

## THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) ON STUDENTS' READING COMPREHENSION

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### Abstract:

Reading has become one of the current issues in language learning. The EFL learner is still get difficulties to comprehend the text. In this case, some of method is needed to improve their reading comprehension. The aim of this research is to find out the effect of student team achievement division (STAD) on students' reading comprehension. Reading is a base of knowledge. Students should be able to comprehend the text. A such method also needed to improve their reading comprehension. Reading comprehension means an interactive process between reader and the text, in that the reader is required to fit clues provided the text. Since the CL method turns out to be a valuable tool to help students in learning comprehension strategies, the researcher chose STAD in teaching reading comprehension. This research is experimental research which is done with two group of classes. The experimental group and the control group which is each group consists of 30 students. Sample of this research is chosen by intact classes technique. The experimental group was taught by using STAD, while the control group was taught by using conventional instruction. This research is quasi experimental research which the data is taken from pos test. The result of this study indicates that the students who taught by using STAD have better literal and inferential reading comprehension than the students who taught by using conventional instruction.

**Keywords:** student team achievement division (STAD), reading comprehension

### Abstrak:

Membaca telah menjadi salah satu isu terkini dalam pembelajaran bahasa. Pembelajar EFL masih mengalami kesulitan untuk memahami teks. Dalam hal ini, beberapa metode diperlukan untuk meningkatkan pemahaman membaca mereka. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh student team achievement division (STAD) terhadap pemahaman membaca siswa. Membaca adalah dasar pengetahuan. Siswa harus mampu memahami teks. Metode semacam itu juga diperlukan untuk meningkatkan pemahaman membaca mereka. Pemahaman membaca berarti proses interaktif antara pembaca dan teks, di mana pembaca diharuskan untuk menyesuaikan petunjuk yang diberikan teks. Karena metode CL merupakan alat yang berguna untuk membantu siswa dalam mempelajari strategi pemahaman membaca, peneliti memilih STAD dalam mengajar pemahaman membaca. Penelitian ini adalah penelitian eksperimental yang dilakukan dengan dua kelompok kelas. Kelompok eksperimen dan kelompok kontrol yang masing-masing kelompok terdiri dari 30 siswa. Sampel penelitian ini dipilih dengan teknik kelas utuh. Kelompok eksperimen diajar dengan menggunakan metode STAD, sedangkan kelompok kontrol diajar dengan menggunakan metode konvensional. Penelitian ini merupakan penelitian quasi eksperimental yang datanya diambil dari post test. Hasil penelitian ini menunjukkan bahwa siswa yang diajar dengan menggunakan metode STAD memiliki pemahaman membaca literal dan inferensial yang lebih baik daripada siswa yang diajar dengan metode konvensional.

**Kata kunci:** Literasi, Gerakan Literasi Sekolah, Menulis Buku

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## **INTRODACTION**

Reading is thinking and understanding and getting at the meaning behind a text. As children are read to during read-aloud, they are asked to think about characters, make predictions about what will come next, question and wonder what's happening, and consider what lesson they can learn from the book (Serravallo, 2010, p. 43). Reading is usually conceived of as a solitary activity in which the reader interacts with the text in isolation (Nunan, 1999). It means reading is a process of getting message from the written text by the writer.

Reading is an important activity in life with which one can update his or her knowledge (Patel, 2008). It means that reading is an activity which the readers do to enrich their knowledge in reading activity. They do reading activities to get some information about what they read. Therefore, they can get what they want. Reading is also very important to support academic success. Because it can help students to solve their problem in knowing or getting some information about the content of the text that the teachers get them to find some information from the text.

There are some of the principles of reading that including: (1) Encourage students to read as often and much as possible; (2) Students need to be engaged with what they are reading; (3) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction; (4) Prediction is a major factor in reading; and (5) Good teachers exploit reading texts to full (Harmer, 2010, pp. 101-102).

Reading has an important role to help the students in learning English. It has many advantages for the students. First, the students can add their knowledge and enrich their conception of the world. They will get some information that becomes new knowledge for them. Second, the students can develop their skills in recognizing the world, comprehend the meaning, and also interpreting what had been read. Third, the students will get new experience and interesting based on the story they had read, especially the message through interpretation of their life. It is becomes important for the students to learn it to improve their skills in order to get new information and pleasure.

Reading means 'reading and understanding' (Penny, 1996, p. 138). It means that reading the text and knowing what the mean of the text. It is called reading. When reading the text or the words but do not understand what the mean of the word or the text, it is not reading. So, reading is an understanding. Reading is the processes by which the meaning of written text is understood (Richards, 2010, p. 483). Every passage has the meaning that should be understood by the reader. We read a passage is to get information from it through the meaning. When people understand what they had been read, it is called reading. So, one of the purpose of reading processes is to understand the text.

Reading is not a main subject in the school because it is not a subject at all. Reading is just process used for learning to get an information in order to improve the student's ability in comprehend the text. Since it is needed by the students, then reading becomes an important subject to learned by the students.

Reading comprehension means that comprehend the text implicitly and explicitly. In elementary level or Junior High School, the students do not know about literal and inferential comprehension, they only know that the text is consists of implicit and explicit meaning. Actually, it is just the differences of the terms, but the meaning is the same. So, literal means the mean of the text explicitly, while inferential means the mean of the text implicitly. In this research, the researcher uses the terms literal and

inferential comprehension.

The particular interest to the present study is STAD. Student Team Achievement Division (STAD) is one of learning varieties that the teacher can use in the class. Sometimes, the students get bored in conventional teaching method, they need a such an interesting method in improving their reading comprehension. The student learn in group and try to solve their problem within group.

STAD is a technique of CL which includes small heterogeneous teams of 4–6 members who tutor each other on the material in the course and prepare each other for weekly quizzes. In addition to this, Slavin adds that STAD operates on the principle that students work together to learn and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members (Jalilifar, 2009).

There are four important stages for implementing STAD in the classroom: teaching, team study, individual quizzes, and team recognition. As such, learners first listen to the teacher's explanation of material, following which they work in mixed groups based on their ability to complete activities or worksheets, take individual quizzes, and finally recognize their team achievements (Jalilifar, 2009).

Many studies about STAD had done by many researcher. The first study conducted by Jalilifar (2009) indicates that STAD had statistically significant effect on student reading comprehension and team rewards, as one of the central concepts of STAD, may have a strong impact on learners' performance in reading comprehension. So, STAD can be a useful method in improving the student reading comprehension. The second study from Zarei (2012) which conducted the study about the effect of STAD and CIRC on L2 reading comprehension and vocabulary learning. His study also done in advanced level, while this study was done in elementary level. Zarei analyzed his research data by using four one way Anova, while this research used independent t-test. Besides, zarei used four instruments in his study including: (1) a Michigan English Proficiency test, (2) instructional materials used during treatment, (3) a posttest. While this study only uses one test, that is posttest.

The third study conducted by Anto (2013) indicates some of results. First, there was a significant different effect between the students taught by using STAD method and conventional method. Second, there was an effect of learning motivation toward student reading competence. Third, there was a significant interactional effect between implementation of STAD and learning motivation toward students reading competence. Forth, there was a significant different between the students having high motivation taught by using STAD and conventional method. Fifth, there was a significant different between the student having low motivation taught by using STAD and conventional method.

The purpose of this study is to investigate whether there is an effect of Student Team Achievement Division (STAD) on students' reading comprehension, both of literal and inferential reading comprehension. This study can help students to improve their reading comprehension and also help the teacher to improve student's reading comprehension with using Student Team Achievement Division (STAD). It will guide the teacher in their teaching to make the classroom more active. And it will give many variation of designing teaching English in increasing the student's reading comprehension.

## **METHOD**

Since this study aims to investigate the effect of STAD on students' reading comprehension, this study applies a quantitative research, which the data is analyzed by using statistical procedures. While this study uses experimental design involves two variables. In this case, variable X is (Student Team Achievement Division) and variable Y is (Reading Comprehension). The researcher chooses experimental design because the researcher wants to know whether there is an effect of variable X to variable Y. This study is intended to prove the research hypothesis. The type of the experimental research design is quasi experimental. The experimental group is treated with Student Team-Achievement Divisions (STAD), while control group is treated with Conventional Instruction. The post-test is given to both of the experimental and control groups. This post-test is intended to find out the mean of differences.

Population that is researched is all of the eighth grade students of MTs Negeri 1 Pamekasan. The eighth grade students divided into 4 classes namely A, B, C, and D class. Because the A class consists of 30 students, B class consists of 30 students, C class consists of 30 students, and D class consists of 31 students. So, all of populations are 121 students consists of male and female students. This study uses intact classes to determine the experimental and the control group. The researcher asked the students' English score to the English teacher to be analyzed by using ANOVA to know the homogeneity of the population. The F value is 0.866 higher than 0.05 which means that the population are homogenous. The researcher had two classes, A class as experimental group and C class as control group.

The instrument used in this study is Test. The researcher used two texts in the test with divided into literal and inferential reading comprehension. There are 10 items for literal comprehension and 15 items for inferential reading comprehension. This dividing is appropriate with the text provided by the researcher. The researcher took 10 items for literal reading comprehension and 15 items for inferential reading comprehension in the text. The total items of test is 25 items and this is appropriate with the time and level of students. This study will obtain the data using written test in form multiple choices. The written test is given to the students in the post-test by asking them to answer some questions related with the available text. The text is about describing a person. The researcher will score the student's answers. The test is consists of 25 questions

This study is a quasi experimental, whereas there are experimental and control group to be observed. These are the procedure of the research: The researcher asked the students English score from the English teacher to know the homogeneity of students. The researcher conducted the ANOVA test to decide the experimental group and control group. Then, the researcher had two classes. The A class is the experimental group and C class is the control group. The experimental group is given STAD and the control group is given Conventional Instruction. The students are given post-test to both of the experimental and control group. The result of the post-test will be used to analyze the data. The Statistical Package for the Social Sciences (SPSS) was used to analyze the data and got correct and accurate conclusion

## **FINDING**

This research divided the reading comprehension into literal and inferential comprehension and the aims of this research is to know the effect of STAD to both of comprehension.

**Table 1. The Descriptive Statistics of Experimental and Control Group for Literal and Inferential Comprehension**

No	Group/Level of Comprehension	Range	Min	Max	Sum	Mean	Std.Deviation
1.	Experimental Group						
	a. Literal Comprehension	8	32	40	1136	37.87	2.515
	b. Inferential Comprehension	36	24	60	1320	44.00	8.534
2.	Control Group						
	a. Literal Comprehension	20	20	40	1028	34.27	6.275
	b. Inferential Comprehension	28	20	48	1016	33.87	7.628

Descriptive statistics of this research showed that the mean of (N=30) literal comprehension in experimental group is 37.87 with the standard deviation is 2.515. While, the mean of (N=30) literal comprehension in control group is 34.27 with the standard deviation is 6.275. The mean of (N=30) inferential reading comprehension in experimental group is 8.534. While, the mean of (N=30) inferential reading comprehension in control group is 7.628.

**Table 2. The Results of T-Test**

**T-Test (Statistical Computation) for Literal Comprehension**

Group Statistics				
Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai 1	30	37.87	2.515	.459
2	30	34.27	6.275	1.146

Independent Sample Test					
	Levene's test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	Df	Sig (2-tailed)
	23.538	.000	2.917	58	.005
			2.917	38.084	.006

### T-Test (Statistical Computation) for Inferential Comprehension

Group Statistics				
Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Nilai 1	30	44.00	8.534	1.558
2	30	33.87	7.628	1.393

Independent Sample Test					
	Levene's test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	Df	Sig (2-tailed)
	.038	.847	4.849	58	.000
			4.849	57.285	.000

Based on the computation of t-test in SPSS from the post test results on the students' reading comprehension (literal and inferential comprehension) it showed that the t-score for literal reading comprehension is 2.917. The critical value of t-test with 5% significant level in directional test is 2.000. It means that computed t-score is higher than the critical t-value or t-table. While the t-score for inferential reading comprehension is 4.849.

Based on the results above, it means that the hypothesis (Ha) which is formulated "the Islamic Junior High School students who get Student Team Achievement Division (STAD) have better literal and inferential reading comprehension than the Islamic Junior High School students who get Conventional Instruction (CI)" was accepted.

## DISCUSSION

### Theoretical Perspective of the Effect of STAD on Reading Comprehension

STAD is one of learning varieties that the teacher can use in the class. Ghaith and Yaghi in Jalilifar stated that the STAD technique has consistently been shown to be among the most simple and effective CL methods in improving student achievement of well defined objectives in various subjects (Jalilifar, 2009, p. 97). Slavin in Jalilifar also asserts that STAD is a technique of CL which includes small heterogeneous teams of 4-6 members who tutor each other on the material in the course and prepare each other for weekly quizzes (Jalilifar, 2009, p. 97). In addition to this, Slavin adds that STAD operates on the principle that students work together to learn and are responsible for their teammates' learning as well as their own, and emphasizes having team goals that are dependent on the learning of all group members (Jalilifar, 2009, p. 97). Trianto in Rijal stated that The STAD is one of cooperative learning approaches which focus on how students are active in the class (Rijal, 2015, p. 123). This strategy is developed by Robert Slavin in 1995 at Johns Hopkins University. He stated that Cooperative Learning leads the students to be more active in a small group because they have the same opportunity to share their idea. Futhermore, in Cooperative Learning students are not only as learners who got information from the teacher but also teachers who give information or explain the material to their friends in their group (Rijal, 2015, p. 123). Rusman in Rijal also stated that there are two advantages using Cooperative Learning; they learn to

understand or solve the problem and also help each other in their small group (Rijal, 2015, p. 97)

By using STAD, the teacher can motivate students in learning English especially reading. Furthermore, it gives students more time to participate in the class. It allows students to easier in comprehend the text both of literal and inferential because they work and learn together. Besides, this method make the students do not get bored in the class, they motivated to be the best group and got the reward. This method also change the passive student to be active, individual to the group, teacher center to the student center, and how they are communicate with others.

In addition, students who learned by using STAD have better literal and inferential comprehension than the students who learned by using Conventional Instruction. It means that they more comprehend the text when they work and learn together in group than individual. On the other hand, cooperative group members help each other to analyze and comprehend the text. The students in the STAD group with sufficient knowledge of a task can elaborate on the tasks to their members of group.

### **Empirical Perspective of the Effect of STAD on Reading Comprehension**

However, there have been other studies which were used STAD to different level of students. The study conducted by Jalilifar (2009). He conducted the study about the effect of Cooperative Learning techniques on college students' reading comprehension. The results revealed that STAD is a more effective technique in improving EFL reading comprehension achievement whereas GI and CI did not enhance reading comprehension significantly. Team rewards, as one of the central concepts of STAD, may have a strong impact on learners' performance in reading comprehension.

Another study conducted by Zarei (2012). This study investigated the effects of STAD and CIRC on L2 reading comprehension and vocabulary learning. The participants are 132 female language learners of EFL at National Iran English Language (NEIL) institute in Takestan. The results indicated that the cooperative learning model STAD and CIRC had statistically significant effects on reading comprehension and vocabulary learning, particularly for elementary EFL learners.

Other study conducted by Anto (2013) who was conducted the study about the effect of implementation of STAD and learning motivation toward students' reading competence. The results of the research were first, there was a significant different effect between the students taught by using STAD method and conventional method. Second, there was an effect of learning motivation toward student reading competence. Third, there was a significant interactional effect between implementation of STAD and learning motivation toward students reading competence. Forth, there was a significant different between the students having high motivation taught by using STAD and conventional method. Fifth, there was a significant different between the student having low motivation taught by using STAD and conventional method.

The last study conducted by Khansir (2015) investigated the study about the impact of STAD on Iranian EFL learners' listening comprehension. Sixty Iranian students was selected based on their performance on Oxford Placement Test (OPT). The Iranian students were in the age range of 18 to 25 studying English as their foreign language in a language institute in Bushehr city, Iran. Outcome of this research paper indicated that the use of STAD, in contrast to individual teaching and learning can be more effective at different stages of teaching listening.

The first study conducted by Jalilifar was conducted in college students or advanced level, while this research conducted in elementary level. The researcher wants to investigate whether STAD is effective in elementary level or not. Does STAD has

different statistical effect on students reading comprehension between conventional instruction in elementary level. Then, Jalilifar used systematic random sampling in choosing a sample, while the researcher uses intact classes. Jalilifar's data were analyzed by using one way Anova and post hoc Scheffe statistic, while this research used independent t-test to analyze the data.

The second study conducted by Zarei which conducted the study about the effect of STAD and CIRC on L2 reading comprehension and vocabulary learning. His study also done in advanced level, while this study was done in elementary level. Zarei analyzed his research data by using four one way Anova, while this research used independent t-test. Besides, Zarei used four instruments in his study including: (1) a Michigan English Proficiency test, (2) instructional materials used during treatment, (3) a posttest. While this study only uses one test, that is posttest.

The next study conducted by Anto entitled the effect of implementation of STAD and learning motivation toward students' reading competence. The design of his study was 2x2 factorial design, while this uses quasi experimental research design. Besides, the chosen classes was used intact random sampling, while this study uses intact classes or non randomized sampling. So, this study is different with Anto's study. The researcher wants to investigate whether STAD still affects students reading comprehension in different design and sampling technique of research.

The last study conducted by Khansir which was investigated the study about the impact of STAD on Iranian EFL learners' listening comprehension. This study also conducted in advanced level on listening comprehension. While this research conducted in elementary level on reading comprehension. The researcher wants to investigate whether STAD is still effective if it is implemented in reading comprehension with the elementary level.

According to the data analysis and hypothesis verification done by the researcher, it showed that students taught by using STAD have better reading literal and inferential reading comprehension than students taught by using CI. And both of groups are better in literal comprehension than inferential comprehension. They more understand the text explicitly than implicitly.

The treatments were done to two classes, A class as the experimental group and B class as the control group. The technique used in this research is one of the cooperative learning suggested by Robert Slavin. The researcher chose STAD because it is the most simple and effective Cooperative Learning method in improving student achievement of well defined objectives in various subjects.

From the technique used for reading comprehension (literal and inferential comprehension), the researcher believed that the students will be more active in group work than individually. It was proven from the meeting treatments that had been done three times, the students of experimental group more active and got higher score than the control group. They work cooperatively, one of the members can teach the other members who did not understand about the material, so they can be a teacher and students. Sometimes, they more understand if they taught with their friends than their teacher. The reward is also effective to grow up their motivation in learning activities. They more motivated to be the best group.

From the explanation above, students who did the task by grouping is more understand to the topic than who did individually. It can be seen in the individual test that gave by the researcher. The test showed that the experimental group was higher than the control group. And also in the post test, the score of experimental group was higher than the control group. Then, in teaching and learning process, the students

prefer to learn reading by using STAD than CI. There was a challenge that should be passed by them and it was motivated them to participate in the teaching and learning process.

### **The Implication of STAD in Teaching and Learning Process**

In classes conducted through cooperative learning, the teacher can find time to walk around and check the students' work. In this way, it is much easier for the teacher to work with one group while others are getting on with their own work (Zarei, 2012, p. 163). Cooperative Learning can also establish positive interdependence among students in such a way that through structuring the goals, materials, and rules, gains for one person are associated with gains for others (Zarei, 2018, p. 163). In Cooperative Learning, the students who have weak and surplus work together and help each other, it helps the teacher to solve the problem of student's differences.

Trianto in Rijal stated that in cooperative learning students are not only as learners who got information from the teacher but also as teachers who give information or explain the material to their friends in their group (Rijal, 2015, p. 123). It means that cooperative learning give positive effect on teaching and learning process. Students have a responsibility for their group and their work. Students are learned to solve their problem and other students' problem. They try to find the solution and learn to be a teacher who gives information for their friends. It makes them having a critical thinking.

Rusman in Rijal stated that there are two advantages using cooperative learning; they learn to understand or solve the problem and also help each other in their small group. Trianto also added that STAD is one of cooperative learning approaches which focus on how students are active in class (Rijal, 2015, 123).

STAD is one of the learning strategies based on cooperative learning which helps promote collaboration and self-regulating learning skills (Khansir, 2015, p. 1711). Killen in Anto said that STAD is better and easier ways for teacher teach the student in the group because in the group the student more active and they can share their knowledge each other in solving the problems (Anto, 2013).

Anto also added that STAD method can be used as an alternative method for teaching reading at SMP (Junior High School), and it could make students more active in interacting with their friends to solve kind of problems. The role of the teacher is supporting all students for making part in the group. So, teaching and learning process will run effectively (Anto, 2013).

Based on some perspective about STAD at teaching and learning process, the researcher concluded that STAD gives some contributions in teaching and learning process. First, STAD can make the teaching and learning process more active and effective. Second, STAD can motivate students to participate in teaching and learning process. Third, the teacher who has a large class can use this technique to consider the wasting time. Fourth, STAD make the interaction between teacher and students more alive the teacher monitoring and guiding the discussion activity. The last, the team reward which is the concern of STAD give a positive effect for students to be the best group.

### **CONCLUSION**

The Islamic Junior High School students taught by using Student Team Achievement Division (STAD) have better literal reading comprehension than the Islamic Junior High School students taught by using conventional Instruction (CI). It is proven by the result of SPSS. The value of  $t$  is 2.917. It means that hypothesis is accepted. It can concluded that the hypothesis (H1) which states that The Islamic Junior High

School students taught by using Student Team Achievement Division (STAD) have better literal reading comprehension than the Islamic Junior High School students taught by using Conventional Instruction (CI) is accepted.

The Islamic Junior High School students taught by using Student Team Achievement Division (STAD) have better inferential reading comprehension than the Islamic Junior High School students taught by using conventional Instruction (CI). It is proven by the result of SPSS. The value of  $t$  is 4.849. It means that the hypothesis is accepted. It can be concluded that the hypothesis (H1) which states that The Islamic Junior High School students taught by using Student Team Achievement Division (STAD) have better inferential reading comprehension than the Islamic Junior High School students taught by Conventional Instruction (CI) is accepted.

Based on some perspective about STAD at teaching and learning process, the researcher concluded that STAD gives some contributions in teaching and learning process. First, STAD can make the teaching and learning process more active and effective. Second, STAD can motivate students to participate in teaching and learning process. Third, the teacher who has a large class can use this technique to consider the wasting time. Fourth, STAD make the interaction between teacher and students more alive the teacher monitoring and guiding the discussion activity. The last, the team reward which is the concern of STAD give a positive effect for students to be the best group.

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