
THE USE OF STAD STRATEGY TO IMPROVE READING ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 21 PEKANBARU IN COMPREHENDING RECOUNT TEXT

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Abstract

Reading is one of the most important language skills in learning English apart from listening, speaking, and writing. It gives a great contribution to the readers who are willing to gain information and increase their knowledge. This action research was supposed to the use of STAD to improve reading ability of the second year students of SMPN 21 Pekanbaru in comprehending recount texts. The general objective of the research was to find out whether STAD can improve the reading ability of the second year students of SMPN 21 Pekanbaru. The level of achievement in this research was 74. It was based on MMC of English subject in that school. In this research, the writer collected the quantitative data by using multiple choice tests and she collected quantitative data by using observation sheet and field note. Before applying the strategy, the writer started by giving pre-test to know the students' reading ability or the students' base score in comprehending recount text before they had been taught through STAD. After conducting pre-test, the writer began to apply STAD strategy in teaching learning process. And then, the writer gave summative test at the end of cycle 1 but the result was not satisfying. Because of that, the writer decided to continue to cycle 2. The result of post test after the second cycle was satisfying because the students' average score was higher than MMC. From the result, the writer assumed that the students have comprehended recount texts.

Keywords : *Reading Ability, Recount Text, STAD, MMC*

INTRODUCTION

Reading is necessary when students are further their study. They need good reading skill for acquiring knowledge and learning new information. However, we can see that most students' reading abilities are not good enough. According to harmer (1998) as quoted by Iwan (2011) reading is useful to other purpose: any exposure to English provided some students understand it more or less is a good things for language students. At the very least, some of the language sticks in their minds as part of the process of language acquisition and if the reading text is especially interesting and engaging, acquisition is likely to be even more successful.

Reading ability has always been viewed as a critical skill to academic success (Bernhardt, 1991). Reading is a crucial skill in learning and communication. Current trends in education consider reading lessons to be an important early step in the development of mental and linguistic abilities.

By mastering reading, learners are expected to be able to understand and comprehend what they read. Someone who has a skill in reading will find easy to get information directly and quickly (Nuttal, 1982). Otherwise, learners who are lack of knowledge of reading will face difficulties in understanding the reading.

Hannon and Daneman (2001) proposed four primary processes in reading comprehension: accessing relevant knowledge from long-term memory, integrating accessed knowledge with information from the text, making inferences based on information in the text, and recalling newly learned text material. In schema theory, a predominant theory of reading comprehension, reading comprehension is viewed as the process of interpreting new information and assimilating this information into memory structures (Anderson & Pearson, 1984; Teng, 2009). So, reading is an interaction between the writer and the readers it means that reading concerns with the meaning especially with the transfer of meaning from mind to mind through or transfer of message from writer to reader through text that read.

Furthermore, in order to make it easier for students to comprehend the text, students need to know components contained in reading texts. Kind and Stanly (1988) states that there are five components of reading comprehension may help students read carefully. They are finding factual information, finding main ideas, finding the meaning of certain word, identifying references and making inference.

The first is finding factual information. It is one component of reading comprehension. It requires readers to scan specific details. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions: reason, purpose, result, time, comparison, etc which of the answer can be found in the text.

The Second is finding main ideas. Recognition finding the main idea of a paragraph is very important because it helps you not only understand the graph develops. And efficient reader understands not only the ideas but also the relative significance as expressed by the writer. Paragraph is a group of sentences develops a particular topic. Identifying topic generally help the reader understand the main idea. The main idea makes a particular statement or emphasizes a special aspect of the topic. The main idea is usually indicates the authors' reason or purpose for writing and the message her or she wants to share with the reader. The main idea is not only in the beginning of paragraph, but also in the middle and at the end of the paragraph.

The third is finding the meaning of certain word. It means that the readers could develop his/her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it nearly the same meaning as another word. In the other word, the students are expected to be able to form and understand the meaning.

The fourth is identifying references. In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. Instead of repeating the same word or phrases several times, after it has been used we can usually refer to it than repeat it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as: it, she, he, this, etc.

The last is making inference. Inference is a skill where the reader has to be able to read between lines. King and Stanley divide into two attentions, draw logical inferences and make accurate prediction.

In the KTSP curriculum 2006 for Junior High School, proves that reading become one of the components to measure students competence in English subject. Furthermore, Junior high school students are introduced to genre or text types in learning English as the means of communication and information. They are descriptive, narrative, procedure and recount texts. But, all of the texts are not learned by the second year students of SMPN 21. They only learn descriptive, narrative and recount text.

In order to know the students ability in comprehending the text the writer interviewed the English teacher and students of SMPN 21 Pekanbaru. The students got some difficulties to catch the ideas from the text and they could not catch the ideas/points of reading materials. Not only that, but also the writer did small survey in the second year students of SMP N 21 Bagan Sinembah. Among 43 students, only 7 students reached minimal mastery criteria (MMC) (74). It is about 16.3 %. The rest (83.7%) did not reach minimal mastery criteria (MMC). This means that the learning material was not mastered yet.

In this study the writer decided to use recount text as the test. The choice of this text is based on the writer's consideration and observation: (1) based on 2006 curriculum, recount text is taught to the second year students of SMPN 21 Pekanbaru. (2) Recount text is familiar with the students because they can find the text in daily life such as novel, newspaper, diary, etc.

Recount text is a text retells event for the purpose for informing and entertaining. Recount text belongs to the non-fiction types of text. It is a text that tells something happened in the past by chronological orders. In recount text, the writer may share his/her own experience or someone else. To recount something means to tell the story of something. From these explanations above, it can be concluded that recount text is a text that retells past events in order of time they happened.

There are five different types of recount text: (1) Personal recount is retelling an event that the writer was personally involved in. (2) Factual recount is concerned with recalling events accurately. (3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction. (4) A procedural recount records the steps taken in completing a task or procedures. (5) A biographical recount tells the story of a persons' life using a third person narrator (he, she, and they).

Recount text has 3 parts called generic structure. The first is orientation. Orientation is the part which introduces the participants, place and time of the events. In this part we can see who are the participants, what events or incidents is happened and when it happened. So, orientation is used to tell the subject, setting and time.

The second is sequence of events. It is the part that describes series of events happened in the past, usually in the order of the time and the place of the event. In the other words, event is used to tell something happened in chronological events.

The third is reorientation. It is the part that concludes the text. In this part writer can state his personal comment about the events. This part is optional; some text does not have this part. So, reorientation is used to close the story.

To solve the problem, the writer use STAD to improve the students' reading ability in comprehending recount texts. Slavin states that STAD is one of the simplest and most flexible of the cooperative learning method. It will be used in second grade up to twelve grades and in such diverse subject area as math, language art, social studies, and science". In the cooperative learning type, students are assigned to four or five members in groups, with

each mirroring the others to make up the class in terms of ability, background, and gender. (1995).

Cooperative learning using STAD type consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of materials, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz. Use a scoring system that ranges from 0 to 30 points and reflect degree of individual improvement over previous quiz. The criterion can be seen in improvement point table. Slavin (1995) states that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions.

METHODOLOGY

This is an action research. According to Stephen Kemmis and Robin Mc Taggart, an action research is changing something that uses to improve the practitioners practice. It means that it can be used to improve the students' ability in the class. Teacher studies the students' problem in classroom and try to make improvement. The cycle consists of planning, action, observation and reflection (Kemmis and Mc Taggart in Stringer, 1999).

The participant of this research was the second grade students of SMP N 21 Pekanbaru. The number of the students was 43 students. The instrumentations that used in this research are: (1) The test was one of the instruments to measure students' ability in reading. The writer collected the data by giving reading texts to the students. The form of test was multiple choices. Their answers were scored as the quantitative data. (2) Observation Sheet, it was used to check the application of STAD in reading in teaching and learning process. Observation sheet was referred by put a mark/tick to statements of process reading have been done. Also the collaborator observed the teacher's strategy in solving problems during the action to help presentation of the data and taking conclusion.

The writer collected quantitative data by distributing the test to the students. It was written multiple-choice reading. There were 5 texts as a whole. Each text has 5 questions. It meant that there were 25 questions. In this case, the technique of collecting data was differentiated into two ways that was pre-test and post-test. Pre-test was aimed to know the students' ability at the starting point or before the use of STAD in teaching reading recount texts. The test was written in multiple-choice test.

Then, she collected the qualitative data by observation sheet. Observation was also done to collect the data and this was done by collaborator. The collaborator needed to observe both students and teacher. Then the teacher and the collaborator discussed their finding to make improvement for the next meeting. Below is the example of observation sheet to collect quantitative data with several items to observe:

Table 1
Students' Observation Sheet

No	Components	Range			
		1	2	3	4
1	Students pay attention during the lesson				
2	Students are grouped into small group				
3	Students get the material				
4	Students discuss task group				
5	Students use worksheet				
6	Students help the team learn material				
7	Students do a spontaneous quiz individually				
8	Each team will then receive answer sheet				

Table 2
Teacher's Observation Sheet

No	Teacher's Activity	Range			
		1	2	3	4
1	Teacher explains how to use (apply) cooperative learning type STAD				
2	Teacher asks the students to work in heterogeneous groups				
3	Teacher explains the material to the students				
4	Teacher gives task group to work by members of the group				
5	Teacher monitors the students activities				
6	Teacher motivates the students to answer teacher's questions				
7	Teacher gives a spontaneous quiz to all groups				
8	Teacher gives justification				

In the data analysis technique, the writer used two techniques. They are quantitative data and qualitative data. The first is quantitative data. In analyzing the data and to find out the students progress in reading activity by using STAD, the writer used this formula:

$$M = \frac{X}{N} \times 100$$

M = individual score

X = number of correct answer

N = number of items

(Wayan & Sumartana, 1986:76)

Reading Strategy was classified; percentage grading based on the following classification was used:

Table 3

The Classification of students' Score in Terms of the Level of Ability

The Classification of Score	Categories Score
80 - 100	Good to Excellent
60 – 79	Average to Good
50 – 59	Poor to Average
0 – 49	Poor

(Harris in Rabiha, 2008)

After the real score of the ability of the school year students of SMP N 21 Pekanbaru in reading has been analyzed, the writer needed to know the average score of the students in reading activity. The formula that was used to analyze is:

$$X = \frac{\sum x}{N}$$

Note:

X : The average score of the best

$\sum x$: The total score of the students' reading

N: The number of the students

(Hatch & Farhady, 1982:55)

The second is qualitative data. The qualitative data was gathered by checklist of the observation sheet. Gay states the steps to analyze the qualitative data. They are prepare the data, read the data, describe the data, grouping and interpretation.

FINDING AND DISCUSSION

Before applying the method, the researcher started her activity by giving pre-test to know the students' reading ability or the students' base score in comprehending recount text before they had been taught through STAD. Then, researcher computed the data and found the result as follow:

Table 4

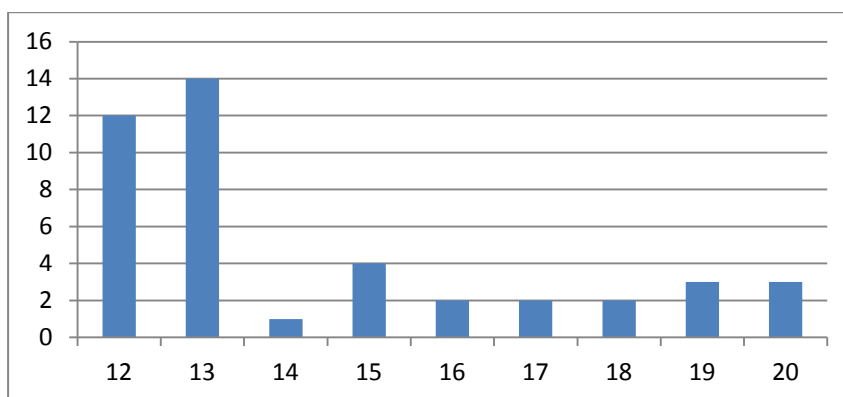
The ability of Students' Base Score

Range	Ability Level	Frequency	Percentage
80-100	Good to Excellent	3	6.98%
60-79	Average to Good	16	30.23%
50-59	Poor to Average	15	34.88%
0-49	Poor	12	27.91%
Total		43	100%

Based on the table above, it can be seen that from 43 students there were 3 students or about 6.98% were able to reach the Good to Excellent level. There were 13 students or 30.23% who could reach the average to good level. Then, 15 or 34.88% of the students who got poor to average level. The last, there were 12 students or 27.91% were still in the poor

level. In conclusion, the students' ability in comprehending recount text was not satisfied enough before applying STAD method in their reading activity.

Here, there is also the chart of the students in answering the test items.



Based on the chart, there is no students could answer all of the test items correctly. From 43 students, only 3 students could answer 20 items and 3 students could answer 19 items correctly from the total 25 questions. Then, there were then there were 2 students could answer 18 items correctly, 2 students could answer 17 items correctly, 2 students could answer 16 items correctly, 5 students could answer 15 items correctly, 1 student could answer 14 items correctly, 13 students could answer 13 items correctly, and 12 students could answer only 12 items correctly.

In conclusion, the base score of the students in SMP N 21 Pekanbaru shown that most of the students in this class have low ability in comprehending recount texts and the average score of the students were only 57.58.

After doing Pre-Test, the researcher began to apply STAD to improve student's reading ability in VIII-1 of SMPN 21 Pekanbaru. Besides, the researcher also asked a collaborator's help to observe the process of teaching and learning during the class. After all preparation was done, the researcher began to conduct the action. Here is the table that shows student's during teaching and learning process in the class.

Table 5
Students' Activities during Teaching and Learning Process in Cycle 1

No	Students' activity	Cycle I					
		Number of Students in the 1 st Meeting	%	Number of Students in the 2 nd Meeting	%	Number of Students in the 3 rd Meeting	%
1	Students are grouped into small group	38	88.4%	38	88.4%	40	93%
2	Students pay attention during the lesson	31	72.1%	33	76.7%	36	83.7%
3	Students get the material	32	74.4%	35	81.4%	37	86.4%
4	Students discuss task group	30	69.8%	33	76.7%	37	86.4%
5	Students use	37	86.4%	38	88.4%	40	93%

	worksheet						
6	Students help the team learn material	20	46.5%	21	48.8%	23	53.5%
7	Students do a spontaneous quiz individually	28	65.1%	32	74.4%	33	76.7%
8	Each team will then receive answer sheet	38	88.4%	38	88.4%	40	93%

From the table above, we can see the effectiveness of the students in each activity from the first to the third meeting in cycle I. In the first meeting there were 38 students or 88.4% grouped into small group in the first and second meeting and it was increased become 40 students or 93% in the third meeting. For activity “pay attention during the lesson” there were 31 students or 72.1% in the first meeting and it increased become 33 students or 76.7% in the second meeting and 36 students or 83.7% in the third meeting. For activity “get material”, there were 32 students or 74.4% in the first meeting and increased become 35 students or 82.4% in the second meeting and increased again become 37 student or 86.4% in the third meeting. In the first meeting, there were 30 students or 69.8% who followed the activity “discuss task group” then increase become 33 students or 76.7% in the second meeting and 37 students or 86.4% in the third meeting. There were 37 students or 86.4% used work sheet in the first meeting and increased become 38 students or 88.4% in the second meeting and 40 students or 93% in the third meeting. There were only 20 students or 46.5% who helped the team learn material in first meeting, then increased become 21 students or 48.8% in second meeting and 23 students or 53.5 % in third meeting. And there were 28 students or 65.2% who did a spontaneous quiz individually in first meeting and increased become 32 students or 74.4% in second meeting and become 33 students or 76.7% in the third meeting. And the last activity is “receive answer sheet”, there were 38 students or 88.4% in the first meeting and second meeting and increased in the third meeting become 40 students or 93%.

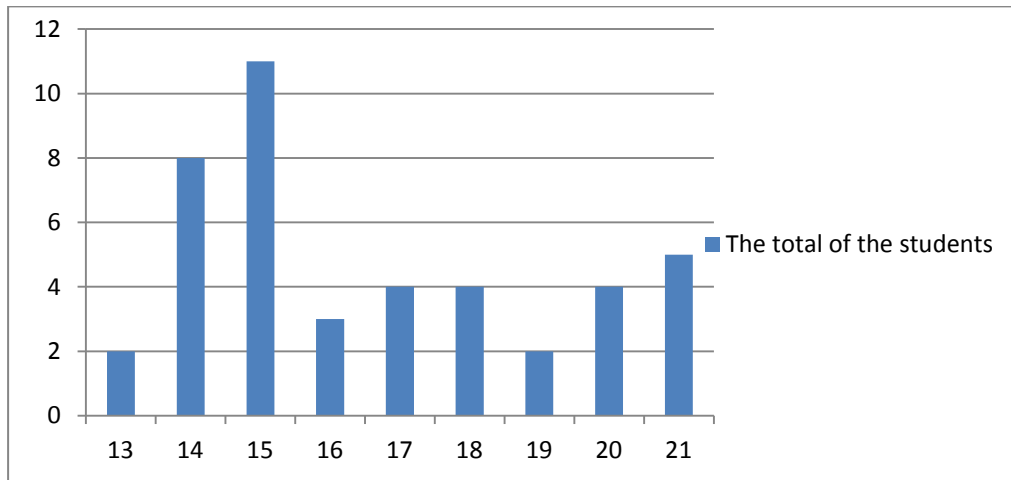
After the students had been taught through STAD, the researcher gave the summative test for the students to know the students’ achievement in comprehending recount texts. The table below shows the level of students’ ability in comprehending recount texts at the first cycle.

Table 6
The Students’ Summative Score in Cycle 1

Score	Ability Level	Frequency	Percentage
80-100	Good to Excellent	9	20,93%
60-79	Average to Good	24	55,81%
50-59	Poor to Average	10	23,26%
0-49	Poor	0	0%
Total		43	100%

At the first cycle, the students who got the good to excellent level were only 9 students or 20.93%. The number of students got average to good level was 24 students or 55.81 %. There were 10 students or 23.26% who reached poor to average level. And there were no student got poor level. The result of this cycle has not made the researcher satisfied

yet. Then the chart below showed the students' individual ability in answering reading comprehension questions.



Based on the chart above, the students' individual ability in comprehending recount texts was more increase than their ability in the pre-test even tough the increasing was no significant. There were 5 students could answer 21 items correctly, then there were 4 students could answer 20 items correctly, 2 students could answer 19 items correctly, 4 students could answer 18 items correctly, 4 students could answer 17 items correctly, 3 students could answer 16 items correctly, 11 students could answer 15 items correctly, 8 students could answer 14 items correctly, and then 4 students could answer 2 items correctly. The average score of students at the end of first cycle is 66.42. The result was still lower than MMC

Based on the data above, the researcher had to rearrange the planning by taking action in the next meeting, then it was hoped that an improvement could be achieved by the students.

After re-conducting the STAD in teaching reading and doing improvement in way of teaching and learning process, there was an improvement from pervious meeting to the next meeting. The table below shows the students' activeness in each activity in this cycle during teaching and learning process.

Table 7

Students' Activities during Teaching and Learning Process in Cycle 2

No	Students' activity	Cycle II					
		Number of Students in the 1 st Meeting	%	Number of Students in the 2 nd Meeting	%	Number of Students in the 3 rd Meeting	%
1	Students are grouped into small group	41	95.3%	41	95.3%	43	100%
2	Students pay attention during the lesson	38	88.4%	40	93%	40	93%
3	Students get the material	37	86.4%	40	93%	41	95.3%
4	Students discuss task group	38	88.4%	38	88.4%	39	90.7%
5	Students use worksheet	40	93%	43	100%	43	100%

6	Students help the team learn material	24	55.8%	29	67.4%	35	81.4%
7	Students do a spontaneous quiz individually	35	81.4%	39	90.7%	40	93%
8	Each team will then receive answer sheet	41	95.3%	43	100%	43	100%

From the table above, we can see the effectiveness of the students in each activity from the first to the third meeting in cycle II. In the first meeting there were 41 students or 95.3% grouped into small group in the first and second meeting and it was increased become 43 students or 100% in the third meeting. For activity “pay attention during the lesson” there were 38 students or 88.4% in the first meeting and it increased become 40 students or 93% in the second meeting and third meeting. For activity “get material”, there were 37 students or 86% in the first meeting and increased become 40 students or 93% in the second meeting and increased again become 41 student or 95.3% in the third meeting. In the first and second meeting, there were 38 students or 88.4% who followed the activity “discuss task group” then increased become 39 students or 90.7% in the third meeting. There were 40 students or 93% used work sheet in the first meeting and increased become 43 students or 100% in the second meeting and the third meeting. There were 24 students or 55.8% who helped the team learn material in first meeting, then increased become 29 students or 67.4% in the second meeting and 35 students or 81.4% in the third meeting. And there were 35 students or 81.4% who did a spontaneous quiz individually in the first meeting and increased become 39 students or 90.7% in the second meeting and become 40 students or 93% in the third meeting. And the last activity is “receive answer sheet”, there were 41 students or 95% in the first meeting and increased become 43 students or 100% in the second and third meeting.

After the researcher finished the meetings, she gave the post test to the students at the last meeting. The researcher computed the students’ score at the second cycle and classified the students’ score into several levels.

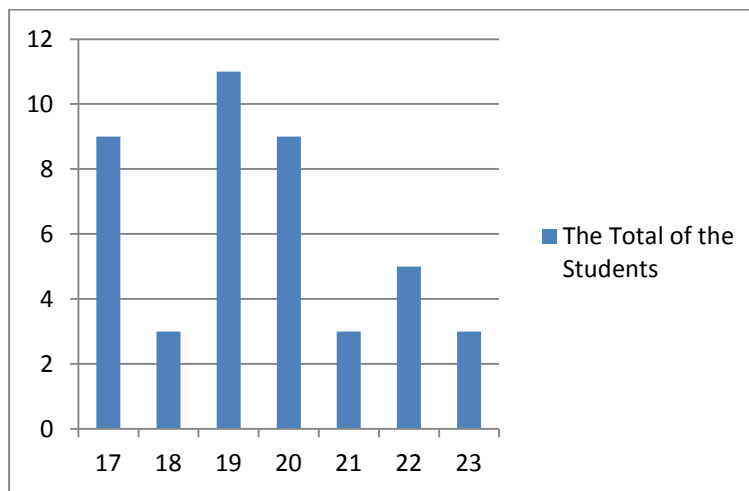
Table 8

The Level of Students’ Ability in Comprehending Recount Texts at the End of the Second Cycle.

Rank	Ability Level	Frequency	Percentage
80-100	Good to Excellent	20	46.51%
60-79	Average to Good	23	53.49%
50-59	Poor to Average	0	0%
0-49	Poor	0	0%
Total		43	100%

The level of the students’ ability at this cycle was better than the cycle 1. On the other words, there were an improvement achived by students. It was proved that there were 20 students or 46.51% could achive good to excellent level. Then, there were 23 students or 53.59% could achive average to good level. Then, there is no student got poor to average and poor level. This fact shows that the researcher was success to improve the students’s reading ability at the second year students of SMP N 21 Pekanbaru in comprehending recount text by using STAD.

Furthermore, the researcher analyzed the students's ability in answering the questions. Here is the chart of the students' ability in answering the questions:



Based on the chart above, the students' individual ability in comprehending recount texts was more increased from their ability in cycle 1. The increasing is significant. There were 3 students could answer 23 items correctly, Then, there were 5 students could answer 22 items correctly, 3 students could answer 21 items correctly, 9 students could answer 20 items correctly, 11 students could answer 19 items correctly, 3 students could answer 18 items correctly, and only 9 students could answer 17 items correctly. The average score of students at the end of the cycle is 77.95.

After conducting the second cycle, the researcher analyzed the result observation for the students' activities. The researcher could see that 32 students (74.65%) were active in the first cycle increased to 39 students (90.22%) in the second cycle. The average of pre test was 56.19 (Poor to average level). It means that the result was below MMC. And then the students score up to 77.95 (Good to Excellent) in post test. While the minimal mastery criteria (MMC) of English subject at SMPN 21 Pekanbaru is 74. From the result, the researcher assumed that she was success in applying STAD in order to improve students' reading ability in comprehending recount texts. So, the writer decides to stop in second cycle because it is higher than MMC

CONCLUSION

Based on the result of the result in chapter IV, STAD can improve the student's ability in comprehending recount text. The improvement of the students can be seen from the score of the students that had increased from the first to the third test. In the data, the average score of the first test (pre-test) is 57.58, while the average score of the second test (post-test I) is 66.42 and the average of last test (post-test II) is 77.95. So, the researcher concluded that STAD can improve the students' reading ability at the second year students of SMP N 21 Pekanbaru in comprehending recount texts.

Then, there is an increased of students' activities and motivation in reading recount texts. It can be seen from the result of observation sheets that showed the percentage of students' activities in every meeting. It means that the students were motivated during teaching and learning process by applying STAD in comprehending recount texts.

SUGGESTION

Based on the result of the research, there are some suggestions. The first is it is suggested that in teaching reading, the English teachers should be the appropriate method in order to make the lesson more interesting in teaching learning process. The teacher may consider using STAD as one of the alternative method because the result could improve the reading ability of the students.

The second is in applying STAD; the teacher should give instruction clearly for students' activities in applying this method, so that they are not confused. Furthermore, English teacher should be able to create a good situation during teaching and learning process in order to make comfortable and enjoyable situation for the students.

The third is it is better if the English teacher gives reinforcement to the students' job because it can improve their motivation in learning and find the interesting material and be more creative in teaching and learning process, so the students can enjoy the lesson.

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