

**ผลการใช้เทคนิคการแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียนของวิธีการเรียน
แบบร่วมมือต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิตชั้นปีที่ 2
มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง**

**The Effects of Using STAD Technique of Cooperative Learning Method
On English Reading Comprehension of the Second Year Students
at Thaksin University, Phathalung Campus**

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาการใช้เทคนิคการแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียนของวิธีการเรียนแบบร่วมมือต่อการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิตชั้นปีที่ 2 มหาวิทยาลัยทักษิณ วิทยาเขตพัทลุง เพื่อศึกษาเจตคติของนิสิตที่มีต่อเทคนิคการเรียนแบบแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียนที่ใช้ในห้องเรียน ภาษาอังกฤษ เพื่อศึกษาทักษะทางสังคมของนิสิตที่เกิดขึ้นในขณะที่ทำงานเป็นกลุ่ม กลุ่มตัวอย่างมี 47 คน เป็นนิสิตชั้นปีที่ 2 ซึ่ง ลงทะเบียนเรียนวิชาภาษาอังกฤษเพื่อวิทยาศาสตร์สุขภาพ (English for Health Science) ในภาคเรียนที่ 2 ปีการศึกษา 2552 เทคนิคการแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียน Student-Teams Achievement Division (STAD) ได้นำมาใช้ในการทดลอง เป็นเวลา 8 สัปดาห์ สัปดาห์ละ 2 คาบ เครื่องมือที่ใช้คือแบบทดสอบวัดความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจ ใช้เป็นแบบทดสอบแบบเลือกตอบทดสอบก่อนและหลังการวิจัย แผนการสอนการอ่านภาษาอังกฤษโดยใช้เทคนิคการแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียน แบบสอบถามเจตคติของนิสิตที่มีต่อเทคนิคการสอนที่ใช้ แบบประเมินตนเองเกี่ยวกับทักษะทางสังคมของนิสิตที่ใช้ในขณะที่ทำงานกลุ่ม สถิติที่ใช้ในการวิเคราะห์ข้อมูลคือ t-test แบบ Dependent เพื่อเปรียบเทียบความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิตก่อนและหลังได้รับการสอนการอ่านด้วยเทคนิค STAD นอกจากนั้นแล้วค่าเฉลี่ยและค่าเบี่ยงเบนมาตรฐานใช้เพื่อให้เห็นถึงเจตคติ

ของนิสิตที่มีต่อเทคนิคการเรียนรู้แบบร่วมมือรวมถึงการใช้ทักษะทางสังคมของนิสิตที่เกิดขึ้นระหว่างทำงานเป็นกลุ่ม ผลการศึกษารั้งนี้พบว่าหลังจากที่นิสิตได้รับการสอนการอ่านด้วยเทคนิค STAD แล้วความสามารถในการอ่านภาษาอังกฤษเพื่อความเข้าใจของนิสิตสูงขึ้นอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.01 เจตคติของนิสิตที่มีต่อเทคนิคการสอนแบบการเรียนรู้ร่วมมืออยู่ในระดับที่สูง นอกจากนั้นแล้วนิสิตยังมีการพัฒนาทักษะทางสังคมในขณะที่ทำงานกลุ่มอีกด้วย

Abstract

The purposes of this study were 1) to investigate the effects of using STAD technique of cooperative learning method on English Reading Comprehension of the second year students at Thaksin University, Phthalung Campus, 2) to study the students' attitudes towards STAD technique employed in language classroom, and 3) to study the students' social skills through working in groups. The samples were 47 second year students taking English for Health Science (0115202) in the second semester of academic year 2009. A STAD technique was used with the subject group over eight-weeks. The research instruments used were 1) English Reading Comprehension Test used as a pre and post-test, 2) Eight English Reading Comprehension Lesson plans using Cooperative learning technique, 3) a questionnaire on students' attitudes towards cooperative learning technique, 4) the social skills self-assessment form employed to encourage students to monitor their social skills through working in groups. A t-test dependent was used to analyze research data and to compare students' English reading comprehension before and after being taught with the STAD technique. In addition, the mean

and standard deviation were utilized to examine the students' attitudes towards STAD technique and their social skills through working in groups. The findings of the study indicate that after being taught with the STAD technique, students' English reading comprehension was significant higher at the 0.01. The students' attitudes towards cooperative learning technique were rated in highly positive. In addition, the students' social skills were developed through working in groups.

Keywords: STAD:การแบ่งกลุ่มตามผลสัมฤทธิ์ทางการเรียน, Cooperative Learning Method: วิธีการเรียนรู้แบบร่วมมือ, English Reading Comprehension : การอ่านภาษาอังกฤษเพื่อความเข้าใจ

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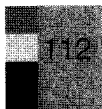
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INTRODUCTION

Realizing the importance of English mastery in improving the quality of human resources, the government of Thailand has decided that English is one of the compulsory subjects especially for elementary until university students. Teaching English is directed to master the four language skills namely listening, speaking, reading, and writing. Reading is one of the language skills which must be taught in university students. The teaching of reading for advance level aims to enable the students to read and understand the texts and any materials written in English and to make use of effective

reading strategies. However, based on the finding of preliminary study, the teaching of reading in academic context can not facilitate students to be skilled in reading. The students still get some difficulties in finding general and specific information, identifying main ideas, identifying explicit and implicit information. This condition was caused by several factors such as: the English teachers are not good at teaching reading strategies which can help the students to become more active reading toward understanding the academic materials, the students have low motivation and sometimes passive in reading the English materials, the materials themselves written in textbook are very difficult for the students, the English teachers do not modify and develop materials from the textbook based on the students' interest, the English teachers seldom use media to support the learning activity. Nowadays, student-centeredness approaches are promoted to adapt in language classroom, teachers need to take effective reading strategies to teach students in order to improve students' reading abilities.

In the recent years, cooperative learning interests many scholars, educators, teachers, an effective alternative to the traditional learning and teaching method. According to Johnson, Johnson, and Stanne (2000) state that cooperative learning is a process in which students learn by working in small groups and helping each other's learning for a common aim. Due to cooperative learning is a group, it is similar to the set working method. A group working becomes cooperative learning if every member of the group knows that he or she can't be successful unless the other member are successful. According



to D.W. Jonhson and R.T. Jonhson (1991) to construct a lesson with cooperative learning method: five principles must be taken into account: positive interdependences, face-to-face primitive interaction, individual accountability, the appropriate use of social skills, and processing how well the group is functioning. Cooperative learning is a pedagogical approach that promotes student-student interaction via working in small groups to maximize their learning and reach their shared goal. It is suitable to be used in the Thai education system due to the National Education Act (1999) which emphasizes cooperation in helping each other to acquire knowledge. As Scaglion, (1992), stated this type of learning approach decreases competitiveness and individualism but increases opportunities to actively construct or transform the knowledge among students. Furthermore, considerable research demonstrates that cooperative learning produces higher achievement and more positive relationships among students. In addition, this approach promotes students' social skills when working in group.

Cooperative learning methods includes many techniques. In this study, Student-Team Achievement Division (STAD) is taken into account. The researcher believes that employing this technique can help to encourage students to acquire the knowledge as well as create interpersonal and social skills. Traditionally, classes always consist of high proficiency students and low proficiency students. The less-able students sit alone as they lose confidence in their ability to read English. Working in groups, therefore, is believed to help solve this problem. The less confident students who don't like to speak in a large class

are more comfortable speaking out and sharing his or her ideas in smaller groups. Group members can complement each other's strengths and weaknesses in English. Furthermore, the low proficiency students will benefit from interaction with better ones, and the high proficiency students will feel proud that they play a vital role in helping their team work. With these reasons, the researcher would like to study whether the cooperative learning method is effective in enhancing students' English reading skill of students at Thaksin University, Phthalung Campus.

This research set out to find answers to the following questions:

1. To what extent do the students improve their English reading comprehension ability after being taught with STAD technique in cooperative learning method?
2. To what extent do students have good attitudes towards STAD technique?
3. To what extent do students have social skills when working in group ?

LITERATURE REVIEW

Definitions of Cooperative Learning

Cooperative learning is a teaching method for small group instruction which is under the student-centeredness approach. Many educators give the definitions of cooperative learning: "Cooperative learning is an instructional program in which students work in small groups to help one another master academic content." (Slavin, 1995) "Cooperative learning involves students working together in pairs or groups, and they share information .They are a team whose players



need to work together to achieve team goals." (Brown, 1994) In addition, Kessler (1992) proposes the definition of cooperative learning particularly in language learning context: "Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience." According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. However, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Elements of Cooperative Learning

The followings are the five basic elements of cooperative learning.

1. Positive Interdependence

The first requirement for an effectively structured cooperative learning environment is that students believe they "sink" or swim together. (Johnson, Johnson & Stanne, 2000) That is, cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary

for the group's success. Students have to learn to work together in order to accomplish tasks. This is why learning task must be designed in a way that makes them believe, "they sink or swim together." Through the assigned material, students learn to achieve the goal. Therefore, a number of ways of structuring positive interdependence are carried out such as reward, resources, or task responsibilities to supplement goal interdependence. Each group member has a unique contribution to take to the joint effort because of his or her resources or role or task responsibilities.

2. Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other's learning and success. Johnson (2005) suggests that it is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Such promotive interaction helps to promote the following: orally explaining how to solve problems, teaching one's knowledge to other, checking for understanding, discussing concepts being learned, connecting present with past learning.

3. Individual and Group Accountability

The third element leads to the belief "What students can do together today, they can do alone tomorrow." The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support,

and encouragement in completing the job. Johnson & Johnson (1991) suggest some common ways to structure individual accountability. These include giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

4. Interpersonal & Small – Group Skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust-building, communication, and conflict-management skills. (Johnson, Johnson, & Holubec, 1993)

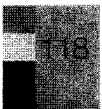
5. Group Processing

Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, main- training student involvement in processing. To be cooperative, group members must promote each other's learning and success face-to-face , hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together. These five essential components must be presented for small group learning to be truly cooperative. There needs to be an accepted common goal on which the group will be rewarded for their efforts.(Johnson & Johnson, 1991)

Student Teams–Achievement Divisions (STAD)

Cooperative learning can be structured in many different models. As Olsen & Kagan (1992) stated, all cooperative learning models share the idea that students work together to learn and are responsible for their teammates' learning as well as their own. The general ones are Student Teams–Achievement Divisions (STAD), Teams–Games–Tournaments (TGT), and Jigsaw II. Moreover, some are designed for use in particular subjects at particular grade levels such as Integrated Reading and Composition (CIRC) for reading and writing instruction and Team Accelerated Instruction (TAI) for mathematics.

This study tends to use technique based on Student Teams–achievement Divisions (STAD). It was developed by Robert Slavin and his colleagues at the John Hopkins University. STAD has been used in such diverse subject areas as math, language arts, social studies, and science. In STAD, students are assigned to four–member learning teams that are mixed in performance level, gender, and ethnicity. STAD has five major components. These are class presentation, team study, quizzes, individual improving scores, and team recognition. (Slavin, 1995) The teaching phase begins with the presentation of material, usually in a lecture–discussion format. Students should be told what it is they are going to learn and why it is important. During team study, group members work cooperatively with provided health science reading worksheets and answer sheets. Next, each student individually takes a quiz. Using a scoring system that ranges from 0 to 30 points and reflects degree of individual improvement over previous quiz scores, the teacher scores the papers. Each team receives one



of three recognition awards, depending on the average number of points earned by the team. For instance, teams that average 15 to 19 improvement points receive a GOOD TEAM certificate. Teams that average 20 to 24 improvement points receive a GREAT TEAM certificate, and teams that average 25 to 30 improvement points receive a SUPER TEAM certificate.

RELATED RESEARCH ON STAD TECHNIQUE

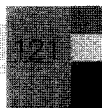
Cooperative learning has been implemented in various content areas. However, after the effectiveness of gaining in language acquisition of non-native speakers had been published, the researcher is interested in conducting the study with this Cooperative learning method. The research papers have been done by both Thai and foreign researchers. These studies are summarized and presented as follows : Moryadee (2001) studied the effect of STAD technique on self-efficacy and English learning achievement of 78 prathomsuksa 5 students at Samsen Kindergarten School. They were randomly assigned to an experimental group and a control group, comprising of 39 students in each group. The experimental group studied through STAD and the control group studied through the conventional method. This research employed the pretest/posttest control group design. All subjects were tested their self-efficacy and English learning achievement before and after the treatment. The data were analyzed by t-test. The results indicated that the students who studied through STAD have a higher self-efficacy after the treatment than before the treatment at the 01 level of significance. The students who studied through STAD have a higher English learning achievement after the treatment than before

the treatment at the .01 level of significance. On the post-test, the students who studied through STAD have a higher self-efficacy and English learning achievement than those students who studied through the conventional method at the .01 level of significance.

According to Sudyod (2004), her study aims to compare the English reading development between 45 Prathomsuksa four students with different English reading abilities, to study student's social skills, and to study students' attitudes toward STAD techniques. The findings of this study shown that the English reading developments of Prathomsuksa 4 students with different English abilities are significantly different at 0.05 level: then, the students' social skills and their attitudes toward cooperative learning techniques are at the highest level. Pinkeaw (1993) investigated students' views on interaction and learning achievement through cooperative learning method in upper-secondary English classes for 82 Mathayomsuksa 4 students. The subjects were classified into 3 groups of 30 high achievers, 24 moderate achievers, and 28 low achievers. The researcher taught all classes herself for 20 periods. The questionnaire on the students' view on interaction was given before teaching. After teaching, students were given the test and the same questionnaire on interaction including their opinion of the STAD approach. The finding indicated that all students' listening and speaking achievements were satisfactory. No difference was found between pre- teaching and post-teaching on the views of the high and low achievers, but the moderate achievers' views in general decreased significantly after teaching. Their opinions on the STAD approach were at the satisfactory level but no significant difference was found among the three groups.

Seetape (2003) studied the effects of cooperative learning on English reading achievement and the students' behavior towards this learning method used in the English classroom. The samples were 29 Mathayomsuksa 3 students in Kanchanaphisekwittayalai Uthaithani School selected by means of purposive sampling. Students were taught for eight periods, each of which lasted fifty minutes. The instruments were English reading achievement test, cooperative learning behavioral observation sheet, and lesson plans using cooperative learning technique. The results of the study showed that the post-test scores after learning English reading using cooperative learning were higher than the pre-test scores at the .05 level of significance. Most of the samples displayed very good behavior in cooperating in their tasks. Their cooperative behavior had increasingly developed. Some elements of poor behavior had decreased by up to 14.29 percent.

Prapharuekij (2001) study the effects of Cooperative Learning on reading skills of the students at Rajabhat Institute Phetchaburi, Phetchaburi Province. The subjects were 32 junior English major students at Rajabhat institute Phetchaburi, Phetchaburi provincem who were taking English 1553103 Reading for Opinions and Attitudes in the first semester of academic year 2000. The students were taught for eight weeks by using STAD technique. The results of the pre-test and post-test by using the English reading skills test and the questionnaire and the open-ended questionnaire of attitude towards Cooperative Learning, analyzed by using t-test and percentage showed



that the post-test scores after learning English using STAD technique were higher than pre-test scores at .01 level of significance. Most of the samples had a very good attitude towards cooperative learning.

Wichadee (2006) study the effects of cooperative learning on English reading skill development of 40 first-year students at BU, survey the students' attitudes towards cooperative learning method used in English classroom, and examine their cooperative learning behaviors. A Student Teams-Achievement Divisions (STAD) program was used with the subject group over an eight-week period. The instruments used were the reading comprehension test, the questionnaire of attitudes towards cooperative learning, the cooperative learning behavioral assessment form, and the interview. The researcher administered the English reading comprehension test before and after teaching. The pre-test and post-test scores of the group were compared using a t-test dependent measure. Results indicate that the students obtained higher reading comprehension scores for the post-test than the pre-test scores at the .05 level of significance. As to their attitudes towards cooperative learning, the findings indicate that most students rated cooperative learning moderately positive. Also, assessment forms show they performed good cooperative learning behaviors in their tasks.

Jalilifar (2010) investigated the impact of Student Team Achievement Divisions (STAD) and Group Investigation (GI), which are two techniques of Cooperative Learning, on students' reading comprehension achievement of English as a Foreign Language (EFL). After administering an English Language Proficiency test 90 homogeneous pre-intermediate female college students were selected, and they were randomly assigned



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to three groups: two experimental and one control. The experimental groups (A and B) received instruction according to STAD and GI techniques respectively whereas the control group was instructed via the Conventional Instruction (CI) technique which followed an individualistic instructional approach based on the exercises in their regular textbook. A post-test was administered, and its results were analyzed through a one-way ANOVA and post hoc Scheffe statistics. 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. According to Scott conducted on cooperative learning techniques used in the upper secondary school classroom. One cooperative technique, Student Teams Achievement Divisions (STAD), was used to determine if twelfth grade advanced placement students who were given instruction by the STAD method over a seven week period would score higher on a posttest than those students who were taught the same material by traditional methods. Quantitative results showed no significant difference between the adjusted means for the two groups. Additionally, a measure of student attitude was administered to determine if students taught through the STAD technique had an improved attitude toward social studies. No significant difference between the group means on attitude occurred. Yet, teacher and student surveys administered to the treatment group at the conclusion of the study indicated a liking for the STAD method of instruction. STAD was found to be easily adapted to the block scheduled secondary social studies class. According to Najamuddin, the study is designed to improve the students' reading comprehension

achievement by implementing cooperative STAD method. In Students Team–Achievement Division (STAD) activity, students are assigned to four member learning teams that are mixed in performance level, achievement, skills, and sex. The study employs Collaborative Classroom Action Research (CAR) in two cycles, in which the researcher is assisted by a collaborative teacher in conducting the study. The study is conducted in a single class that consists of forty two students as the subjects of the research. The procedure of the research consists of four main steps: planning, implementing, observing and reflecting. To collect the data, the researcher used some instruments such as questionnaire, observation sheets, field notes, and students' reading test. The findings of the study show that implementing cooperative STAD method in the teaching of reading comprehension is effective in improving the students' reading comprehension.

With the aims of making students read interactively to become more active and efficient readers, it is interesting to study whether the use of STAD in cooperative learning will eventually enhance students' reading ability and develop their reading strategies.

The purpose of this study is to determine the effect of STAD technique of Cooperative Learning method on Students' English reading comprehension.

OBJECTIVE OF THE STUDY

1. to investigate the effects of using STAD technique of cooperative learning method on English Reading Comprehension of the second year students at Thaksin University, Phathalung Campus, Phatalung Provinc



2. to study the students' attitudes towards Cooperative learning technique employed in language classroom,
3. to study the students' social skills through working in groups.

RESEARCH METHODOLOGY

Participants

The data were collected from 47 second-year students of the Faculty of Health and Sport Science at Thaksin University got from the purposive sampling technique. All of them enrolled in required English for Health Science Course of 2 credits in the second semester of 2009 academic year. Eight weeks were used for the experiment using STAD technique in cooperative learning method. This research is one-group pretest-posttest design.

Research instruments

Five types of instruments were employed in the study: 1) the pre-test and post-test test 2) Eight reading lesson plans used STAD technique 3) the questionnaire 4) the self-assessment form of social skills.

Data Collection

The steps of data collection are as follows :

1. After selecting one class of the second year student in the second semester of academic year 2009, the pre-test was administrated to the subject. The test time lasted 60 minutes.
2. The study was conducted over two periods. The total time of eight periods was from January to February, 2010.

3. The subjects were taught English reading comprehension with the cooperative learning technique.

4. After conducting the experimental study, the pos-test was administrated to the subjects. Then, they were encouraged to answer the questionnaire attitudes towards cooperative learning technique. In addition, student did the self-assessment form to reflect their social skills through working in group.

Data Analysis

There are two main variables in this study The independent variables are Teaching reading using STAD Technique in Cooperative Learning method

The dependent variables are:

1. Scores on the pre- and post-test of subjects
2. Scores on the subject responding the questionnaire towards STAD technique
3. Scores on the subject responding their social skills on self - assessment form

The data in this study were analyzed by using an SPSS/PC version 15 (Statistical Package for the Social Science) Program

RESULT OF THE STUDY

Research Question 1: To what extent do the students improve their English reading comprehension ability after being taught with STAD technique in cooperative learning method?

Table 1 Means of the Pre-Test and Post-Test of the Students

Test	S	X	S.D.
Pre-test	47	18.30	2.70
			$t -7.89^*$
Post-test	47	21.34	2.33
			$\alpha = .01$

The results shown in Table 1 indicated that the mean of the post-test is higher than that of the pre-test. The finding supported the effectiveness of STAD technique in cooperative learning method when dealing with English reading comprehension. Then, the students' English reading comprehension improved after being taught with the STAD technique.

Research Question 2: To what extent do students have good attitudes towards STAD technique?



Table 2 Descriptive Means of Students' Attitudes towards STAD technique

Statements	Strongly Agree 5	Somewhat Agree 4	Neutral 3	Somewhat disagree 2	Strongly disagree 1
1. This STAD technique helps me reduce my anxiety when learning new thing.	4.68	0.26	0.00	0.00	0.00
2. This STAD technique encourages me to help each other.	4.15	0.43	0.11	0.00	0.00
3. This STAD technique enables me make use of working process.	4.04	0.63	0.06	0.00	0.00
4. This STAD technique enables me to participating in making decision and solving problem.	4.26	0.43	0.09	0.00	0.00
5. This STAD technique teaches me how to be a good leader and good members of the group.	4.15	0.60	0.09	0.00	0.00
6. I feel actively involved in all working process when reading with my peers.	4.47	0.43	0.00	0.00	0.00
7. This STAD technique promote everyone to help each other to get the group's goal.	4.21	0.60	0.00	0.00	0.00
8. This STAD technique enriches a good relationship among group members.	4.15	0.51	0.09	0.00	0.00
9. The reading lessons become more interesting and challenging for me while reading in group.	4.04	0.69	0.06	0.00	0.00
10. I feel intellectually challenged when sharing my reading strategies with my peers.	4.26	0.51	0.09	0.00	0.00

Mean levels : 1.00–1.80 = minimally agree
1.81–2.60 = basically agree,
2.61–3.40 = neutral
3.41–4.20 = moderately agree
4.21–5.00 = highly agree

Table 2 indicates the students' attitudes toward STAD technique in Cooperative Learning Method. According to item 1, students highly agreed that STAD technique helps them reduce their anxiety when learning new thing. That means the students believe this STAD technique helps them reduce their anxiety when learning new thing. Item 2 shows the STAD technique encourages them to help each other at moderately agree level. Item 3, the students rated at moderately agree level. It means that the students think the STAD technique enables them to make use of working process. Item 4 shows students highly agree that the STAD technique enables them to participate in making decision and solving problem. Item 5 indicates the students moderately agree that the STAD technique teaches them how to be a good leader and good members of the group. Item 6 shows the students highly agree that they feel actively involved in all working process when reading with my peers. Item 7, the students highly agree that the STAD technique promote everyone to help each other to get the group's goal. Item 8, the students moderately agreed, they think that the STAD technique enriches a good relationship among their group members. Item 9, the students rated moderately agree. This means they think the reading lessons become more interesting and challenging for me while reading in group. According to item 10, the students feel intellectually challenged when sharing their reading strategies with their peers.

Research Question 3 : To what extent do students have social skills when working in group?

In order to investigate the students' social skills, the social skills assessment form was administered the subjects at the end of the experiment.

Table 3 Shows the results gained from the self-assessment forms. The average means can be interpreted as the students' behavior in acting of their social skills.

Table 3 Descriptive Mean of the Students' Social Skills

	Statements	Almost always 3	Some times 2	Almost never 1
1	I introduce people who haven't met before to each other.	2.82	0.21	0.02
2	It's easy for me to say things in a friendly way.	2.55	0.21	0.04
3	I introduce myself to new people.	2.49	0.21	0.06
4	I try to find a way to help people end arguments.	2.68	0.21	0.00
5	I listen carefully to what other people say to me.	2.74	0.17	0.00
6	I'm good at finding fair ways to solve problem.	2.43	0.25	0.06
7	If something does not go my way I try not to become upset or angry.	2.21	0.38	0.06
8	When people need help I know what kind of help to give.	2.12	0.47	0.04
9	I try to control my temper when I feel upset.	2.41	0.25	0.04
10	I try to compliment people when I like something they have done.	2.87	0.08	0.00
11	I offer to share what I have with others.	2.80	0.13	0.00
12	I try to think about different possibilities and choose the one that is best.	2.74	0.17	0.00
13	I try to figure out ways other than fighting to handle a situation.	2.87	0.08	0.00
14	I try to understand what other people are feeling.	2.80	0.08	0.02
15	I try to do my best in term of the leader and the follower.	2.87	0.08	0.02

According to the Table 3, students reflected themselves in form of their social skills. Most of them did actions in term of social skills when working in groups.

DISCUSSION AND CONCLUSION

The results of this study positively answered the three research questions.

It can be concluded that the use of STAD can help students improve both their reading comprehension ability and their social skills in learning English for Health Science Course. In addition, the students had positive attitude towards learning reading with STAD in cooperative learning method.

According to this study, some benefits of STAD technique in cooperative learning method should be considered as follows:

1. Although some students are not concerned about age, grades, learning style or interested in participating in class, if a group's performance depends on individual contributions, they have to come. They don't want to miss a class in which all assignments are given, and they didn't want to disappoint teammates. They do care about their peers. They know that members cannot work without them.

Moreover, they don't want to miss the points from the quiz. I dare to say that cooperative learning can magically improve attendance.

2. Cooperative learning can maximize the students' interaction in English, and it can take away the big burden of running large classes. Therefore, the teacher has to change his or her role to be a motivator, problem solver or facilitator.

RECOMMENDATIONS FOR FUTURE STUDIES

1. The results of the study reveal that STAD technique in cooperative learning method has increased students' English reading comprehension abilities. Therefore, a replication of the study could be conducted with other groups at the graduate or undergraduate levels in other skills such as listening-speaking, writing or learning grammar. It would be worthwhile to investigate how effective is STAD technique in cooperative learning method on other skills so that instructors can use findings for improving and developing their language teaching processes.

2. As this study is mainly based on STAD technique in cooperative learning method, future study should pay more attention to comparisons between different techniques of cooperative learning method to examine whether other cooperative learning methods are equally effective in improving students' language proficiency.

3. For examining students' social skill behaviors, an observation or interview technique with a particular checklist or questions can be employed by the instructor instead of using a self-assessment form checked by students themselves. Cooperative learning method can be an effective way to teach language in large classes. It creates a comfortable non-stressful environment for learning and practicing English. It helps students to learn more, have more fun, and develop many other skills such as learning how to work with one another. Then, they can take turn to be the leader and the follower

5. For the students, it is suggested that the finding of this study gives an alternate for them to get the strategy as a variation of learning activities and reading strategies that can improve their reading comprehension in academic contexts.

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