

THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ON EIGHTH GRADE OF SMP AL-HIDAYAH MALANG

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Abstract

Reading is one of the based skills which are practically activity for the learners to learn in school or through life. Besides, all of the subjects need reading skill to develop students' ability in academic because reading is the fundamental. The objective of this study was to improve students' reading comprehension of recount text by using STAD technique for the eighth grade students of SMP Al- Hidayah Malang. The research design used in this study was Classroom Action Research (CAR). The subject of this research was eighth grade students of SMP Al-Hidayah Malang. The researcher chose class eight A (VIII A) with the total number of the students are 26 students. In this research there were 6 meetings: 1 meeting for pre-test, 4 meetings for research implementation in teaching learning English by using STAD and 1 meeting for post-test. The instruments used in this study were field note and test including pretest and posttest. The results of this study indicate that the criteria for success of this study are 60% of the total participants as research subjects must obtain a minimum criterion for learning mastery (KKM) of 70, there are 80% of students who have achieved the criteria of success. The number of students who reached the minimum criteria for mastery learning (KKM) increased from 9 students to 19 students. It means that STAD technique can improve students' reading skill on eighth grade students of SMP Al-Hidayah Malang

Keywords: improving reading comprehension, reading comprehension, and STAD (Student Team Achievement Division)

INTRODUCTION

Reading is one of skills that is very important for students to master in English. Reading is aprocess for understanding written information. This is one of the language skills that students must obtain. By reading, students can understand the material well.

Reading is a process that is not easy to do in the EFL class, where students are less able to concentrate on words that lead to English (Tohamba, 2017). Reading is important because we can learn new knowledge and know about information. Wixson, Peters, Weber, and Roeber (1987, as cited in Gilakjani, 2016) stated that "reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context".

Reading is important for students because reading can solve the problem of readers to find ideas from the text. Reading can obtain several aspects, such as pronunciation and vocabulary. According to Isnani (2013), "Reading skill is very important for students because reading can cover some meaning and can uses in every time. Such as morpheme, semantics, syntax and context clues to identity the meaning of unknown words, etc" (p.11).

Reading skill is one of the most important skills in English subject. Because reading we can get more information and knowledge. According to Yulianingsih (2017), “by reading they can get a lot of information, they can enrich their knowledge, vocabulary, and spelling ability, so they need to improve their ability in reading comprehension because it is very important skill to be mastered by students” (p.99).

Reading is very useful because by reading students can get more ideas and add insight so that they can be practiced in everyday life. Wahyuni and Badriyah explained that “when the learner read a text, she or he was combining between their knowledge and information that gotten from a text. So, their knowledge would increase” (p.99).

STAD is one of the cooperative learning models. In STAD, students work in a small group. The group mixed-ability teams to study the lesson work on the material presented by the teacher. Then, they work in groups of four or five members before doing individual quizzes. STAD consists of five major components those are: class presentation, teams, quizzes, individual improvement scores, and team recognition. Ghaith (2007) found out:

“Specifically, instruction in STAD is organized around the four stages of lesson planning: (1) teaching, (2) team study, (3) individual quizzes, and (4) team recognition. As such, the students first listen to teacher explanation of material, following which they work in heterogeneous groups to complete exercises, take individual quizzes, and finally acknowledge their team achievements. (p.282)”

STAD is technique that the students study in group, each group consists of four or five heterogeneous students. “STAD consists of five major components: class presentation, team, quiz, scores of individual progress, team recognition. Students are placed in learning teams of four to five students who are mixture according to the level of performance, gender and ethnicity” (Ma’sumah, 2016, p.24).

RESEARCH METHOD

The research used Classroom Action Research (CAR). This study applied Action Research design that focuses on the process. It was used to see how far students can improve their reading achievement by applying STAD technique. In Classroom Action Research, there are four steps namely planning, acting, observing and reflecting. The participants of this study were the students of eighth grade students of SMP Al-Hidayah Malang. The researcher chose class eight A (VIII A) with the total number of the students are 26 students. In this research there were 6 meetings: 1 meeting for pre-test, 4 meetings for research implementation in teaching learning English by using STAD and 1 meeting for post-test.

The instruments used in this study were field note and test including pretest and posttest. Field note is an instrument to record the students’ activities during the teaching and learning process. The test was done before and after implementation of Student Team Achievement Divisions (STAD). The first is pre-test; it was performed before the implementation of STAD techniques in order to know students’ reading comprehension. The second is post-test; it was performed after the application of the STAD technique to determine whether the STAD technique can improve students’ reading comprehension.

FINDINGS

This part explained the finding of the implementation of Student Team Achievement Division (STAD) technique for reading comprehension of recount text in cycle 1. Cycle 1 used to be designed for 6 meetings: 1 meeting for pre-test, 4 meetings for teaching and learning by using STAD technique and 1 meeting for post-test.

The first meeting was conducted on Monday, July 15, 2019. The first meeting was used for pre-test; it was done before the implementation of STAD techniques in order to know students’ reading comprehension.

The second meeting was conducted on Thursday, July 18, 2019. The activity was teaching reading comprehension of recount text through STAD technique. The topic is “My Activity”. The

number of reading comprehension test was 10 items of true or false. The result of students reading achievement showed those 2 groups who got poor to average, 2 groups who got average to great and only 1 group who got great to excellent.

The third meeting was treatment. It was conducted on Saturday, July 19, 2019. Based on the lesson plan, the researcher taught students for 80 minutes. The material was about recount text in different title with the previous meeting. The topic about "Birthday Party". The number of reading comprehension test was 5 items of short essay. The result of students reading achievement showed those 1 group who got poor to average, 2 groups who got average to great and only 2 groups who got great to excellent.

The fourth meeting was treatment. It was conducted on Monday, July 22, 2019. Based on the lesson plan the researcher taught in 80 minutes. The material was about recount text in different title with the previous meeting. The topic is about "My Day". The number of reading comprehension test was 8 items of multiple choices. The result of students reading achievement showed those 1 group who got poor to average, 2 groups who got average to great and only 2 groups who got great to excellent.

The fifth meeting was treatment. It was conducted on Wednesday, July 24, 2019. Based on the lesson plan the researcher taught in 80 minutes. The material was about recount text in different title with the previous meeting. The topic is "My vacation in Lembah Hijau". The number of reading comprehension test was 5 items of short essay. The result of students reading achievement showed those 2 groups who got average to great and only 3 groups who got great to excellent.

The last meeting is post-test. It was conducted on Saturday, July 27, 2019. This activity is used to carry out the final test. The researcher reviewed the material from meeting I, II, III and IV. Then, the researcher gave the test to know the students' reading comprehension in learning English using STAD technique. The number of reading comprehension test was 20 items of multiple choices.

DISCUSSIONS

This section was the discussion of the research finding. It discussed how the use of STAD technique could improve students reading comprehension. According to the preliminary study, the students' reading comprehension at the second grade students of SMP Al-Hidayah Malang was not pretty good. They found difficulty in understanding the topic of recount text. These factors include: lack of interest in reading texts, lack of vocabulary and lack of confidence. The students cannot understand the text because they had limited vocabulary, and techniques used during the learning process are very monotonous.

This study applied STAD technique to solve their problems in reading activity. Based on the benefits of using STAD, the researcher used STAD (Student Team Achievement Division) as a teaching strategy to solve students' problems in reading comprehension, especially in identifying the topic, determining main ideas, and understanding the meaning of words. The researcher considers that STAD may help the English teacher to teach reading more attractively and cooperatively so that it can improve the students' achievement (score) in reading comprehension.

In this study, the researcher used STAD technique to improve the students' reading skill. The steps of this technique were: 1) The teacher asks questions or issues related to recount text; 2) Students are divided into several groups, where each group consists of 4-5 heterogeneous students in academic, gender, race, or ethnic achievement; 3) Each student reads a different part of the text then they discuss in their own group what they got. The students who have more understanding must help their friends who have the lowest understanding. 4) The teacher gives assignments individually.

The technique was designed to help them improve their understanding in reading. Furthermore, the result of the study was successful; proven from the progress on the students' improvement in their reading comprehension. The results of this study indicate that the criteria for success of this study are 60% of the total participants as research subjects must obtain a minimum criterion for learning mastery (KKM) of 70, there are 80% of students who have achieved the

criteria of success. The number of students who reached the minimum criteria for mastery learning (KKM) increased from 9 students to 21 students. So, it could be stated that STAD technique had improved students' reading comprehension because the study had met the criteria of success.

The finding of this study is in line with Azizah's (2015) study which shows that students who are taught using STAD have higher scores than those who teach without STAD. It was proved by calculation of the average score in the experimental class (71) and the control class (64), experimental class higher than control class. Another finding by Umar (2015) indicated that out of 15 students, 13 students passed the KKM. Furthermore, they were more active and interested in learning reading activity in the classroom. So, it could be stated that STAD technique had improved students' reading comprehension because the study had met the criteria of success. According to Ni'mah, Ismiatun and Kurniasih (2018) STAD help students to be more active during learning process in the class, build students' confidence in finishing task after having enough time to discuss topic in group and increase students' responsibility to participate in the group discussion are the benefits that emerge when applying STAD.

CONCLUSIONS AND SUGGESTIONS

Based on the result of the application of STAD techniques at the eighth grade student of SMP Al-Hidayah Malang, the researcher concludes STAD techniques can improve students' reading comprehension. In the preliminary test, the students got the standard minimum score only 9 students 34%. After using the technique the students got the standard minimum score 21 students 80%. So, it met the criteria of success of the study. Besides, the result of the field notes showed that the students were more active in the teaching and learning process; it could be seen from the improvement of the students' score after the implementation of classroom using STAD technique. Besides, the result of the field notes showed that students had good involvement in joining the lesson. First, the students' response and seriousness were good since they were interested and relaxed in doing the task. Second, the condition of the class was better than before because the students were more active. Finally, students did their test seriously and individually.

In this study, the researcher suggests for the future researchers who will conduct similar study to apply the technique on different grades, levels of education and different skills. Therefore, researchers recommend that English teachers consider this technique as one of their teaching techniques to be applied in teaching reading such as: recount, report and descriptive text.

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