Improving Students' Reading Comprehension of Narrative Texts through Students-team Achievement Division (STAD) Cooperative Learning: A Classroom Action Research at Grade IX of a Junior High School in Banten

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Abstract

This paper presents the implementation of STAD cooperative learning (STAD CL) in teaching reading comprehension in one of Junior High Schools in Banten. It seeks to see whether STAD CL can enhance students' comprehension in general and comprehension levels (literal, inferential and evaluative) in particular. It also reveals how students response to STAD CL. It employed classroom action research with two cycles of actions, involving 31 students. To collect data, observation, tests and questionnaire were done. The data indicate that STAD CL enhanced students' comprehension in general. It also improved literal and evaluative levels. However, it did not enhance the inferential level of comprehension. In addition, STAD CL the data from questionnaire shows the students responded positively to STAD CL impact on their all comprehension levels. However, they are more aware of the impact on their literal comprehension level than that to inferential and evaluative levels. The suggestions are included.

Key words: STAD cooperative learning, Reading comprehension, Literal, Inferential and evaluative comprehension levels.

INTRODUCTION

Reading is a very important skill for both our life in general and language learning in particular. For our life, it enables us to access written worlds of ideas (Hood et al. 1996 p. 33), feelings as well as knowledge of the ages and the vision of the future (Alderson, 2000, p. x). For language learning, it can improve other general language skills and help to think in the target language, enlarge vocabulary and improve writing skill (Mikulecky and Jeffries, 1996 p. 1). The importance of reading can also be seen from the fact that the main part of national examination in junior and senior high schools was to do with reading.

However, not all students like reading and are able to read, especially more complicated English texts like narrative. They seem difficult to attain optimal comprehension. Based on the reading test held in January 2015 including all texts in junior high school curriculum, the students' score was only 36 in the average, far below the reference norms: 70. From daily observation, when they are reading, they seem to be very busy in looking up dictionary to catch the story. Probably, this is the reason why Indonesia students' literary score was was 26th among the 30 countries surveyed by PIRLS in 2006 (Ali and Hadi, 2013 p. 13)

The facts that many students not good at reading narratives need immediate solution. There should be some efforts to enhance their comprehension ability in reading. So, reading teachers are required to have opportunities to experiment the various approaches, models or methods (Arends and Kilcher, 2010).

One of the approaches to teach reading is cooperative learning (CL) as a teaching technique and philosophy employing small groups (Killen, 1998 p. 82; Jhonson et al., 1993 p. 3 in

McCafferty et al. 2006 p. 3; Lie 2004 p. 28) so that learners work together to maximize their own and their peer's learning and receive rewards based on their group's performance (Olsen and Kagan 1992; Richards and Rodgers, 2001 p. 192; Sach et al., 2003).

One of the CL models is Student Teams-Achievement Division (STAD) (Slavin, 1989; 1995). It consists of consist of five major components: class presentation, teams study, quizzes, individual improvement score and team recognition, with some preparation procedures precede them.

Considering the background above, this study attempts to answer the two research questions: Does STAD cooperative learning (STAD CL) improve students' reading comprehension narrative texts? And does STAD CL enhance students' literal, inferential and evaluative comprehension levels on the narrative texts? How do the students respond on STAD CL?

REVIEW OF LITERATURE

According to interactive or integrated reading model, reading is as the interaction between a reader and a text (Mikulecky, 1990 p. 2) to combine information from reader's background knowledge and experiences with texts as written language to build meaning (Snow, 2002, p. 2 see also Nunan, 2003, Alexander, 1989). After the interaction, a reader gains certain levels of comprehension or understanding. The comprehension is categorized into three basic levels of comprehension: literal, inferential/interpretive and evaluative/assimilative/critical levels.

Literal comprehension refers to level of understanding of a text wherein a reader has access and can recognize and recall details in the text (Brasel and Rasinski, 2008, p. 87). It requires recognition and recall of ideas, information and happening explicitly stated in the reading selection (Clymer, 1968 in Pettit and Cockriel 1974, in Hudson, 2007 p. 85; Berry, 2005; Briskin, 2005; Alexander 1989; Burnes & Glenda, 1985 p. 53 in Setiadi, 2010 p. 92; 2012 p. 55).

Inferential or interpretative comprehension refers to the level of understanding wherein readers can read meanings which are not directly stated on the texts (Brasel and Rasinski, 2008, p. 17 see also Alexander, 1989; Burnes, 1985 in Setiadi, 2010 p. 92; Briskin, 2005; *www.campbellps.det.wa.edu.au*). This level demands a greater contribution on the part of the readers to be able to comprehend and interpret, identify and explain concepts and the logic of arguments the material, not just recall it (Briskin, 2005). Here, readers may utilize the statements of the author verbatim or he or she may paraphrase or translate the author's statements (Berry, 2005; http://teacherpages.nhcs.net). This level involves readers in analyzing facts and inferences, requiring the readers to apply, analyze, and synthesize material (Briskin, 2005).

Evaluative/critical comprehension refers to the level of understanding of a text wherein readers can offer an opinion on the effectiveness of the text for its purpose (Brasell & Rasinski, 2008 p. 17). This level requires readers to use an adequately developed knowledge base (Carr and Thompson, 1996) and new information and involves their greatest contribution (Briskin, 2005). In this level, readers need to blend the literal content of a selection with prior knowledge, intuition, and imagination for conjecture or to make hypotheses (Pennel, 2002).

The comprehension levels above derive from low and high reading skills (Hood et al., 1996 p. 21; Grabe and

Stoller, 2002 p. 33; Hedgcock and Ferris, 2009 p. 28; Anderson, 1999 p. 2-3). Below are the list of the levels and reading skills

Table 1. *Comprehension Levels and Skills*

Comprehension Levels	Reading Strategies/Skills	Reading Skill Levels
Literal	• Chunking words into phrases • Retrieving word meaning from memory, word identification and letter recognition • Generating grapheme-phoneme correspondence or lexical access, syntactic parsing, semantic proposition formation. • Identifying frequently stated information, • *Reading for detailed explicit information • *Identifying a statement explaining the relationship between at least two pieces of information in the text. • *Skimming for the gist or general meaning. • *Scanning for specific information. • *Identifying synonyms or antonyms	Low Skills
Inferential	• *Analysing elements within the structure of a text. • Analysing the relationship among them e.g. causal, sequential, chronological, hierarchical • Interpreting of complex ideas, actions, event, relationships; • *inferring – deriving conclusions • Predicting the continuation cognitive processing strategies i.e. sampling, inferring, predicting, guessing, comparing, confirming, disconfirming, problem-solving, constructing meaning. • Inferring the relationship between two pieces of information closely juxtaposed in the text. • *Inferring the relationship(s) among many pieces of information in the whole text. • *Identifying pronominal reference and discourse markers, interpreting complex and topic sentences, reading for main ideas; • *Reading for implicit meaning; • *Paraphrasing the content, • Outlining logical organization of text and the development of argument.	Higher skills
Evaluative	• *Inferring a generalization about the world outside the text from the text content. • Drawing structural generalization. • *Following the structure of a passage. • Generalizing about how parts of the text operate together to achieve certain effects. • *Recognizing a writer's purpose, attitude, tone and emotion in the text. • Identifying a writer's technique. • *Identifying characters and their characteristics. • Distinguishing general argument from examples; • Identifying addressee or audience for a text. • *Identifying the genre of text and its purpose. • Distinguishing fact from opinion, hypothesis from fact, fact from rumour or hearsay	Higher skills

Summarized from (Hood et al., 1996 p. 21; Grabe and Stoller, 2002 p. 33; Hedgcock and Ferris, 2009 p. 28; Anderson, 1999 p. 2-3). The asterisks indicate the investigated skills

In this study, the students were trained to apply the reading skills on narrative texts. Narrative texts, according to Anderson and Anderson (1997 p. 8) are pieces of texts which tell a story to entertain or inform readers or listeners, to narrate about someone or a group of people; to tell how someone or a group of people respond or react to something; and to explore social and cultural values in certain community (see Emilia, 2011 p. 92). Narrative texts at least include clauses or sets of clauses with functioning, orientation, complicating action, result or resolution and coda (Anderson and Anderson, 1997 p. 8 see also Johnstone, 2007). The types of narrative texts, according to Anderson and Anderson (1997 p. 18), are humor, romance, crime, real-life fiction, historical fiction, mystery, fantasy, science fiction, diary novel and adventure.

STAD Cooperative Learning

Students Team Achievement Division (STAD) which was developed by Slavin (Killen, 1998 p. 96) is one of simplest of all cooperative methods, consisting five major components: class presentation, teams, quizzes, individual improvement score and team recognition (Slavin, 1995 p. 71). The teacher presents the material, then student work in heterogeneous teams to study together to prepare for a quiz (Slavin, 1995 p. 71-3); Fashola et al., 1997; McCafferty, 2006 p. 14).

The basic elements or principles of cooperative learning are i) *face to face interaction*, ii) *positive interdependence*, iii) *individual and group accountability*, iv) *interpersonal and small group skills* and v) *Heterogeneous* (Jhonson et al. 1984 in Slavin, 1995 p. 129; Slavin 1989; 1991 in Panitz, 1999 p. 9-10; Leighton in Cooper, 1990 ; Olsen and Kagan, 1992 in Richards and Rodgers, 2001 p. 196; Stahl, 1994; Killen, 1998, p. 95; Marzano et al., 2001; Kagan, 1994 in Jacob 2004; Jacobs et al. 2002 in Apple, 2006 p. 279; Kern et. al, 2007).

The procedures of STAD, according to Slavin (1978, 1986 in Slavin 1989; 1995 pp. 71-3), consist of five major components: class presentation, teams study, quizzes, individual improvement score and team recognition (see also Leighton in Cooper, 1990, p. 320; O'Donnel, 2012; McCafferty et al. 2006; Lang and Evan, 2006 p. 422; Strijbos et al., 2004 p.121; Killen, 1998 p. 96; *www.innovativelearning.com).*

In the preparation, there are four steps that the teacher needs to i.e. a) prepare materials; b) assign students to teams; c) determin base score and d) build teams (Slavin, 1995 p. 73; Slavin 1986; Leighton in Cooper, 1990 p. 320)

In the presentation, the teacher presents the content of the lesson (Slavin, 1995; Fashola et al., 1997; McCafferty, 2006 p. 14), frequently in the form of direct instruction or lecture-discussion (Slavin, 1995 p. 71). The presentation should consist of opening or introduction, development and guided practice components of total lesson; the team activities and quiz for independent practice and assessment (Slavin, 1995 p. 76; Slavin 1986; see also Leighton in Cooper, 1990 p. 320).

In opening, the teacher tells what the students are about to learn and why it is important, lets students find the concept they prefer and reviews prerequisite skills of information (Slavin, 1995 p. 76).

In development, the teacher sticks close to the teaching objectives (Slavin, 1995). The teacher focuses on meaning rather than memorization, actively demonstrates the (reading) skills through visual aids, manipulative or examples,

assesses student comprehension of the (reading skill) by asking many questions, explains why an answer is correct or incorrect, moves to next skills/concept and maintains momentum by eliminating interruptions, asking many questions and moving rapidly through the lesson (Slavin, 1995 p. 77; Slavin 1986; see also Leighton in Cooper, 1990 p. 320).

In guided practice, Slavin (1995 p. 77) further explains, the teacher gives short assignments, problems, and examples or prepare answers to his/her questions; calls students randomly and gives feedback (See also Leighton in Cooper, 1990 p. 320; Fashola et al., 1997; McCafferty, 2006).

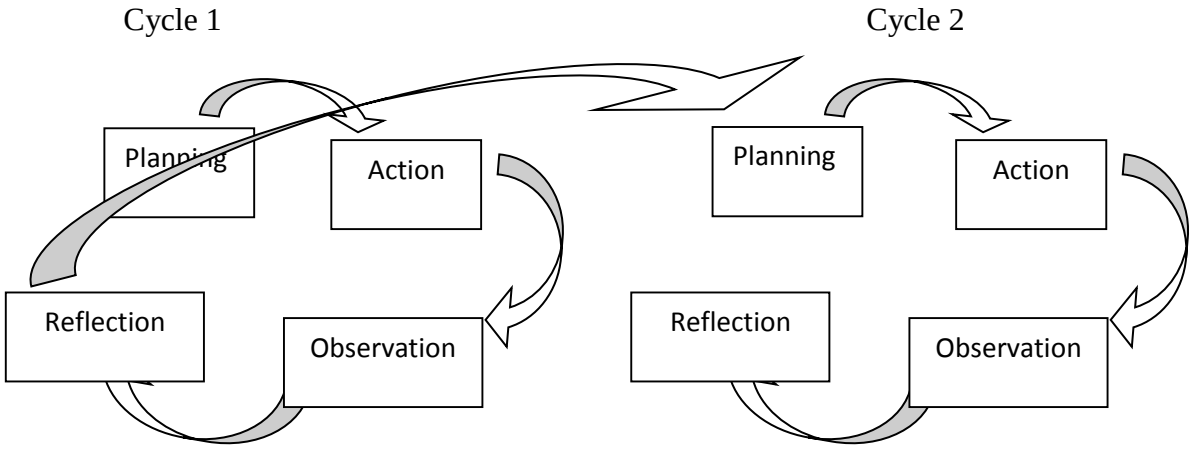
In team activities, students work within their teams (Slavin, 1995; see also Leighton in Cooper 1990 p. 320 ; McCafferty, 2006 p. 14) through study-guides, worksheets, or other material as a basis for discussion, tutoring, and assessment among students (Slavin 1995 p. 71). The students have worksheets they can use to practice the reading strategies/skills being taught and to assess their comprehension levels and teammates (Slavin 1995 pp. 78-9). In this team-working, Slavin (1995 p. 78) continues, no one is finished until all members can apply the strategies/skills and understand the text as a whole; ask all teammates before asking the teacher; talk to each other softly and so on.

In the quiz, all students take individual short test on the material independently of their group mate – meaning that they may not help one another (Slavin, 1989; 1995 p. 73 McCafferty, 2006 p. 14). Then, the teacher can score the quiz either by asking them to exchange papers with members of other teams or the teacher on his/her own (Slavin, 1989; 1995 p. 80; Leighton in Cooper 1990 p. 320).

In the last steps, individual improvement and group recognition, after the lesson (O'Donnel, 2012 p. 294), the teacher calculates individual improvement (Slavin, 1989; 1995 p. 80; Leighton in Cooper, 1990 p. 320; Fashola et al., 1997; McCafferty, 2006). As soon as possible after the quiz, the students' quiz scores are compared to their own past averages, and points are awarded based on the degree to which students can meet or exceed their own earlier performance or their base score (Slavin, 1989; Leighton in Cooper, 1990 pp. 322-3). These points, Slavin explains, are then summed to form team scores, and in turn, teams which meet certain criteria may earn certificates or other rewards. The calculation of the team score, Slavin (1995 p. 80) describes, can be based on the degree to which the quiz score of the team members exceed their base score (see also Leighton in Cooper, 1990 pp. 322-3).

RESEARCH METHODOLOGY

This research was undertaken in a junior high school in Serang Regency, Banten Province. The participants of the study were a class of ninth graders consisted of 31 students. This study employed participatory action research (Cresswell, 2008 p. 602). The procedures of the action research in this study, following Kemmis and McTaggar (1986 in Burns in Heigham and Crokers 2009: 115) consisted of two cycles with four stages: planning, action, observation and reflection. See the figure below.



This study utilized observation, test and questionnaires to collect data. It also used lesson plans as the procedures of the actions and two students' worksheets containing three groups of reading exercises/practices.

The data from observation consisted of researcher's field notes (Creswell, 2008 p. 224) which were analyzed during and after the data collection (Miles and Huberman, 1994 p. 10). Specifically the observation data comprised mainly of the teacher's activities and the students' response on the procedures of STAD CL to identify corrections to the teachings.

To see the progress of the teaching, a pretest, quizzes and a post test were administered. The pretest was intended to see the pre-existing ability of the participants, the quizzes were to see the mastery of the reading skills and the post test was to see the enhancement of the students 'achievement. In analyzing the tests, ANATES V.4 (version 4) (KarnoTo and Wibisono, 2003) was utilized. It could automatically analyze the reliability, the level of difficulty, discrimination index and distracters' quality of the items. It helped researcher to identify the result of the tests and the quality of the items quickly.

The questionnaire were analyzed according to the central themes (Alwasilah, 2000 p. 160; Cresswell, 2008 pp. 251), they are the levels of comprehensions. Then, simple computation and percentage were conducted. The results were tabulated, analyzed and interpreted adequately. In analyzing the result of the questionnaire, the scores between the positive and negative statements were reversed (Dornyei, 2002 p.43). For positive statements, to follow Dornyei, 'strongly agree' was scored four and 'strongly disagree' was scored one, meanwhile for negative ones, 'strongly agree' was scored one and 'strongly disagree' was scored four (see also Creswell, 2008 p. 184).

FINDINGS AND DISCUSSIONS

Data from Observation

In planning of cycle 1, the teacher conducted at least three activities: i) searching for teaching materials and creating lesson plans; ii) administering the pretest and iii) determining base score and assigning students into STAD CL groups (Slavin, 1995 p. 73; Slavin 1986; Leighton in Cooper, 1990 p. 320). The lessons plans were the ones to implement the procedures of STAD CL.

The actions were conducted in the classroom of participants twice a week in the schedule of English subject. They were scheduled twice a week, each of which 80 minutes long (Depdiknas, 2006). However, in the implementation, the actions were conducted in three

meetings since the team and class discussions were very lively.

On the process of the action, the researcher kept making field notes about the smoothness of the STAD CL teaching procedures, how the students response to them and identify the weaknesses of the STAD CL procedures.

In the first meeting, STAD CL procedures were carried out well with some corrections. It was observed that, instead of working as a group of four, some groups worked in pair. They did not share their idea as a group of four. So, in the following meeting, the worksheet should be for every team members. In the group discussion, not all students focused on learning, some were not on task. Therefore, the teacher should always monitor all students when group discussion is going on by moving from a group to another to keep all students in their teams are on-task continuously (Slavin, 1995 pp. 78-9 see also Leighton in Cooper 1990 p. 320; McCafferty, 2006). Most teams also were seen to rely on a certain student or pair of students whose base score was high in the team. Other members of team only copied the answer of the questions. So, the students needed more training or direction in working as teams. It was seen also that some students was dependent on vocabularies. Many students frequently opened the dictionary or asked the meaning of some words to the teachers. Few students walked to another team to borrow or 'steal' the dictionary. So, the teacher needed provide the dictionary, at least a dictionary for a group.

In addition, the questions on the worksheet were too many for the students to finish in the allocated time. So, to save time, the teacher ought to lessen the numbers of questions in the following action. Finally there was no enough time to present the answer of each team. Therefore, on the following meeting, only two or three teams were suggested to present their answer.

From the second meeting, it was found that some students did not pay attention to the teacher's presentation about how to do the worksheet 2. So, the teacher needed to emphasize that worksheet 2 was different from and more challenging than worksheet 1. The students also could not finish the worksheet in the allocated time. So, the teacher needs to add an extra meeting to finish the actions.

From the third meeting, it was observed that it always took much time to group students. When being asked to sit with their team, most students slowly moved to their team. So, the teacher should direct students well and limit the time, he could count from 1-5, and the students should have sat in their group in the counts. It also quite took time to show their group-yells. So, the teacher should emphasize that they were not allowed to modify the yell in the class but out of the English class.

In the planning of Cycle 2, the teacher modified the lesson plan based on previous reflection, announced the new base scores and assigned students into their previous STAD CL groups.

In terms of main steps, the actions on this cycle were similar to the previous ones. They were the procedures of the STAD CL, including opening, development and guided practice; the team activities and quiz (Slavin, 1995 p. 76; Slavin 1986; see also Leighton in Cooper, 1990 p. 320).

In the first meeting of Cycle 2, it was observed that, few students, low achiever, once in a while tried to disturb their team mates by asking or talking something not related to task. So, the teacher should always monitor all the teams by circulating from team to team (Slavin's, 1995 pp. 78-9 see also Leighton in Cooper 1990 p. 320; McCafferty, 2006). A certain student or pair of students still dominated the

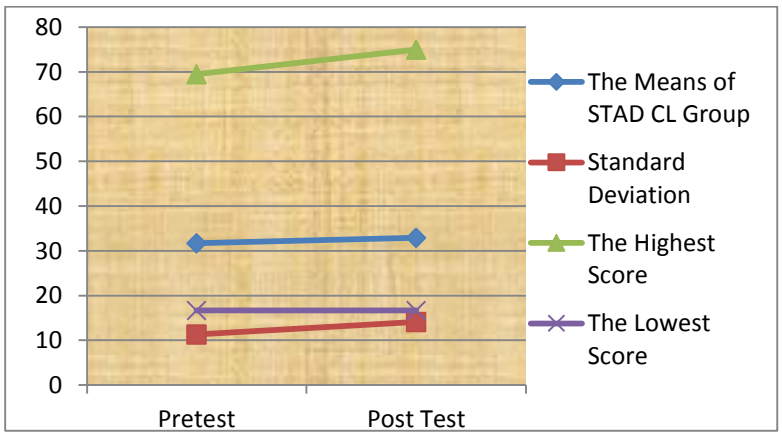
discussion and the tasks. Some students were also still dependent on vocabularies. To prevent this, the teacher could teach more vocabularies on the beginning of the teaching. Finally, time management was difficult. Most teams could not finish in the task on the allocated time. So the teacher should make sure that all team members were on-task and limit the time in every single team activities.

From the second meeting, it was found that most students were able to identify the characteristic of the characters in Bahasa Indonesia, however they felt difficult to express it in English since they lacked of vocabularies. So, the teacher should identify the vocabularies related to the characteristics that might come up in the texts and their synonyms as well. It was also observed that inferring the complication (problem) was always a problem. In this case, the teacher should give more models of how to identify the complications from the texts, and how to determine the main one in the story.

Data from Tests

Whether STAD CL Improves Students' Reading Comprehension of Narrative Texts?

Chart 1: *The Comparison of the Mean, the Standard Deviation, the Highest and the Lowest Scores between the Pretest and the Post Test*



It was found that the mean score of the pretest was 31.69 and that of the posttest is 32.89. The highest score of the pretest is 69.44 and that of the posttest is 75.00. These indicate that the implementation of STAD CL could improve the students' achievement. There is improvement of the mean and the highest score. The mean score increased 1.20 and the highest score raised 10.01 on a scale of 0-100.

However, there is also an improvement in the standard deviation (s.d.). The s.d. of the pretest is 11.32 on a scale of 0-100 and that of the posttest is 14.11. There is gain about 2.79 on a scale of 0-100. This shows that the gap between the high achievers and the low ones get wider. The gap on the pretest is less than that on the posttest. This means that the high achievers made more progress but the low achievers did not. This also was confirmed by the lowest score which is static on 16.67. These facts suggest that the treatment of STAD CL could improve the achievement of high achievers more than the low achievers.

In short, the results of the tests show that STAD CL could improve the students' reading comprehension in general. It helped most students to get better achievement in reading narrative texts. However, it did not improve few

students who were categorized into low achievers. These indications support the notions that the grouping in STAD CL widens the gap between students of high and low ability (McCurdy, 1996).

This finding confirms that STAD CL is effective on improving the students' reading comprehension (Suarman, 2012) and has positive effects on achievement (Slavin, 1995; Jhonson et al, 2000; Khan 2008; Jalilifar, 2010 and Norman, 2005).

Whether STAD CL Enhance Students' Literal, Inferential And Evaluative Comprehension Levels on the Narrative Texts.

The following table shows the comparison of the students' achievement on literal comprehension between the pretest and the posttest.

Table 1: *Descriptive Statistics of the Pretest and Posttest Scores on Literal Comprehension Level of STAD CL*

The Score of	N	Mean	Std. Deviation	Highest Score	Lowest Score
Pretest	31	37.10	18.61	91.67	8.33
Post test	31	41.13	19.59	91.67	0

Table 1 shows that the mean scores of the literal comprehension level in the pretest and post tests increase. The mean score in the pretest (37.10) is less than that in the post test (41.13). There is an increase about 4.03 on a scale of 1-100. This means that the STAD CL helped the students to enhance their literal comprehension. The standard deviation (s.d.) score shows the improvement, too. The s.d. of the post test (19.59) was more than that in the pretest (18.61). The gain is about 0,98 n a scale of 1-100. This means that the gap between the highest and the lowest scores increase in the literal comprehension level. This is also confirmed by the highest and the lowest scores. The highest score was static (91.67) but the lowest one decreased. The lowest score in the pretest was 8.33 and that of in the post test was 0. This means that high achievers made more progress than the low ones.

This finding confirms the previous one that STAD CL could improve the students' literal comprehension level, however its impact on the high achievers more than that on the low ones.

Whether STAD CL Enhance Students' Inferential Comprehension Levels

Table 2: *Descriptive Statistics of the Pretest and Posttest Scores on Inferential Comprehension Level on Narrative Texts*

The Score of	N	Mean	Std. Deviation	Highest Score	Lowest Score
Pretest	31	32.53	14.16	75.00	8.33
Post test	31	28.76	17.32	75.00	0

Table 2 shows that the mean scores of the inferential comprehension level in pre and post tests decreases. The mean score in the pretest (32.53) is more than that in the post test (28.76). It lessens about 3.77 on a scale of 1-100. This means that the students did not improve their inferential comprehension after the action. It is also confirmed by the static highest score and the decreased lowest score.

In other words, STAD CL did not help the students to improve their inferential comprehension level. It did not enhance the students' inferring skill on the texts. This finding is in line with Suarman (2012) that STAD CL is not effective in improving the students' inferential comprehension level. Hoewever, the standard deviation (s.d.) scores show the improvement. The s.d. of the pretest (14.16) was less than that in the post test (17.32) meaning that the gap between the high and the low scores increased in the inferential comprehension level. This is also confirmed by the static highest score and the decreased lowest score, meaning that both high achievers and the low achievers did not make good progress.

This implies that the teacher needs to do more efforts to teach inferential comprehension level. The teacher should give students more training in applying the reading skills related to inferential questions. He is suggested to show the models, exemplifying their use and exercise the students of how to get main ideas, to identify reference and to identify implicit meaning from the sentences of the texts.

Whether STAD CL Enhance Students' Evaluative Comprehension Levels on the Narrative Texts.

The table below shows the comparison of the pretest, the post test and the quiz scores on evaluative comprehension level.

Table 3: *Descriptive Statistics of the Pretest and Posttest Scores on Evaluative Comprehension Level on Narrative Texts*

The Score of	N	Mean	Std. Deviation	Highest Score	Lowest Score
Pretest	31	23.66	14.60	58.33	0
Post test	31	28.76	14.40	75.00	8.33

Table 3 above shows the mean scores increase on the tests. The mean score of the post test (28.76) is higher than that of the pre-test (23.66), indicate that the students' evaluative comprehension level was enhanced. In other words, STAD CL helped the students to improve their comprehension level. On the other hand, the table shows the standard deviation (s.d.) lessened in the tests. The s.d. of the pretest (14.60) is higher than that of the post test (14.40). This reduction shows that the gap between high scores and low score decrease. It means that the gap between the high achievers and low achievers reduced. In other words, both high and low achievers made similar progress after the action. This finding is inconsistent with the notion that the grouping in STAD CL can widen the gap between students of high and low ability (McCurdy, 1996) though high achievers give more contribution on discussion or the accomplishment the task than middle or low achievers.

In summary, the enhancement of the mean scores of all comprehension levels can be seen in the following chart.

Chart 2: *The Mean Scores of All Comprehension Levels*

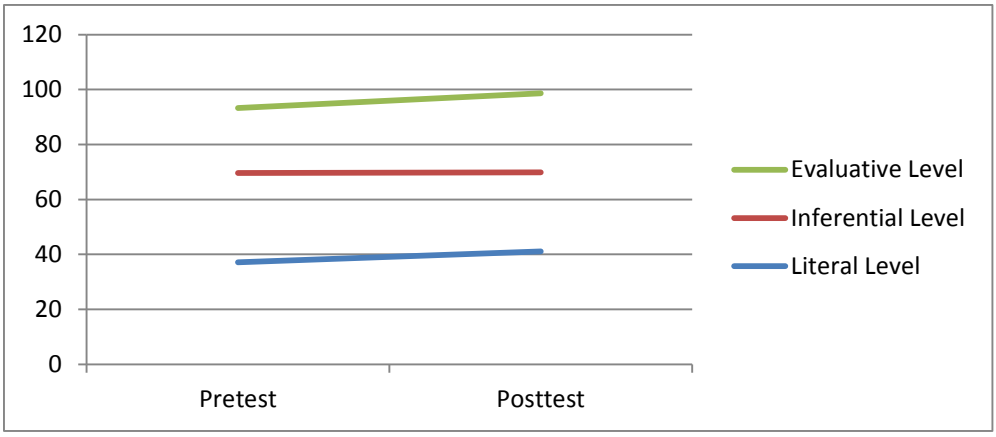


Chart 2 above shows the mean scores of literal and evaluative comprehension levels improve but inferential one does not.

This suggests that STAD CL help students enhance literal and evaluative comprehension levels. This finding is in line with Jhonson, et al. (2000) claim that cooperative learning method aimed at lower-level tasks may produce higher effect sizes on simple recognition or literal comprehension level than those aimed at higher-level reasoning and critical thinking.

The findings are somewhat in line with the idea that inferential comprehension level is more sophisticated than literal comprehension (Brasel and Rasinski, 2008 p. 17).

This occurs because inferential comprehension level requires the orchestration and manipulation of information from the text as well as information within the readers and demands the readers' greater contribution to be able to comprehend and interpret the concepts and the logic of arguments, not only recall it (Briskin, 2005).

Data from Questionnaire

The Students' Response to STAD CL Impact on Their Literal Comprehension Level

The students' responses on the questionnaires related to literal comprehension were positive. Almost all students agree to the positive statements and disagree to the negative ones.

Most students responded agree and strongly agree to the positive statements #1 that STAD CL helps them in understanding the general content of the texts. There are 29 (93.55%) students responded positively (agree and strongly agree) and only 2 students (6.45%) responded disagree and strongly disagree. The mean score of the response is 3.03, meaning that the students agree to the statement. It is confirmed by the responses to the negative statement whose mean score is 2.97 suggesting that almost all students disagree to the statement that STAD CL hinders them in understanding the general content of the texts.

To the second (positive) statement that STAD CL enables them to find explicit information on the text, 22 (70.97 %) students responded agree and strongly agree and only 29.03 % (9 students) responded disagree. Its mean score is 2.84 suggesting that the students

tend to agree to the statement. It is confirmed by the responses to the negative statement where 22 (70.79 %) students disagree and strongly disagree to the statement that STAD CL disables them to find explicit information on the text.

Meanwhile, to the statement that STAD CL facilitates them to predict the meaning of words/phrase/clause, 74.19 % students checked 'agree' and 'disagree' and its mean score on was 2.77. It is also confirmed by the response to the negative statement where 67.74 % students checked disagree and strongly disagree that STAD impedes their ability in predicting the meaning of words/phrase/clause.

The Students' Response to STAD CL Impact on Their Inferential Comprehension Level

In terms of inferential comprehension, the students' response on the questionnaires indicated that STAD CL was responded positively. Most students responded agree and strongly agree to the positive statements that STAD CL helps them easier to identify the main ideas of the texts or paragraphs. 27 the students (87.10%) responded agree and strongly agree. The mean score of the response is 3.06, meaning that the students agree to the statement. It is confirmed by the responses to the negative statement whose mean score is 2.74 suggesting that most students disagree to the statements that STAD CL inhibits me to identify main ideas of a text or a paragraph. However, there are 12 students (38.76%) responded agree and disagree to the negative statement meaning that a lot of students changed their mind in answering the statements.

To the second (positive) statement that STAD CL improves their capability in identifying the clues of the texts, most students (80.65 %) responded agree and strongly agree. Its mean score was 2.97 suggesting that the students agree to the statement. However, the response to the negative statement is quite different. There are 67.74 % of the students disagree and strongly disagree to the negative statement that STAD CL worsens their capability in identifying the clues of the texts. Its mean score is 2.87 meaning that most students disagree to the statement.

In addition, there are only 38.71 % of the students checked agree and disagree to the statement that STAD CL aids them to identify implicit information from the texts. Its mean score is 2.45, which less than mean score of the previous statements. The response to the negative statement is quite contradictory with the findings. There were 61.29 % students checked disagree and strongly disagree that STAD CL holds them back in identifying implicit information from the texts. This is the same as the number of the students who responded disagree and strongly disagree to the positive statement. Its mean score was 2.74. This shows that the students' response is not consistent. Many of them change their responses.

In shorts, only about 19 (61%) students who responded positively that STAD CL eases their inferential comprehension level. In this case, only 19 of 31 students agree that STAD CL helps them identify the main ideas of the texts or paragraphs, the clues of the texts and implicit information from the texts. The mean score of all positive statements is 2.83 and that of the negative ones is 2.78, suggesting that some students changed their response on the negative statements.

The Students' Response to STAD CL Impact on Their Evaluative Comprehension Level

In terms of evaluative comprehension level, most students responded agree to the first positive statements that STAD CL assist them in specifying the communicative or the

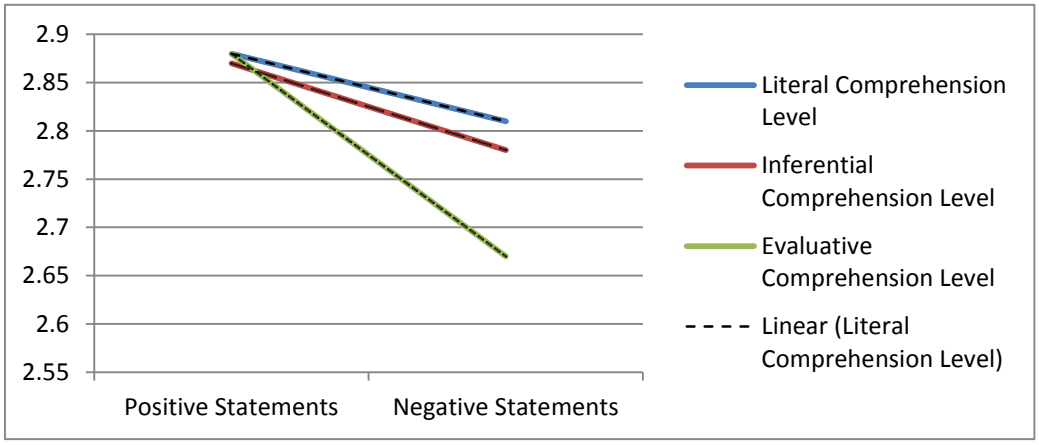
generic structure of the texts. 24 of 31 students responded agree and strongly agree, and only 7 students responded disagree and nobody checked strongly disagree. The mean score of the responses was 2.90. However, the students' responses changed to the negative statement. Only 17 (54.80%) students responded disagree and strongly disagree. Its mean score is 2.65. There were about 7 students who were inconsistent in responding. This suggests that the students were not sure about the impact of STAD CL on their evaluative comprehension.

There were 24 (77.42%) students who responded agree and strongly agree to the statement that STAD CL supports them to determine the tone or feeling of the writer of a text. The rest (7 students) responded disagree and strongly disagree. Its mean score is only 2.81. However, the response to the negative statement was quite different. There are 9 students (28.03%) responded agree and strongly agree to the negative statement that STAD CL hinders them to determine the tone or feeling of the writer of a text. Its mean score is only 2.68 meaning that many students were not sure about the positive statement.

Finally, there are 27 students (87.09 %) checked agree and disagree to the statement that STAD CL improves me in identifying the characteristics of characters in a text. Its mean score is 2.94, meaning almost all students agree. However, the response to the negative statement is quite contradictory. There were 9 students (29.03 %) checked agree and strongly agree to the statement.

This shows that the inconsistency of the responses. It means a lot of students were not sure about to the statement. In summary, the students' responses to positive statements are all better than the responses to the negative one. All mean scores of positive statements are above 2.85. Meanwhile, the mean scores of negative statements are under 2.81. This indicates that some students were not consistent in responding the statements. See the chart below.

Chart 3: *The Comparison between the Students' Responses on Positive and Negative Statements*



The chart shows that among the three comprehension levels, the responses to statements related to literal one is more consistent than the other two. Its mean score of the responses on positive statements was 2.88 and that of negative statements was 2.81. The responses to the statements related to inferential and evaluative level are more inconsistent. The mean score of the

responses on positive statements related to inferential level was 2.83 and that on negative statements was 2.78. Meanwhile, the mean score of the responses on positive statements related to evaluative level was 2.88 and that on negative statements was 2.67. This suggests that the students were not so sure about the impact of STAD CL on their inferential and evaluative level. In other words, STAD CL is considered to facilitate the students' literal comprehension level better than inferential and evaluative level.

This finding confirms the result of the tests where STAD CL enhance the students' literal comprehension level and does not improve inferential comprehension one. But, the findings related to evaluative level relatively are different. The test shows STAD CL enhances the students' evaluative level but the questionnaire shows that the students are not aware of the impact. This difference makes the researcher doubtful to say that STAD CL facilitates the students' evaluative comprehension level.

CONCLUSION AND SUGGESTION

Based on the previous data and discussions, some conclusions could be drawn as follows.

Firstly, regarding the impact of STAD CL on the students' reading comprehension in general, this study shows that STAD CL enhanced their reading comprehension. This can be seen from the result of tests. There is an improvement of the mean scores. There is gain of the mean and the highest scores. The mean score increased 1.20 and the highest score raised 10.01 on a scale of 0-100. The mean score of the pretest was 31.69 and that of the posttest was 32.89. The highest score of the pretest is 69.44 and that of the posttest is 75.00. These indicate that the implementation of STAD CL could improve the students' reading comprehension in general. This finding supports previous studies related to STAD CL by Jalilifar (2010), Wichadee (2005) and Bejarano (1987) suggesting that applying STAD CL could help students improve their reading comprehension.

However, there was also gain in the standard deviation (s.d.). The the standard deviation of the pretest was 11.32 and that of the post test was 14.11 on a scale of 0-100. There is gain about 2.79. This shows that the gap between the high achievers and the low ones get wider. The gap on the posttest is larger than that on the pretest meaning that the high achievers made more progress than that the low achievers. This also was confirmed by the static lowest score (16.67). These facts suggest that STAD CL could improve the reading comprehension of high achievers but not the low achievers.

Secondly, regarding the impact of STAD CL on the students' comprehension levels in particular, this study shows STAD CL enhanced the students literal and evaluative comprehension levels but, could not enhance inferential comprehension level. This can be seen from the mean scores of the test and the responses of the questionnaires. The mean score of literal comprehension level on the pretest was 37.10 and on the posttest was 41.13. That of evaluative level on the pretest was 23.66 and on the posttest was 28.76. However, the mean scores of inferential comprehension level decreased. The mean score of inferential level on the pretest is 32.53 and on the posttest is 28.76. This finding is in line with Suarman (2012) that STAD CL is not effective in improving the students' inferential comprehension level.

Thirdly, the data from questionnaire shows the students responded positively to STAD CL

impact on their all comprehension levels. However, they are more aware of the STAD CL impact on their literal comprehension level than that to inferential and evaluative levels. This can be seen from the mean scores of positive and negative statements. The mean score of the responses on positive statements related to literal comprehension level was 2.88 and that of negative statements was 2.81. The mean score of the responses on positive statements related to inferential level was 2.83 and that on negative statements was 2.78. Meanwhile, the mean score of the responses on positive statements related to evaluative level was 2.88 and that on negative statements was 2.67. These data suggest that the students were aware of the impact of STAD CL on the literal level, but were not so aware on their inferential and evaluative levels. In other words, STAD CL is considered to facilitate the students' literal comprehension level better than inferential and evaluative level. This mattered probably because inferential comprehension questions were more difficult since they require the orchestration and manipulation of information from the text as well as information that resides within the readers (Brasel and Rasinski, 2008, p. 17) and the literal comprehension questions were easier since they only requires recognition and recall of ideas, information and happening explicitly stated in the text (Clymer (1968 in Pettit and Cockriel 1974, in Hudson, 2007 p. 85; Berry, 2005; Briskin, 2005).

Considering the limitations of this study some suggestions could be taken into account. This study was done in only two cycles. It would be better to conduct similar study in more cycles. It is also necessary to triangulate the data. It needs to collect more data by interviewing students.

Besides, the similar study should include more items on every levels of comprehension. More items might generate more comprehensive and valid result. They reflect the real students' ability in reading comprehension. Additionally, other types of items completion, cloze procedure or memory test could be employed to assess the students reading comprehension. Finally, it would be a good idea in the future research to involve more students.

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