

CHAPTER IV: THE TEACHING PROGRAMS

The previous chapter describes the methodology of the research including the setting, participants, design of the study, data collection and data analysis.

This chapter depicts the stages of the study, the teaching programs and the observed students' responses to them. It aims to answer the first research questions: how to implement STAD CL or DI in the classroom. It sets out the phases of the study and compares the similarities and the dissimilarities of the teaching procedures between the Student Team Achievement Division (STAD) Cooperative Learning and Direct Instruction. In presenting the phases, the students' responses obtained from observation sheet (see Appendices 4a and 4b) and the researcher's field notes (see Appendices 5a and 5b) are also included in the description.

4.1 Phases of the Study

This study was carried out in three phases. It consists of preliminary phase, the teaching programs and post teaching programs. Overall, it spent eight weeks; two weeks for preliminary phase, five weeks for the teaching programs and one week for post teaching programs (see the following table).

Table 4.3: The Phases of the Teaching Programs in STAD CL and DI groups

Preliminary phase	Week 1	Searching for teaching materials and Try out of test items and administering pretest.
	Week 2	Inducting the programs (Text 1)
Teaching Program phase	Week 3	Teaching programs text 2
	Week 4	Teaching programs text 3
	Week 5	Teaching programs text 4
	Week 6	Teaching programs text 5
	Week 7	Teaching programs text 6
Post teaching phase	Week 8	Post-test and Questionnaire Interview

Summarized from the stages of this study

4.2 Preliminary Phase of Teaching Programs

In this phase, the researcher conducted three activities: i) searching for teaching materials; ii) trying out the pretest items; iii) administering the pretest and iv) inducting the teaching programs. Each activity will be delineated below.

4.2.1 Searching for Teaching Materials

The teaching materials for this study included reading texts with their practices (see Appendix 10), quizzes (see Appendix 3) and lesson plans (see Appendices 11a and 11b). Overall, there were six reading texts utilized in this study. As mentioned before (see Section 3.4.1), the texts consisted of two genres: recount and narrative texts (see Martin and Rose, 2008; Anderson and Anderson, 1997). These texts, Martin and Rose describe, comprise a series of interrelated episodes that include goal-directed actions and causally related events. The ability to comprehend those genres can be a foundation for later reading comprehension skills since the students have to monitor their understanding, generate inferences, identify the key points, and understand causal relations (Paris & Paris, 2003 in Broek et al. 2009 p. 112). In addition, these genres had a potential to challenge all levels of students' comprehension (Barret Taxonomy in Clymer, 1968 in Pettit and Cockriel, 1974 p.64 in Hudson, 2002; Berry, 2005; Setiadi, 2012, see also www.campbellps.det.wa.edu.au).

The teaching materials and their assessment in both STAD CL and DI groups were similar. The similarities were to maintain the internal validity of the research (Hatch and Farhady, 1982 p. 7; Hatch and Larazaton, 1991 pp. 33-41). Both groups used the same reading texts (see Appendix 10) for the teaching and the same items for the quizzes/tests.

The texts (see Table 4.4) were selected from several resources. The selection, to follow Hudson (2007, p. 34; see also Grabe and Stoller, 2002 p. 33; Hedgcock and Ferris, 2009 p. 29), was based on the length of the passage (the number of words), the complexity of grammar and content familiarity. The texts were adapted from electronic book by Widiati et. al. (2008); the text on the items of previous national examinations (Balitbang – Kemendiknas, UN, 2011) or other resources like the internet, English fables, legend.

Table 4.4 below shows the profile of the texts. It presents that the selected reading texts consisted of about 150-280 words with only a few technical words in order to ease

the comprehension. The number of clauses is twice as many as sentences, meaning that most sentences consisted of simple clauses, rather than complex ones (Huddleston and

Table 4.4: Texts in the Teaching Programs

Text	Titles	Sources	Topics/ Types	Number of		
				Words	Sentences	Clauses
Text 1	My Cell phone	English national exam, package 46 (Puspendik-Balitbang Kemdiknas, 2011)	Unforgettable experience	157	14	25
Text 2	Going to Supermarket	English national exam, package 39 (Puspendik-Balitbang Kemdiknas, 2011)	Unforgettable experience	219	19	35
Text 3	The Smartest Parrot	Prediction of English national exam package 1 (Tim Solo, 2011)	Folktale	254	22	42
Text 4	The Hare and The Tortoise	Kincaid, L. (1993)	Fable	241	22	46
Text 5	Lake Toba	English national exam, packages 46 & 54 (Puspendik-Balitbang Kemdiknas, 2011)	Legend	242	25	47
Text 6	The Magic Candle	Widiati et. al., (2008 p. 93)	Fairy tale	278	26	47

Pullum, 2005). This implies that the texts are not complicated ones. They were considered suitable for grade eight of junior high school students. Further, the chosen topics of the texts were only those related to unforgettable experience, simple folktale, fable, legend and fairy tale, which were considered familiar for the students and within their background knowledge (Sadeghi, 2007 p. 199; see also Vaezi, 2006).

The examples of the texts are as follows.

The example of Recount text:

My Cell Phone

That Sunday evening I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and took a rest. About an hour I took a nap, and then I took bath. Suddenly I remembered that I had to call a friend but I forgot my cell phone. I tried to get my cell phone on the table in my room where I always put it. It was not there. I looked for everywhere but could not find it. I was getting panicky. I asked everyone in the house whether they knew where my cell phone was, but no one knew. Well, I lost it, I thought. Then, I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was in its pocket.

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Adapted from Puspendik - Balitbang – Kemendiknas, (UN), 2011.

The example of Narrative text:

The Hare and The Tortoise

One day, The Hare and The Tortoise were arguing in the forest.
 "I could beat you in a race, any day," The Hare said to The Tortoise.
 "Hmmm," said The Tortoise. "Maybe you could."
 "I could!" said The Hare. "My legs can run much faster than yours."
 "That doesn't mean you would win a race," said The Tortoise
 "Then, we should have a race," said The Hare.
 So the race was arranged, "I will wait for you at the finishing post," shouted The Hare to The Tortoise, and he sped off.
 "May be," said The Tortoise, and he plodded slowly after The Hare.
 "This is easy," said The Hare to himself as he raced along.
 After a while, The Hare stopped and looked behind him. There was no sign of The Tortoise. As it was very hot, The Hare sat under a tree, in the shade. He thought there was plenty of time, and The Tortoise would never catch up with him. The Hare closed his eyes.
 After a while The Tortoise reached the tree. He saw The Hare sleeping under it. The Hare didn't see The Tortoise plodding by.
 Later, The Hare woke up and raced off to the finishing post. He couldn't believe it when he saw The Tortoise waiting for him.
 "You must have cheated!" said The Hare to The Tortoise.
 "Certainly not!" said The Tortoise. "While you were sleeping, I carried on the race"

Adapted from Aesop Fables

The reading texts were presented together with the exercises (see Appendix 10) to provide students with practice and self assessment (Slavin, 1995, p. 95; see also Leighton in Cooper, 1990 p. 328). To follow Slavin, the number of items/exercises was about ten to fifteen items in the form of completion and short answer. As Slavin suggested, the reading texts were distributed to every pair of students to ease their reading. They were distributed right before the instruction. It was intended to maintain the equivalence of knowledge background (Brown, 2001; Barnet, 1981; Vaezi, 2006; Hudson, 2002), in the sense that the students read the texts for the first time when the teaching programs were being implemented.

The reading texts (see Appendix 10) for both STAD CL and DI groups included the exercises. They consisted of a text followed by several questions challenging their literal, inferential and evaluative comprehension levels. The questions exercised and assessed the students' comprehension skills. As mentioned in the previous chapter, the comprehension levels and skills were to follow Barret taxonomy of comprehension (Clymer, 1968 in Pettit and Cockriel, 1974 p. 64; in Hudson, 2002; Berry, 2005; Setiadi, 2012). Only three to five skills were investigated. Table 4.5 shows the investigated

comprehension levels and skills. The selection of the skills, as mentioned in previous chapter (see Section 2.1.5), was due to the feasibility of the study.

Further, to exercise those three levels of comprehension, the practices were segmented into two meetings. In the first meeting, the questions were aimed to practice of lower level reading skills to gain literal comprehension, and in the second one they were

Table 4.5: The Investigated Comprehension Levels and Skills

Comprehension Levels	Reading Strategies/Skills	Meeting
Literal	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Analysing elements within the structure of a text. • inferring – deriving conclusions • Identifying pronominal reference and discourse markers, interpreting complex and topic sentences, reading for main ideas; • Reading for implicit meaning; • Paraphrasing the content, 	Higher skills
Evaluative	<ul style="list-style-type: none"> • Inferring a generalization about the world outside the text from the text content. • Following the structure of a passage. • Recognizing a writer's purpose, attitude, tone and emotion in the text. • Identifying characters and their characteristics. • Identifying the genre of text and its purpose. 	Higher skills

Summarized from several resource

intended to exercise inferential and evaluative levels. The literal levels spent more time than the other levels since the literal comprehension determines further comprehension levels (Friend, 1980; Alderson, 2000 p. 5). Inferential comprehension, Friend further claims, is dependent on literal one and higher order skill can only grow from competence in the lower order skills. Literal comprehension is needed to be blended with prior knowledge, intuition, and imagination for conjecture or to make hypotheses (Pennel, 2002) to get inferential and evaluative levels. It was also necessary to spend time more to discuss vocabularies and grammatical expressions available on the texts to activate and provide more background knowledge (Hudson, 2002 p. 143; Hedgcock and Ferris, 2009 p. 163; Setiadi, 2012). As Nunan (1999 p. 259) claims, what the students already know, including the vocabularies, can significantly helps reading comprehension.

In addition, quizzes (see Appendices 3a and 3b) were also administered in the study. The quiz, according to Slavin (1995), is a short test in the form of multiple choice items to save the testing time. The quiz consisted of twelve items consisting of four questions for every levels of comprehension. So, the items were 12 overall.

Above all, to provide rhythm to a course of study (Brown, 2001 p. 149) and facilitate the participant teacher in implementing the programs, pre-established lesson plans (see Appendices 11a and 11b) were provided. They were functioned as the guidelines for participant teacher and students in implementing the teaching programs (Feez and Joyze, 1998 p. 2 in Emilia, 2005 p. 115). They were made in Bahasa Indonesia to be more comprehensible for the teacher. It covered the objectives of the lesson, the material, the teaching procedures and evaluation (Brown, 2001 pp. 149-151; Lang and Evans, 2006 pp. 218-220).

4.2.2 Trying Out the Pretest and Posttest Items

The try-out of the items was intended to make sure that all the test items, meet the requirements in terms of their validity and reliability (Hatch and Lazaraton, 1991 p. 529; Brown, 2005; Hughes, 2003). It was carried out by having another group of students, not involved in the study, to answer test items.

After the try out (see Table 4.6) the reliability, the difficulty levels and the discrimination index were obtained. The reliability of the pretest items (try-out version) was 0.71 and the posttest was 0.75 indicating that both items were reliable enough to be used in this study (Hughes, 2003 p. 39; Brown, 2005 p. 175).

Table 4.6: The Result of ANATES V.4 Analysis on the Try-Out Version of Pretest and Post Items

Items of	The Number of Items	Reliability	Level of Difficulty	Discrimination Index	Distracters to revise
Pretest	40	0,71	Difficult : 32.5% Medium : 52.5% Easy : 15%	$\leq 0,19$: 25% $0,20 - 0,39$: 35% $0,40 - 0,59$: 35% $0,60 - \text{above}$: 5%	5b, 10c, 12a, 13c, 16ab, 25c, 27d, 31a,
Posttest	40	0,75	Difficult : 42.5% Medium : 42.5% Easy : 15%	$\leq 0,19$: 20% $0,20 - 0,39$: 40% $0,40 - 0,59$: 25% $0,60 - \text{above}$: 10%	1a, 3d, 6d, 8cd, 9d, 11cd, 13d, 14b, 15b, 16a, 19b, 22c, 28bd, 29b, 30b, 31c and 34c

As seen on Table 4.6, the difficulty levels of the pretest items (try-out version) consisted of 32.5% difficult, 52.5% medium and 15% easy items and that of the posttest ones was 42.5% difficult, 42.5% medium and 15% easy items. These percentages meant that the difficulty levels were balanced enough (Brown, 2005 p. 69). The discrimination index of the items was relatively good. More than 75 % of the items exceeded 0.20 discrimination index, which means that the items could discriminate the low and high level students (Hughes, 2003 p. 226; Brown, 2005 p. 69). Additionally, bad distracters on several items were modified and ten items in the tried-out version which either was too difficult or too easy were eliminated in the test version.

4.2.3 Administering the Pretest

After the try-out and modification of the items, the pretest was administered to three groups of students: Class A, B and D. It was intended to choose two non-random but homogenous groups for the research participants (Creswell, 2008, p. 314). It was done on the same day in successive hours to maintain its validity (Hatch and Farhady, 1982 pp. 250-5; Hughes, 2003 p. 26; Brown, 2005 p. 221). The teacher and the researcher monitored the tests. The two groups who had equally assumed means were selected to be the experiment and the DI groups.

The result of the test was input into the ANATES V.4 software right after administration and subsequently analyzed through SPSS V.15. The result of the pretest can be seen on the following table.

Table 4.7: Descriptive Statistics of the Result of Pre-Test

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pretest Score	8A	32	41,5688	11,16855	1,97434
	8B	32	41,4584	11,69922	2,06815
	8D	33	41,1112	11,44623	1,99253

The descriptive statistics above shows that the mean score of Class A (41.56) and B (41.66) were almost the same but the standard deviation of Class A (11.16) is quite different from that of Class B (11.51). This means that the pre-existing ability of Class A and B was almost the same but its variability or the range between the lowest score and the highest one in Class B is larger than that of Class A (Hatch and Farhady, 1982 p. 57). Meanwhile, class D was very different from the other two. Its mean score was 41.11, its

standard deviation (11.44) lies between that of class A or B. To see whether class A, B and D were statistically homogeneous, an independent t-test was used (see Table 4.8).

Table 4.8 below shows the result of SPSS independent t-test to see the homogeneity of the groups or class A, B and D. It indicates that class A and B were statistically homogeneous, but class D is not. Based on the independent t-test SPSS V.15 analysis, the null hypothesis was accepted when Class A and B were compared. The t-value ($t = -.036$, $d.f. = 62$, $p = .704$) was less than the alpha ($.05$). This means that there was

Table 4.8: Independent Samples Test of Pretest Scores of Class A, B and D

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	d.f.	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		Lower	Upper	Lower	Upper	Lower	Upper	Lower	Upper	Lower
Class A and B	Equal variances assumed	.057	.811	.037	62	.971	.10469	2.85916	-5.82006	5.61069
	Equal variances not assumed			.037	61.867	.971	.10469	2.85916	-5.82006	5.61059
Class A and D	Equal variances assumed	.261	.612	.161	63	.873	.45191	2.80603	-5.15549	6.05931
	Equal variances not assumed			.161	62.997	.873	.45191	2.80495	-5.15333	6.05716
Class B and D	Equal variances assumed	.058	.811	.121	63	.904	.34723	2.87085	-5.38972	6.08417
	Equal variances not assumed			.121	62.823	.904	.34723	2.87183	-5.39199	6.08644

no significant difference between class A and B in terms of their pretest reading comprehension scores. In other words, class A and B were statistically homogeneous in term of their pre-existing ability before the teaching programs. In the meantime, when class D is compared with class A ($t = .161$, $d.f. = 63$, $p = .612$) or class B ($t = .121$, $d.f. = 63$, $p = .811$), the t-value were more than the alpha, meaning that the null hypothesis was rejected. There was significant difference between class D and class A or B. Thus, class A and B were selected to be the STAD CL and DI groups.

Meanwhile, the result of pretest on every level of comprehension will be discussed in Chapter V Section 5.1 together with the result of the post test. It is to see clearly the comparison of the students' achievement on those levels and to ease the conclusion.

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Afterward, to follow Slavin (1995 p. 74), the teacher together with the researcher, documented and averaged the previous test scores to determine the students' base score. In STAD CL group, the base scores were the basis for grouping the students (Slavin, 1995 p. 94; Leighton in Cooper, 1990 p. 320); in DI group, in contrast, they were only used for comparing the gain between pretest and posttest.

Then, in STAD CL group, the teacher assigned students in groups/teams. Following Slavin (1995 pp. 74-5; see also Leighton in Cooper, 1990 p. 320), the researcher and the teacher carried out at least five steps: i) making a form of team summary sheets for every group of students; ii) ranking students from highest to lowest in past performance on the sheet on which previous daily test scores were the basis; iii) dividing students by four; iv) assigning and balancing them to the team so that the group consisted of heterogeneous performance with the average were relatively equal; and v) filling out team summary sheet (see Appendix 13) by filling the names of the students on each teams. This grouping, as STAD CL required, was intended to have equal 'achievement division' wherein each team consisted of the students with various comprehension ability (Slavin 1995; Apple, 2006 p. 280; Lang and Evan, 2006 p. 422).

4.2.4 Inducting the Teaching Programs

After the groups of participants were determined, the researcher and the teacher inducted the teaching programs to both groups. It aimed to introduce and familiarize both the teacher and the students to apply the principles and procedures of the teaching programs (see Chapter II) and to see potential problems that might come up during the implementation.

In this stage, the researcher, as participant observer, observed and took part actively in (Creswell, 2008 p. 222; Cowie in Heigham and Crocker, 2009, p. 167) helping the teacher as well as students implement the teaching procedures in both groups. In implementing the teaching programs, the researcher assisted the teacher in timing the activities, reminding teachers the teaching procedures to avoid missing, getting involved in managing the classroom and directing students to do what should they do.

On this induction of teaching programs, it was observed that the students in STAD CL group were more enthusiastic than those in DI group. In STAD CL group, many students asked questions to the teacher and also researcher either about the procedures of the STAD CL or the texts. The teaching process in STAD CL group was also observed

livelier than that of DI. STAD CL seemed, as Olsen and Kagan (1992; see also Johnson and Johnson 1989 in Sach et al. 2003; Ming, 2007) claim, promoted the interaction and communication not only between teachers and the students, students and students, the researcher and the teacher, and the researcher and the students. This communication and interaction were enhanced as the teacher and the students were not familiar yet with the procedures and the principles of either STAD CL. In DI group, the students were not observed as enthusiastic as those in DI. This is probably because the DI steps (see Chapter II Section 2.3.3) were not much different with what they used to do. So, the students did not ask many questions about the procedures of the programs, instead, they did the practices as they were required. The response to the practices in DI will be discussed in Chapter 5 Section 5.3.

4.3 Teaching Programs

The teaching programs 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. This length was in accordance with the enactment of the 2006 school based curriculum (Depdiknas, 2004).

The teaching program of STAD CL and DI, as previously mentioned (see Chapter II Section 2.2 and 2.3), had similarities and differences, which can be seen in lesson plans (see Appendices 11a and 11b). The similarities lied on the steps in pre-reading, partly while reading and post reading activities (Barnet, 1988a; Brown, 2001; Vaezi, 2006; Hedgcock and Ferris, 2009). In both groups, the activities consisted of preparation, class presentation, structured and guided practices, quiz; and individual accountability (as described earlier in Chapter II Section 2.2.3 and 2.3.3).

The difference existed when students did the team or independent practice and the reward or goal oriented structures (Slavin 1995 p. 16). When doing the practice, to follow Slavin (1995 p. 77; see also Leighton in Cooper, 1990 p. 320; Apple, 2006 p. 282) suggested, the students in the STAD CL group worked in teams, but in DI group, students worked individually (Moore, 2008; Joyce et al, 2011; Arend and Kilcher, 2010, p. 201). In terms of reward or goal-oriented structure, STAD CL groups applied cooperative goal oriented structure wherein students were assessed individually and rewarded as both an individual and a group/team. This was, to follow Slavin (1995 p. 16) intended to operate cooperative goal structure wherein individual's goal oriented effort contribute to others'

goal achievement. On the other hand, in DI group, competitive goal-oriented structure was employed (Slavin (1995 p. 16; Lie, 2004 p. 24), wherein the students were only assessed and rewarded as an individual. It operated competitive goal structure, wherein each individual's goal efforts frustrated other's goal attainment (Slavin, 1995 p. 16; Lie, 2004 p. 24). In other words, the reward in STAD CL group was group certificate, but in DI group it was individual certificate (Slavin, 1995 p.80; Leighton in Cooper 1990 p. 312; Lie, 2004).

4.3.1 Preparation (Before Instruction)

In preparation, more activities were done in STAD CL group than those in DI one. In the former, as previously mentioned (see Section 4.2.3), the teacher grouped the students based on their previous test scores. In the latter, there was no grouping. In STAD CL group, the teacher announced the members of each group/team and let the students build their team by naming their group, introducing group mates and creating team name, logo, yell etc. (Slavin, 1995 pp. 139-140; Apple, 2006 p. 279; Jacobs, 2004). This aimed to give team members a chance to do something fun, to get familiar with each other (Slavin, 1995 p. 75) and a kind of warming up before cooperating. In DI group, there was no specific preparation besides materials and the practice like in STAD CL group.

From the observation, in preparing STAD CL, the teacher had more activities to do than that of DI. In STAD CL, the teacher needed to determine the base score and assigned students into heterogeneous but balanced group in terms of the achievement. Then, the teacher needed to announce the teams and let the students build their team. Meanwhile in DI, the teacher was not required to do such activities. This indicates that applying STAD CL is more demanding for the teacher than DI. This fact is in line with the claims that applying STAD CL spends considerable time in preparing the students to learn; in recording the student performance on each learning task and in calculating group achievement scores (Killen, 1998 p. 88) and in researching a topic and creating lesson (Solari, 2008).

Although STAD CL is more demanding for teachers, the grouping and the team building e.g. making yell, leads to the feeling of togetherness. The students get closed to each other in their teams, as revealed in interview that will be discussed in Section 5.3. They looked cheerful and spirited. This fact confirms the STAD CL principle that the students had a sense of sinking or swimming together or the feel of each other (Jhonson et

al, 1984 in Slavin, 1995 p. 129; 1989 in Lang and Evans, 2006, p. 417; 1991 in Panitz, 1999 p. 9; in Marzano et. al, 2001). The students also had “all for one, one for all” feeling so that they help each other to reach a common goal (Jacob, 2004).

4.3.2 Pre-Reading Activities

The teaching programs in the pre-reading activities were similar but termed differently. In STAD CL groups, the activity consisted of the opening of presentation, (Slavin, 1995 p. 76; Leighton in Cooper, 1990 p. 330), but in DI one it was called orientation, (Moore, 2008; Joyce et al., 2011 p. 373; Shambaugh and Magliaro, 2006 p. 147; Arend and Kilcher, 2010, p. 196).

In the opening of class presentation in STAD CL group, the teacher arranged students’ desks in a team, wherein one desk was surrounded by four students’ chairs, (see Appendix 5a and 5b) to facilitate interaction (Slavin, 1995; Leighton in Cooper, 1990). Then, in every meeting, to follow Slavin (1995 p.75), the teacher gave a chance for every group to show their yell. From observation, though these activities took time, the seating and showing the yell made students looked more cheerful in studying. Most students in every team smiled and spirited. The opening activities gave them something fun (Slavin, 1995 p. 75).

In DI group, the teacher seated students in pairs or individually, as usually arranged in many classes. This seat arrangement was to enhance independent learning (Lang and Evans, 2006 p. 352; Joyce et. al. 2011 p. 368). So, there was neither much time in organizing the class nor specific students’ response on the DI preparation.

In both groups, then, the teacher began the presentation of the lesson. The teacher asked about relevant topic of the texts to activate relevant prior knowledge or experiences connected to the ones was about to learn through previewing, discussing author or text type, brainstorming, reviewing familiar stories, considering titles and predicting the content (Barnet, 1988a p. 3; Brown, 2001 p. 315; Vaezi, 2006; Hedgcock and Ferris, 2009 p. 163). These activities were intended to activate the readers’ schema (Hedgcock and Ferris, 2009, p. 163; Setiadi and Piyakun, 2012 p. 56); arouse their interest, and approach the text in more meaningful and purposeful to facilitate comprehension manner (Barnet, 1988a p. 3; Brown, 2001 p. 315) and lighten students’ cognitive burden (Vaezi, 2006). The students’ response on these activities was similar in both groups. They answered the teacher’s randomly.

Further, in both groups, the teacher informed students the teaching objectives and their importance. It aimed to attract student motivation by letting students know what they are expected to be able to do and provide rationale of the lesson (Slavin, 1995 p. 77, see also Moore, 2008; Joyce et al., 2011 p. 373; Shambaugh and Magliaro, 2006 p. 147; Arend and Kilcher, 2010, p. 196). The teacher wrote the objectives of the lesson on the board. In the first two meetings, some students were observed to make a note about the objectives. But in the last three meetings, no one was observed to write them down, as the objectives were similar.

After that, in both groups, the teacher then taught the unfamiliar but essential vocabularies (Hood, 1996 p.74; Hedgcock and Ferris, 2009, p. 295; Joyce et al., 2011 p. 373) by questioning, explaining the words and applying them a phrases or even a sentence. Almost all students in both groups made a note about the vocabularies. Since the teacher limited only ten vocabulary per meeting (Hudson, 2007, p. 245; Hedgcock and Ferris, 2009 p. 169), when reading, the students still needed dictionary to help them dealing with the vocabularies in the texts (see further section).

Different from the DI group wherein the teacher announced the award for best individuals, in STAD CL group, the teacher informed the students the team award they could afford after the lesson. The teacher also told clearly their required behaviors in teams to get the reward: what the students needed to do for successful classroom learning (Slavin, 1995 p. 77; p. 134 see also Fashola et al., 1997; McCafferty, 2006 p. 14). This reward announcement seemed to be able to arouse the students' enthusiasm in both groups. The students' reaction in STAD CL group looked stronger. In DI group, only the students' who were used to being high achievers reacted gladly, but middle achievers or low students were not reactive. In STAD CL, some students in their groups responded the award information by smiling, nodding their head, clapping their right hand each other or by saying '*Asyik*' (Bahasa Indonesia word for 'nice') or '*kudu beunang ieu mah*' (Sundanese word for 'we must get it now'). This is in line with claim that the effect of cooperative learning appears to be basically motivational, not only to win competition against other teams but also to assist teammate to meet individual goal and thus insure that the team as a whole will do well (Good and Brophy, 1987 in Nunan, D. 1992; see also Slavin 1995 p. 16). The effect of STAD CL is also seen on the winner of the best groups on every quiz, which will be discussed in Section 4.3.4.

4.3.3 While Reading Activities

In while reading activities, both groups carried out similar procedures (but differently termed) in two meetings. In the first meeting, in development of STAD (Slavin, 1995 p. 77; Fashola et al., 1997; McCafferty, 2006 p. 14) or presentation in DI (Shambaugh and Magliaro, 2006; Moore, 2008; Joyce & Weil, 2000; see also Fielding and Pearson, 1994), the teacher presented the lesson: reading skills. He explained and exemplified how to scan to get general content of the text; identify or locate specific information; detailed explicit information and predict the meaning of unfamiliar word from context; (Hood et al., 1996 p. 44; Anderson, 1999; Mikulecky, 1990 p. 25; Grabe and Stoller, 2000 p. 24; Cohen, 2001 p. 520; Hedgcock and Ferris, 2009 p. 28). These activities were intended to help students to develop their reading strategies and skills, improve students' control of second language and decode texts (Barnet, 1988a) and to attain literal comprehension (Clymer, 1968 in Pettit and Cockriel 1974, in Hudson, 2007 p. 85; Berry, 2005; Brasel and Rasinski, 2008, p. 87).

Further, in both STAD CL and DI groups, the teachers and the students carried out the practice activities of those reading skills, related to literal comprehension. The examples of literal comprehension questions on the reading texts (see Appendix 10) are as follows.

Recount text: number 1 (see Section 4.2.1).

- The writer's experience happened in (time), in (place)
- After coming home, the writer ... and
- The phrase 'looked for' has the same meaning as

Narrative text: number 3 (see Section 4.2.1).

- Where would the Hare wait for the tortoise?
- Why did the Hare sit in the shade of the tree?
- What is the opposite meaning of the word 'win' (line 5)?

The teacher then carried out guided, structured and independent practices of such literal comprehension questions. These practices were in line with both STAD CL and DI procedures (see Section 2.2.3 and 2.3.3). In guided practice, in both groups, the teacher exercised students classically; while in structured and independent ones, the teacher exercised and guided students in teams in STAD CL group (Slavin 1995 p. 77; Leighton in Cooper, 1990 p. 320; Fashola et al., 1997; McCafferty, 2006). In the meantime, in DI

group, the practices were done in pairs and individually (Moore, 2008; Joyce et al. 2011 p. 373; Arend and Kilcher, 2010, p. 199).

From the observation in both STAD and DI groups, though some vocabularies were discussed before reading, many students in both still looked up dictionary while reading the texts and doing the literal comprehension exercises. Many students were observed to look up vocabularies. In STAD CL group, the discussion among members of teams was conducted. The students interacted and shared their opinion about the answers of the literal comprehension exercises. This supports the claim that in working together, the students maximize their own learning and their peer's through student-student interaction (MacCafferty et al., 2006 p. 4) and develop cooperation and understanding of others as individuals in achieving joint (group) objectives (Shambaugh and Maliaro, 2006 p. 151). In DI group, some pairs of students had discussion but most of them worked individually in doing the exercise. This is in line with the claim that DI maximize the students' learning time in instruction (Binder & Watkins. 1990). These findings are also in line with the result of the test which will be discussed in Chapter 5 Section 5.1.1 and 5.2.1.

In the second meeting in both groups, the teacher presented, explained and modeled how to apply the higher reading strategies to reach inferential and evaluative comprehension. The strategies were related to the implicit meaning of the text, they were, how to identify main ideas and pronominal reference, conjunctions; outlining organization or the structure of a text; drawing inferences in the content; recognizing a writer's purpose, tone and emotion and the characteristics of characters (Anderson and Pearson, 1984; Mikulecky, 1990 p. 25; Hood et al., 1996 p. 44; Anderson, 1999; Moreillon, 2007 p. 11; Hedgcock and Ferris, 2009 p. 28; Grabe and Stoller, 2000 p. 24). These activities aimed to exercise student's strategies and skills in inferring based on the texts and evaluating the content of the texts to develop their inferential and evaluative comprehension levels.

The students' responses either in STAD CL or DI groups on above activities were quite similar. In the presentation or modeling of the reading skills wherein the activities were like lecturing, almost all students in both groups attentively paid attention to the teacher in the first three teaching programs. However, in the last three teaching programs, since the skills were the same as in the previous ones, more students looked inattentive. They preferred to read the reading texts and directly did the exercises. This was probably because attention span is limited (Lang and Evans, 2006 p. 343) and the students

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considered that they had been familiar with the exercises or questions coming up in the practice.

After presenting and modeling the strategies and skills, the teacher gave short assignment in structured and guided practice in both DI and STAD CL group. This stage was aimed to hand over the students the reading comprehension skills to exercise in their teams (Moore, 2008). It gave increasing responsibility and facilitated students to move toward independence (Moore, 2008) and retention, and to transfer the skills to new situation (Arend and Kilcher, 2010, p. 199). In structured practice of DI group, the teacher led the students to do the exercises to apply the skills. In this case, the teacher gave one or two exercises to apply the reading skills above classically. In guided practice both in STAD CL and DI groups, the student did exercises on the reading texts (see Appendix 10) in pairs with much help from the teacher (Moore, 2008; Slavin 1995 p. 76). The teacher also monitored the students' work, and provided corrective feedback (Slavin, 1995 p. 77; see also Fashola et al., 1997; Joyce et al. 2011 p. 371; Arend and Kilcher, 2010, p. 189) when necessary. This was also intended to find out how well they understand and master the reading skills Joyce et al. 2011 p. 371. And, to follow Slavin (1995 p. 77), the teacher could call students randomly to do the exercise, to make all students ready to answer.

The examples of questions to challenge their inferential and evaluative comprehensions are as follows.

For recount text: number 1 (see Section 4.1.2).

- The word 'it' (par. 2 line 2) refers to ...
- The main idea of paragraph 2 is
- The writer's emotion/feeling at first was

For narrative text: number 3 (see Section 4.1.2).

- What does the word 'it' in 'sleeping under it' refers to?
- What is the problem of the story above?
- What is the communicative function of the text above?
- How was the Tortoise feeling in the end?

The students' response and the teacher's activities on these practices in both groups were alike. In doing the exercise, the students followed the teacher's instructions. As Slavin (1995; see also Fashola et al., 1997; Moore 2008; Joyce et al. 2011 p. 371; Arend and Kilcher, 2010, p. 189) suggested, they practiced what the teacher told them to.

However, like the response to the presentation of modeling of reading skill earlier, on last two teaching programs, more students in both STAD CL and DI group were seen

inattentive to the teacher's practice. This is probably because the students had understood what to do. Instead, in STAD CL group, they already started to cooperate in doing the guided exercise. They were observed to discuss the exercise and share their understanding with their teammates. This is in line with the STAD principle that when the students had face to face interaction, they share and help each other on specific topics (Jhonson et al. 1991 Panitz, 1999 p. 9; Marzano, 2001) or problems. Students explain, discuss, and teach what they know to classmates (Panitz, 1999 p. 9). Similarly, in DI group, some students also directly did the exercise individually. It seemed that the process of handing over to students the strategy or concept that they have modeled (Moore, 2008) had succeed. In this practice, as suggested by Lang and Evans (2006 p. 347), students directly over-learned the materials by using it in new context.

In giving feedback in the guided practice of DI group, the teacher seemed to work harder than in STAD CL group. The feedback was aimed to reinforce accurate response, correct errors (Joyce et al. 2011) and check the accuracy of students' responses (Moore, 2008). The teacher worked harder because, the teacher needed to respond the students' questions as individual. Most students put forward their difficulty directly to the teacher. In STAD CL group, many students asked questions or interacted with their team mates to solve their problems. Therefore, only a few questions, which their team mates could not answer, were addressed to the teacher. This support the notion emphasizes peer learning (O'Donnel, 2012, p. 294), extra peer helping, cooperation with teammates (Slavin, 1995 p. 134) and peer coaching (Stein et al.1998, p. 231). In STAD CL, most students respond to their peer's effort to answer questions (O'Donnell et al., 2012 p. 295).

Further, both STAD CL and DI groups held independence practice. But, the activities the groups were different. In STAD CL group, the teacher had students do exercise in teams. The teacher monitored and reminded students to cooperate (Leighton in Cooper 1990 p. 331). In their groups of four, students did the exercises through discussion, comparing answers, correcting any misconception if team members made some mistake, (Slavin, 1995 p. 71). The teacher monitored the students working within their teams through discussion, tutoring, and assessment among students to apply the reading strategies/skills in their group (Slavin, 1989; 1995 pp. 78-79).The teacher moved from team to team and quietly praised good teams (Leighton in Cooper 1990 p. 331). In terms of reading, this independence practice aimed to take students beyond the particular reading text by transferring reading skills to other texts part of texts (Barnet, 1988a p. 4: see also

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Vaezi, 2006); to reinforce the acquired skills and to learn without teacher's guidance (Arends and Kilcher, 2010 p. 201) and to make sure that every member of the team master the reading skills as the content of the lesson and to prepare the students/teammates to do well in the quiz (Slavin, 1989; 1995 p. 78).

In the meantime, in independence practice of DI group, the teacher gave students individual exercises to apply the reading skills challenging their comprehension levels. All students were made to be responsible for completing the exercises in teacher's monitoring (Moore 2008). The teacher's role was to give adequate review or feedback on the students' practice (Lang and Evans, 2006; Shambaugh and Magliaro, 2006, Kinder and Carnine, 1991 p. 196). This stage aimed to help the students practice working with the reading skills, applying them in unfamiliar situations (Moore, 2008) without the assistance from the teachers (Joyce et al, 2011; Arend and Kilcher, 2010, p. 201; Lang and Evan, 2006 pp. 344-5).

From the observation on these team practices, it was seen that the students in STAD CL were livelier than those in DI group. They looked relaxed and cheerful in their learning. The class atmosphere was rather noisy. They communicated with their friends in their team. They listened and responded to each other in answering the questions in the exercise. They were seen to have good discussion. This is in line with the claim cooperative learning promotes meaningful interaction and communication among learners as they listen, respond, restate, elaborate, and clarify their communicative messages (Olsen and Kagan, 1992; Wang, 2009; Ahmad and Mahmud, 2010). It also helps students one another to focus on and discussed reading materials and to better when they are assessed (NRP finding in Hudson, 2007. P 91). It also implies that STAD CL provides opportunities for students to have more active learning by acting as resources for each other (McGroarty 1989 in Richard and Rodgers, 2001 p. 195). The interaction and the communication in STAD CL enabled students to enhance their comprehension levels. This can be seen from result of the test and questionnaire which will be discussed in Chapter V.

In DI group, the students worked more individually. They did not have much communication with their friend. They were observed to be more concentrated on the exercises. Only once in a while did they look having discussion with their desk mate. The classroom atmosphere seemed more serious. Only a few students were seen to smile or laugh. Few students were also spotted to be off-task when they were away from the teacher. This condition was similar to the report that DI was boring for the students and

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led them to move slowly and lack of creativity (Collum, 2012 p. 75). Nevertheless, this individual learning facilitated students to improve their learning time and to develop their independence in seeking their learning goals (Joyce et al., 2001, p. 368; Stein, et al. 1998). At the time students were on task, they experienced a high rate of learning success (Joyce et al., 2001, p. 368). This can be seen from the result of the test, which will be discussed in Chapter V.

4.3.4 Post Reading

At the end of the instructions, in both groups, the teacher classically reviewed the exercises in the team or independent practice soon after completion to assess the students' accuracy level (Joyce et al. 2011 p. 373) and brought closure to the lesson by summarizing and reviewing the lesson and leading reflection (Arend and Kilcher, 2010, p. 204). This aimed to ensure the how well the students understand the materials (Joyce, 2011 p. 371). The teacher, to follow Hudson, (2007 see also Barnet, 1988a; Vaezi, 2006; Hedgcock and Ferris, 2009) also gave a task to read other texts to apply the strategies.

The post reading activities in both groups mostly dealt with the teacher. As suggested by Arend and Kilcher (2010, p. 204; Joyce et al. 2011 p. 373), it was the teacher who actively reviewed the team or independent practice, summarized the lesson and led reflection. The students were observed to check their answer and listened to the teacher. In the learning reflection, when being asked by the teacher, some students put forward their response to the texts and the practices. As suggested by Arend and Kilcher (2010, p. 204), the students express their experience to better the future learning. There were texts and practices which were considered easy or difficult.

Then, in both groups, the teacher had the students do a quiz (Slavin 1995 p. 80). In the quizzes, to follow Slavin, students worked individually and were not allowed to cooperate. The teacher distributed the quiz sheet and monitored the students' doing it. The quizzes, as mentioned earlier (see Chapter III Section 3.4.1), were multiple choice consisting of 12 items. The results of the quizzes were put in the 'Mark Lists' (see Appendix 13a) of DI group and in the 'Quiz Score Sheet' and 'Team Summary Sheet' (Slavin, 1995 p. appendix 2 and 3) in the STAD CL (see Appendix 13b and 13c).

The last step, which was done after the class, was calculating students' achievement based on quiz scores. Unlike in the DI group wherein only individual was given recognition and awarded for the achievement, in STAD CL group, to follow Slavin

(1995 p. 80 see also Leighton in Cooper, 1990 pp. 322-3), the teacher gave score to the quiz and compared each student's improvement within their team to their base scores. Then the teacher, applying the principle of individual and team accountability, calculated the group improvement score in and determined the best groups (Slavin, 1995 p. 73 ; Leighton in Cooper, 1990 p. 332) (see Appendix 13c). After the calculation, in both groups, the teacher distributed the answer sheets of the quiz and informed the correct answers as feedback (Fashola et al., 1997; Joyce et al. 2011 p. 371; Arend and Kilcher, 2010, p. 189)

In addition, to both groups, the teacher awarded the students' achievement. This was intended to give each student a performance goal that could be attained if they worked harder performed better than their past (Slavin, 1995 p. 73). As suggested by Slavin (1995), the teacher gave a reward to the best teams in STAD CL group and to individual in DI group. The reward was a certificate (see Appendices 14a and 14b). In STAD CL group, to follow Slavin (1995 p. 72; see also Leighton in Cooper, 1990 pp. 332-3), the certificates were given to the three groups with the most exceeding point as 'super', 'great' and 'good' teams. In the DI group, three best students were awarded for their achievement to motivate the students' learning.

The students' response on the award was rather different. In STAD CL group, the students were more enthusiastic since they, as claimed by Slavin (1995; Leighton in Cooper 1990 p. 323), had same chance to get the certificate as the 'super', 'great' or 'good' teams (see Appendix 14a). The awarded teams showed their happiness by clapping their hands and shouting their yells. Other teams gave applause. In DI group, only high achievers looked more enthusiastic, since they had a chance to get the reward as the best student (see Appendix 14b). Middle and low achievers did not respond much.

Furthermore, the result of the quizzes can be discussed. Seen on Table 4.8 and also

Table 4.9: The Mean Score of Quizzes

Quiz of	STAD Cooperative Learning Group		Direct Instruction Group	
	Mean	s.d.	Mean	s.d
Text 1	46.88	16.90	47.14	17.28
Text 2	41.67	19.74	41.95	16.13
Text 3	42.33	15.56	42.24	12.97

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Text 4	50.28	19.88	45.05	12.32
Text 5	53.91	16.80	52.86	17.01
Text 6	55.73	20.57	52.34	16.01
Grand total	48.46	18.24	46.93	15.29

Note: s.d. = Standard Deviation

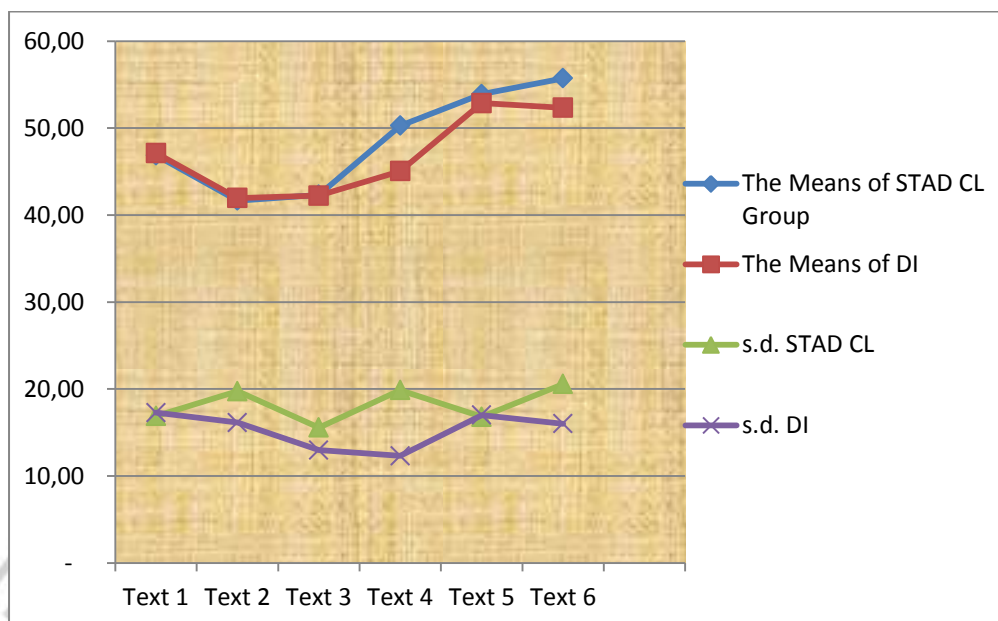
taken from the quizzes

chart 4.1 below, almost all mean scores of STAD CL group is higher than those of DI group but the standard deviation is on the contrary. In STAD CL group, the highest mean scores is 55.73 and the lowest is 41.67 and the highest standard deviation is 20.57, the lowest is 15.56. In contrast, in DI group, the highest is 52.86 and lowest is 41.95, the highest standard deviation is 17.28 and the lowest is 12.32. In order to see clearly the comparison, those data are put on the chart (see chart 4.1).

As shown on chart 4.1, overall in the quizzes, the mean scores and standard deviation of the students in STAD group are higher than those in DI group. It shows that in most quizzes, students in STAD CL group outperformed those in DI group. These data indicates that STAD CL had better effect on the students' reading achievement. This is in line with the previous findings that STAD CL had positive effects on achievement (Slavin, 1995; Jhonson et al, 2000; Khan 2008; Jalilifar, 2010 and Norman, 2005).

However, Table 4.8 and chart 4.1 show that most standard deviations of the students in STAD CL group are larger than those in DI group. It means that the range

Chart 4.1: The Comparison of the Mean Scores and the Standard Deviation between STAD CL and DI groups



the standard deviation of pretest (STAD CL = 11.16 and DI=11.69; see Section 4.2), this indicates that the students of high achievers in STAD CL made more progress than the low ones. This condition supports the claim that the grouping in STAD CL widens the gap between high and low ability students (McCurdy, 1996). This gap was probably caused by the inequality of the students' contribution in the group discussion of STAD CL (Bower 1989 in Killen, 1998 p. 102; O'Donnell et al., 2012 p. 295).

4.4 Post Teaching Phase

A week after the last text was taught the teacher and the researcher administered the post test and the questionnaire (the results will be discussed in Chapter 5). As mentioned previously (see Section 3.5.1 and 3.5.3), the post test was intended to measure the objectives of the teaching program (Brown, 2005 p. 11; Hughes, 2003 p. 8) and to see the effect of the teaching programs on the students' comprehension (Mc.Millan and Schumacher, 2001 pp. 342; Hatch and Farhady, 1982; Vellutino, and Schatschneider, 2011 p. 157). The post test in both groups in sequential periods, one after another, to maintain test validity. The students in both groups were required to answer the post test in 60 minutes and respond the questionnaire in 20 minutes. In the post test, the students did the test individually to show their achievement on what they have learned (Slavin, 1995 p. 80; Fashola et al., 1997; Joyce et al. 2011 p. 371; Arend and Kilcher, 2010).

When filling the questionnaire the students were guided by the researcher. As mentioned earlier (see Chapter III Section 3.5.3), it was to handle just in case there were

students asking about the statements. The result of questionnaire will be discussed in Chapter V.

4.5 Conclusion of the Chapter

This chapter has provided the information about the procedures of the teaching programs. It has discussed the phases of the treatment and the comparison of the teaching programs in both STAD CL and DI groups. The comparison of the programs can be seen on the following table (see also Appendix 11a and 11 b).

Table 4.10: The Comparison of the Teaching programs

Activities in STAD CL Group		Activities DI Group	
The teacher (T)	The Students (Ss)	The teacher (T)	The Students (Ss)
<p><i>Preparation</i></p> <ul style="list-style-type: none"> • T chose the teaching materials, made the lesson plans, the reading texts and the quizzes. • R and T determined the base score of the team members based on previous tests. • T assigned students (Ss) to <i>heterogeneous</i> teams consisted of four members • The researcher (R) and the teacher (with mixed previous performance level). • T announced the teams and gave a chance to build their teams. 	<ul style="list-style-type: none"> • Ss introduced each other in their teams. 	<p><i>Preparation</i></p> <ul style="list-style-type: none"> • The researcher (R) and the teacher (T) chose the teaching materials, made the lesson plans, the reading texts and the quizzes. • R and T documented and averaged the previous test score. • T assigned students in pairs or individual without considering the previous performance level. • T announced the teaching plans to the class. 	<ul style="list-style-type: none"> • Ss sat individually.
<p><i>Class Presentation (Pre-Reading)</i></p> <p>Opening:</p> <ul style="list-style-type: none"> • T asked about relevant topic, discussed the text type, predicted the content from the title, and reviewed familiar stories. • T informed teaching objectives, the required behavior in cooperating and the award for the best group. <p>Development: (While-Reading)</p> <ul style="list-style-type: none"> • T seated Ss in their groups and distributed reading texts to Ss. 	<ul style="list-style-type: none"> • Ss answered T questions. • Ss made a note about the objectives • Ss built their team by yelling. • Ss accepted the 	<p><i>Orientation (Pre-Reading)</i></p> <ul style="list-style-type: none"> • T informed the topic of reading and the skills to exercise and asked about Ss experience related to the topic. • T explained the objectives and their importance. <p><i>Presentation (While-Reading)</i></p> <ul style="list-style-type: none"> • T seated Ss in pair or individually. 	<ul style="list-style-type: none"> • Ss answered T questions. • Ss made a note about the objectives.

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<ul style="list-style-type: none"> • T explained, modeled and demonstrated reading skills; guessing the meaning of words, discussing essential but unfamiliar vocabularies; identifying explicit information (literal). • T explained, modeled and demonstrated reading skills; identifying main ideas, pronominal reference, implicit meaning, recognizing writer's purposes, tone and emotion, identifying characteristic of characters, analyzing the text structure (literal). <p>Guided Practice:</p> <ul style="list-style-type: none"> • T gave one/two short exercises about the skills in groups and checked Ss understanding randomly and gave feedback. 	<p>reading text.</p> <ul style="list-style-type: none"> • Ss paid attention and made notes in their teams • Ss paid attention and made notes • Ss did the exercise classically in their teams. 	<ul style="list-style-type: none"> • T explained, modeled and demonstrated reading skills; guessing the meaning of words, discussing essential but unfamiliar vocabularies; identifying explicit information (literal). • T explained, modeled and demonstrated reading skills; guessing the meaning of words, discussing essential but unfamiliar vocabularies; identifying explicit information (literal). In so doing, T reviewed Ss' understanding. <p><i>Structured Practice</i></p> <ul style="list-style-type: none"> • T gave short exercises and guided Ss to do them in pairs. <p><i>Guided Practice</i></p> <ul style="list-style-type: none"> • T gave more exercises in pairs; monitored Ss and gave feedback when necessary. Ss were allowed to discuss them with pairs. 	<ul style="list-style-type: none"> • Ss paid attention and made notes individually • Ss paid attention and made notes • Ss did the exercise classically in pair or individual. • Ss did the exercise classically in pair or individual.
<p><i>Team (Practice)</i></p> <ul style="list-style-type: none"> • T gave exercises to the teams. • T monitored and reminded Ss to cooperate in doing the exercises. T gave feedback when necessary. 	<p>Ss did the exercise in their teams asked questions when they found a problem.</p>	<p><i>Independent Practice</i></p> <ul style="list-style-type: none"> • T gave exercises individually and monitored Ss. • T reviewed the exercises after Ss' completion and gave feedback. 	<p>Ss did the individual exercise or asked questions when they found a problem.</p>
<p><i>Quiz (Post-Reading)</i></p> <ul style="list-style-type: none"> • T held a individual quiz. • T held learning reflection. 	<p>Ss did the quiz individually. Ss answered T questions about the lesson.</p>	<p><i>Quiz (Post-Reading)</i></p> <ul style="list-style-type: none"> • T held a individual quiz. • T held learning reflection. 	<p>Ss did the quiz individually.</p>
<p><i>Closing Individual and Team Recognition</i></p> <ul style="list-style-type: none"> • T calculated the individual score 		<p><i>Closing</i></p> <ul style="list-style-type: none"> • T calculated the individual score. 	<p>Ss made a note about</p>

<ul style="list-style-type: none"> and team points. • Distributed and discussed the answer sheet. • T awarded best teams. 	<p>Ss made a note about the answers.</p> <p>S team accepted the reward</p>	<ul style="list-style-type: none"> • Distributed and discussed the answer sheet. • T awarded best students individually. 	<p>the answer.</p> <p>Individual accepted the reward.</p>
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The following chapter discusses the findings regarding the effect of applying STAD CL and Direct Instruction (DI) on the students' comprehension levels. It describes the data obtained from the data collection methods.

