

ABSTRACT

The main objectives of the research are to find out: (1) whether STAD method is more effective than grammar-translation method to teach reading; (2) whether the students who have high verbal intelligence have better reading mastery than those who have low verbal intelligence; and (3) whether there is an interaction between teaching methods and students' verbal intelligence.

Kind of this research was experimental research. This research was carried out at SMAN 3 Lumajang in the academic year of 2014/2015. The population of the research is the eleventh grade student of SMAN 3 Lumajang in the academic year of 2014/2015. The samples were two classes. In taking the sample, cluster random sampling technique was used. Each class was divided into two groups (the students who have high and low verbal intelligence). Then, the techniques which were used to collect the data were verbal intelligence test and reading test. The two instruments were tried out to get valid and reliable items. The data were analyzed by using multifactor analysis of ANOVA 2x2 and Tuckey test.

Based on the results of the analysis, there are some research findings that can be taken: (1) STAD method is significantly different from GTM method to teach reading because F_o is higher than F_t and q_o between columns (C_1 and C_2) is higher than q_t . STAD method is more effective than GTM to teach reading because the mean of C_1 is higher than C_2 ; (2) the reading mastery of the students who have high verbal intelligence is significantly different from that of those who have low verbal intelligence because F_o is higher than F_t and q_o between rows (R_1 and R_2) is higher than q_t and the students who have high verbal intelligence have better reading mastery than those who have low verbal intelligence because the mean of R_1 is higher R_2 ; and (3) there is an interaction between teaching methods and verbal intelligence for teaching reading because F_o is higher than F_t : (a) for the students who have high verbal intelligence, STAD method is significantly different from GTM method to teach reading because q_o between cells (A_1B_1 and A_2B_1) is higher than q_t . STAD method is more effective than GTM method to teach reading because the mean A_1B_1 is higher than A_2B_1 , and (b) for the students who have low verbal intelligence, GTM method is significantly different from STAD method to teach reading because q_o between cells (A_2B_2 and A_1B_2) is higher than q_t and GTM method is more effective than STAD method to teach reading because the mean of A_2B_2 is higher than A_1B_2 .

The research finding are: (1) STAD is more effective than GTM for teaching reading; (2) The students having high verbal intelligence have better reading mastery than the students having low verbal intelligence; (3) There is an interaction effect between methods and students' verbal intelligence for teaching reading. STAD is suitable for students having high verbal intelligence and GTM is suitable for students having low verbal intelligence. It is important for English teacher to select the method which is suitable for students who have high or low verbal intelligence in English lesson.

INTRODUCTION

Every school has a policy and interest to upgrade their school and their students' potential. English becomes one of the important components in upgrading their best potential. Globalization is an early reason that English is over headed in teaching and learning process in Indonesia. A lot of school materials use English as medium language. It gives a pressure for studying English especially in reading skill.

Nowadays, reading is not only becomes a hobby but it also becomes a students' need in understanding their school lesson, especially English. Reading is a skill which is a more regular tested in national examination. In teaching learning English of reading, the students are charged for going behind much information in their reading comprehension. It would give them knowledge, information, even personal experience.

In every year, the government is going to make national examination for Indonesian students; sixth grade of Elementary School, ninth grade of Junior High School, and twelfth grade of Senior High School. It is a government policy which has a good purpose as a tool of mapping; to know students ability nationally in some lessons. National examination is going to do continually every year though many pro and contrast opinions-how important and how effective national examination is. It is a national

examination based on *Permendiknas* no 22, 23, and 24 year of 2006 and according to the rule of Education and Culture Ministry of Indonesian Republic number 3 year of 2013 about pass examination criteria of students from educational and implementation unit of school/ religious school and national examination.

Out of some purposes of reading, the reading is an activity to understand some informations or messages from the reading. They can interpret to different interpretations. Graba and Stoller (2002: 9) said that reading is the ability to draw meaning from the printed page and interpret this information appropriately. They also said that reading has four important reasons in appearing the general definition of reading. Four important reasons are follows:

1. First is the reason does not extend the idea which there many ways in engaging reading,
2. Second is the reason does not emphasize many of criteria which define the nature of fluent reading abilities,
3. Third is the reason does not explain clearly about reading which it is carried out as a cognitive process that operates under intense time constraints,
4. Fourth is the reason does not flash on how the ability to draw meaning from a text and interpret meaning varies in line to the second language proficiency of the reader.

On the other hand, Graba and Stoller (2002: 13) said that reading has some purposes; reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information, reading to write (or search for information needed for writing), reading to critique text, and reading for general comprehension. In teaching reading comprehension, we have the general purpose is to consolidate the students' ability to read the material, acquire information, understand the text, and enjoy the unoccupied time. Brown (1982: 18) explains about the aim of teaching for the reader is to understand and to response to what is written. He explains what they need in reading is actually showing the purpose of them.

The lack of students' reading is their verbal intelligence that it differentiates them. It is an internal factor; their difficulties to understand well the reading that influence them in learning of reading. They have different response in reading materials. The students with low verbal intelligence have low in reading materials response. Contrary, it is different from students with high verbal intelligence that they will understand well and briskly. In addition, they also have an external factor that it influences them because of external condition. It might be the teacher's style in teaching; using active and interesting method. This factor might be bothered the students' learning process; reading comprehension. In this research, the external factor is the learning teaching method; STAD compare to GTM. Hopefully, this method can cover the students need in reading comprehension.

Reading

Reading is defined as an activity which it is done by people to get the goal. According to Taschow in *the cultivation of reading* (1985), reading is a part of human communication and it is a synthesis of developmental processes in reading teaching context. It is a nonverbal human communication which as written language. Reading is nonverbal human communication uses to deliver the information or messages to another people. Reading is the ability to draw meaning from the printed page and interpret the information appropriately (Graba and Stoller 2002). The other definition of reading is delivered by Nunan (1989:33) with the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to larger ones (words, clauses, and sentences). Richard (2001: 18) also states that reading ability was viewed as the mastery of specific reading *micro skills*, a view that to some extent continues to inform approaches to teach reading while, the students try to understand. Hudelson in Celce (2001: 54) states that in reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting or interpreting the text, and the interpretation is influenced by the reader's experiences, language background, and cultural framework, as well as the reader's purpose for reading. The reader may read enjoyable; becomes a hobby, or the reader may read seriously; to get a target.

From the above theories about reading definition, we can synthesis that reading is someone's prosperity to synthesis the linguistic process to receive the information and knowledge and draw in which the meaning is explained the reading afterwards. Those all above theories are closely similar.

Reading understanding takes effect with the act of know or cognition. How much and what level knowledge is understood through reading can be assessed quantitatively and qualitatively. Cognitive processes, which are influenced by assimilation, accommodation, and equilibration, not only affect but also are being affected by the reader's cognitive styles. Impulsive and reflective styles assist teachers in understanding how the students utilize received the information. Receiving information and replying to it require states of passive receptiveness and active responsiveness (Taschow, 1985:34).

Reading Purpose

Human have many pretension in their live. It makes them have much reason to do something. That reasons influence them to know and to classify their purpose. They have many interpretations in their purpose of activities. All people need to read everything in their daily live-to gain information, developing knowledge-closely in their activities. It is something that we do every day. According to Grabe and Stoller (2002: 11-15), there are some aims of reading. They explained and classified into six resumes of reading purposes that are:

1) Reading to search for simple information

It's a common reading ability as a relatively independent cognitive process. And typically, scan the text for specific piece of information or specific words.

2) Reading to skim quickly

It's a common part of many reading tasks and a useful skill in it's own right. It involves, in essence a combination of strategies for guessing where important information might be in the text.

3) Reading to learn from the texts

It occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text.

4) Reading to integrate information

It requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information.

5) Reading to write and to critique texts

Both require abilities to compose, select, and critique information from a text. And represent common academic tasks that call upon the reading abilities needed to integrate information (Enright et al., Perfetti, Rouet and Britt) in (Grabe and Stoller, 2002: 14)

6) Reading for general comprehension

Reading for general comprehension is, in it's most obvious sense, the ability to understand information in a text and interpret it appropriately.

The purpose of reading depends on our need. The purpose is crucial to determine the students' need and the way of reading. There are three kinds of the ways of reading. First is reading by skimming. That it is a way of reading to acquire an overall understanding of the content of the text. Second is scanning that it is to locate specific information and the third is re-reading. It is the activity of reading to confirm meanings and understandings, and to clarify details. Having a purpose for reading will help students to choose the appropriate manner of reading.

STAD

STAD is a cooperative teaching method which was developed by Slavin (1978) as part of a student learning approach program along with other cooperative methods such as Teams-Games-Tournaments, Jigsaw II (Slavin 1980), and Team Assisted Individualization (Slavin et al. 1981) is a form of team learning which consists of four or five students who represent a cross-section of the class in term of academic performance, sex, and race or ethnicity (Slavin, 1995: 71). Student Teams-Achievement Divisions (STAD) method is the simplest and most straight forward of the Cooperative Learning (CL) approach (Arends) in (Miller and

Peterson, www.indiana.edu/safeschl). Slavin (1995: 71) also states that STAD is the simplest of all cooperative learning methods, and is a good model to begin with for teachers who are new to cooperative approach.

STAD is a cooperative learning method which emphasizes on students mastering the materials through group learning, and the group has responsibility for their members. In STAD, the teacher presents the content or skill in large group activities in the regular manner, such as direct instruction and modeling, while students are provided with learning materials that they use in groups to master the content.

Slavin (1987) argued that group contingencies are essential if small-group structures are to enhance achievement. By group contingencies, Slavin meant that, “the behavior of one or more group members brings rewards to a group” (Slavin, 1987, p. 30). Group contingencies worked in two steps. First, the teacher offered rewards or punishments to the groups. Then, the group members applied rewards or punishments to each other.

STAD consists of five major components (Slavin, 1995: 71-73), are as follows:

Class Presentation

Material in STAD is initially introduced in a class presentation, this is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentation in STAD differs from usual teaching only in that they must be clearly focused on the STAD unit. In this way, students realize they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

Teams

Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of the team is to make sure that all the team members are learning, and more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheet or other materials. Most often, the study involves students discussing problems together, comparing answers, and correcting any misconceptions if teammates make mistakes.

The team is the most important feature of STAD. At every point, emphasis is placed on team members doing their best for the team, and on the team doing its best to help its members. The team provides the peer support for academic performance, and its provide mutual concern and respect that are important for such outcomes as intergroup relations, self-esteem, and acceptance of mainstream students.

Quizzes

After approximately one to two periods of teacher presentation and one to two of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. Thus, every student is individually responsible for knowing the materials.

Individual improvement scores

The idea behind the individual improvement scores is to give each student a performance goal that can be attained if she or he works harder and performs better in the past. Any student can contribute maximum points to his or her team in this scoring system, but no student can do so without doing his or her best work. Each student is given a “base” score, derived from the student’s average past performance on similar quizzes. Students that earn points for their teams based on the degree to which their quiz scores exceed their base scores.

Team Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain criterion. Students’ team scores may also be used to determine up to 20 percent of their grades.

Grammar Translation Method

The Grammar-Translation Method is a method of foreign or second language teaching which uses translation and grammar study as the main teaching and learning activities. The basic characteristic of the grammar-translation method is a focus on learning the grammar rules and their application in translating texts from one language into the other. Most of the teaching is provided in students' first language. Vocabulary is presented mainly through direct translation from the native language and memorization.

According to Flowerdew and Miller (2005: 4), the Grammar Translation Method views language as descriptive set of finite rules that, once learned, gave access to the language. Grammar Translation approach was organized around step by step of learning the rules of a language, often through the use of the first language.

Meanwhile, Patel and Jain (2008: 74) state vocabulary and phraseology of foreign language can be learnt through translation its meaning into the mother tongue and the teacher points out the grammatical point and rules.

From those definitions it can be defined that Grammar Translation Method is method of teaching language that allows using native language in learning target language or the language that is used in class is mostly the students' native language and the teacher is the authority in the classroom.

Characteristics of Grammar Translation Method

According to Hadi (2009: 12), grammar translation method has some characteristics, as mentioned below:

- a. Classes are taught in the mother tongue, with little active use of the target language.
- b. Much vocabulary is taught in the form of lists of isolated words.
- c. Long elaborate explanations of the intricacies of grammar are given.
- d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.
- e. Reading of difficult classical texts is begun early.
- f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.
- g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.
- h. Little or no attention is given to pronunciation.

Techniques of Grammar Translation Method

Hadi also states that grammar translation method has some techniques, they are as follows:

- a. Translation of a Literary Passage (Translating target language to native language).
- b. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience).
- c. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words).
- d. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language).
- e. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples).
- f. Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type).
- g. Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms).
- h. Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words).
- i. Composition (Students write about a topic using the target language).

The Goal of Grammar Translation Method

As a traditional method, the implementation of Grammar Translation Method (GTM) in teaching and learning process has some important goals. The students should be able to understand the content of the text and translate it. Second, Grammar Translation Method (GTM) is intended to teach the

students to memorize list of grammatical rules and vocabulary and produce perfect translation of the text being read.

Verbal Intelligence

Intelligence test was done from time immemorial before the multiple intelligence theory appeared. Cultural observers believed that intelligence is depended on and influenced with by culture. They said that no matter in this world separated from culture. It is explained in *Psikologi Kognitif* fourth edition by Sternberg, 2008:469-470 that intelligence is perspicacity of domain. Tomasello also stated in Sternberg that culture that separated human intelligence from animals. Tomasello believed that human amend their culture, about something that grow from their abilities even since they are nine months to mature, to understand other people as agents who have a particular intense.

First time, Verbal Intelligence appeared because of the multiple intelligence theory. This theory explain by Howard Gardner in *Psikologi Kognitif* fourth edition by Robert J. Sternberg that multiple intelligence is eight sign of intelligences that mixed. This multiple intelligence includes of verbal linguistic intelligence. His argument also stated in "*Applied Intelligence*". Verbal linguistic intelligence is sound domination which was hear us. Sandburg exemplifies verbal linguistic intelligence as he describes both his keen sensitivity to the sound, rhythm, and meaning of words and his lifelong passion for learning to express himself in his writing. Gardner suggests that language is a preeminent instance of human intelligence. Based on the explanation above, it can be concluded that linguistic verbal intelligence is the ability to display words and languages.

The role of Verbal Intelligence

Verbal intelligence is included on multiple intelligence theory by Howard Gardner. This theory sets some different human intelligence out. He said that intelligence not only about the IQ but also there are eight classifications which describe and explain the human have (Howard Gardner in Stenberg. *Applied Intelligence*, 2001:33). That's true that intelligence is differentiated human from other creatures in this world. It is proved by Gardner in his theory of Multiple Intelligence; verbal linguistic intelligence, logic-mathematic intelligence, spatial intelligence, music intelligence, body-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalistic intelligence. Gardner stated that people have different intelligence. They might have one or more intelligences. Changes are people have more than one intelligences which different from others. It makes this theory is believed till now that gives people confident.

Human as social creature is proven by human need each other. In accomplishing their need, they must talk to others. It might push people to learn language; smoothing their conversation. However, some of people could not easy to talk to others. Sometime, they have difficulties to understand the others mean about something or they difficult to receive others. This skill testifies people have level in their verbal linguistic intelligence. It helps them to determine the treatment they need.

Verbal linguistic intelligence influences people to have communication. Their verbal linguistic intelligence has a good role in understanding their communicative communication. They could not have deep understanding if they have not good verbal linguistic intelligence. It is a true role of verbal linguistic intelligence for other people. The verbal linguistic intelligence has also role for the students' reading achievement. There are some indicators showed the success of the verbal linguistic intelligence's role. The students' reading achievement is gotten because of the influences of their level in verbal linguistic intelligence. The indicators are includes: the students understanding in reading, the good students' reading mastery in understanding the theme, topic, main idea, and so on. It is also seen from their development in rich native vocabularies.

Verbal Intelligence Assessment

The verbal intelligence test would taken from all population and sample; students. This test would prove that verbal intelligence influenced the students' acceptance of reading comprehension well. The students with high score in verbal intelligence test expectable more qualified than the students with low score of verbal intelligence test if they are taught by STAD method. However, the students would give different treatment in understanding and improving their reading comprehension.

The students with low score in verbal intelligence test would teach by GTM method treatment. But contrary, the students with high score in verbal intelligence test would teach by STAD method treatment. The different treatment would do due to be good solution to students' difficulties in conceiving English as foreign language especially in reading comprehension. The treatment would give in eight meeting.

To test the students' verbal intelligence, the teacher has to classify their steps and correlate with the students' level into three classifications. These classifications include of some levels which differentiate students' skill. It is also stated by Wessman from the work of Gardner, Armstrong, Campbell, and Lazear that the three procedures or levels of verbal intelligence are basic skill level, complex skill level, and coherence level.

Conclusion

Based on the previous description of the data analysis, the writer can state the findings are as follows:

1. STAD method is more effective than Grammar Translation Method to teach reading for the eleventh grade students of SMAN 3 Lumajang in the academic year of 2013/2014.
2. Students having high verbal intelligence have better reading mastery than students having low verbal intelligence in the eleventh grade students of SMAN 3 Lumajang.
3. There is interaction between teaching methods and students' verbal intelligence in teaching reading for the eleventh grade students of SMAN 3 Lumajang in academic year 2013/2014.

Based on the research findings, the conclusion is that the STAD method is an effective teaching method for teaching reading to the eleventh grade students of SMAN 3 Lumajang. It implies that STAD method is able to attract the students to be more active in the teaching and learning process and also arise their capability in mastering the reading.

Implication

The result of the research implies that STAD method is a very effective teaching method for teaching reading to the eleventh grade students of SMAN 3 Lumajang. STAD method is one of the teaching methods requiring highly students' cohesive and cooperative in learning process. Through group learning, the students' interaction, they have opportunities to communicate and work in team on problems and projects that assure both positive interdependence and individual accountability. Positive interdependence here means students interact to help each other accomplish the task and promote each other's success, while individual accountability means each member contributes to the group's work. Using STAD method can upgrade the student's verbal intelligence. Besides, the teacher also needs to make good preparations in teaching students by using STAD method. The teacher should assign the equal teams to make the group learning runs effectively. By using STAD method, the lesson is expected to be successful and meaningful.

STAD method is more effective to teach reading than GTM for students having high verbal intelligence and GTM is more effective to teach reading than STAD for students having low verbal intelligence. It means there is interaction between teaching methods and students' verbal intelligence for teaching reading.

The implementation of STAD method and GTM depends on the students' verbal intelligence. Students with high verbal intelligence need a challenge learning method and STAD method is the appropriate one. The active students will work with this method. Meanwhile, students with low verbal intelligence find the pleasure and the ease in learning process when they are taught using GTM, therefore, GTM is suitable used to teach the students with low verbal intelligence. In the application of the method for both, students with high and low verbal intelligence in a class, it is better for the teacher to combine both methods in purpose to avoid students' boredom and elaborate students' reading mastery in a variety of ways.

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