

# THE EFFECTIVENESS OF COOPERATIVE LEARNING METHOD TYPE STAD TOWARD STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT EIGHT GRADE STUDENT OF SMP N 12 SIJUNJUNG

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## ABSTRACT

The purpose of this research was to find out the effectiveness of cooperative learning method type STAD toward students' reading comprehension of narrative text. The design of the research was quasi experimental research. The total number of the members of population was 98 students and the number of sample was 44 students consisting of 22 students as experimental group and 22 students as control group. The treatment was done for eight meetings. In collecting the data, the researcher used reading test and questionnaire. Before giving the post-test, the test was tried out to the students out of the sample. The reliability of the test was 0.83 and it was categorized very high. The post-test and questionnaire was given after doing teaching process for eight times. The data were analyzed by using  $t_{\text{test}}$ . The result of the analysis showed that  $t_{\text{calculated}}$  was 5,6. The value of  $t_{\text{table}}$  was 2,02 at the level of significance .05 and degree of freedom 42. It means that the value of  $t_{\text{calculated}}$  was higher than the value of  $t_{\text{table}}$ . Therefore, the research stating that there is a positive significant effect of using cooperative learning method type STAD toward students' reading comprehension of narrative text at SMP N 12 Sijunjung was accepted. The researcher concluded that the use of STAD method in reading gave a positive significant effect toward students' reading comprehension of narrative text. Relating this conclusion, the researcher suggested that the English teacher might consider to use STAD method as an alternative technique in teaching reading.

**Key words:** Cooperative learning method type STAD, Reading comprehension, narrative text

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## INTRODUCTION

### 1.1 Background of the Problem

In the era of globalization, the position of English is an international language. This language is widely used in spoken and written language in many official meetings. The written information on the development of science and technology, and other scientific knowledge

can be only accessed by people who can speak and understand English.

To master English well, students should have four basic language skills namely listening, speaking, reading and writing. Reading, one of the four basic skills, is very important because it is one of the ways to get information. Reading is also an active-cognitive process of

interacting with print and monitoring comprehension to establish meaning. It means that reading is not only translating process but also a thinking process. Like in all languages, reading is a complex interaction between the text and reader which is shaped by the reader's knowledge, experiences, and basic language that she or he used. Reading is fundamental to all forms of personal learning and intellectual growth. ( Ina *et.al*, 2004:5 )

Cline and King (2006: 2) state that reading is decoding and understanding written texts. Decoding requires translating the symbols of writing system (including Braille) into spoken words which they represent. Understanding is determined by the purposes for reading, context, nature of the text, and readers' strategies and knowledge.

In addition, Nunan (2003:68) states that reading is a fluent process where the students combine information from a text and their background knowledge to create meaning in order to get comprehension. in the other words, reading is process of getting information about everything of the text based on students' background knowledge. The students' background knowledge integrates the text to create the meaning. Thus, reading is an mental

activities to construct idea from the text being read.

Teaching reading is basically intended to make students maximize their ability and comprehension toward reading materials. It is supported by 2013 curriculum system where junior high school students should master five kinds of texts such as narrative, descriptive, recount, report, and procedure). The second year students of junior high school learn four kinds of texts (narrative, descriptive, recount, and procedure). One of them is narrative text which aims to amuse or entertain the readers and to tell a story. (McAdams, 2004:3)

The researcher was interested in doing a research on students' reading comprehension at SMP N 12 Sijunjung. This is based on the interview done by the researcher towards an English teacher Rika Handayani S.Pd at SMP N 12 Sijunjung on August 19,2013. Most of students have a problem in comprehending narrative text, especially in comprehending the generic structure of narrative text ; orientation, complication and resolution.

It is indicated by the students' score in daily test of reading narrative text. Most of the students got the score under Minimum Score Achievement of English, that is 76. The data on the students'

scores by class and mean is presented in table 1.1 :

**Table 1.1**  
**The Mean of Students' Score by Class**

No	Class	Mean Score
1	VIII <sup>1</sup>	67,59
2	VIII <sup>2</sup>	69,18
3	VIII <sup>3</sup>	68.06
4	VIII <sup>4</sup>	69,79

Source : *English Teacher of SMP N 12 Sijunjung*

Based on the problem above the researcher proposed cooperative learning method type STAD as an alternative solution. Cooperative learning is a successful teaching strategy in which small teams, with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of the team is responsible not only for himself but also for helping teammates learn. This strategy helps them share idea, opinion and knowledge about the text. It facilitates the students to have learning experience, to listen and to speak, to build interpersonal relation, and to involve in collaborative work in order to go toward a common goal.( Wang, 2009:112)

Chiu (2004:365-399) states that in cooperative learning students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, students learn cooperatively and capitalize resources and skills (asking one another for information, evaluating one another's ideas, monitoring other works, etc.).Furthermore, the teacher's role changes from giving information to facilitating students' learning.

Isjoni (2010:62 ) states that cooperative learning method type STAD also has weakness, where this method needs more much time in teaching learning process. For example to prepare the group and group working, and doing the quizzes individually. This method also needs special ability from the teacher where they should be facilitator, mediator, motivator and evaluator, but not all of the teachers can be facilitator, mediator, motivator and evaluator.

It can be concluded that, besides the strength cooperative learning also have weakness. The researcher conducted this method because she really wanted to identify whether or not this method is effective for improving students' reading comprehension.

## **1.2 Identification of the Problem**

Reading comprehension is an ability to understand and give meaning to written material. The level of comprehension in general consists of low level and high level one. Low level comprehension deals with knowledge, comprehension, and application, while high level one consists of analysis, synthesis, and evaluation.

There are several problems in reading comprehension especially in reading narrative text. The problem deals with its social function, generic structure and language features. The social function of narrative text is to amuse or entertain the readers and to tell a story. The generic structure of narrative text focuses on orientation, complication and resolution. Language features of narrative text includes; specific times, specific participants, use simple past tense, time conjunction, action verbs, direct and indirect speech.

Cooperative learning is teaching method in which small teams, consisting of students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for his/her learning but also for helping teammates. (Wang, 2009:112)

According to Slavin (2005: 11-16) Cooperative learning covers several types

of teaching and learning method. They are Student Team Achievement Division (STAD), Teams Game Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), Cooperative Integrated Reading And Composition (CIRC).

So, cooperative learning method type Student Team Achievement Division (STAD) haven't apply in teaching reading comprehension yet. That's why the researcher wants to conduct this method for her study.

## **1.3 Limitation of the problem**

Based on the identification above, the researcher limited her study to the effect of using cooperative learning method type STAD toward students' reading comprehension in narrative text. Clearly, this research focused on comprehending the generic structure of narrative text consisting of orientation, complication and resolution, and the level of comprehension was limited to the low level one.

## **1.4 The Formulation of the Problem**

The researcher formulated the problem of this research into a question as follows: "Is there any significant effect of using cooperative learning method type STAD toward students' reading comprehension of narrative text at SMP N 12 Sijunjung?"

## **1.5 Hypothesis**

Dealing with the formulation of problem above, the researcher formulated the research hypothesis as follow: “There is a positive significant effect of using cooperative learning method type STAD toward students’ reading comprehension of narrative text at SMP N 12 Sijunjung”.

## **1.6 Purpose of the Research**

In general this research was to find out the effect of using cooperative learning method type STAD toward students’ reading comprehension of narrative text and the specific purposes of this research are:

1. To find out the students’ reading comprehension as a result of using cooperative learning method type STAD.
2. To identify students’ opinion about the implementation of cooperative learning method type STAD.

## **1.7 Significance of the Research**

This research was expected to be useful for teachers, especially English teacher as input for them in improving and enriching their teaching strategies, and to help teachers solve the problem in teaching narrative text. For the students, they got experience of applying cooperative learning method type STAD to

improve their reading comprehension of narrative text.

## **1.8 Definition of Key Terms**

In order to clarify the key terms used in this study and to avoid misunderstanding and misinterpretation, they were defined as follows:

- 1.Cooperative Learning method is a teaching method in which small teams of students of different levels of ability, study together and each member of a team is responsible for her/his progress as well as her/his teammates.
- 2.Students Team Achievement Division (STAD) is one of the type of cooperative learning that facilitates students works together in groups to complete tasks collectively.
- 3.Reading Comprehension is defined as the level of understanding of narrative text.
- 4.Effectiveness is the impact of using cooperative learning type STAD toward students’ reading comprehension of narrative text.
- 5.Narrative text is a text about fiction story such as legend, tales, fables etc. The plot consists of climax/complication then followed by the resolution.
- 6.Orientation is in which the characters, setting and time of the story are established.

- 7. Complication is chronological order of the event
- 8. Resolution is the crisis is resolved, for the better or for worse.

**RESEARCH METHOD**

**2.1 Research Design**

This research used quasi experimental design. In order to receive permission to use school students in a study, the researcher agree to use existing classrooms. Also, she wanted to know the effectiveness of using cooperative learning method type STAD toward student’s reading comprehension of narrative text.

This design required two groups selected by random. Both groups get a posttest at the end of the study. One as experimental group got a new treatment and other as control group treated as usual. The students’ scores on posttest were compared to determine the effectiveness of the new treatment. Further the design of this research was *The Posttest Only Control Group Design*. The design was described as follows (Gay, 1987:287) :

**Table 3.1  
The Design of Study**

Group	Treatment	Post – Test
Experimental Group	√	X
Control Group	-	Y

**2.2 Population and sample**

According to Gay (1987:102) population is the group of interest to the researcher, the group to which he/she would like the result of the study to be generalized. The population of this research was the second year students of SMP N 12 Sijunjung. They were distributed in four classes. They were VIII.1, VIII.2, VIII.3, VIII.4. The number of the member of population was 98 students. The distribution of members of population was showed in Table 3.2 below:

**Table 2.2  
The Distribution of Research  
Population**

Class	Students
VIII.1	25
VIII.2	24
VIII.3	24
VIII.4	25
Total	98

*Source : English teacher of SMP N 12 Sijunjung*

In selecting sample, researcher used cluster random sampling because the students had been grouped into groups or classes, and all members of each group or class have the same characteristics; time allocation, material, and syllabus. To select the sample, the researcher wrote the

names of each class (class VIII.1, class VIII.2, class VIII.3, and class VIII.4) on small papers. The small papers were put into a box. Then, the researcher shake the box and took two of them. The researcher just selected two classes to become sample randomly. Then, researcher decided the class as control group and the class as experimental group by using flipping coin. Finally, the researcher determined VIII.3 as experimental group and VIII.2 as control group.

### 2.3 Procedures of Teaching Reading for Experimental group and Control group

The researcher used two groups of students to get the data. They were taught with the same amount of time and the same materials. Experimental group got treatment with cooperative learning method type STAD and control group was treated as usual. The treatment was given for eight meetings. In this research, there were three phases of the procedures, they were preparation, application, and final phase.

#### 1. Preparation Phase

- a. The researcher created a plan or a schedule of the research
- b. The researcher prepared the appropriate materials based on syllabus
- c. The researcher created lesson plan for eight meeting

#### 2. Application Phase

<b>A. Experimental Class</b>	<b>B. Control Class</b>
<b>1.Pre –Teaching Activity</b> a. Greeting b. The teacher checks the attendance list. c. The teacher gives motivation for the students.	<b>1.Pre – Teaching Activity</b> a. Greeting b. The teacher checks the attendance list c. The teacher gives motivation for the students.
<b>2.Whilst- Teaching Activity</b> <b>a.Exploration Session</b> 1) The teacher gives brainstorming about the material that will be taught. 2) The teacher divides students into some groups 3) The teacher distributes text to the students 4) The teacher guides the	<b>2.Whilst – Teaching Activity</b> <b>a.Exploration Session</b> 1) The teacher gives brainstorming about the material that will be taught. 2) The teacher distributes text to the students 3) The teacher guides the students read the text 4) The teacher asks

students read the text	students to read the text.
5) The teacher asks each group to read the text.	5) The teacher explains generic structure of the text
6) The teacher explains generic structure of the text	6) The teacher guides the students to understand the text.
7) The teacher guides the students to understand the text.	
<b>b. Elaboration Session</b>	<b>b. Elaboration Session</b>
1) The teacher asks the students to read the text in rotation for each group	1) The teacher asks the students to read the text one by one.
2) The teacher monitors the students' activity during read the text	2) The teacher monitors the students' activity during read the text
3) The teacher asks the students to	3) The teacher asks the students to answer the question by them self.

follow the quiz individually.	
<b>c. Confirmation Session</b>	<b>c. Confirmation Session</b>
1) The teacher reviews the lesson	1) The teacher reviews the lesson
2) The teacher asks students' understanding about the material.	2) The teacher asks students' understanding about the material.
<b>3. Post - Teaching Activity</b>	<b>3. Post – Teaching Activity</b>
a. The teacher asks the students to conclude the material	a. The teacher asks the students to conclude the material
b. The teacher gives appreciation	b. The teacher gives appreciation

## 2.4 Instrumentation

### a) Reading test

The first instrument for collecting the data in this research was reading comprehension test. The researcher used reading test to find out the effectiveness of using cooperative learning method type



STAD toward students' reading comprehension of narrative text. According to Arikunto (2012:67) test is a tool or procedure used to measure a person's ability by the ways and the rules that have been determined. The researcher used multiple choice test with four alternatives. The number of test item was 30 items with time allocation was 60 minutes.

The criteria of good test were valid and reliable. Arikunto (2012: 80) states that a test is valid if it measures what is supposed to be measured and one of the types of the validity is content validity. Therefore, the researcher constructed this test based on the curriculum, syllabus and teaching materials. The specification of reading test was described in table 3.3 below :

**Table 3.3**  
**The Specification of Reading Test**

Generic Structure	Total of Item	Number of Item
Orientation	8	1, 2, 3, 4, 16, 17,18,19
Complication	14	5, 6, 7, 8, 9, 20, 21, 22, 23, 24, 25, 26, 27, 28
Resolution	8	10, 11,12, 13, 14, 15, 29,30

Before giving posttest to the experiment and control classes, the

researcher tried out the test to the class VIII.4 on February 6<sup>th</sup> 2014 who has the same characteristic with both classes to know reliability of the test and to analyze test items. For the try out there were 30 multiple choices.

To find out the reliability of reading comprehension test, the researcher used split half method. It means the test items were divided into two groups ; even and odd group. To correlate between the scores of even items and odd items, the researcher used Pearson Product Moment formula as suggested by Arikunto (2012:87) as follows :

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

Where:

$r_{xy}$  = The coefficient correlation of odd and even item

x = Odd item score

y = Even item score

N = The number of the students

$\sum xy$  = Total score of cross product xy

$\sum x$  = Sum of odd items score

$\sum y$  = Sum of even item score

To find out the reliability index off the whole test, it was analyzed by using

Spearman Brown Formula suggested by Arikunto (2012:107), as follows:

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

Where:  $r_{ii}$  = the degree of reliability the test

$r_{xy}$  = coefficient correlation of the test

Arikunto (2012:89) states that index for coefficient of correlation commonly used is as follows:

Between 0.80 – 1.00 Very high

Between 0.60 – 0.80 High

Between 0.40 – 0.60 Medium

Between 0.20 – 0.40 Low

Between 0.00 – 0.20 Very low

Based on the result of data analysis of trying out test, the researcher found that coefficient correlation of odd and even items calculated by using Pearson Product Moment formula was 0,71 (see Appendix 7) and reliability of whole test calculated by using Spearman Brown formula was 0,83 (see Appendix 8). Reliability index of the test was in the range of very high category. It means that the test was reliable.

To analyze difficulties of the test, the researcher used the formula suggested by Arikunto (2012:223) as follows:

$$P = \frac{B}{JS}$$

Where :

P = item difficulty

B = sum up of the students' correct answer

JS = sum up of the students who follow the test

Arikunto (2012:225) states that index for item difficulty commonly used is as follows :

Item with P 0.00 – 0.30 difficult

Item with P 0.30 – 0.70 moderate

Item with P 0.70 – 1.00 easy

The researcher took the item test that has moderate level (P 0.30- 1.00).

Item discrimination is the ability of test items to differentiate between high ability students and low ability students. To do that the researcher divided the students into high group and low group. Because the size of sample for trying out is small, she took half above as high group and half below as low group. To analyzed item discrimination, the researcher used

formula as following (Arikunto 2012:228)

:

$$D = \frac{BA}{JA} - \frac{BB}{JB} = P_A - P_B$$

Where :

D = item discrimination

JA = sum of the students in the high group

JB = sum of the students in the low group

BA = sum of the students in the high group who answered correctly

BB = sum of the students in the low group who answered correctly

PA = proportion of the students in the high group who answered correctly

PB = proportion of the students in the low group who answered correctly

In the evaluation term, item discrimination was symbolized as D which refers to “ Discrimination” the result of the item discrimination is classified into the following :

D 0.00 – 0.20 poor

D 0.21 – 0.40 satisfactory

D 0.41 – 0.70 good

D 0.71 – 1.00 excellent

Arikunto (2012: 323 ) states that a good test item is an item that has discrimination index between 0.41- 0.70; however, the discrimination index 0.21- 0.40 can be accepted. From the ranges of item difficulty and discrimination above, the researcher used the items that have D 0.21- 1.00 as test items which are included in the instrument in order to find a good test item for the real test.

Based on the criteria of good test item from the point of view of item difficulties and item discrimination as already discussed above, the researcher found that 6 items (6, 7, 9, 23, 25, 27) was discarded and 24 items (1, 2, 3, 4, 5, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 26, 28, 29, 30) was accepted (see Appendix 9) so, the total item of real test was 24.

#### b) Questionnaire

The second instrument for collecting the data in this research was questionnaire. The researcher used questionnaire to identify students’ opinion about the implementation of using cooperative learning method type STAD toward students’ reading comprehension of narrative text. The researcher used questionnaire with five alternatives (strongly agree, agree, uncertain, disagree, strongly disagree). After giving posttest,

the researcher gave the questionnaire only to the students of experimental group. For the questionnaire there were 10 statements. The specification of questionnaire was described in table 3.4 belows:

**Table 3.4**  
**The Specification of Questionnaire**

Content of questionnaire	Total of Item	Number of Item
Positive statement	5	1, 2, 3, 4, 5
Negative statement	5	6, 7, 8, 9, 10

### 2.5 Technique of Collecting Data

The first data of this study was the students' scores on reading test. The data was collected by giving one for correct answer and zero for wrong answer. Therefore, the maximum score that the students can obtained is 30 and the minimum one is 0. The second data was students' opinion based on the questionnaire given. The data was collected by giving score to the students' response according to Likert Scale as the follows:

**Table 3.5**

**The Criteria of Giving Score of Questionnaire**

Positive statement	Score	Negative statement	Score
Strongly agree	5	Strongly agree	1
Agree	4	Agree	2
Uncertain	3	Uncertain	3
Disagree	2	Disagree	4
Strongly disagree	1	Strongly disagree	5

### 2.6 Technique of Analyzing Data

First, the researcher analyzed the data by using t-test. It is used to compute differences of the score between control group and experimental group. Formulation of the t-test ( Gay 1987:399 )

:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[ \frac{SS_1 + SS_2}{(N_1 + N_2) - 2} \right] \left[ \frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

Notes :

$\bar{X}_1$  = Mean value of the experimental group

$\bar{X}_2$  = Mean value of the control group

$SS_1$  = Variance of the experimental group

$SS_2$  = Variance of the control group

$N_1$  = The number of students in the experimental group

$N_2$  = The number of students in the control group

Where :

$$SS_1 = \sum X_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$SS_2 = \sum X_2^2 - \frac{(\sum x_2)^2}{n_1}$$

Second, to analyze data on students' opinion, the researcher used the following formula suggested by Sudjana ( 2005:67) :

$$\bar{X} = \frac{\sum Xi}{n}$$

Where :

$\bar{X}$  = mean of students' score

$\sum Xi$  = sum of students' score

n = sum of students who participates

## 2.7 Hypothesis Testing

In case there were two hypothesis testing as follow :

H1 = if  $t_{test}$  is bigger than  $t_{tables}$ , it means that using STAD method gives significant effect to the students' reading comprehension.

H0 = if  $t_{test}$  is smaller than  $t_{tables}$ , it means that using STAD method does not give significant effect to the students' reading comprehension.

## FINDINGS

### 3.1 Students' Reading Comprehension as a Result of Using Cooperative Learning Method Type STAD

#### 3.1.1. Data Presentation

The experiment was done for eight meetings. The data of this research were the students' scores in posttest given to both experimental and control group. To get the data, the researcher used reading test. For reading test, there were 24 items. The result of data analysis on students' score of experimental and control group was described as follows :

**Table 3.1**

**The Description of Post-Test Result**

Class	High Score	Low Score	Mean	Standard Deviation
Experimental	23	17	19.77	2.2
Control	22	10	15.81	3.03

#### 3.1.2. Data Analysis

The data obtained were analyzed by using t- test formula. Based on the result of data analysis, it was found that t – calculated was 5.6 (see Appendix 15), while the critical value of the t – table at the degree of freedom 42 and the level of significance  $\alpha.05$  was 2.02. It means that t- calculated is bigger than t-table. The result of data analysis by using t- test formula was described as follows :

**Table 3.2**  
**The Result of Data Analysis by Using t-**  
**test**

Model	$\alpha$	Df	t-test	t-table
STAD	.05	42	5.6	2.02
Method				

### 3.1.3. Hypothesis Testing

Since the value of t-calculated is bigger than t-table, it can be concluded that the null hypothesis was rejected and the research hypothesis was accepted. It means that the use of Cooperative Learning method type STAD gave positive significant effect towards students' reading comprehension of narrative text at eight grade students' of SMP N 12 Sijunjung.

### 3.2 Students' Opinion About Implementation of Using Cooperative Learning Method Type STAD

To get the data, the researcher used questionnaire. For questionnaire, there were 10 items. The result of analysis data collected by questionnaire was described as follows :

**Figure 3.1**  
**Mean of Students' Answer**  
**Category**

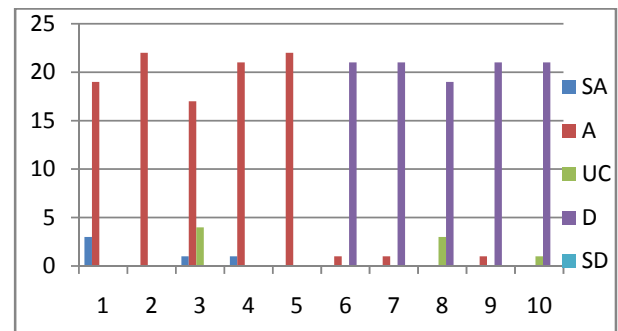


Figure 4.1 shown the students' answer category. First statement got 3 for strongly agree and 19 for agree. Second statement got 22 for agree. Third statement got 1 for strongly agree, 17 for agree and 4 for uncertain. Fourth statement got 1 for strongly agree and 21 for agree. Fifth statement got 22 for agree.

Six statement got 21 for disagree and 1 for agree. Seventh statement got 21 for disagree and 1 for agree. Eighth statement got 3 for uncertain and 19 for disagree. Ninth statement got 21 for disagree and 1 for agree. Tenth statement got 1 for uncertain and 21 for disagree.

Finally the researcher found that the whole mean of students' answer was 4 (see Appendix 17). It means the students agreed that STAD method give positive significant effect to the improvement of reading comprehension.

## CONCLUSIONS AND SUGGESTIONS

### 4.1 Conclusions

Based on findings of this study, it can be concluded that t-observation (5.6) was higher than t-table (2.02) at degree of freedom 42 and the level of confidence .05. Therefore, this study showed that research hypothesis was accepted and the null hypothesis was rejected. The calculated result of questionnaire found that the mean score of students' opinion was 4. It indicates the students agree that STAD method give positive effect to the improvement of their reading comprehension.

### 4.2 Suggestions

Dealing with the conclusion, the researcher suggested that the English teacher may consider to use cooperative learning method type STAD in teaching students to comprehend narrative text. In addition, for the next researcher may also consider to use cooperative learning method type STAD to teach other English language skill.

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