

IMPROVING THE VIII F GRADE STUDENTS' PARTICIPATION AND THEIR READING COMPREHENSION ACHIEVEMENT BY USING STAD (STUDENT TEAMS – ACHIEVEMENT DIVISIONS) TECHNIQUE AT SMP NEGERI 3 TANGGUL IN THE 2013/2014 ACADEMIC YEAR

Anita Isnaeni Puji Lestari, Bambang Suharjito, Wiwiek Eko Bindarti
English Language Education Study Program, Faculty of Teacher Training and Education, Jember University
Jln. Kalimantan 37, Jember 68121
E-mail: aliceyasha_lovely@yahoo.com

Abstract

The purpose of this research was to improve the VIII F grade students' participation and their reading comprehension achievement by using Student Teams – Achievement Divisions technique. STAD was chosen because it was appropriate technique to improve the students' active participation and achievement. Based on the purpose, the researcher regarded Classroom Action Research as the appropriate design for this research. This research was conducted at SMP Negeri 3 Tanggul and the subjects of this research were the VIII F grade students. The data were obtained from reading comprehension achievement test, class observation, interview and documentation. The result of the observation was analyzed statistically by using percentage. The collected data in the form of the students' reading comprehension scores were analyzed statistically to find the mean score. In details, the number of students who were active in the teaching and learning process of reading comprehension increased from 72.97% in the first cycle to 86.48% in the second cycle and the students' reading comprehension achievement test increased from 62.16% (the mean score was 73.40) to 78.37% (the mean score was 83.35). Based on the results of data analysis and pedagogical implication, it can be concluded that the use of STAD technique could improve the VIII F grade students' active participation in the teaching learning process of reading at SMP Negeri 3 Tanggul. STAD technique also could improve the VIII F students' achievement in reading comprehension at SMP Negeri 3 Tanggul. Therefore, the English teacher is suggested to apply STAD technique in teaching reading comprehension because it can be used to improve the students' reading comprehension achievement as well as their active participation.

Keywords: STAD technique, Reading Comprehension, Students' Participation.

Introduction

In the Basic Course Outline of 2006 Curriculum (KTSP) for Junior High School, it is stated that the objective of teaching English is to develop students' skills in listening, speaking, reading, and writing, as well as three language components: pronunciation, vocabulary, and grammar (Badan Nasional Satuan Pendidikan/ BNSP, 2006:278). Both language skills and language components should be taught to the students in teaching learning process. The 2006 Curriculum (KTSP) was still used by SMP Negeri 3 Tanggul.

Reading is one of important skills in the second language learning, particularly in English as a foreign language (Carrell et. al, 1995:1). It means that reading is an important thing in learning English as a foreign language that should be mastered by the students. Moreover, students who are active to read the English texts, will get the meaning and the information from the text which is resulting in comprehension. The main purpose of reading is

to comprehend and find the meaning of what is read. Therefore, reading comprehension is a process in understanding the content of a reading text by constructing and gaining meaning from the text.

From the result of the preliminary study in the form of an interview with the English teacher of SMP Negeri 3 Tanggul Jember on 17th July 2013, it was known that the students in the VIII F grade still got difficulties to comprehend the text. The teacher stated that only 32.43% of the students could reach the standard score of the Standard of Minimum Requirement (SKM) of 75. In addition, he said that the students had less vocabulary. They rarely used English in their daily lives. Therefore, they need a model of teaching learning process that can increase students' participation and interaction to study English, especially for reading comprehension.

Based on the problem above, the researcher proposed one of the techniques of cooperative language called Student Teams-Achievement Divisions (STAD). According to Slavin (2005:138), STAD can increase cooperation than

others. It means that the students can interact and cooperate with their friends in learning process by using STAD technique. There are some reasons that the researcher applied STAD technique for teaching reading comprehension achievement. Firstly, Slavin (1991:8) states that STAD is the simplest of the Student Team Learning techniques. The procedures of STAD are not difficult to use by the teacher. Secondly, STAD has been used in a wide variety of subjects, from mathematics to language arts and social studies (Slavin, 1991:90). It means that STAD is appropriate for teaching reading comprehension. Moreover, this technique persuades students to engage in the classroom activities to become active learners. Willingness to win automatically forces higher achievers to help lower achievers.

In addition, the purposes of this research were: (1) to improve the VIII F grade students' participation in reading teaching learning process by using STAD technique at SMP Negeri 3 Tanggul, (2) to improve the VIII F grade students' reading comprehension achievement by using STAD technique at SMP Negeri 3 Tanggul.

Related Research Findings

Student Teams – Achievement Divisions (STAD) is one of Cooperative Learning techniques. Slavin (1991:8) states that STAD is the simplest of the Student Teams Learning techniques. In STAD, students are assigned to four or five members learning teams. Each team is a mix of entire class, made up of high-, average-, and low-performing students; boys and girls; and students of different racial or ethnic backgrounds. After that, team members then study worksheets on the material. Moreover, they may discuss problems as a group and team members are told they have not finished studying until all are sure they understand the material. Following team practice, students take a quiz on the material they have been studying. Teammates may *not* help one another on the individual quiz. It means that they do the individual quiz by themselves. The individual quiz is scored, and then the individual scores are formed into team scores by the teacher. The amount each student contributes to his team is determined by the amount the student's quiz score exceeds his past quiz average. This improvement score system gives every student a good chance to contribute maximum points to the team if the student does his best, showing substantial improvement. After the teacher calculates each student's improvement points, the teacher writes a newsletter to recognize successful teams. The team who gets the highest score will deserve a reward from the teacher. This makes the connection between doing well and receiving recognition clear to the students, which increases their motivation to do their best.

STAD is used in a wide variety of subjects, from mathematics to language arts and social studies (Slavin, 1991:90). It means that STAD is appropriate for teaching reading comprehension achievement. Moreover, this technique persuades students to engage in the classroom activities and become active learners. Willingness to win

automatically forces higher achievers to help lower achievers.

There were many previous researches on STAD technique. The first was an experimental research conducted by Warawudhi (2011:5) from Thailand entitled "English Reading Achievement: STAD vs. Lecturing Method for EFL Learners." The result of this research suggested that STAD encourage the students' class involvement, raised students' motivation and attitudes towards learning English, and increased the class participation in terms of the interaction among students themselves and between students and their teacher. The second was a classroom action research on the use of STAD conducted by Sholihah (2012) entitled "The Use of Student Teams-Achievement Divisions to Improve Students' Reading Comprehension (A Classroom Action Research to the Second Grade Students of SMPN 3 Karanganyar in the Academic year 2010/2011)". From the reading comprehension test, the mean score of the pre-test was 45.5, and the mean score of the individual quiz 1 was 61.6 and the mean score of the individual quiz 2 was 73.0. Based on the result of the research, the students' achievement in reading comprehension and their motivation really improved. The third was a quasi-experimental research conducted by Wyk (2012:261) from South Africa entitled "The Effects of The STAD-Cooperative Learning Method on Student Achievement, Attitude and Motivation in Economics Education". The result of this research showed that STAD made better achievements and motivated students to learn in economics education. The fourth was a research conducted by Norman (2005:2) from South Korea entitled "Using STAD in An EFL Elementary School Classroom in South Korea: Effects on Student Achievement, Motivation, and Attitudes toward Cooperative Learning". The results of the study suggested that STAD have significantly positive effects on student achievement and students' attitudes in learning English. The effect of STAD was greater for achievement than for attitudes toward learning English.

Based on the reasons above, STAD technique can be used as an alternative technique in the teaching and learning process that could raise students' motivation and attitudes towards learning English, and increased the class participation in terms of the interaction among students themselves and between students and their teacher. Moreover, STAD technique could improve the students' achievement. Furthermore, it is applicable to a lot of subjects, including in reading skill.

The hypotheses of this classroom action research were: (1) The use of STAD technique can improve the VIII F grade Students' participation in reading comprehension achievement at *SMP Negeri 3 Tanggul* in the 2013/2014. (2) The use of STAD technique can improve the VIII F grade students' reading comprehension achievement at *SMP Negeri 3 Tanggul* in the 2013/2014 academic year.

Research Method

The purpose of this research was to improve the VIII F grade students' participation and their reading comprehension achievement by using Student Teams – Achievement Divisions technique. Based on the purpose, the researcher regarded Classroom Action Research as the appropriate design for this research. This was supported by Fraenkel et. al (2012:589) who state that action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice. Therefore, this classroom action research was needed to solve the students' problem in reading comprehension.

This classroom action research was conducted collaboratively with the eighth grade English teacher at *SMP Negeri 3 Tanggul* focussing on finding and defining the research problem, especially in teaching reading comprehension. Based on the finding of the preliminary study, the researcher and the English teacher carried out some actions to find an appropriate technique in teaching reading, especially in teaching recount text. Then, Students Teams-Achievement Divisions (STAD) technique was chosen to give great effects that could improve the students' reading comprehension achievement. This classroom action research was conducted by using cyclical model, in which each cycle consisted of four stages of activities namely: (1) planning of the action, (2) implementation of the action, (3) classroom observation and evaluation and (4) reflection of the action. This research was set and carried out in the next cycle because the research criteria could not be gained in cycle 1.

This classroom action research was conducted at *SMP Negeri 3 Tanggul* because the VIII F grade students at *SMP Negeri 3 Tanggul* still had difficulties in reading comprehension and the Headmaster of *SMP Negeri 3 Tanggul* gave permission to the researcher to conduct this classroom action research collaboratively with the English teacher of grade VIII F.

The population of this research was all the eighth grade students at *SMP Negeri 3 Tanggul* in the 2013/2014 academic year. There are six classes of the eighth grade. The researcher took one class purposively based on the students' problems in reading comprehension. Class VIII F was chosen by the researcher as the research subject because this class had the lowest mean score in reading class as compared with the five other classes.

There were two kinds of data to obtain in this research namely, primary and supporting data. The primary data were collected by using reading comprehension test and observation. The supporting data were collected by using interview and documentation. An informal interview was conducted on 17th July 2013 as the preliminary study. Documentation was used to get the supporting data about the names of the research subjects and the students' scores in reading comprehension test. It was used as a basic for comparing the results of the test done in this action research. This research used achievement test to measure the students' reading achievement. The test was conducted in the form of multiple choices. They were given at the end

of each cycle. The test consisted of 25 items which covered word comprehensions, sentence comprehensions, paragraph comprehensions and text comprehensions. The time allocation was 75 minutes. Each items have score 4 points. The total score of the test items was 100 points.

In this research, observation was conducted to gain the data about the students' active participation in the teaching learning process. It was aimed to know the students' improvement when they were being taught by using STAD technique. Observation was done in each cycle during the implementation of the actions. A checklist paper was used as the instrument when observing the students' activities in the classroom. The observation checklist contained some indicators being observed, they were: 1) The students' activity in leading the team undertaken by higher students with his responsibility, 2) The students' activity in paying attention to the explanation of the leader, 3) The students' activity in discussing the exercises during team study cooperatively, 4) The students' activity in doing the quiz given by the teacher individually. The students were categorized as active students since the students fulfilled at least three indicators with the indicators. Meanwhile, the students were categorized as passive students since the students fulfilled less than three indicators.

After conducting the observation and administering the reading comprehension achievement test, the data were analyzed statistically. The students' scores of reading comprehension test were obtained from the number of the right answer multiplied by 4. Thus, the total score of the test was 100.

Meanwhile, the collected data from observation in each cycle were analyzed in the percentage to find the students' active participation during the teaching learning process. The percentage was obtained from the number of the students who did three or more indicators of observation divided by the number of the students (subjects) and multiplied by 100% (Ali, 1993:186). The actions were considered to be successful if 75% of the students got score ≥ 75 in the reading comprehension test and if 75% of the students were active during the teaching and learning activities. The collected data in the form of students' reading comprehension score analyzed statistically to find the mean score. The total score of students' reading comprehension test divided the number of the students (Fraenkel et. al, 2012:196)

The last activity, in this classroom action research was reflection. It was done with the English teacher by discussion to reflect the results of observation and reading comprehension test in every meeting of the cycle. It was intended to know the weaknesses and the strengths of the actions in each cycle. The result of reflection was used as a guide to revise the lesson plans of the first cycle to produce the lesson plans in the second cycle.

Results

This research had two findings. The first result indicated that the use of STAD technique could improve the students' reading comprehension achievement. The second finding

indicated that the use of STAD technique could improve the students' active participation during the teaching learning process in the classroom. The action given in the first cycle had not been successful yet. Thus, the researcher continued to the second cycle by revising some necessary aspects to improve the students' active participation and their reading comprehension achievement during teaching learning process in the classroom.

The action in Cycle 1 was conducted in three meetings, including the reading comprehension test. The evaluations conducted in this research were process and product evaluation. The process evaluation was done in each meeting during the teaching learning process of reading by using STAD technique to record the students' active participations. The observation guide in the form of checklist was provided to record the students' active participation in the teaching learning process. The product evaluation was done at the end of Cycle 1. It was focused on the students' reading comprehension achievement by giving reading comprehension achievement test in the form of multiple choice.

In this research, the Cycle 1 was considered successful if 75% of the total students achieved the minimum standard score that was 75. In fact, there were only 62.16% or 23 students who could achieve the target score while the test, 37.83% or 14 students could not achieve it and the mean score was 73.40. It means that the target of the research had not been achieved yet. For the results of observation, in the first meeting, there were only 19 students or 51.35% of 37 students who actively participated in the teaching and learning process of reading comprehension. Besides, there were only 27 students who actively participated in the teaching and learning process or 72.97% of 37 students in the second meeting. It means that the result of the observation had not achieved the requirement of the research that was at least 75% of the students did at least three from four indicators being observed.

In the second cycle, the test result indicated that there were 29 or 78.37% of the students got 75 or higher and the mean score was 83.35. As stated before, the research target was at least 75% of the students got 75 or higher in the reading comprehension test. The result indicated that the percentage of the students got 75 or higher in the second cycle had achieved the required target of this research. From the results of observation in the second cycle, there were 29 or 78.37% of 37 students in the first meeting who categorized active students. Then, there were 32 or 86.48% of 37 students in the second meeting who categorized active students.

Based on the results of observation in the second cycle, it could be concluded that the percentage of the students who categorized active students had been fulfilled already. They were categorized active students because there was more than 75% of the students did at least three indicators from four indicators being observed. Therefore, the actions done in this cycle had been successful to make the students more active in following the teaching learning process.

Pedagogical Implications

Based on the results of the implementation of the actions in two cycles, it can be said that the teaching of reading comprehension by using Student Teams Achievement Divisions technique could improve the students' active participation and their reading comprehension achievement in the teaching and learning process. It can be seen from the result of the observation and the students' reading comprehension achievement in both cycles. In details, the number of students who were active in the teaching and learning process of reading comprehension increased from 72.97% in the first cycle to 86.48% in the second cycle and the students' reading comprehension achievement test increased from 62.16% to 78.37%. Thus, it proved that the use of Student Teams Achievement Divisions (STAD) technique could improve the students' active participation and their reading comprehension achievement.

The results indicated that the use of Student Teams-Achievement Divisions (STAD) technique was able to improve the students' reading comprehension achievement. Slavin (2005:144) stated that the team is the most important feature of STAD. At every point, the emphasis is on the members to do their best for the team and on the team does its best for its members. In this case, students paid more attention and respected to the others in their team. Moreover, STAD technique could create an effective classroom environment in which all students were actively involved in the teaching learning process and consistently receive encouragement for successful performance. Therefore, the use of STAD technique helped to increase the students' participation and also their reading comprehension achievement. In addition, STAD is used in a wide variety of subjects, from mathematics to language arts and social studies (Slavin, 1991:90). It means that STAD is appropriate for teaching and improving reading comprehension achievement of the students.

Based on the results of the research, it can be concluded that the use of STAD technique could improve the students' reading comprehension achievement as well as their active participation in the teaching learning process. STAD technique can be used as an alternative technique in teaching reading by the English teacher. It is due to the fact that STAD technique can improve the students' reading comprehension achievement.

Conclusion and Suggestions

Based on the results of data analysis and pedagogical implication, it can be concluded that the use of STAD technique could improve the VIII F grade students' active participation in the teaching learning process of reading at *SMP Negeri 3 Tanggul*. STAD technique also could improve the VIII F students' achievement in reading comprehension at *SMP Negeri 3 Tanggul*. Therefore, the English teacher is suggested to apply STAD technique in teaching reading comprehension because it can be used to improve the students' reading comprehension achievement as well as their active participation. The students are suggested to use STAD technique in their study, especially

in reading comprehension. They can use this technique to improve their reading comprehension achievement. Furthermore, by knowing this discussion technique, they can also apply this discussion technique independently to improve their academic achievement and social skills. The result of this research can also be used as reference for the future researchers by using different model of cooperative learning, different level of students or different research design.

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