

**THE EFFECT OF STUDENT TEAM ACHIEVEMENT  
DIVISION AND TRANSLATION TECHNIQUES ON THE  
STUDENTS' READING ACHIEVEMENT OF SENIOR HIGH  
SCHOOL STUDENTS IN SURABAYA**

**A THESIS**

**As a Partial Fulfillment of the Requirements  
For the “Sarjana Pendidikan” Degree in  
English Language Teaching Faculty**



**By:**

**MONICA**

**1213004022**

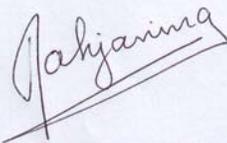
**WIDYA MANDALA CATHOLIC UNIVERSITY SURABAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH DEPARTMENT**

**JANUARY, 2008**

## APPROVAL SHEET

(1)

This thesis entitled *The Effect of Student Team Achievement Division and Translation Techniques on the Students' Reading Achievement of Senior High School Students in Surabaya* which is prepared and submitted by *Monica* has been approved and accepted as a partial fulfillment of the requirements for the "Sarjana Pendidikan" Degree in English Language Teaching Faculty. By the following advisors:

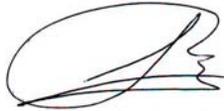


DR. Tjahjaning Tingastuti Surjosuseno, M.Pd  
Advisor

**APPROVAL SHEET**

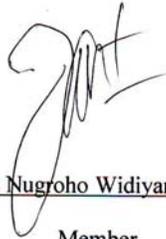
(2)

This thesis has been examined by the committee of an Oral Examination with the grade of \_\_\_\_ on February 2, 2008.



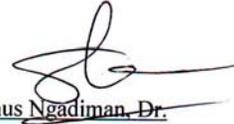
Dra. Agnes Santi Widiati, M. Pd

Chairman



Yohanes Nugroho Widiyanto, M.Ed., SS.

Member



Agustinus Ngadiman, Dr.

Member



DR. Tjahjaning Tingastuti Surjosuseno, M. Pd

Advisor



Dra. Agnes Santi Widiati, M. Pd

Dean of the Teacher College



Dra. Susana Teopilus, M. Pd

Head of the English Department

## ACKNOWLEDGEMENTS

First of all, the writer would like to give the greatest thanks to her almighty God Jesus Christ for His blessings and love to accomplish this thesis.

The writer would also like to express her deepest gratitude and appreciation to the following people who have helped and guided her in finishing this thesis.

1. DR. Tjahyaning Tingastuti Surjosuseno, M.Pd, the writer's advisor who has patiently guided and given valuable suggestions, ideas, and devoted her time during her busy days reviewing the writer's thesis.
2. I Nyoman Archana, M.Pd, who has helped the writer patiently in teaching and guiding her in statistical concerns.
3. The Headmaster, English Teacher and other teachers of SMAK St. Stanislaus, who have welcome the writer warmly and given the opportunity for the writer to collect some data needed for completing her thesis.
4. The beloved students of the first grade of SMAK St. Stanislaus of the academic year 2007 – 2008 for being cooperative.
5. All the lecturers of the English Department of Widya Mandala Catholic University Surabaya for their guidance and willingness to share their precious knowledge during her study.
6. The writer's beloved father, mother, sister and all the members of the big family, who have given so many supports, love, financial, prayers, and patiently waited for her to finish her thesis.
7. All the writer's best friends, Liza Stephanie, Linda Agustin, Lisa Melanda, Irma Beatrice, Vonny Mayasari, and Sandhy Leksmana Ligito for their help, support, love and attention, so that the writer could finish her thesis.

8. The librarians, who have helped the writer with the books that she needed for her thesis and she thanked also for the services given when the writer worked in the library.

Finally, the writer would also thank for those who have not been mentioned had given big contribution, support, prayer, and love to the writer. Thank you very much and God Bless you all.

The Writer

## TABLE OF CONTENTS

	<b>PAGE</b>
APPROVAL SHEET 1	i
APPROVAL SHEET 2	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	v
ABSTRACT	vii
<b>I. INTRODUCTION</b>	
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	4
1.4 Significance of the Study	4
1.5 Limitation of the Study	5
1.6 Definition of Key Terms	5
1.7 Theoretical Framework	6
1.8 Assumption	7
1.9 Hypothesis	7
1.10 Organization of the Research	8
<b>II. REVIEW OF RELATED LITERATURE</b>	
2.1 Reading	9
2.1.1 Definition of Reading	9
2.1.2 Schemata Theory	10
2.2 Teaching Reading to Senior High School Students	13
2.3 Constructivism	14
2.4 Cooperative Learning	15
2.4.1 The Nature of Cooperative Learning	15
2.4.2 The Elements of Cooperative Learning	16
2.5 STAD (Student Team Achievement Division) Technique	19
2.5.1 The Nature of STAD Technique	19
2.5.2 How to Conduct STAD	21
2.6 Translation Technique	21
2.6.1 The Nature of Translation Technique	21
2.6.2 How to conduct Translation Technique	22
2.7 The Previous Study	23
<b>III. RESEARCH METHODOLOGY</b>	
3.1 Research Design	24
3.1.1 Variables	26
3.1.2 Hypothesis	26

3.1.3	Time Allocation	26
3.1.4	Population and Sample	27
3.1.4.1	Population	27
3.1.4.2	Sample	28
3.1.5	Research Instrument	28
3.2	Try Out Activities	29
3.2.1	Validity of the Instrument	29
3.2.2	Reliability Formula Used	30
3.2.3	Item Analysis	31
3.2.3.1	Item Difficulty	32
3.2.3.2	Item Discrimination	32
3.3	Treatments	33
3.4	Procedure of Data Collection	35
3.5	Procedure of Analyzing the Data	37
4	DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS	
4.1	Result of Data Analysis	39
4.2	Hypothesis Testing	41
4.3	Interpretation of he Findings	42
5	CONCLUSION AND SUGGESTIONS	
5.1	Conclusion	43
5.2	Suggestions	44
5.2.1	Suggestions for the Success of Teaching English	44
5.2.1.1	Suggestions for English Teachers	44
5.2.1.2	Suggestions for Students	45
5.2.2	Suggestions for Further Study	46
	BIBLIOGRAPHY	47
	APPENDICES	
	Appendix 1: Tables	49
	Appendix 2: The Try-Out Test	59
	Appendix 3: Teaching Materials	63

## ABSTRACT

Monica. *The Effect of Student Team Achievement Division and Translation Techniques on the Students' Reading Achievement of Senior High School Students in Surabaya*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2008.

Advisor: DR. Tjahjaning Tingastuti Surjosuseno, M.Pd

Key Words: Reading and Teaching Techniques.

There are four skills in English, reading, writing, speaking and listening. They are very important in mastering English. As students are getting adult, like in their Senior High School time, they are more focusing on learning English in reading skill since at the university they have to read lots of reference books in English. In learning English, students are expected to understand the application of reading given in the real life situation.

In a classroom, sometimes without giving the appropriate teaching technique, learning reading can be very boring. That's why the writer is very interested to find out how reading can be taught in more attractive way. Student Team Achievement Division and Translation Techniques are two of the teaching techniques that are used in teaching reading. The writer wanted to know which one had better positive effects on the students' reading achievement of the first year students of Senior High School.

In conducting this experiment, the writer took the first year students of SMAK St. Stanislaus as the subjects of the study. While for the sample, the writer took two classes from the subjects as the experimental and control groups. The experimental group received Student Team Achievement Division Technique while the control group received Translation Technique.

From the statistical calculation of the post-test between the experimental and the control groups, it was found out that there was a significant difference between the two groups. The students in the experimental group who received Student Team Achievement Division Technique got higher achievements than the students in a control group who obtained Translation Technique. Thus, the students in the experimental group could develop their reading achievement by working together and be responsible for their teammate's learning to achieve the success of their groups.