activity
<b>Monday, March 25, 2024</b>	1 <sup>st</sup> field observation (Delivering learning objectives until presenting the learning content)
<b>Monday, April 1, 2024</b>	2 <sup>nd</sup> field observation (Group activities)
<b>Wednesday, April 3, 2024</b>	3 <sup>rd</sup> field observation (Material review and group exercise)
<b>Monday, April 8 2024</b>	4 <sup>th</sup> field observation (Evaluation)

b) Interview

In order to strengthen the data, the interview conducted through a question and answer activity twice. The first interview was on Friday, 19 April 2024 with the students of the grade VII-B about their problems in learning reading using STAD model. There were three students as the respondents that are the representations of each STAD groups. Student 1 is AS, a representative of audio visual group. Student 2 is EL from auditory group, and Student 3 is AD as visual group representative. The next interview was on Monday, 22 April 2024 with the English teacher (EN) of VII-B about the teacher's problems in teaching reading using STAD model. Interview guideline for teacher and students were used to facilitate the interview process. This guideline was not used for the respondents, because the respondents would answer according to what researcher asked. It was semi structured interview which combines pre-determined open questions with the interviewer's ability to explore specific themes or responses further. The interview conversations were also recorded with voice recorder to support the results.

## **E. The Technique of Data Analysis**

Miles & Hubberman argued that activities in data analysis, namely: data reduction, data presentation, and conclusion or verification.

### **a) Data Reduction**

Data reduction was carried out after the observation and interviews results were collected. New tables were made containing a checklist of teacher and student problems from the first meeting to the fourth meeting based on the six phases in the STAD model to identify if the subjects experienced problems in each phase per meeting (see Table 4.1 and 4.2). Furthermore, each problem was simplified in the form of summary by grouping which problems experienced by the subjects starting from phase 1 onwards from the results of the observation checklist for four meetings containing problems based on the related expert theories and the researcher own findings. The results of the interview notes were also categorized and included in the problems of each phase to strengthen the observation data by taking note of important supporting points.

### **b) Data Presentation**

Data presentation started from describing the scenario of each phase one by one as an introduction. Then explained any obstacles or subject problems found during the observations. After that, quotes from respondents' interview answers were also inserted which were then linked to related theories to strengthen the data. This was done continuously from the discussion of problems in phase 1 until phase 6. Then at the end, the researcher's own findings that were not included in the theory used as the basis for making research instruments were also presented in the same way as the previous data presentation.

### **c) Conclusion and Verification**

This last step was conducted by drawing conclusions inductively, where the data that was previously presented specifically, was summarized into a general conclusion. However, it still highlighted the focus of the problem examined, that is, the problems of teachers and seventh grade students of SMP N 1 Bobotsari in reading activities using the STAD model.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter is the answer to the research questions in the form of analytical arguments supported by data, especially the field observation data and the interviews result. The important points in this chapter are the teacher's problems in teaching reading using Student Teams Achievement Division (STAD) model and the students' problems in learning reading using STAD model.

#### A. Teacher's Problems

The teacher problems referred to all obstacles, difficulties, or issues faced by the English teacher in teaching reading using the STAD model. To explore the problems faced by teacher, researcher conducted field observations and interviews with research respondents, specifically the English teacher of VII-B class at SMPN 1 Bobotsari. During the observation, the researcher collected data with an observation checklist as an instrument that contained several teacher problems in implementing the STAD model based on the theories of several experts or researchers. The results of observations for four meetings are summarized in the following table.

Table 4.1 Teacher' Problems checklist

Nu	Problems	Meetings			
		1	2	3	4
1	Teacher faces difficulty in Phase 1: Delivering objectives and motivating students	-	-	-	-
2	Teacher faces difficulty in Phase 2: Presenting or conveying information	✓	✓	-	-
3	Teacher face difficulty in Phase 3: Organizing students in study groups	-	-	-	-
4	Teacher faces difficulty in Phase 4: Guiding groups to work and learn	✓	✓	✓	-
5	Teacher faces difficulty in Phase 5: Evaluation	-	-	-	✓
6	Teacher faces difficulty in Phase 6: Rewarding	-	-	-	-

The table above shows that not all phases of the implementation of STAD model had problems at each meeting. For more in-depth explanations, the researcher described the teacher's problems in implementing STAD in each phase as follows:

1. Phase 1: Delivering objectives and motivating students

The phase 1 began at the first meeting during the introductory activity, where the teacher conveyed the learning objectives and motivated students to learn. The teacher also gave a diagnostic assessment such as asking some questions about the feelings or emotions that students were experiencing at that time, and also invited students to do ice breaking. The observation results showed that at this time students were still very enthusiastic and eager to participate in the learning process. There were no prominent problems found in this phase, because the teacher conveyed the information well and students could follow this process well too.

However, although the activity went well, a lot of time was consumed at the beginning of this phase to prepare various learning tools, such as LCD and speakers, which the teacher had difficulty turning on. This was also expressed by the English teacher, during the interview about what media was used in phase 1 and what the difficulties were. The English teacher answered (translated in English):

“I usually use PPT, the problem was usually on the technical part.”  
(Interview, April 22, 2024)

The quote above shows that technical constraints were a problem in phase 1. Although this happened before the learning process, it caused the time allocation for the first meeting to be limited, so that this meeting which was supposed to be completed until the group presentation had to be completed only until the group activity. Based on the data obtained, the time allocation was not enough, as well as the statement expressed by the English Teacher as follows:

“Actually, the time allocation was not enough to implement the STAD model. In a sense, there was a lot of preparation that we had to do. Especially with the existence of learning style groups that require a variety of interesting learning media. Moreover, the implementation itself also has complex stages.” (Interview, April 22, 2024)

According to Ibrahim (2012) there are six phases that must be applied in the STAD model (1) delivering objectives and motivating students, (2) presenting or conveying information, (3) organizing students in study group, (4) guiding group to work and learn, (5) evaluation, and (6) rewarding. Because STAD has complex phase, teachers need more time to implement it. This was evidenced by the observation results, where the time used was not in accordance with the time allocation written in the teaching module that had been made. In the teaching module, the time allocation was written as 2x40 minutes (2JP), in fact, this learning took place over four days for only one topic of reading material. The English teacher also added information translated in English:

“For one lesson topic, it is usually completed in three until four meetings. Because besides STAD having complex phases, students also still have to adjust to this STAD model because it is indeed a new thing for students and also not many teachers apply it.” (Interview, April 22, 2024)

The interview results above had supported the theory of Amrius (2004) which states that one of the factors that prevent teachers from implementing STAD is insufficient time allocation. Syamsu and friends' theory also supports this statement that to implement the STAD model it requires a longer time which makes it difficult to achieve the curriculum targets (Syamsu et al., 2019). The implementation took longer not only because it has complex phases, but also there were a lot of preparation to do and the seventh grade students were still adjusting to the STAD model.

## 2. Phase 2: Presenting or conveying information

This phase was where the students did a presentation until the teacher re-explained the learning material that students had previously explored through the media given to each learning style group. From the field observation conducted at the second meeting, students were asked to present the results of group discussions. That's when the teacher faced a problem. At this time, students were asked to come forward and convey what they had learned in their groups, but none of the students took the initiative to express their opinions and discussion results. Here the teacher seemed to be hampered by the absence of student initiative, so the teacher had to repeatedly instruct and encourage

students to dare to express their opinions or discussion results. To shorten the time the teacher took action by pointing to several students, although most of them still showed refusal. Finally, the three groups that were supposed to make presentations were only represented by one group. During the presentation, the information that students conveyed was very sober and this was where the teacher again became more dominant in the classroom because the information that was supposed to be presented by each group was taken over by the teacher. Thus, the implementation of STAD model here became less effective because the class was not cooperative and it was too time-consuming.

Meanwhile, based on the results of the interview, the teacher explained that there were other problems in during the phase 2 which were expressed in the following quote:

“The students were less focused, sometimes there were students who when I was explaining they playing by themselves, and the technical constraints or the media were still lacking to make them interested.”  
(Interview, April 22, 2024)

This statement supports the observation result that the teacher delivered the subject material using simple media, which was by writing it on the whiteboard. Whereas as an English teacher, it is important to expose and introduce students to learning media to stimulate students' understanding of learning English and provide students with many sources (Dwinalida, 2021). This was likely the reason why in phase 2, students were not as enthusiastic as in the previous phase, especially students in the back row who seemed to pay less attention to the teacher's explanation and were even sleepy.

### 3. Phase 3: Organizing students in study groups

Phase 3, according to Ibrahim (2012), is conducted when the teacher explains to students how to form study groups and helps each group to learn efficiently. Based on the observation checklist, there were no problems found during phase 3. The teacher grouped the students easily because the learning style groups had been formed since the beginning of the semester through diagnostic tests. Students also did not show any problems and refusal to be grouped. However, some problems were not directly seen, as explained by the English teacher below.



“Because the students were grouped according to their learning style, the problem I experience was sometimes students were still inconsistent with the learning style they chose. For example, in one meeting students still stayed to their chosen learning style, but in the next meeting they wanted another learning style.” (Interview, April 22, 2024)

So that was the problem that indirectly seen but hindered the teacher in implementing STAD, because students were still inconsistent with their learning style. Whereas in its implementation, STAD requires a fixed group at each stages from the beginning to the end of learning process, also that way the teacher can determine the appropriate learning media. Students' inconsistency in their learning styles was not in line with the expectations of teachers who had modified the STAD model. Teachers expected students to be consistent in their chosen learning style, so that a fixed learning style group was formed. As the theory expressed by Nasution that learning style is a consistent way done by a learner in capturing stimulus or information, how to remember, think and solve problems (Nasution, 2013). However, some students in class VII-B were still inconsistent with their learning style, so this caused problems for the teacher in teaching reading suing STAD model, especially in dealing with students whose learning styles are inconsistent and choosing interesting learning media according to each student's learning style.

#### 4. Phase 4: Guiding groups to work and learn

In this phase, the teacher guided the groups as they work on the task. It was at this time that the researcher realized the classroom conditions were starting to become uncooperative. The term of uncooperative referred to here is a classroom situation that is not in accordance with the learning expectations. Where the STAD model, as a cooperative learning, is expected to stimulate student activity to express opinions, ideas, and thoughts in learning activity (Innayah, 2022). Based on the results of the field observations that had been conducted for four days, the researcher concluded that the uncooperativeness of the class was characterized by a classroom situation that was not conducive, especially during group work. In the group work activities, many students did not focus on the task because they used their cellphones for other purposes, such as opening social media. In fact, their cellphones should be used as learning

media in the form of videos and recordings that were assigned to be understood and then presented by each group.

In addition, it was also very clear that the group members' activeness was still very lacking. This was also become a problem for the teacher, the English teacher explained (translated by researcher in English):

“I often got complaints from students that other members did not cooperate in the group. After I observed it also turned out that it was true that student involvement was still lacking, in each group it was still dominated by only a few students. So I had to repeatedly warn or urge them to remain responsible for their group.” (Interview, April 22, 2024)

The interview answer are in accordance with Slavin's theory which states that some students in STAD groups do not want to be involved in the group, they tend to let more dominant group members do their own group work (Slavin, 2005). This statement is also supported by Amrius' theory who found that the dominance of smarter students in the group affects other group members to become inactive in the STAD group (Amrius, 2004). With the involvement of group members who were still less active, this became a problem for the teacher in creating a cooperative STAD learning atmosphere. In addition, this also caused group activities not in accordance with the learning objectives that had previously been conveyed that expected students could understand the topic through cooperative learning by sharing knowledge and opinions of each group member.

##### 5. Phase 5: Evaluation

The evaluation was conducted on the fourth meeting. The teacher evaluated the learning outcomes about the material that has been taught by giving an evaluation test in the form of multiple choice questions that were done individually. The problem found from observation during the evaluation activity was that although this was a task that students had to do independently, the evaluation still seemed to be teacher-centered. The teacher had to explain every instruction or question because of the students' incomprehension of the test script, which obviously was written in English.

The results of the interview with the English teacher complemented the information about the problems in this phase, where there were also other problem that the researcher did not find in the observation, that is, limited access. Learning activities in the classroom should be equipped with various accesses that support learning activities, such as internet access and technology. One of the roles of technology in education is to help increase students' interest in learning. It also helps teachers to prepare materials and learning tools that are more interesting than conventional methods. Based on interviews with the English teacher, limited access, especially the internet access at school, was an obstacle for the teacher in implementing STAD model. In the evaluation stage especially, the teacher faced limited media problems. In a sense, the media used was still less varied due to the lack of facilities and infrastructure support. In the last observation, the teacher gave students a paper-based evaluation in the form of multiple choice. This type of evaluation media is commonly used by the teacher. Translated by researcher, the English teacher pointed out:

“I actually want to use quizzes or gamification as a medium for student evaluation. But to do so requires good internet access or wifi, which is not available here. We also sometimes still lack of LCD projectors because the number is limited and some are also not working.”  
(Interview, April 22, 2024)

This problem is related to the findings of Machfudi and friends who stated that inadequate facilities are an external factor that causes teachers to experience problems in the classroom. To support learning activities in schools, adequate facilities and infrastructure are needed, these facilities and infrastructure greatly affect the learning process of students (Machfudi et al, 2021). This is in accordance with what is stated by Mulyasa (2004) that educational facilities are tools and equipment that are directly used and support the educational process, especially the learning process, such as buildings, classrooms, tables, chairs, and learning tools and media. So that with the lack of facilities needed, it became a problem for the teacher, especially to diversify the types of evaluation due to the limited access provided at school.

#### 6. Phase 6: Rewarding

In the phase 6, the teacher gave appreciations to reward individual and group efforts and learning outcomes. In relation to learners, appreciation means

a skill in giving positive responses to learners' behavior as reinforcement so that positive behavior can be repeated. Rewards should be educational, motivating, and reinforce behavior and be able to encourage learners to take initiative and enthusiasm for learning (Magdalena et al., 2020). In practice, English teacher rewarded students verbally in the form of words, compliments, and motivations. This was also emphasized in the interview results which revealed that:

“In the Merdeka Curriculum, we are not allowed to give appreciation in the form of goods. So we usually give appreciation in verbal form.”  
(Interview, April 22, 2024)

So there were no problems for teachers in this rewarding phase. Nevertheless, rewarding is limited due to the regulations in the implemented curriculum. However, there are also many other ways that teachers can give as a form of appreciation. As in Magdalena et al. (2020), which explains that teachers can provide various kinds of rewards in verbal and nonverbal forms. Verbal rewards refer to a spontaneous act of praise for learners' achievements. Meanwhile, nonverbal rewards can be in the form of symbols or movements of the teacher's limbs when seeing the positive behavior of students. For example, showing the thumb, patting the learner's shoulder, clapping, etc. It can also be in the form of writing on the learner's worksheet. There is also a subtler reward, which is an award given as an improvisation of awarding, for example by giving learners the opportunity to do things before their friends.

So, those are the teacher problems that have been found in each phase of STAD model. Beyond these problems, researchers also explored the findings of new problems that have not existed in the previous theory. During the observation, the researcher did not only refer to the problems based on the theory, some of the things below are the other teacher's problems in implementing STAD in reading activity that the researcher discovered during the research.

#### 1. Students' reading ability

Students' reading ability has an influence on the teacher's fluency in teaching reading. Teaching and learning activities will be much more effective if students have good reading skills, the lessons will be easier to understand, and

problems that teachers face in teaching reading can be minimized. In fact, based on the researcher's observations, during the four meetings the researcher found that students did not seem confident to be active in the reading class, especially when faced with English texts, most of them did not recognize the existing vocabulary and their way of reading the text was still stammering. Because of these problems, the researcher concluded that more students in VII-B class still have low reading ability which is caused by several things. Firstly, students still have low reading skill because they are lack of vocabulary. This is based on an interview with EN, the English teacher of VII-B class, who stated that (translated by researcher in English):

“There are still about 60% of students who do not have good reading skills in this class. It can be seen that students have vocabulary skills that are still below average, because we know that previously in elementary school there were no English skills at all, while now there are only two meetings for English lesson in a week, moreover learning English does not only focus on vocabulary, that’s why students are still lack of vocabulary.” (Interview, April 22, 2024)

The statements above explains that the students' background knowledge and the lack of English class hours caused the students' lack of vocabulary mastery which became a problem in the implementation of STAD in learning reading. This is in line with McCarthy's theory in Machfudi et al. (2020) which states that: 'No matter how well students learn grammar and no matter how successfully the sounds of the L2 language are mastered, without words to express a wide variety of meanings, communication in the L2 will not occur in a meaningful way'. When students increase their vocabulary, they can communicate with others in English. This makes it easier for students to express themselves as they feel more confident to participate in the classroom. Thus, a good vocabulary mastery ability will encourage students to be more active in participating in reading learning using the STAD model.

Secondly, the reason students have low reading skills is due to laziness to read. The observation data shows that in teaching reading using STAD, the teacher spent quite a lot of time repeatedly motivating and trying to encourage students to try to express their opinions and read English texts. In the teacher interviews, there were several things that caused this to happen. Like EN's statement which had been translated by the researcher as follows:

“Students often feel burdened by texts that they feel are long with much of difficult vocabularies, so this causes students' laziness to learn reading English texts. So it needs much effort for me to motivate them.”  
(Interview, April 22, 2024)

The quotation above explains that another reason students have low reading skills is because of their laziness to read English texts that they think are long and difficult. With the observation data, the researcher proved the truth of this statement. Field observation data shows that students' laziness to read makes it very difficult for the teacher, for example, if the theory was in the form of expressions or videos, they liked it. But when the teacher brought them to English texts, they were lazy because they were afraid they couldn't interpret. So this makes their reading and literacy skills still in the low category.

In conclusion, teacher experienced difficulties in implementing STAD model because students still have low reading ability due to students' lack of vocabulary and their laziness in dealing with English texts. This made teachers had to give more effort especially in motivating students to learn reading and increasing their awareness of literacy.

## 2. Students' different learning styles

Students learning style is the way students process information and manage information. Students learning styles can reflect how they understand and absorb new information and how they want to use it in certain situations. In learning activity, each student generally has different learning style. There are students who understand learning more easily visually, some through practice, and some are sufficient with the lecture method. However, these differences are also a challenge for every teacher to choose the appropriate and effective way to deliver teaching materials.

As well as students in class VII-B, based on observations result, their learning styles are categorized into three: visual, audio-visual, and auditory learning styles. The difference is in the way they absorb knowledge and how the information or knowledge obtained is organized and processed. Students with visual learning styles usually rely on their vision to learn, for example in the form of images. While students with audio-visual learning styles prefer to learn with media that combines images and sounds such as videos. Meanwhile,

students with auditory learning styles, they prioritize the function of the sense of hearing or ears, for example listening to material through podcasts, voice recordings, getting information by hearing stories or lectures, and others.

As Wahidiyati et al. theory which stated that a learning activity that is implemented based on analyzing the different needs of students is one of the basic principles in curriculum development (Wahidiyati et al., 2023). This is in line with Mulyono's theory (2012) that it is necessary to realize that students have different needs in a lesson. So the teacher must be able to consider the needs of each student. To serve those differences, teachers must implement or develop learning strategies according to their needs, such as differences in student learning styles. With consideration of the diversity of student learning styles, the teacher developed the STAD model to meet students' needs, which originally determined student learning groups based on student potential, changed to be based on their learning styles. In forming the learning style groups, English teachers collaborate with counselling teachers by conducting cognitive tests for students. EN explained (translated by researcher):

“To find out the learning style of each student, we collaborated with the counselling teacher to map this through a cognitive test that students did at the beginning of the semester. This test was intended to find out the potential or talent of students' interests that can be developed and what types of learning styles they have. However, as teachers, we only considered what students' learning styles are because the student potential and talent part was intended for their homeroom teacher.” (Interview, April 22, 2024)

Through cognitive test, teachers could categorize students based on their learning styles. The problem here is how the teacher had to provide engaging different learning media for each learning style group. As with the results of field observations conducted in class VII-B, researcher found out that the teacher provided three different learning media. For the visual learning style group, the teacher provided a poster containing material as learning media. For the audio- visual learning style group, the teacher provided a video that had previously been sent to the student's WhatsApp group. As for the auditory learning style group, they are provided with a recording containing material that has also been previously sent by the teacher.

## B. Students' Problems

The students' problems here referred to all obstacles, difficulties, or issues faced by the students in learning reading using the STAD model. To find out about students' problems, researcher conducted field observations for four meetings and also conducted interviews with students. In interviewing students, there were three informants who were representatives of each learning style group in VII-B class. During the observation, the researcher used a student observation checklist sheet made by the researcher which contained points of problems experienced by students. The problem points were taken based on the related theory and completed with some points from the researcher's questions to complete the data needed. The results of observations during the four meetings are summarized in the following table.

Table 4.2 Students' problems checklist

Nu	Problems	Meetings			
		1	2	3	4
1	Students face difficulty in Phase 1: Delivering objectives and motivating students	-	-	-	-
2	Students face difficulty in Phase 2: Presenting or conveying information	✓	✓	✓	-
3	Students face difficulty in Phase 3: Organizing students in study groups	-	-	-	-
4	Students face difficulty in Phase 4: Guiding groups to work and learn	✓	✓	✓	-
5	Students face difficulty in Phase 5: Evaluation	-	-	-	✓
6	Students face difficulty in Phase 6: Rewarding	-	-	-	-

The table above shows that not all problems listed in the checklist were experienced by students at each meeting. After the observation results were processed and complemented with the results of the interviews, the researcher described student problems that were found in learning reading using the STAD model in each phases.



## 1. Phase 1: Delivering objectives and motivating students

In this phase, students engaged in introductory activities by being given information about learning objectives, motivation, diagnostic tests, and ice breaking. Students did not seem to experience problems in this phase, instead students were still in a good state of excitement for learning. This was shown by students' enthusiasm, focus, and the conduciveness of the class during a sequence of introductory activities. It's just that students' confidence was less visible when students are given a diagnostic assessment given by the teacher in the form of questions about the feelings or emotions they are feeling. At that time, the teacher checked the emotions felt by the students by displaying pictures of happy, sad, angry, and flat expressions through PowerPoint. Then after knowing it, the teacher asked the reason why students experienced these feelings. However, none of the students ventured to respond, so the teacher needed to point to a few students even though they answered in Indonesian.

According to the researcher, this was done by the teacher as an effort to habituate students to dare to speak in public so that it would make students' speaking skills also improve. In relation to this, Andresta (2023) states that expressing opinions is one of the things that is very important to shape students' ability to communicate well, so that the ability to express opinions can be integrated into the learning process. The ability to express opinions can be honed or trained through how to speak in conveying their opinions, how to or attitude before and after expressing their opinions. This attitude is the emergence of the ability to express opinions due to something that does not agree or agree with what is in the student, so that the ability to express opinions can train students to become brave individuals without having to accept something whether it is right or wrong.

## 2. Phase 2: Presenting or conveying information

Phase 2 was conducted by students during group presentation activity after finished the group work. Group work is something that must exist in the implementation of STAD as cooperative learning. In this case, the teacher usually instructs each group to study the material with their group or work on group assignments. In this instruction, students are usually given a time limit to

work on it so that students can manage their time well. However, based on the observation, the teacher either forgot or did not give the task limit. The teacher only instructs each group to look at and summarize the material provided through the media of each learning style group and then present it. This resulted in students facing a problem, where students lacked time to prepare the results of group work because they were suddenly asked to present the results to the front of the class. This problem was conveyed by Student 1, a representative of the audio-visual learning style group and translated as follows:

“The time given to do the assignment was too fast, at that time my group did not dare to come forward because our assignment was not finished and not ready to be presented. We were still watching the video material, suddenly we were told to do presentation.” (Interview, April 19, 2024)

This complaint means that the teacher was not clear and detailed in giving instructions, especially in giving time limits for assignments. Thus, students did not manage their time properly during the discussion. Moreover, the noisy classroom conditions make students took longer time to understand the material because their concentration was disturbed and they had to repeat playing videos or recordings of material. In relation to this issue, Andresta suggests that the provision of study time for students should be balanced, no more and no less. Because if the learning time given is too long, it will make students bored and lazy to learn. Meanwhile, if the time given is less, it will make students unable to understand the material properly due to the limited time given (Andresta, 2009). So because according to students, the time given was not enough to prepare the results of group work to be presented, this caused the group to be unprepared to make a presentation. Due to this situation, students seemed passive and did not take the initiative to propose themselves, so that the teacher finally appointed one of the groups to present the task and they only presented a little information and did not maximally do the presentation.

### 3. Phase 3: Organizing students in study groups

In this phase 3, after conducting observations and interviews, the researcher did not find any problems that students faced. In this phase, students were instructed to group according to their learning style. Students did not show any resistance to grouping, so this is not in accordance with Slavin's theory (2005)

which states that one of the factors that hinder the implementation of STAD is the refusal of students from grouping.

#### 4. Phase 4: Guiding groups to work and learn

Phase 4 is characterized by group activities. In practice, STAD groups conducted group activities in the form of summarizing material and doing exercises. Based on the observation, the researcher found there were two problems that students faced in this phase. The first is poor teamwork. This is supported by Student 3's answer when researcher asked about their feelings in learning reading using STAD model which was translated into English as follows:

“I feel resentful that my friends in my group are not compact during the group work. I had tried to divide the tasks but they didn't want to work and discuss, so finally only two of the four members did the work.” (Interview, April 19, 2024)

From what was revealed in the interview, this means that Student 3 expected that each group member could be active in discussing and working on group assignments. This was also conveyed by two other respondents when the researcher asked about what kind of learning they expected, both expecting every group member to be willing to work together so that this would not lead to disappointment for students who carried out their own group assignments. They also added that their friends are ignorant and not serious when studying in groups. So this caused them to be discouraged to learn. In relation to this issue, Machfudi et al.'s research also explains that friends are also a factor that causes students to experience difficulties in learning. Where students will not confident and become lazy to learn English if they are in an environment of friends who are not supportive (Machfudi et al., 2021). This problem is also expressed in the research of Sucandra et al. that one of the external factors, which is factors originating from outside the student, which affect the difficulty of learning English in mastering English vocabulary, including distractions from friends during the learning activities in the class (Sucandra et al., 2022).

The second problem is the noisy classroom conditions. In a lesson, especially a reading activity, surely students need a quiet environment so that students can concentrate and focus. This is also become the expectation of

students of class VII-B, that the learning of reading using the STAD model is expected to be conducive and not crowded. This expectation was conveyed by Student 3, a representative student from the visual learning style group, which is translated as follows:

“What I hope is that the class is not noisy, and also that everyone pays attention when the teacher is speaking.” (Interview, April 19, 2024)

In fact, based on the results of field observations, the atmosphere in VII-B class was quite noisy, especially when the teacher instructed the group to pay attention to the material provided through the media of each learning style group. This occurred because the audio-visual learning style group played the video material and the auditory learning style group played the recorded material. So that because they play videos and recordings simultaneously through cellphones, it made the classroom become noisy and even worse, the voices of students also exacerbated the problem. This noise, of course, greatly affects the students' focus and concentration to learn. According to Agustini and Sudhana, concentration has a very important role in the learning process, for example when listening to explanations, understanding the material provided, and doing the assignments given so that it can achieve maximum learning results (Agustini & Sudhana in Haslianti, 2019). Students who experience disturbances in their concentration will have difficulty focusing their concentration so that the individual takes longer to capture the information conveyed. This causes students to face problems in reading activities using the STAD model, especially to concentrate on learning the material due to class noises.

#### 5. Phase 5: Evaluation

Evaluation is part of the learning process that cannot be separated from teaching and learning activities. Evaluating learning in educational activities has a very important meaning because evaluation is a measuring tool to determine the level of achievement of success that students have achieved on the materials that have been delivered by teachers. Thus, the existence of evaluation makes learning objectives will be indexed thoroughly, carefully, precisely and convincingly. This is what underlies that evaluation activities are important to do. Based on field observations that have been conducted, the

teacher provided an evaluation as the final stage of learning. At the final meeting, students took an exam in the form of multiple choice and were done individually. However based on researcher's last observation, at this evaluation stage, students faced problems where although the evaluation was done individually, students still needed help from friends or discussing when working on it. Students also still needed the teacher to explain each question or instruction because the evaluation questions were in English and they faced difficulty to interpret. As conveyed by Student 2, a representative of the auditory learning style group, which is translated as follows:

“I struggled when I did the test, I couldn't interpret the text because it was so different. The words were more unfamiliar and difficult than in the previous exercise.” (Interview, April 19, 2024)

The above statement implies that the difficulty level of the evaluation text was higher than the practice text. This is evidenced by the fact that students did not recognize the higher difficulty vocabulary in the text, which made them struggle. This is also reinforced by the answer of another respondent, Student 1, who is a representative of the audio-visual learning style group, who answered (translated into English):

“During the test yesterday, I found some unfamiliar words so the question was not clear what was actually being asked. And also I was shy to ask, because the teacher didn't check here either.” (Interview, April 19, 2024)

Student 1 experienced confusion over the questions provided on the evaluation, this is because the vocabulary provided was still unfamiliar to students. Students was also shy to ask the teacher, because the teacher also did not control students when working on evaluations. Meanwhile, managing or controlling the classroom is an important activity that every teacher must do. According to Sanjaya, classroom management is the teacher's skill in creating and maintaining optimal learning conditions and restoring or controlling them if things happen that can disrupt the atmosphere of learning (Sanjaya in Putra et al., 2023). From the description above, it can be concluded that classroom management skills are very influential in creating optimal, effective and efficient learning conditions. Teacher skills in managing the classroom are an important aspect or factor in creating or maintaining conducive classroom

conditions in an effort to achieve learning objectives. Class control activities will make the class more disciplined and minimize the difficulties that students face.

#### 6. Phase 6: Rewarding

Rewarding is the final stage in the implementation of STAD. Providing rewards means the same as providing motivation to students as one of the factors for achieving academic achievement. During the observation, especially in the last meeting when this phase 6 was conducted, the researcher did not find any problems that students faced. However, during the interview, there was one respondent who felt that they would be more satisfied if they were given additional scores for individuals. Because they felt that it was unfair that their scores were equalized with other group members who contributed less.

Meanwhile, according to Slavin (2005), this rewarding is included in the team recognition component which is given to groups, not individuals. The award is obtained based on the results of the assignment that has been given previously. With awards and prizes, it can provide a spirit of healthy competition between groups which trigger sensitivity between students in teamwork.

These are all the problems experienced by the students in each stage of the STAD model. During the research, the researcher did not only refer to the problems listed in the observation checklist, so that there were found some student problems in the implementation of STAD in reading activity that were not included in the previous theory, namely lack of vocabulary mastery and learning discrepancy with students' expectations.

##### 1. Lack of vocabulary mastery

The quality of a person's language skills depends on the amount of vocabulary they have. The more vocabulary a people have, the better their language skills (Tarigan in Ningtias et al., 2023). Likewise in reading, vocabulary is one of the main keys. Students who have an extensive vocabulary will find it easier to communicate their ideas clearly. Students who lack of vocabulary knowledge will experience confusion when trying to understand what they read. Therefore, students will find it easier to understand what they

read if they have a good vocabulary mastery. From the observations data obtained, it was found that students experienced some difficulties in mastering vocabulary. First, students did not recognize the vocabulary in the reading text. This is because they are still unfamiliar and not used to English words. This is evidenced by the results of interviews with the three respondents, one of them said (translated in English):

“While I was learning reading yesterday, there were joys and sorrows too. I was happy because there was new knowledge that I learned, but the sadness was that I didn't know the meaning of the English words that I read in the text.” (EL, interview, April 19, 2024)

This is also reinforced by the complaints that other respondents expressed in the interview that they still felt unfamiliar with the vocabulary in the reading text. All of whom stated that their first complaint when learning reading using the STAD model was that they did not know and could not interpret the vocabulary in the English text. In relation to this, Rakhman et al. in their research, found that students face difficulties understanding the text because many words were not understood by them. This obviously had a big impact on the language learning process, especially in reading learning (Rakhman et al., 2023). Thabrani Aziz's investigation also revealed this problem. It showed that the students had difficulty in recognizing words. They get very confused with the text when they come across unusual words and fail to understand their meaning. They had difficulty finding information about the text as a whole (Aziz, 2019).

Second, during the observation it was clearly shown that students have difficulty in translating words. This is caused by confusion in understanding the meaning or Indonesian translation of an English word because an English word has several meanings. For example, a student is confused when faced with a text because sometimes the meaning does not match the basic meaning of the word. This was explained by Student 2, a representative from the audio-visual group, and translated by the researcher as follows:

“When I read English text, sometimes there are the same words but have different meanings, so I got confused in understanding the whole sentence.” (Interview, April 19, 2024)

In line with the above statement, Thornbury (2002) said that when two words have overlapping meanings, students tend to confuse them. Besides students have to translate the meaning of the word, students also have to know the meaning of the sentence as a whole. The experiences of the students studied showed that they had tried to understand the sentences when reading English texts, but because of the different meanings in English words, students are confused and hesitant. In addition, it can be seen from field observations that students had difficulty in translating English texts because they did not know the meaning and were still unfamiliar with some words. This showed that their vocabulary mastery was still low.

Third, the observations result shows that students have difficulty in pronouncing vocabularies. They were confused about pronouncing English words because English usually has a different writing and pronunciation systems. A word can sound different from its writing, unlike in Indonesian, what is spoken is what is seen in writing or text. For new English learners, they must be confused when they have to pronounce in a different way. This experience was described by Student 2 (translated by the researcher) as follows:

“I found it difficult to read English words because the way they are read is different from the way they are written. Even from the letters, usually there are letters in a word that are not pronounced or read differently.” (Interview, April 19, 2024)

These pronunciation problems seem to be common to all learners at this level. The findings regarding the mispronunciation of silent letter words are in line with research conducted by Salawazo et al. They reported that one of the difficulties in learning vocabulary is pronunciation. The difference between spoken and written English is a factor in students' difficulties in learning vocabulary. For example, when students faced with words such as muscle, listen, write, honestly, judge, science. Some words containing silent letter are also a problem especially for Indonesian students (Salawazo et al., 2020). Based on field observation result, this problem also happened in the group presentation stage where students pronounced the English words as they saw them in the text they were presenting. This showed that students' vocabulary mastery, especially in reading vocabulary, was still low. Thus, because students' vocabulary knowledge was still lacking, this made them shy or not



brave enough to be active in the classroom, especially to read English texts. So that caused a problem in the implementation of STAD in reading activity, which should be student-centered learning became teacher-centered learning.

## 2. Learning discrepancy with students' expectations

The learning discrepancy referred to here is when the process of reading learning activities using the STAD model is not in accordance with how reading learning activities run as students expect. The discrepancy between learning and students' expectations can be seen from the researcher's observation that students were less actively involved in the class, especially students in the back row who showed their discomfort such as drowsiness and not paying attention. In addition, during the researcher's observation, in the implementation of STAD the teacher held a variety of media, for example, for students learning the teacher provided videos, posters, and voice recordings. For students exercises the teacher utilized the LCD projector and printed student worksheets. However, the teacher did not create learning variations, in terms of learning activities, strategies, or methods that make students more involved in the learning process. This was supported by the interview results when the researcher asked what kind of reading learning they expected. One of the three respondents answered that the student expected a fun learning. This was strengthened by the answer of another respondent, Student 2, who answered (translated):

“I want the learning to be more fun, for example we can learn through games. So I want the material to be made into a game, even if it's a little bit.” (Interview, April 19, 2024)

The answers above reveal that there is a need for learning variations to increase student motivation and student interest. This is supported by DePorter's theory in Nurhayati which explains that teachers have a very important role in the success of the reading learning process. Teachers are required to be able to choose and use learning variations in accordance with the learning objectives. Without variation in the learning process of reading class, the learning process becomes boring, students' attention is reduced, sleepy, and as a result learning objectives are not achieved (DePorter in Nurhayati, 2019). In this case, teachers need variety in teaching students, because the

development of learning variations is a must for teachers to prepare and do in the learning process. Based on the results of field observations, it was known that the teacher had actually made variations, especially media variations. However, in terms of methods, it was still the same, which is group discussions. Each group were asked to work on the questions that were displayed, then the worksheets were collected, so that the participation of each student to be active and more involved here was still lacking.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research highlighted problems in the implementation of Student Teams Achievement Division (STAD) model in reading activity at SMP N 1 Bobotsari. After processing the data, the findings in this research answered the research questions. Based on the research results, there are two important points that are concluded. The first is teacher's problems. The teacher's problems referred to all obstacles, difficulties, or issues faced by the English teacher in teaching reading using the STAD model. The teacher problems were described by the researcher in all six phases of STAD.

Firstly, in the phase 1 which is delivering objectives and motivating students, the time allocation for the first meeting was not enough, and the English teacher expressed difficulties in preparing various learning tools. Secondly, when the teacher conducted the second phase, the teacher became more dominant in the classroom due to the lack of student participation. The teacher also faced problems with students' lack of focus and the absence of engaging learning media. Thirdly, in the phase 3, the observation checklist did not reveal any problems, but the English teacher expressed difficulties due to students' inconsistency in their chosen learning style. Fourthly, during the phase 4, the classroom conditions were starting to become uncooperative. Many students did not focus on the task, used their cellphones for other purposes, and were not actively participating in group work. Fifthly, in the process of phase 5, the evaluation still seemed to be teacher-centered. The teacher had to explain every instruction or question because of the students' incomprehension of the test script, which was written in English. Lastly, the sixth phase, the regulations in the implemented curriculum limited the teacher's ability to give rewards. So that the English teacher rewarded students verbally in the form of words, compliments, and motivations.

New problems also were discovered during the observation. The first, students' reading ability affected the teacher's fluency in teaching reading. Many students had low reading ability due to a lack of vocabulary and laziness in dealing with English texts. Secondly, students had different learning styles,

so that the teacher had to provide engaging learning media for each learning style group.

The next important point of this thesis is students' problems. The students' problems refer to all obstacles, difficulties, or issues faced by the students in learning reading using the STAD model. There are some problems found in the six phases of STAD learning reading. In the first phase of the STAD model, students were introduced to the learning objectives and motivations. They did not encounter any significant problems, but their confidence was less visible during diagnostic tests. In the second phase, students faced problems during group presentations due to the lack of time to prepare. The teacher did not give a time limit for group work, resulting in students being unprepared and passive. In the phase 3, students were instructed to group according to their learning style. No problems were found, and students did not show any resistance to grouping. In the fourth phase, students conducted group activities in the form of summarizing material and doing exercises. However, two problems were found: poor teamwork and noisy classroom conditions. In the evaluation phase, students still needed help from friends or discussing when working on it. Students also needed the teacher to explain each question or instruction because the evaluation questions were in English and they faced difficulty interpreting them. In the rewarding phase, students were given motivation to achieve academic achievement. However, one respondent felt that they would be more satisfied if they were given additional scores for individuals.

There are also student problems found that were not included in the previous theory. The first problem is lack of vocabulary mastery. Students faced difficulty in recognizing, translating, and pronouncing vocabularies provided in the reading texts which made the students were less confident and inactive. The second problem is learning discrepancy with students' expectations. Students expected a fun learning experience, but the teacher did not create learning variations, in terms of learning activities, strategies, or methods that make students more involved in the learning process.

## **B. Suggestions**

For future improvements and betterments, the following are several things that the researcher suggests to some parties based on the results of the research that has been completed.

1. English teachers: English teachers should pay more attention to the problems that students face, especially in implementing STAD model for reading activity. In addition to trying to find solutions to students' problems, teachers must also be able to motivate students in reading. Although it may be difficult for students, but as a teacher must make reading learning more interesting and easier to understand.
2. Students: Students should enrich their English vocabulary so that they can understand more easily in learning reading. Students should also be more courageous and active during the learning process to achieve a cooperative class.
3. School: The school should provide more complete facilities for diverse and successful learning activities, such as internet access, English dictionaries, and language laboratory.
4. The next researcher: The researcher believes that future researchers can expand the scope of this research, such as exploring solutions to the problems found in this thesis.

### **C. Limitation of the Research**

Although the researcher had tried to design and develop the research in such a way, there are still some limitations in this study that still need to be improved in further research, as follows:

1. This research only had one class as the sample, so that researcher were only able to find the problems of 31 students, especially the VII-B class of SMP Negeri 1 Bobotsari.
2. The theory about the problems of teachers and students in the implementation of STAD is still limited.

## REFERENCES

- Afandi, et al. 2013. *Model dan Metode Pembelajaran di Sekolah*. Semarang: UNISSULA PRESS.
- Aisya, Thoybatul. 2020. "The Implementation of Students Team Achievement Divisions (STAD) Method on Reading Comprehension of the Tenth Grade Students at Senior High School 1 Tapung Hulu", Thesis. Pekanbaru: State Islamic University of Sultan Syarif Kasim Riau.
- Akhirudin, et al. 2019. *Belajar dan Pembelajaran*. Makassar: Cahaya Bintang Cemerlang.
- Alfatihah, D. F. N., & Tyas, P. A. 2022. "The Correlation between Undergraduate-Students' Reading Interest and Their Reading Comprehension", *Journal of Languages and Language Teaching*. Vol. 10. No. 3. 343.
- Amrius, M. 2004. *Pelaksanaan Pembelajaran Kooperatif di Kelas*. Jakarta: Grasindo.
- Andresta, Setya. 2009. "Kesulitan Belajar Mata Pelajaran Teknologi Informasi dan Komunikasi Siswa Kelas VII Semester 1 SMP Islam Hidayatullah Semarang", Thesis. State University of Semarang.
- Ardityawan, D., & Suwarno. 2016. "The Concept of Teaching Reading and Development of Reading Sub-skills", *AESTHETIC: Jurnal Fakultas Sastra Universitas Gresik*. Vol. 5. No. 2.
- Aslamiah, Suaibatul. 2020. "Kesulitan Belajar Bahasa Inggris dalam Perspektif Pendidikan", *Jurnal Kajian Pendidikan Dasar dan Anak Usia Dini*. Vol. 3. No. 2.
- Aziz, Thabrani. 2019. "Students' Difficulties in Reading Comprehension at the Second Grade of Junior High School Satap 3 Betara", Thesis. Jambi: State Islamic University of Sultan Thaha Saifuddin.
- Brown, H. Douglas. 2000. *Teaching by Principles: An Interactive Approach to Language Pedagogy (4<sup>th</sup> Ed.)*. New York: Longman.
- Brown, H. Douglas. 2001. *Teaching by Principles*. London: Pearson Longman.
- Djamaludin, Ahdar & Wardana. 2019. *Belajar dan Pembelajaran*. Parepare: Kaaffah Learning Center.

- Dwinalida, Khairunnisa. 2021. "Exploring an English Learner's Motivation", Jurnal Ilmiah Fakultas Keguruan dan Ilmu Pendidikan. Vol. 7. No. 1.
- Febriani, R., & Sya, M. F. 2022. "Kesulitan Siswa Sekolah Dasar dalam Pengucapan Bahasa Inggris", Jurnal Karimah Tauhid. Vol. 1. No.4.
- Fitriani. 2020. "Penerapan Pembelajaran Kooperatif Tipe Student Teams Achievement Division pada Pembelajaran PKn di SMA N 1 Watansoppeng." State University of Makassar.
- Grellet, Francoise. 2010. *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press.
- Harianto, E. 2020. "Keterampilan Membaca Pada Pembelajaran Bahasa", Didaktika : Jurnal Kependidikan. Vol. 9. No. 1.
- Harmer, J. 2007. *The Practice of English Language Teaching 3<sup>rd</sup> Edition*. London: Pearson Longman.
- Harold, L. Herber. 1991. *Teaching Reading in Content Areas (Translated by Dra. Yenni Rozimela)*. FPBS IKIP Padang.
- Haslianti. 2019. "Pengaruh Kebisingan dan Motivasi Belajar terhadap Konsentrasi Belajar pada Siswa", Psikoborneo. Vol. 4. No.4.
- Hendracipta, Nana. 2021. *Buku Ajar Model-Model Pembelajaran SD*. Bandung: Multikreasi Press.
- Ibrahim. 2011. *Pembelajaran Kooperatif*. Surabaya: University Press.
- Innayah, Wulandari. 2022. "Model Pembelajaran Kooperatif Tipe STAD (Student Teams Achievement Division) dalam Pembelajaran MI", Jurnal Papeda. Vol. 4. No.1.
- Joyce, B., & Weil, M. 2003. *Models of Teaching*. Boston: Allyn & Bacon.
- Kasmawati, 2019. "Implementasi Pembelajaran Kooperatif Tipe Student Teams Achievement Division (STAD) pada Proses Pembelajaran", Jurnal Ilmiah Iqra'. Vol. 11. No.1.
- Lestari, Dwi J. 2022. "Penerapan Pembelajaran Kooperatif Tipe Stad Untuk Meningkatkan Pemahaman Konsep Rumus Keliling Dan Luas Persegi Panjang Pada Peserta Didik di MIT Sukarame TA 2021/2022", Thesis. Bandar Lampung: State Islamic University of Raden Intan Lampung.

- Lestari, W. 2020. "Peningkatan Minat Baca dengan Program Generasi Masyarakat Gemar Membaca di RPTRA Cililitan Jakarta Timur", *Dinamisia : Jurnal Pengabdian Kepada Masyarakat*. Vol. 5. No. 1.
- Ma'rufah, et al. 2023. "Quora: A Popular Platform to Promote Students' Reading Comprehension Skill", *INSANIA: Jurnal Pemikiran Alternatif Pendidikan*. Vol. 28. No. 2.
- Machfudi, et al. 2021. "Kesulitan Siswa dalam Penguasaan Kosakata", Research Report. IAIN Jember.
- Magdalena, et al. 2020. "Metode Pembelajaran Pemberian Reward terhadap Siswa Kelas 5 SD Bubulak 2 Kota Tangerang", *Jurnal Edukasi dan Sains*. Vol. 2. No. 1.
- Melandita, Yolanda. 2019. "Students' Difficulties in Comprehending the English Reading Text at the Second Semester of the Eighth Grade of SMP Darul Falah Bandar Lampung in the Academic Year of 2018/2019", Thesis. State Islamic University of Raden Intan Lampung.
- Mirdad, Jamal. 2020. "Model-Model Pembelajaran: Empat Rumpun Model Pembelajaran", *Jurnal Pendidikan dan Sosial Islam*. Vol. 2. No. 1.
- Mardiani, S., Jismulatif, J., & Erni, E. 2021. "Kesulitan Siswa dalam Memahami Teks Deskriptif Bahasa Inggris di SMAN 3 Langgam", *JURNAL PAJAR (Pendidikan dan Pengajaran)*. Vol. 5. No.4.
- Mualim, M., & Aziez, F. 2020. "Reading Portfolio as a Supplementary Activity to Leverage Students' Reading Competency", *JURNAL BASIS*. Vol. 7. No. 2.
- Mufidah, Laila. 2019. "The Effect of Using Student Team Achievement Division (STAD) Technique on Students' Reading Comprehension of Recount Text," Thesis. State Islamic University Syarif Hidayatullah.
- Mulyatiningsih, Endang. 2010. *Pembelajaran Aktif, Inovatif, Efektif, dan Menyenangkan (PAIKEM)*. Depok: P4TK Bisnis dan Pariwisata.
- Mulyasa. 2008. *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung: Rosdakarya.
- Mulyono, Abdurrahman. 2012. *Anak Berkesulitan Belajar: Teori, Diagnosis, dan Remediasinya*. Jakarta: Rineka Cipta.
- Nasution. 2013. *Berbagai Pendekatan dalam Proses Belajar dan Mengajar*.



- Jakarta: Bumi Aksara.
- Ningtias, et al. 2023. "Pemakaian Kosakata Dasar Bahasa Indonesia pada Anak Usia Dini (Studi Kasus pada PAUD Sekar Mawar Kota Banjar)". Diksatrasia: Jurnal Ilmia Pendidikakan Bahasa dan Sastra Indonesia. Vol. 7. No.1.
- Nunan, David. 2005. *Practical English Language Teaching*. Singapore: Mc Graw Hill.
- Nurdianingsih, Fitri. 2021. "Teachers' Strategies in Teaching Reading Comprehension", PROJECT: Professional Journal of English Education. Vol. 4. No.2.
- Nurhayati, Astuti. 2019. "Peningkatan Keterampilan Membaca Pemahaman melalui Metode Preview Question Read Reflect Recite Review (PQ4R)", Jurnal Pendidikan Guru Sekolah Dasar. Vol. 15. No.8.
- Purbowati, D., & Saifuddin, M. F. 2020. "Implementasi Pembelajaran Inkuiri: Tinjauan dari Keikutsertaan Guru Biologi dalam Diklat", Didaktika Biologi: Jurnal Penelitian Pendidikan Biologi. Vol. 4. No.1.
- Putra et al. 2023. "Keterampilan Guru Mengelola Kelas pada Proses Pembelajaran untuk Menumbuhkan Sikap Disiplin Belajar Siswa (Studi Deskriptif Kelas IVB SD Negeri 1 Kota Bengkulu)", Jurnal Ilmiah Magister Pendidikan Dasar Universitas Bengkulu.
- Rakhman et al. 2023. "Analisis Faktor Penyebab Rendahnya Penguasaan Kosakata Siswa Mata Pelajaran Bahasa Indonesia Kelas III SDN Rawu ", Educatio: Jurnal Ilmu Kependidikan. Vol. 8. No. 2.
- Rusman. 2010. *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*. Jakarta: Rajawali Press.
- Salawazo et al. 2020. "Analisis Kosakata Siswa dalam Pembelajaran Kosakata", Jurnal Linguistik: Pendidikan Bahasa Inggris dan Seni. Vol. 3. No.2.
- Sekarini, Ni Nyoman. 2022. "Implementasi Model Pembelajaran STAD sebagai Upaya dalam Meningkatkan Hasil Belajar Pendidikan Kewarganegaraan di Sekolah Dasar", Journal of Education Action Research. Vol. 6. No. 3.
- Simanjuntak, G. E. 1998. *Developing Reading Skill for EFL Students*. Departemen Pendidikan dan Kebudayaan.

- Slavin, Robert E. 2005. *Cooperative Learning: Theory, Research, and Practice*. London: Allyn and Bacon.
- Slavin, Robert E. 2009. *Educational Psychology: Theory and Practice*. London: Pearson.
- Slavin, Robert E. 2010. *Educational Psychology: Theory and Practice*. London: Pearson Education.
- Sucandra et al. 2021. "Analisis Kesulitan Penguasaan Kosakata Pembelajaran Muatan Lokal Bahasa Inggris pada Siswa Kelas IV di SD Plus Latansa Kabupaten Demak", *Wawasan Pendidikan*. Vol. 2. No.1.
- Sutarti, Eny. 2021. "Penerapan STAD Sebagai Upaya Peningkatan Hasil Belajar ", *Jurnal Kewarganegaraan*. Vol. 5. No.1.
- Syamsu, et al. 2019. "Keaktifan Model Pembelajaran STAD terhadap Hasil Belajar Matematika Materi Bangun Ruang", *International Journal of Elementary Education*. Vol. 3. No.3.
- Thanavathi, C. 2022. *Models of Teaching*. Thoothukudi: V.O.C. College of Education.
- Thornbury, Scott. 2002. *How to Teach Vocabulary*. New Jersey: Pearson Longman.
- Wahidiyati et al. 2023. "Teaching English for Intensive Program: A Need Analysis", *Metathesis: Journal of English Language Literature and Teaching*. Vol. 7. No.1
- Wallace, C. 2001. "*Reading*" in *Carter and David Nunan (Eds) the Cambridge to Teaching English to Speakers of Other Language*. Cambridge: Cambridge University Press.
- Ware, K., Bond, G. L., & Tinker, M. A. 1957. "Reading Difficulties—Their Diagnosis and Correction", *The American Journal of Psychology*. Vol. 70. No.2.
- Windayani. 2019. "Analisis Faktor Kesulitan Membaca Pada Siswa Kelas V Sekolah Dasar Negeri Jatisawit 02 Ditinjau dari Pendidikan Orang Tua", Thesis. University of Peradaban.



Wijiastuti, Putri L. 2023. "Analisis Kesulitan Membaca Teks Bahasa Inggris pada Siswa Kelas V di MI Nurul Islam Penawangan Tahun Ajaran 2022/2023", Thesis. State Islamic University of Raden Mas Said Surakarta.



## APPENDICES

### Appendix 1

#### Official Letter of Research

	<b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>UNIVERSITAS ISLAM NEGERI</b> <b>PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO</b> <b>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</b> Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281) 635624 Faksimili (0281) 636553 www.ftik.uinsaizu.ac.id	
Nomor	: B.m.765/Un.19/D.FTIK/PP.05.3/03/2024	07 Maret 2024
Lamp.	: -	
Hal	: <b>Permohonan Ijin Riset Individu</b>	
Kepada Yth. Kepala SMP N 1 Bobotsari Kec. Bobotsari di Tempat		
<i>Assalamu'alaikum Wr. Wb.</i> Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :		
1. Nama	: ANJANI GALIH PUTRI PRAMESTI	
2. NIM	: 2017404095	
3. Semester	: 8 (Delapan)	
4. Jurusan / Prodi	: Tadris Bahasa Inggris	
5. Alamat	: Karangmalang, Bobotsari, Purbalingga	
6. Judul	: Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency	
Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :		
1. Objek	: Masalah-masalah yang dihadapi guru dan siswa dalam pembelajaran reading menggunakan model STAD	
2. Tempat / Lokasi	: SMP N 1 Bobotsari	
3. Tanggal Riset	: 08-03-2024 s/d 08-05-2024	
4. Metode Penelitian	: Kualitatif	
Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih. <i>Wassalamu'alaikum Wr. Wb.</i>		
		An. Dekan Ketua Jurusan Tadris
		 Maria Ulpah
Tembusan :		
1. Penelitian Skripsi		



PEMERINTAH KABUPATEN PURBALINGGA  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP NEGERI 1 BOBOTSARI  
Jalan Mekarjaya Nomor 8 Bobotsari Telepon (0281) 759064 Purbalingga 53353  
Posel smpn\_1bobotsari@yahoo.co.id Laman http://www.smpn1bobotsari.sch.id

### SURAT KETERANGAN

Nomor : 400.3.5/258

Yang bertanda tangan di bawah ini :

Nama : AZAN HENDARTO SUTANTO, S.Pd  
NIP : 19770106 200701 1 006  
Pangkat/ Golongan : Penata Tk.1, III/d  
Jabatan : Guru Ahli Muda/ Plt. Kepala SMP Negeri 1 Bobotsari

Menerangkan dengan sesungguhnya bahwa :

Nama : ANJANI GALIH PUTRI PRAMESTI  
NIM : 2017404095  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Universitas : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Telah selesai melaksanakan riset di SMP Negeri 1 Bobotsari pada tanggal 25 Maret 2024 s.d 22 April 2024 untuk skripsi dengan judul :

***“Problem in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity art the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency“***

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Bobotsari, 11 Juni 2024



Plt. Kepala Sekolah

AZAN HENDARTO SUTANTO, S.Pd  
NIP . 9770106 200701 1 006

## Appendix 2

### Field Observation Checklist Sheet

#### A. Teacher's Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa menunjukkan penolakan untuk berkelompok.			
2	Keterlibatan anggota masih dianggap kurang.			
3	Siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri.			
4	Kontribusi dari siswa kurang berprestasi kurang			
5	Siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan.			
6	STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum.			
7	Siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD.			
8	Alokasi waktu kurang mencukupi.			
9	Guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif.			

10	Adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain.			
11	Guru mengalami kesulitan/hambatan pada  Phase 1: Delivering objectives and motivating students			
12	Guru mengalami kesulitan/hambatan pada  Phase 2: Presenting or conveying information.			
13	Guru mengalami kesulitan/hambatan pada  Phase 3: Organizing students in study groups			
14	Guru mengalami kesulitan/hambatan pada  Phase 4: Guiding groups to work and learn			
15	Guru mengalami kesulitan/hambatan pada  Phase 5: Evaluation.			
16	Guru mengalami kesulitan/hambatan pada  Phase 6: Rewarding			
Notes:				

B. Students' Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa mengalami kesulitan saat pembelajaran reading.			
2	Siswa mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students			
3	Siswa mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.			
4	Siswa mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups			
5	Siswa mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn			
6	Siswa mengalami kesulitan/hambatan pada Phase 5: Evaluation.			
7	Siswa mengalami kesulitan/hambatan pada Phase 6: Rewarding			
8	Pembelajaran reading menggunakan STAD tidak sesuai dengan harapan siswa.			
9	Siswa tidak nyaman dalam pembelajaran			



	reading menggunakan model STAD.			
Notes:				

### Appendix 3

#### Interview Guideline Sheet

##### A. Teacher's Problem

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah guru dalam mengajar reading	<ol style="list-style-type: none"> <li>1. Menurut ibu bagaimana kemampuan reading siswa kelas 7H?</li> <li>2. Menurut ibu berapa persen siswa yang mengalami kesulitan atau masalah dalam reading?</li> <li>3. Masalah/kesulitan seperti apa yang biasanya siswa alami dalam reading?</li> <li>4. Menurut ibu apa yang menyebabkan mereka meghadapi masalah/kesulitan tersebut?</li> <li>5. Apa masalah-masalah yang sering ibu alami dalam mengajar reading?</li> </ol>	

<p>Masalah guru dalam menerapkan STAD</p>	<ol style="list-style-type: none"> <li>1. Apa alasan ibu memilih model STAD untuk mengajar reading?</li> <li>2. Bagaimana scenario atau tahapan yang bapak/ibu terapkan dalam pembelajaran reading menggunakan STAD?</li> <li>3. Kesulitan atau hambatan apa yang ibu alami pada Phase 1: Delivering objectives and motivating students?</li> <li>4. Kesulitan atau hambatan apa yang ibu alami pada Phase 2 : Presenting or conveying information</li> <li>5. Kesulitan atau hambatan apa yang ibu alami pada Phase 3: Organizing students in study groups</li> <li>6. Kesulitan atau hambatan apa yang ibu alami pada Phase 4: Guiding groups to work and learn</li> <li>7. Kesulitan atau hambatan apa yang ibu alami pada Phase 5: Evaluation</li> <li>8. Kesulitan atau hambatan apa yang ibu alami pada Phase 6: Rewarding</li> </ol>	
<p>Teori Slavin</p>	<ol style="list-style-type: none"> <li>1. Sebagai pembelajaran kooperatif, apakah siswa menunjukkan penolakan untuk berkelompok?</li> </ol>	

	<p>2. Apakah keterlibatan anggota masih dianggap kurang?</p> <p>3. Apakah siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri?</p>	
Teori Syamsu	<p>1. Apakah kontribusi dari siswa kurang berprestasi menjadi kurang?</p> <p>2. Apakah siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan?</p> <p>3. Apakah STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum?</p>	
Teori Amrius	<p>1. Apakah siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD?</p> <p>2. Apakah alokasi waktu kurang mencukupi?</p> <p>3. Apakah guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif?</p> <p>4. Apakah kerjasama antarsiswa masih kurang baik?</p> <p>5. Apakah adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain?</p>	

## B. Students' Problem

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah siswa dalam belajar reading	<ol style="list-style-type: none"> <li>1. Bagaimana perasaan sdr/I saat pembelajaran reading?</li> <li>2. Pembelajaran reading seperti apa yang sdr/I harapkan?</li> <li>3. Keluhan apa yang biasanya sdr/I rasakan dalam aktivitas reading?</li> </ol>	
Masalah siswa dalam penerapan STAD	<ol style="list-style-type: none"> <li>1. Apakah sdr/I nyaman dalam pembelajaran reading menggunakan model STAD?</li> <li>2. Kesulitan atau hambatan apa yang anda alami pada Phase 1: Delivering objectives and motivating students</li> <li>3. Kesulitan atau hambatan apa yang anda alami pada Phase 2 : Presenting or conveying information</li> <li>4. Kesulitan atau hambatan apa yang anda alami pada Phase 3: Organizing students in study group</li> <li>5. Kesulitan atau hambatan apa yang anda alami pada Phase 3: Organizing students in study groups</li> <li>6. Kesulitan atau hambatan apa yang anda alami pada Phase 4: Guiding groups to work and learn</li> </ol>	

	<p>7. Kesulitan atau hambatan apa yang anda alami pada Phase 5: Evaluation</p> <p>8. Kesulitan atau hambatan apa yang anda alami pada Phase 6: Rewarding</p>	
--	--	--

#### Appendix 4

### Validation Certificate

#### SURAT KETERANGAN VALIDASI INSTRUMEN

Yang bertanda tangan di bawah ini:

Nama : Muflihah, S. S., M. Pd.

NIP : 197209232000032001

Telah meneliti dan memeriksa instrumen penelitian yang berjudul **“Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency”** yang disusun oleh:

Nama : Anjani Galih Putri Pramesti

NIM : 2017404095

Prodi : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan, menyatakan bahwa instrumen yang telah disusun valid dan dapat digunakan dalam penelitian. Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 5 Maret 2024

Penguji Instrumen



**Muflihah S. S., M. Pd.**

NIP. 197209232000032001

## Appendix 5

### Observation Checklist Result

#### Meeting 1

Date : Monday, 25 March 2024 (1st Observation)

Class : 7B

Topic : Descriptive Text

Teacher : Eni Warsih, S. Pd.

Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

**OBSERVATION CHECKLIST**

**A. Teacher's Problem**

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa menunjukkan penolakan untuk berkelompok		✓	
2	Keterlibatan anggota masih dianggap kurang	✓		Centering individually even grouping
3	Siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri	✓		Some of group members didn't to the work.
4	Kontribusi dari siswa kurang berprestasi kurang	✓		Most students seem inactive
5	Siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan		✓	Didn't show disappointment.
6	STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum	✓		
7	Siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD	✓		Teacher always re-explain every activity
8	Alokasi waktu kurang mencukupi	✓		Learning aids preparation.

**B. Students' Problem**

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa mengalami kesulitan saat pembelajaran reading	✓		Students mostly didn't know/understand the material.
2	Siswa mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students		✓	Students have good outkusion ✓.
3	Siswa mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.	✓		
4	Siswa mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups		✓	
5	Siswa mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn	✓		Students seem unfocused but the class also noisy.
6	Siswa mengalami kesulitan/hambatan pada Phase 5: Evaluation.		✓	
7	Siswa mengalami kesulitan/hambatan pada Phase 6: Rewarding		✓	
8	Pembelajaran reading menggunakan STAD tidak sesuai dengan harapan siswa.	✓		
9	Siswa tidak nyaman dalam pembelajaran reading menggunakan model STAD.	✓		They're seem enthusiasm only at the beginning.

Notes:

1. Teacher is too dominant in CL.
2. Too time consuming at the beginning for preparation & reexplain the scenario

9 Guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif ✓ The class is uncooperative

10 Adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain ✓

11 Guru mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students ✓ Teacher is still more dominant - Siswa kurang berani menyampaikan pendapat

12 Guru mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information. ✓

13 Guru mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups ✓

14 Guru mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn ✓ Teacher always re-explain the scenario

15 Guru mengalami kesulitan/hambatan pada Phase 5: Evaluation ✓

16 Guru mengalami kesulitan/hambatan pada Phase 6: Rewarding ✓

1. Students in the back row especially, sleepy and unfocus.

2. Students didn't focus to the lesson because they uses laptop for other purposes.

3. Siswa kurang berani menyampaikan pendapat

## Meeting 2

Date : Monday, 1 April 2024 (2<sup>nd</sup> Observ).

Class : 7B

Topic : Descriptive Text.

Teacher : Eni Wansih, S.Pd.

Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

### OBSERVATION CHECKLIST

#### A. Teacher's Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa menunjukkan penolakan untuk berkelompok.		✓	
2	Keterlibatan anggota masih dianggap kurang.	✓		
3	Siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri.	✓		
4	Kontribusi dari siswa kurang berprestasi.	✓		Initiative of student is still lack.
5	Siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan.	✓		the smarter student (the more active student) showed disappointment because they're points to do presentation.
6	STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum.	✓		
7	Siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD.	✓		
8	Alokasi waktu kurang mencukupi.	✓		

9	Guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif.	✓		
10	Adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain.	✓		
11	Guru mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students.		✓	
12	Guru mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.	✓		
13	Guru mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups.		✓	
14	Guru mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn.	✓		
15	Guru mengalami kesulitan/hambatan pada Phase 5: Evaluation.		✓	
16	Guru mengalami kesulitan/hambatan pada Phase 6: Rewarding.		✓	

Notes:

1. Teacher give so much effort to encourage & motivate student to be active.
2. Time consuming for teacher to ask students presenting their group work.
3. Siswa masih perlu ditunjuk untuk menyampaikan pendapat.

#### B. Students' Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa mengalami kesulitan saat pembelajaran reading.	✓		Students are unfamiliar with the words low pronunciation.
2	Siswa mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students.		✓	
3	Siswa mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.	✓		
4	Siswa mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups.		✓	
5	Siswa mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn.	✓		
6	Siswa mengalami kesulitan/hambatan pada Phase 5: Evaluation.		✓	
7	Siswa mengalami kesulitan/hambatan pada Phase 6: Rewarding.		✓	
8	Pembelajaran reading menggunakan STAD tidak sesuai dengan harapan siswa.	✓		
9	Siswa tidak nyaman dalam pembelajaran reading menggunakan model STAD.	✓		

Notes:

1. Students still have low reading skill. (Recognizing, pronouncing, transcribing).
2. They don't use the time efficiently to finish the work.
3. Keaktifan siswa dalam kelompok kurang.
4. They don't finish the work / task (~~homework~~), finally it's for homework.

### Meeting 3

Date : Wednesday, 3 April 2023 (5<sup>th</sup> CGS).  
 Class : 7B  
 Topic : Descriptive text.  
 Teacher : Eni Wiansih, S. Pd.  
 Researcher : Anjani Galih Putri Pramesti  
 Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

#### OBSERVATION CHECKLIST

##### A. Teacher's Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa menunjukkan penolakan untuk berkelompok.		✓	
2	Keterlibatan anggota masih dianggap kurang.	✓		
3	Siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri.	✓		
4	Kontribusi dari siswa kurang berprestasi kurang.	✓		But they still contribute.
5	Siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan.		✓	Tidak terlihat
6	STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum.		✓	It's 2 <sup>nd</sup> meeting but still in the same topic /material.
7	Siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD.		✓	
8	Alokasi waktu kurang mencukupi.	✓		

9	Guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif.	✓		
10	Adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain.		✓	Not showed.
11	Guru mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students		✓	
12	Guru mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.		✓	
13	Guru mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups		✓	
14	Guru mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn	✓		
15	Guru mengalami kesulitan/hambatan pada Phase 5: Evaluation.		✓	
16	Guru mengalami kesulitan/hambatan pada Phase 6: Rewarding		✓	

##### Notes:

1. Student are still shy to speak English, so the teacher became more dominant. Especially in reviewing the material.
2. The class is not cooperative.
3. The teacher didn't give time limit for group work.

##### B. Students' Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa mengalami kesulitan saat pembelajaran reading.	✓		
2	Siswa mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students		✓	
3	Siswa mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.	✓		in reviewing & presenting
4	Siswa mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups		✓	
5	Siswa mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn	✓		
6	Siswa mengalami kesulitan/hambatan pada Phase 5: Evaluation.		✓	
7	Siswa mengalami kesulitan/hambatan pada Phase 6: Rewarding		✓	
8	Pembelajaran reading menggunakan STAD tidak sesuai dengan harapan siswa.	✓		
9	Siswa tidak nyaman dalam pembelajaran reading menggunakan model STAD.	✓		they showed boredom, less enthusiasm.

##### Notes:

- Students inactiveness make the presentation done only by one group.
- Shows lack of vocabulary mastery (they ask to open hp to finish the text, open online dictionary).
- Masih terbata-bata dalam membaca teks B. Tagor





## Meeting 4

Date : Monday, 8 April 2021 (9<sup>th</sup> Oct).

Class : 7B

Topic : Descriptive Text

Teacher : Eni Warsih, S. Pd.

Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

### OBSERVATION CHECKLIST

#### A. Teacher's Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa menunjukkan penolakan untuk berkelompok.		✓	
2	Keterlibatan anggota masih dianggap kurang.		✓	
3	Siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri.		✓	not grouping
4	Kontribusi dari siswa kurang berprestasi kurang.		✓	
5	Siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan.		✓	
6	STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum.		✓	
7	Siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD.		✓	
8	Alokasi waktu kurang mencukupi.	✓		The topic finishes until 4 days.

#### B. Students' Problem

No	Pernyataan	Ya	Tidak	Keterangan
1	Siswa mengalami kesulitan saat pembelajaran reading.	✓		
2	Siswa mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students		✓	
3	Siswa mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.		✓	
4	Siswa mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups		✓	
5	Siswa mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn		✓	
6	Siswa mengalami kesulitan/hambatan pada Phase 5: Evaluation.	✓		
7	Siswa mengalami kesulitan/hambatan pada Phase 6: Rewarding		✓	
8	Pembelajaran reading menggunakan STAD tidak sesuai dengan harapan siswa.	✓		
9	Siswa tidak nyaman dalam pembelajaran reading menggunakan model STAD.		✓	

#### Notes:

- Siswa masih asing dengan kosakata pada text dalam evaluasi.
- Siswa masih membutuhkan bantuan teman dalam evaluasi/ berdiskusi.
- Level kesulitan evaluasi lebih tinggi dari soal latihan (formasuk kekompleksan teks & pilihan vocabulary).

9	Guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif.		✓	
10	Adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain.		✓	
11	Guru mengalami kesulitan/hambatan pada Phase 1: Delivering objectives and motivating students		✓	
12	Guru mengalami kesulitan/hambatan pada Phase 2: Presenting or conveying information.		✓	
13	Guru mengalami kesulitan/hambatan pada Phase 3: Organizing students in study groups		✓	
14	Guru mengalami kesulitan/hambatan pada Phase 4: Guiding groups to work and learn		✓	
15	Guru mengalami kesulitan/hambatan pada Phase 5: Evaluation.	✓		
16	Guru mengalami kesulitan/hambatan pada Phase 6: Rewarding		✓	Verbally.

Notes:

- In the evaluation, students still need the teacher to explain the questions/instructions.
- Unclear instructions for evaluation.
- No time limit given
- Evaluasi still teacher-centered.

## Appendix 6

### Interviews Result

#### Teacher's Interview

Date : Monday, 22 April 2024  
 Respondent : Mrt. Eni Wiarsih  
 Researcher : Anjani Galih Putri Pramesti  
 Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

##### INTERVIEW GUIDELINE

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah guru dalam mengajar reading	1. Menurut ibu bagaimana kemampuan reading siswa kelas 7H? 2. Menurut ibu terapan persen siswa yang mengalami kesulitan atau masalah dalam reading? 3. Masalah/kesulitan seperti apa yang biasanya siswa alami dalam reading? 4. Menurut ibu apa yang menyebabkan mereka menghadapi masalah/kesulitan tersebut? 5. Apa masalah-masalah yang sering ibu alami dalam mengajar reading?	1. Standar (rata-rata) 2. 60% 3. Lack of vocabulary, reading with long text. 4. Low awareness of literacy, meaning 5. Laziness to read, rendahnya kemampuan literacy
Masalah guru dalam menerapkan STAD	1. Apa alasan ibu memilih model STAD untuk mengajar reading? 2. Bagaimana scenario atau tahapan yang bapak/ibu terapkan dalam pembelajaran reading menggunakan STAD? 3. Kesulitan atau hambatan apa yang ibu alami pada Phase 1: Delivering objectives and motivating students? 4. Kesulitan atau hambatan apa yang ibu alami pada Phase 2: Presenting or conveying information 5. Kesulitan atau hambatan apa yang ibu alami pada Phase 3: Organizing students in study groups	1. Variety of students' characteristics - Meet students' needs. 2. Memberi contoh text reading sesuai gaya belajar 3. Meaning (alih bahasa), untaur, ppt (Technique). 4. -Unfokus -Media 5. Tidak semua anggota aktif berkelompok, keberjasma yg BK, kurang konsistensi dgn gaya belajar.

	6. Kesulitan atau hambatan apa yang ibu alami pada Phase 4: Guiding groups to work and learn 7. Kesulitan atau hambatan apa yang ibu alami pada Phase 5: Evaluating 8. Kesulitan atau hambatan apa yang ibu alami pada Phase 6: Rewarding	6. -Kesadaran & kesepakatan -keaktifan sm berkelompok. 7. Menpersiapkan soal, media, akses internet. 8. Verbal, motivasi
Teori Slavin	1. Sebagai pembelajaran kooperatif, apakah siswa menunjukkan penolakan untuk berkelompok? 2. Apakah keterlibatan anggota masih dianggap kurang? 3. Apakah siswa cenderung membiarkan anggota kelompok yang lainnya untuk bekerja sendiri?	1. Tidak 2. Masih dianggap kurang 3. Tidak membiarkan hanya saja kurang berkontribusi.
Teori Syamsu	1. Apakah kontribusi dari siswa kurang berprestasi menjadi kurang? 2. Apakah siswa berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan? 3. Apakah STAD membutuhkan waktu yang lebih lama untuk siswa sehingga sulit mencapai target kurikulum?	1. Ya 2. - Ada kekecewaan - Keluhan siswa 3. Ya, untuk persiapan dll. - (1) 3 pertemuan
Teori Amrius	1. Apakah siswa tidak terbiasa dengan penggunaan pembelajaran kooperatif tipe STAD? 2. Apakah alokasi waktu kurang mencukupi? 3. Apakah guru mengalami kesulitan dalam menciptakan pembelajaran kooperatif? 4. Apakah kerjasama antarsiswa masih kurang baik? ✓/x 5. Apakah adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain?	1. New thing, adaptasi 2. Kurang cukup 3. Keterlibatan & keaktifan siswa 4. Mempengaruhi (kebiasaan mengandalkan) 5. x

## Students' Interview

Date : Friday, 19 April 2024  
Respondent : Elvira Nur Aprilia  
Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

**INTERVIEW GUIDELINE**

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah siswa dalam belajar reading	1. Bagaimana perasaan sdri saat pembelajaran reading? 2. Pembelajaran reading seperti apa yang sdri harapkan? 3. Kelehan apa yang biasanya sdri rasakan dalam aktivitas reading?	1. Senang (new thing), pusing (bentol-lor with English words) 2. Teamwork fun, tertib 3. Tidak tau artinya, ramai, unntus, batanya susah, asing
Masalah siswa dalam penerapan STAD	1. Apakah sdri nyaman dalam pembelajaran reading menggunakan model STAD? 2. Kesulitan atau hambatan apa yang anda alami pada Phase 1: Delivering objectives and motivating students 3. Kesulitan atau hambatan apa yang anda alami pada Phase 2: Presenting or conveying information 4. Kesulitan atau hambatan apa yang anda alami pada Phase 3: Organizing students in study groups 5. Kesulitan atau hambatan apa yang anda alami pada Phase 4: Guiding groups to work and learn 6. Kesulitan atau hambatan apa yang anda alami pada Phase 5: Evaluation 7. Kesulitan atau hambatan apa yang anda alami pada Phase 6: Rewarding 8. Bagaimana tanggapan sdri terkait pembelajaran reading menggunakan model STAD?	1. Nyaman, sesuai gaya belajar 2. - 3. - 4. - 5. Delajalannya susah 6. Tidak tau artinya, teksnya berbeda dengan text exercise. 7. Urapan dan nilai 8. (+) : Senang (new vocab) + bisa pusing bersama, tidak sendiri (-) : hanya sedikit yang aktif di kelompok - Waktu yang diberikan kurang

Date : Friday, 19 April 2024  
Respondent : Ashila F.  
Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

**INTERVIEW GUIDELINE**

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah siswa dalam belajar reading	1. Bagaimana perasaan sdri saat pembelajaran reading? 2. Pembelajaran reading seperti apa yang sdri harapkan? 3. Kelehan apa yang biasanya sdri rasakan dalam aktivitas reading?	1. Senang & pusing karena tidak tau cara baca. 2. Tapi, fun, ganification, teamwork 3. waktunya kurang, tidak serius, com mentare bahasa yg susah.
Masalah siswa dalam penerapan STAD	1. Apakah sdri nyaman dalam pembelajaran reading menggunakan model STAD? 2. Kesulitan atau hambatan apa yang anda alami pada Phase 1: Delivering objectives and motivating students 3. Kesulitan atau hambatan apa yang anda alami pada Phase 2: Presenting or conveying information 4. Kesulitan atau hambatan apa yang anda alami pada Phase 3: Organizing students in study groups 5. Kesulitan atau hambatan apa yang anda alami pada Phase 4: Guiding groups to work and learn 6. Kesulitan atau hambatan apa yang anda alami pada Phase 5: Evaluation 7. Kesulitan atau hambatan apa yang anda alami pada Phase 6: Rewarding 8. Bagaimana tanggapan sdri terkait pembelajaran reading menggunakan model STAD?	1. Kurang nyaman (guru kurang mengawasi). 2. Masih smengerti 3. Menjelaskan dg bahasa lala 4. - 5. Kesulitan saat mengerjakan. 6. - Ada beberapa kata yang sulit (tidak jelas apa yang ditanya) - Mau bertanya 7. Ingin nilai tambahan untuk individu, applause, compliment. 8. Gaya belajar yang dipilih ternyata lebih sulit, karena auditory harus mendengarkan rekaman yang cukup panjang.

Date : Friday, 19 April 2024  
Respondent : Adef Rizkila D.  
Researcher : Anjani Galih Putri Pramesti

Research title : Problems in the Implementation of Student Teams Achievement Division (STAD) Model in Reading Activity at the Seventh Grade of SMP N 1 Bobotsari Purbalingga Regency

**INTERVIEW GUIDELINE**

Data yang dibutuhkan	Pertanyaan	Jawaban
Masalah siswa dalam belajar reading	1. Bagaimana perasaan sdri saat pembelajaran reading? 2. Pembelajaran reading seperti apa yang sdri harapkan? 3. Kelehan apa yang biasanya sdri rasakan dalam aktivitas reading?	1. Bahagia & kesal (teman kelompok tidak kompak) 2. Kelasnya kondusif, mendengarkan 3. Juhl, tidak semua anggota aktif, tidak laca membaca, asing
Masalah siswa dalam penerapan STAD	1. Apakah sdri nyaman dalam pembelajaran reading menggunakan model STAD? 2. Kesulitan atau hambatan apa yang anda alami pada Phase 1: Delivering objectives and motivating students 3. Kesulitan atau hambatan apa yang anda alami pada Phase 2: Presenting or conveying information 4. Kesulitan atau hambatan apa yang anda alami pada Phase 3: Organizing students in study groups 5. Kesulitan atau hambatan apa yang anda alami pada Phase 4: Guiding groups to work and learn 6. Kesulitan atau hambatan apa yang anda alami pada Phase 5: Evaluation 7. Kesulitan atau hambatan apa yang anda alami pada Phase 6: Rewarding 8. Bagaimana tanggapan sdri terkait pembelajaran reading menggunakan model STAD?	1. Nyaman (membaca poster) -Tdk nyaman (berisik, keledak seriusan teman) 2. - 3. - 4. - 5. Kurang bekerja sama, teksnya asing 6. Beberapa mudah, lebihnya susah karena tidak tau artinya. 7. Motivasi, urapan, nilai 8. (+) Senang (-) Mendertingy susah (-) Ramai, berisik (-) Sulit berkolaborasi

## Appendix 7

### Interviews Transcript

#### Teacher's Interview

Date : Monday, April 22, 2024

Researcher : Anjani Galih Putri Pramesti

R: Menurut ibu bagaimana kemampuan reading siswa kelas 7B?

T: Kalau menurut saya meskipun ada beberapa siswa yang sudah cukup baik, tapi secara keseluruhan masih standar.

R: Menurut ibu berapa persen siswa yang mengalami kesulitan atau masalah dalam reading?

T: Ada sekitar 60% siswa yang kemampuan readingnya masih rendah di kelas ini. Terlihat bahwa kemampuan vocabulary siswa masih di bawah rata-rata dan sangat minim, karena kami tau mereka dari SD tidak ada kemampuan Bahasa Inggris. Sedangkan jam Bahasa Inggris satu minggunya hanya dua kali, apalagi dalam pembelajaran tidak hanya fokus di vocab saja. Kemudian, mereka seringkali masih terbebani dengan teks yang mereka rasa panjang, akhirnya timbul rasa kemalasan dalam belajar reading. Sehingga saya perlu memberikan effort lebih untuk memotivasi mereka.

R: Menurut ibu apa yang menyebabkan mereka menghadapi permasalahan tersebut?

T: Pertama, karena adanya kemalasan di bidang literasi, apalagi literasi Bahasa Inggris. Yang kedua, mereka tidak tahu artinya.

R: Kalau dari ibu sendiri, permasalahan apa yang sering ibu alami saat mengajar reading?

T: Kalau teori dalam bentuk video atau secara ekspresi mereka suka, tapi saat saya bawa ke teks reading mereka malas karena takut tidak bisa mengartikan. Jadi selain rasa malas, kemampuan literasi mereka juga masih sangat minim.

R: Lalu apa alasan ibu memilih STAD untuk mengajar reading?

T: Karena dengan model STAD saya bisa memberikan pelajaran reading sesuai dengan beragam kebutuhan dan gaya belajar siswa.

R: Kesulitan atau hambatan apa yang ibu alami pada fase 1 (delivering objectives and motivating students)?

T: Kesulitannya jelas apabila saya menyampaikan dengan Bahasa Inggris, mereka tidak tahu artinya. Mereka juga cenderung belum fokus dalam pembelajaran, akhirnya apa yang saya sampaikan mereka tidak paham.

R: Di fase 1 biasanya media apa yang ibu gunakan? Apakah ada kesulitan?

T: Pakai PPT, kendalanya biasanya pada teknisnya.

R: Di fase 2 (presenting and conveying information), permasalahan apa yang biasanya ibu alami?

T: Anak kurang fokus, terkadang ada siswa yang ketika saya menjelaskan mereka bermain sendiri, dan kendala secara teknisnya atau medianya masih kurang untuk membuat mereka tertarik.

R: Di fase 3 (organizing students in study group), kesulitannya apa saja bu?

T: Karena mereka dikelompokkan sesuai gaya belajar, permasalahan yang saya alami itu mereka terkadang masih tidak konsisten dengan gaya belajar yang mereka pilih. Misalnya dalam suatu pertemuan mereka masih pada gaya belajar yang dipilih, tapi di pertemuan selanjutnya mereka menginginkan gaya belajar yang lain.

R: Pengelompokan gaya belajar itu dibentuknya bagaimana bu?

T: Untuk mencari tahu gaya belajar setiap siswa, kami berkolaborasi dengan guru BK untuk memetakan ini melalui tes kognitif yang siswa kerjakan di awal semester. Tujuannya untuk mencari tahu potensi atau bakat minat siswa yang bisa dikembangkan dan tipe gaya belajar apa saja yang siswa miliki. Akan tetapi sebagai guru, kami hanya mempertimbangkan gaya belajarnya saja karena potensi dan bakat minat siswa ditujukan untuk wali kelas.

R: Kalau di fase 4 bagian *guiding groups to work and learn* itu apakah ada kendala?

T: Ya, dalam berkelompok itu sebagian siswa masih kurang aktif dan tidak adanya kesadaran untuk menyepakati apa yang sudah menjadi kesepakatan kelas, terutama kesepakatan kelompok.

R: Kemarin saat evaluasi, kendala apa yang ibu alami?

T: Biasanya saat mempersiapkan soal, karena ada keterbatasan soal dan juga keterbatasan media dalam artian kami hanya menggunakan paper-based saja dikarenakan kurangnya dukungan sarana prasarana.

R: Memang seperti apa variasi media evaluasi yang ingin ibu gunakan?

T: Saya sebenarnya ingin menggunakan *quis-quis* atau gamifikasi sebagai media evaluasi siswa. Tapi itu membutuhkan akses internet yang bagus atau wifi, yang mana tidak tersedia di kelas. Kami juga terkadang masih kekurangan LCD proyektor karena jumlahnya terbatas dan beberapa juga ada yang sudah tidak berfungsi.

R: Biasanya tahap akhir atau *rewarding*, biasanya apresiasi dalam bentuk apa yang ibu berikan?

T: Dalam Kurikulum Merdeka, kami tidak boleh memberikan apresiasi dalam bentuk barang. Jadi biasanya kami memberikan apresiasi dalam bentuk lisan.

R: Apakah menurut ibu keterlibatan anggota masih dianggap kurang?

T: Ya, secara rata-rata masih kurang.

R: Apakah siswa yang berprestasi tinggi akan mengarah pada kekecewaan karena peran anggota yang pandai lebih dominan?

T: Ya, ada. Saya seringkali mendapat keluhan siswa bahwa anggota kelompoknya tidak mau bekerja sama. Setelah saya amati memang benar bahwa keterlibatan anggota masih kurang, dalam setiap kelompok masih didominasi oleh hanya beberapa siswa saja. Jadi saya harus menghimbau mereka untuk tetap bertanggungjawab untuk kelompoknya.

R: Apakah alokasi waktu kurang mencukupi?

T: Sebenarnya alokasi waktunya memang tidak cukup untuk menerapkan model STAD. Dalam artian, ada banyak persiapan yang harus kami lakukan. Terutama dengan adanya kelompok gaya belajar yang membutuhkan berbagai media belajar yang menarik. Apalagi, implementasinya sendiri juga memiliki tahapan-tahapan yang kompleks.

R: Biasanya membutuhkan berapa hari untuk menyelesaikan satu materi?

T: Untuk satu topik pelajaran, biasanya selesai 3-4 pertemuan. Karena selain STAD memiliki tahapan yang kompleks, siswa juga masih harus beradaptasi dengan model STAD sebab itu adalah hal yang baru bagi siswa dan tidak banyak guru yang menerapkan.

R: Apakah ibu mengalami kesulitan dalam menciptakan pembelajaran kooperatif?

T: Ya, karena memang keterlibatan siswa yang masih kurang.

R: Apakah adanya dominasi dari siswa yang pandai mempengaruhi siswa yang lain?

T: Ya, mereka jadi terbiasa mengandalkan temannya yang lebih aktif.

## Students' Interview

Date : Monday, April 19, 2024

Interviewer : Anjani Galih Putri Pramesti

Respondents : Student 1, Student 2, Student 3

R: Bagaimana perasaan kalian selama pembelajaran reading kemarin?

S1: Saat belajar reading kemarin, ada senang dan sedihnya. Saya senang karena ada hal baru yang saya pelajari, tapi sedihnya saya tidak tahu arti kata-kata Bahasa Inggris di teks yang saya baca.

S2: Saya juga senang dan pusing karena cara bacanya susah.

S3: Bahagia, tapi kesal juga karena teman kelompoknya tidak kompak. Saya sudah mencoba membagi tugas tapi mereka tidak mau mengerjakan, akhirnya hanya dua anak yang mengerjakan.

R: Pembelajaran reading seperti apa yang kalian harapkan?

S1: Mau diajak bekerja sama, pelajarannya menyenangkan, dan anak-anaknya tertib.

S2: Saya ingin pelajarannya mudah dan lebih asik, misalnya bisa dibikin ada permainannya meskipun sedikit.

S3: Yang saya harapkan kelasnya tidak berisik dan semuanya bisa memperhatikan saat guru sedang berbicara.

R: Keluhan apa yang biasanya kalian rasakan dalam aktivitas reading?

S1: Tidak tahu artinya, tidak fokus, bacanya susah, dan masih asing.

S2: Waktunya kurang, teman-teman tidak serius saat berkelompok, dan juga saat membaca teks Bahasa Inggris, kadang ada kata yang sama tapi artinya berbeda, jadi saya bingung memahami teksnya. Kadang juga saya bingung karena cara bacanya



beda dengan tulisannya. Bahkan hurufnya juga, biasanya ada huruf yang tidak dibaca dalam satu kata atau beda cara bacanya.

R: Apakah kalian nyaman belajar reading menggunakan model STAD?

S1: Nyaman, karena sesuai dengan gaya belajar.

S2: Kurang nyaman, saya susah dan malu bertanya ke guru karena gurunya tidak mengecek kesini.

R: Hambatan apa yang kalian alami saat berkelompok?

S1: Saya susah kalau disuruh membaca teks Bahasa Inggris, bacanya masih belibet.

S2: Susah menjawab soalnya. Waktu untuk mengerjakan juga terlalu cepat, waktu itu kelompok saya tidak berani maju karena belum selesai dan belum siap. Kami masih menonton video materi, tiba-tiba langsung disuruh presentasi.

S3: Kurang bekerja sama dan teksnya saya masih asing dengan kata-katanya.

R: Keluhan apa yang kalian alami saat evaluasi kemarin?

S1: Saya kesusahan saat tes, saya tidak bisa menerjemahkan teksnya karena sangat berbeda. Kata-katanya lebih asing dan susah daripada latihan kemarin.

S2: Selama tes kemarin, ada beberapa kosakata yang saya tidak tahu. Jadi pertanyaanya tidak jelas apa yang sebenarnya ditanyakan. Saya juga malu bertanya, karena bu guru juga tidak mengecek kesini.

## Appendix 8

### Field Observations Documentation



## Appendix 9

### Curriculum Vitae

Name : Anjani Galih Putri Pramesti  
Student Number : 2017404095  
Study Program : English Education  
Place, date of Birth : Purbalingga, May 2<sup>nd</sup>, 2002  
Address : Karangmalang RT 001/002, Bobotsari, Purbalingga,  
Central Java  
Hobby : Swimming  
Motto : “We are blessed in so many ways, be grateful for your own  
type of blessing.”  
Email : [anjaniGalihpp@gmail.com](mailto:anjaniGalihpp@gmail.com)  
Education History :  

- SD Negeri 1 Karangmalang
- SMP Negeri 1 Bobotsari
- SMA Negeri 1 Bobotsari
- UIN Prof. K. H. Saifuddin Zuhri Purwokerto

Organization Experience:  

- English Arabic Student Assosiation
- Karawitan Setya Laras
- IPPNU Cabang Bobotsari

Purwokerto, June 13, 2024

The writer,

Anjani Galih Putri Pramesti

## Appendix 10

### Certificates

#### PPL Certificate



#### KKN Certificate



## BTAPPI Certificate



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PURWOKERTO**  
**UPT MA'HAD AL-JAMI'AH**

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 636250 | www.iaipurwokerto.ac.id

### **SERTIFIKAT**

Nomor: In.17/UPT.MAJ/19391/05/2022

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

**NAMA** : ANJANI GALIH PUTRI PRAMESTI  
**NIM** : 2017404095

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	94
# Tartil	:	80
# Imla'	:	85
# Praktek	:	75
# Nilai Tahfidz	:	75



Purwokerto, 29 Mei 2022



ValidationCode

## IQLA Certificate


**MINISTRY OF RELIGIOUS AFFAIRS OF THE REPUBLIC OF INDONESIA**  
**STATE ISLAMIC UNIVERSITY PROF. KHAJI SAIFUDDIN ZUHRI PURWOKERTO**  
**LANGUAGE DEVELOPMENT UNIT**  
 Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah, Indonesia | www.uinsatza.ac.id | www.bahasa.uinsatza.ac.id | +62 (281) 635624

وزارة الشؤون الدينية بجمهورية اندونيسيا  
 جامعة الأستاذ كياي الحاج سيد الدين زهري الأسلامية الحكومية بپوروكرتو  
 الوحدة لتسمية اللغة

**CERTIFICATE**  
**الشهادة**  
 No. B-0212Un.19/K.Bhs/PP.009/2/2023


<p>This is to certify that</p> <p>Name <b>ANJANI GALIH PUTRI P.</b></p> <p>Place and Date of Birth <b>Purbalingga, 02 Mei 2002</b></p> <p>Has taken <b>IQLA</b></p> <p>with Computer Based Test, organized by Language Development Unit on <b>24 Februari 2023</b> with obtained result as follows</p> <p>Listening Comprehension: <b>54</b>      Structure and Written Expression: <b>56</b>      Reading Comprehension: <b>53</b></p> <p>فهم المسموع      فهم العبارات والتراكيب      فهم المقروء</p> <p>Obtained Score : <b>543</b>      المجموع الكلي :</p> <p>The test was held in UIN Prof. K.H. Saifuddin Zuhri Purwokerto.</p>	<p>منحت إلى</p> <p>الاسم</p> <p>محل وتاريخ الميلاد</p> <p>وقد شارك/ت الاختبار</p> <p>على أساس الكمبيوتر</p> <p>التي قامت بها الوحدة لتسمية اللغة في التاريخ</p> <p>مع النتيجة التي تم الحصول عليها على النحو التالي</p> <p>فهم المقروء</p> <p>تم إجراء الاختبار بجامعة الأستاذ كياي الحاج سيد الدين زهري الأسلامية الحكومية بپوروكرتو.</p> <p>Purwokerto, <b>24 Februari 2023</b></p> <p>The Head of Language Development Unit,        رئيسة الوحدة لتسمية اللغة</p>
--	--




EPTUS English Proficiency Test of UIN PROF. K.H. SAIFUDDIN ZUHRI      IQLA Al-Qiblatul al-Gudwah 'ala al-Lughah al-'Arabiyyah

Dr. Ade Ruswatie, M. Pd.  
 NIP. 19860704 201503 2 004

## EPTIP Certificate

  
**IAIN PURWOKERTO**  
**MINISTRY OF RELIGIOUS AFFAIRS**  
**INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO**  
**LANGUAGE DEVELOPMENT UNIT**  
 Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

**EPTIP CERTIFICATE**  
*(English Proficiency Test of IAIN Purwokerto)*  
 Number: In.17/UPT.Bhs/PP.009/25084/2021


This is to certify that

<b>Name</b>	: <b>ANJANI GALIH PUTRI PRAMESTI</b>
<b>Date of Birth</b>	: <b>PURBALINGGA, May 2nd, 2002</b>

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on September 8th, 2020, with obtained result as follows:

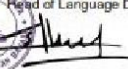
1. Listening Comprehension	: 53
2. Structure and Written Expression	: 56
3. Reading Comprehension	: 49


**Obtained Score** : **526**



The English Proficiency Test was held in IAIN Purwokerto:

Purwokerto, October 8th, 2021  
 Head of Language Development Unit,

  
**Dr. Ade Ruswatie, M. Pd.**  
 NIP. 198607042015032004



Validation Code:

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1/1

## Proposal Seminar Certificate



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A, Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553  
www.uinsaizu.ac.id

**SURAT KETERANGAN  
SEMINAR PROPOSAL SKRIPSI**  
No. No. B.742.Un.17/FTIK.JTBI/PP.00.9/04/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

**"Problems in the Implementation of Student Teams Achievement Division (STAD) Learning Model in Reading Class at the Seventh Grade of SMP N 1 Bobotsari"**

Sebagaimana disusun oleh :

Nama : Anjani Galih Putri Pramesti  
NIM : 2017404095  
Semester : 6  
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 10 April 2023

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 13 April 2023

Mengetahui,  
Kordinator Prodi Tadris Bahasa Inggris  
NIP. 196001152018012003



Hasbi Widiyanto Marulab, M.Pd.

## Comprehension Examination Certificate



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126  
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

### SURAT KETERANGAN

**No. B-1658.Un.19/WD1.FTIK/PP.05.3/4/2024**

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Anjani Galih Putri Pramesti  
NIM : 2017404095  
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Rabu, 3 April  
Nilai : A-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 4 April 2024

Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.

NIP. 19730717 199903 1 001

IAIN  
PROF. K.H. SAIFUDDIN ZUHRI