



**IMPROVING THE GRADE-8 STUDENTS' READING COMPREHENSION
ACHIEVEMENT AND PARTICIPATION THROUGH STAD TECHNIQUE
AT SMPN 2 SUKOWONO JEMBER**

THESIS

**Presented as One of the Requirements to Obtain SI Degree of the English
Education Program of the Language and Arts Education Department of
The Faculty of Teacher Training and Education
Jember University**

By

Dendik Feriandi Sutikno

NIM. 050210491115

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2010

TABLE OF CONTENT

	Page
TITLE	i
DEDICATION	ii
CONSULTANTS' APPROVAL	iii
APPROVAL OF EXAMINATION COMETTEE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENT	vi
THE LIST OF TABLES	ix
THE LIST OF APPENDICES	x
SUMMARY	xi
1. INTRODUCTION	
1.1 Background of the Research	1
1.2 Problem of the Research	4
1.3 Objectives of the Research.....	4
1.4 Operational Definition of the Terms	5
1.4.1 Students Team Achievement Division	5
1.4.2 Reading Comprehension Achievement	5
1.4.3 Students	5
1.5 Significance of the Research.....	6
II. REVIEW OF RELATED LITERATURE	
2.1 Reading Comprehension Definition.....	7

2.2 Reading Comprehension Achievement.....	8
2.3 Cooperative Learning Models.....	8
2.4 Students Team Achievement Division (STAD).....	9
2.4.1 The Components of STAD.....	10
2.4.1.1 Forming Heterogeneous Learning Team	10
2.4.1.2 Presenting the Content of the Lesson.....	10
2.4.1.3 Team Discussion and Practice	11
2.4.1.4 Assessing Individual Students' Mastery.....	11
2.4.1.5 Calculating Team's Improvement Scores and Recognizing Team Accomplishment	11
2.5 The Use of STAD in Reading Comprehension Achievement	12
2.6 The Students' Participation in Reading Comprehension	13
2.7 The Teaching of Reading Comprehension at SMPN 2 Sukowono Jember	14
2.8 Action Hypotheses	14

III. RESEARCH METHODOLOGY

3.1 Research Design	15
3.2 Area Determination Method	18
3.3 Research Participants Determination Method.....	18
3.4 Data Collection Method.....	18
3.4.1 Primary Data.....	18
3.4.2 Supporting Data.....	20
3.5 Research Procedures	20

IV. RESEARCH RESULTS, DATA ANALYSIS AND DISCUSSION

4.1 The Result of Actions in Cycle 1	25
--	----

4.2 The Result of Reading Comprehension Test in Cycle 1	25
4.3 The Result of Observation in Cycle 1	28
4.4 The Result of Interview with the English Teacher.....	30
4.5 The Result of Reflection in Cycle 1	30
4.6 The Results of the Action in Cycle 2	30
4.7 The Result of Reading Comprehension Test in Cycle 2.....	31
4.8 The Result of Observation in Cycle 2	33
4.9 The Result of Reflection in cycle 2.....	35
4.10 Discussion	35

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion	38
5.2 Suggestions	38

REFERENCES

APPENDICES

SUMMARY

Improving the Grade-8 Students' Reading Comprehension Achievement and Participation through STAD Technique at SMP Negeri 2 Sukowono Jember; Dendik Feriandi Sutikno; 050210491115; 41 pages; English Education Program of Language and Arts Education Department; Faculty of Teacher Training and Education, Jember University.

According to the result of preliminary study in the form of interview with the English teacher of SMP Negeri 2 Sukowono Jember, it was found that the students of class VIII-B had difficulties in comprehending reading texts because they lack of vocabularies and also interest in reading comprehension. It is because the English teacher never used any new technique or approach when teaching reading to the students. Besides, the students also lack of participation in the classroom during the teaching and learning reading comprehension. The researchers tried to overcome the problem by applying STAD Technique. Student Team Achievement Division (STAD) is a model of cooperative learning technique developed by Robert Slavin (1986) which is referred to as student team learning techniques. This technique assigns the students to four or five members as a heterogeneous group involving high, average and low achieving students of diverse genders and ethnic background. It involves question and answer activity among the students. So, the students can be participated well during the teaching and learning process.

The design of this research was classroom action research with cycle model. The subjects of this research were class VIII-B of SMP Negeri 2 Sukowono Jember that consists of 39 students, in the second semester 2009/2010 academic year. The research target was 75% students got score at least 71 and 75% students actively involved in the teaching and learning reading comprehension through STAD Technique. The actions in cycle covered 1) planning of the action, 2) implementation of the action, 3) observation and evaluation, and 4) analysis and reflection. In the

planning section, lesson plans for each meeting were constructed with the English teacher. In the implementation section, the lesson plans were applied in the classroom. Then the observation section was done during the teaching and learning process. Finally, the analysis and reflection section were done after conducting the teaching and learning reading comprehension through STAD Technique.

The results of this research were as follows: the students' score in reading comprehension improved from their previous score that was 67 to 72.1 after being taught reading comprehension through STAD Technique in the first cycle. In the first meeting in cycle 1, there were 30 students (77%) of 39 students who were actively involved in the teaching and learning reading comprehension through STAD Technique. In the second meeting, there were 32 students or 82% of the students who were active during the teaching and learning reading comprehension. In the second cycle, the result of reading comprehension test was 73.56 (79.48 % of students got score at least 71). The score was improved from cycle 1 that was 72.1 to 73.56 in cycle 2. In the first meeting in cycle 2, there were 31 students (79.48%) of 39 students who were actively involved in the teaching and learning reading comprehension through STAD Technique. In the second meeting, there were 33 students or 84.6% of the students who were actively involved during the teaching and learning reading comprehension. It can be concluded that STAD Technique was able to improve the students' reading comprehension achievement, as well as their active participation in the process of teaching and learning in reading comprehension.

Key words: STAD Technique, Students' Participation, Reading Comprehension Achievement

I. INTRODUCTION

In Indonesia, where English is taught as foreign language, students are regarded to obtain competences in reading, writing, speaking and listening. Various teaching techniques have been applied such as Contextual Teaching Learning (CTL) and Content Based Instruction (CBI), to help students' achievement the objective of institution. One of the techniques widely advised to be used is cooperative learning with its seven models. Students are let to learn together in order to make them more relax and comfortable. Students Team Achievement Division (STAD) was chosen in this action research as a teaching technique in order to improve student's achievement. Research indicates that the used of STAD has proven useful to improve students' learning outcomes.

This chapter presents some aspects consisting of background of the research, problems of the research, operational definitions of the term, objectives of the research, and significance of the research. Each part is highlighted respectively.

1.1 Background of the Research

Learning English is an essential part of language learning in Indonesia relating to the fact that the whole education from kindergarten up to high school level are studying English. The objective of learning English is to enable the students to communicate either in oral or written form. It means that the students should master four major language skills. Basically, the skills consist of listening, speaking, reading and writing.

Reading is the basic skill in learning English because every teaching learning activity in English class involves reading activity (Grellet, 1996:8). In line with this idea, Alyousef (2005) defines reading as an interactive process between the reader and the text which leads the reader to comprehend any information from the text. The main target of reading is comprehension. In other words, when the students read the

text, they are expected to understand its content. They comprehend the implicit and explicit information from the text.

Reading is related to reading comprehension. When students are reading, they are doing thinking process by comprehending all the words, phrases, sentences and paragraphs in order to get the meaning of the text as a whole.

There were still many junior high school students who had problems in comprehending the text. They usually forget what they have read after reading. Consequently, they just waste their energy and time to read the text because they do not catch the information of the text. This happened to the grade-8 students of SMPN 2 Sukowono Jember. After I had interviewed the English teacher, it was found that the students still faced some problems in reading comprehension. It was caused by lack of vocabularies that made them unable to catch any information from the text. So, it was found that the students' reading comprehension achievement score was still under the requirement score of the school. Besides, the English teacher never used any new technique or approach when teaching reading to the students. It made the students bored in the teaching and learning process. They did not really participate in the class because the English teacher used monotonous technique which not interests the students.

Besides, in the preliminary study in the form of interview with the English teacher of SMPN 2 Sukowono which was done on July, 20th 2009, it was revealed that the second year students of SMPN 2 Sukowono, especially the class VIII-B, still faced some problems in reading comprehension. It was shown by the students' average score of English that under the score mastery level of the school. Their average score was 67, while the standard score of the school is 71. There was only around 59% of the students got score 71 in the reading comprehension test held by the English teacher. This kind of problem was caused by some factors such as the students were lack of vocabularies and less participation during the teaching and learning process.

Based on the above problem, the researcher wanted to overcome this problem by using a new technique that had never been used by the English teacher before that was cooperative learning, especially the model of Students Team Achievement Division (STAD).

Student Team Achievement Division (STAD) is a model of cooperative learning technique developed by Robert Slavin (1991) which is referred to as student team learning techniques (Scott Armstrong and Jesse Palmer (1998). Further, he explains the students are assigned to four or five members as a heterogeneous group involving high, average and low achieving students of diverse genders and ethnic background. The students within the team members collaborate in solving the material given by the teacher. This technique allows the students within the team member to work on the worksheets in pairs, take turns quizzing each other, discuss problems as a group or use whatever strategies they which to learn the assigned material. The team member collaborate each other to solve the problem given with the purpose all the team member achieve the material given.

Based on research conducted by Nursih (2000) at SLTPN 1 Lumajang in the 1999/2000 academic year, it was found that STAD could improve the first year students' reading comprehension achievement. The students' result of reading comprehension test in the first cycle was 81.45, meanwhile, the students' result of reading comprehension test in the second cycle was 90. It was proved that STAD could improve the students' reading comprehension achievement. The result improved from 61 to 81.45 in the first cycle and the result improved to 90 in the second cycle. In addition, according to a research by Prasetyaningsih (2005), a physic student of The Faculty of Teacher Training and Education of Jember University who had done an experimental research related to cooperative learning, she compared the effectiveness between STAD model and Group Investigation model (GI). According to the research results, it was found that there was a significant difference between STAD model and GI model. The result showed that STAD was more effective than GI model. It was proved by the students' mean score after being thought by using

STAD and GI model. The percentage of the students' score who were taught by using STAD was 66.68 % and the percentage of the students' participation was 88.64 %. Meanwhile, the percentage of the students' score who were taught by GI model was 55.86 % and the percentage of the students' participation was 70.45 %. Therefore, it was proved that STAD model was more effective technique that can be used in teaching learning activity, both for language teaching or science subject teaching.

Thus, because STAD offers a chance to solve the students' problem in learning English, especially in reading skill, the researcher conducted a classroom action research collaboratively with the English teacher by using STAD model as the technique to improve the students' reading comprehension achievement. The title of this research was *“Improving the Grade-8 Students' Reading Comprehension Achievement and Participation through STAD at SMPN 2 Sukowono Jember”*

1.2 Problems of the Research

Based on research background, the problem of the research could be identified as follows:

- 1.2.1 How can the use of STAD technique improve the grade-8 students' reading comprehension achievement of SMPN 2 Sukowono Jember?
- 1.2.2 How can the use of STAD technique improve the grade-8 students' participation in the reading comprehension at SMPN 2 Sukowono Jember?

1.3 Objectives of the Research

This classroom action research was intended:

- 1.3.1 To improve the grade-8 students' reading comprehension achievement of SMPN 2 Sukowono Jember through STAD technique.
- 1.3.2 To improve the grade-8 students' participation in the reading comprehension of SMPN 2 Sukowono Jember through STAD technique.

1.4 Operational Definitions of the Terms

The term used in this research could be operationally defined as follows:

1.4.1 Students Team Achievement Division

Students Team Achievement Division (STAD) refers to a group of cooperative learning technique which leads the students within the team member to collaborate in solving the material given by the teacher. In this study, STAD was used as the main technique to improve the students' reading comprehension achievement. The procedures of teaching reading comprehension through STAD were started by dividing the students into some groups consisting four to five members. Then the students were asked to discuss the text given with team members. After discussing the text, the individual test was given to the students to know their reading comprehension achievement.

1.4.2 Reading Comprehension Achievement

Reading comprehension in this research deals with the students' achievement (in the form of test) to comprehend the English word, sentence and paragraph that were achieved by the grade-8 students at SMPN 2 Sukowono Jember when they were given a test on reading after being taught by STAD technique.

1.4.3 Students

In this study, the grade-8 students of SMPN 2 Sukowono Jember especially the class VIII-B became the respondents of the research. It was because among the four existing classes of grade-8, the class VIII-B had the lowest score in reading comprehension that is 67. This class consists of 39 students, and was active as in 2009/2010 academic year.

1.5 Significance of the Research

The results of this classroom action research were expected to give important information for the writer, the English teacher, the students and the future researcher.

1.5.1 The Writer

The results were useful to increase the writer's knowledge and experience about doing a research which focus on the importance of STAD technique in teaching reading comprehension.

1.5.2 The English Teacher

The result of this research was hopefully beneficial as input information and an alternative teaching reading technique to vary the ones the English teacher has been using to apply so far.

1.5.3 The Students

The result of the present research was expected to increase the students' ability in reading comprehension by working in groups and to motivate them to learn English so as to improve their reading comprehension achievement.

1.5.4 Future Researchers

The findings of the research could be used as a reference or a resource to conduct a further research by using STAD technique on reading comprehension or other models of cooperative learning by using a different research design or methodology.