
THE IMPLEMENTATION OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) TECHNIQUE TO IMPROVE STUDENT'S READING COMPREHENSION

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ABSTRACT

This thesis is about the implementation of Students Teams Achievement Division (STAD) technique in reading comprehension. The aim of the research is to solve the students' problems in reading comprehension by implement STAD technique. The researcher used Slavin theory of process STAD technique in the classroom such as teaching materials, assigning students to teams, determining base score and team building. In this thesis, the problem of the study justified as "Is Student Teams Achievement Division (STAD) technique appropriate to implement in Reading Comprehension at Grade Ten of SMK Negeri 1 Tebing Tinggi?" This thesis is descriptive quantitative study design, to describe the implementation of STAD technique in reading comprehension. The subject of this study was at grade ten students of SMA Negeri 1 Tebing Tinggi. X Adkl 2 which consist 39 students. The instrument of study ate test and questionnaire. To collect the data, the researcher implement STAD technique in the class through the process. Then giving the test to see the students' achievement. The last was giving the questionnaire to see the students' reponse towards the implementation of STAD technique. Based on the research finding, it states that the Student Teams Achievement Division (STAD) technique was implemented well in teaching learning process from teaching materials, assigning students to teams, determining base score and team building. Then the students' result of test showed that the mean of students' score was 76.79. This means that the result passed the minimum criterion of school is 76. The last, from the students' response towards the STAD technique the STAD technique through questionnaire was 89.69% of students gave good response. From these findings, it states that student teams achievement division (stad) technique was appropriate to implement in reading comprehension at grade ten of SMK Negeri 1 Tebing Tinggi.

Keywords : Student Teams Achievement Division, Reading Comprehension

I. INTRODUCTION

Background of Research

Reading is an important activity in life which can update the knowledge. Through reading people can teach writing, speaking, grammar and other subjects. Reading also is one of important skill in learning process, because of that the students have to be able to read. Reading programs may help the students develop their language skills necessary for success. But it is hard to implement as effective reading program, especially in countries where English is treated as foreign language. In order to understand the meaning of the text, students should have reading comprehension. Reading text in English is not easy thing if student emphasize to understand the meaning of the text. As Peter states (2001) "Reading is a process of getting meaning from text.

Understanding the text is, of course, the whole purpose of reading". Comprehension is the goal of reading activity. When students read a text they will face some obstacles, such as vocabulary problem, and cannot find the main idea of the text. Background knowledge or personal experience also will influence students' comprehending text. Reading comprehension always appears in the question in exam, whether in mid term exam, final semester exam, or national exam. The form of question are varied, such as determining the main idea of the text, finding the closest meaning of a word and finding some information from the text. Without good understanding, it is difficult for students to answer those questions. Teaching reading skill, as a teacher should be oriented to make students able to comprehend the text.

The Problem of Research



Based on the researcher's experience when teaching practice in SMK Negeri 1 Tebing Tinggi, the researcher found some problem in teaching reading comprehension, such as: Does Students Teams Achievement Division (STAD) technique implementation can improve Students Reading Comprehension?

Objective of Research

Related with the research problem, the objective of this research was to know whether Students Teams Achievement Division (STAD) technique implementation can improve Students Reading Comprehension at Grade Tenth of SMK Negeri 1 Tebing Tinggi.

II. REVIEW OF RELATED LITERATURE

Definition of Reading

Nature of Reading

The definition of reading is important to understand before starting to discuss reading comprehension itself. Reading is an activity that can upgrade our knowledge after getting meaning of what we read. Brown states (2004) that reading is a process of negotiation of meaning. In this process, the readers bring their early thoughts to the next parts of reading process to finally reach their understanding about the meaning of the texts they read.

Based on the theories above, it can be conclude that reading is an active process to creating a set of meaning of a text by involving the ability to find the purposes of writer. Reading is actually a sort of conversation between readers and writer.

Models of Reading Process

There are many models that people used in reading process. Barnet in (Aabersold and Field, 1997) states that are there main models of how reading occurs. They are bottom - up, top - down theory, and interactive school of theorists.

- a. Bottom - up theory argues that the reader constructs the text from the smaller units (letters to words phrases to sentences, etc) and that the process of constructing the text from those small units become so automatic that readers are not aware of how it operates.
- b. Top - down theory argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and given basic understanding of the vocabulary they continue to read as long as the text confirms their expectations and check back when new information appears.

Kind of Reading Technique

Technique of reading that someone use are not always same. (Grellet, 1998) states that the main ways of reading techniques as follows:

- a. Skimming
- b. Scanning

Definition of Reading Comprehension

Nature of Reading Comprehension

In a written text, always there are messages that the writer conveyed for the readers. As (Farris et al, 2004) states that reading comprehension is the process of understanding the message that the author is trying to convey.

When someone reads. It means that they need some information about something. (Grellet, 1998) presents that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible.

From all definition above, it can be concluded that reading comprehension is the ability of someone that understand the message from the written text. The readers who are good in comprehending can organize their background knowledge by making a series of concept, including summarizing, making predictions, sequencing and drawing conclusion. The comprehending process which is focused on how (the way) it works guides the readers to comprehend a reading text systematically.

Factors affecting Comprehension Skill

There are many factors that affecting someone in comprehension a text. (Dawson and Bammer, 1967) states that there are five factors which affect the comprehension skill. They are:

- 1) Intelligence



The number of ideas that the students understand and the depth of their understanding will be largely dependent upon their general capacity to learn. The slow learning students cannot be expected to show when they read together for pleasure or to gain information. The rate at which the learners associate what they read their knowledge or experience will be influenced by this thing is called intelligence.

2) Experience

Learner differs in the depth and breadth of their experience. Much of the teaching of comprehension skill is concerned with providing experience for the learners through whom they may respond to books.

Skills in Reading Comprehension

Reading systematically is also important to know. Spears states (2000) that there are eight important reading comprehension skills that helps learners to read more systematically. They are:

- a) Comprehending main ideas
- b) Determining the author's purpose
- c) Distinguishing between main ideas and supporting details
- d) Making accurate inferences

Questioning Techniques in Comprehension skills

Making a question is not easy we have to know types of questions in comprehension. There are seven major types of questions techniques in comprehension skill, namely main idea, detail, vocabulary, sequence, inference, evaluation and creative response. (Burn et al, 1984) defines them as follows:

- a. Main idea
- b. Detail
- c. Vocabulary

Narrative Text

Definition of Narrative Text

Narrative Text is usually a product of writing which is developed and tied together to become a story which happened in a certain time in the past. (Knapp & Watkins, 2005) : "Narrative is one of the most commonly read, though least understood of all the genres. While according to (Abbott, 2002) Narrative text is the representation of an event or a series of event. (Gerot & Wignel, 1994) states: "Narrative is a piece of text that to amuse entertain and to ideal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis lead to a crisis or turning point of some kinds, which in turn find a resolution.

Generic Structure of Narrative Text

According to (Gerot & Wignel, 1994), the steps for constructing a narrative text, they are:

- 1) Orientation. Sets the scene and introduces the participants.
- 2) Complication. Stepping back to evaluate the plight.
- 3) Complication. A crisis of crises.
- 4) Resolution. The crisis is resolved, for better or for worse.
- 5) Coda. Optional.

Language features of Narrative Text

- 1) Focus on specific and usually individualized participants.
- 2) Use of Material, Behavioural and Verbal Processes
- 3) Use of Relational Processes and Mental Processes.
- 4) Use of temporal conjunctions and temporal circumstances
- 5) Use past tense

Cooperative Learning

Nature of cooperative Learning

Cooperative learning is one of teaching method which is commonly used in the process of teaching and learning. Cooperative learning offers that students' interaction and it is student-centered. In cooperative learning, students must exchange their knowledge and opinion. Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.



Working group is almost better than work alone in learning process. (Slavin, 1991) states that cooperative learning refers to instructional methods in which students work together in a small group to help each other to learn. A similar definition is also proposed by (Richards & Rodgers, 2001) who states that cooperative learning as an approach to teaching that makes maximum use of cooperative activities involving small group of learners in the classroom. There are a team whose players must work together in order to achieve goals successfully.

Kinds of Cooperative Learning

Kinds of cooperative learning also are important to know. (Ornstein & Lesley, 2000) distinguish cooperative learning into two kinds namely formal and informal cooperative learning. These are:

1. Formal Cooperative Learning

The examples of formal cooperative learning techniques are:

- a) Students Teams Achievement Division (STAD)
- b) Teams-Geams-Tournament (TGT)
- c) Jigsaw

2. Informal Cooperative Learning.

The example of informal cooperative learning techniques are:

- a) Numbered Head together
- b) Think-Pair-Share
- c) Think-Pairs-Square

Student Teams Achievement Division (STAD)

Nature of Student Teams Achievement Division (STAD)

STAD is one of the simple of all cooperative learning technique and it is a good model to begin with for teachers who are new to the cooperative learning method. According to (Salvin, 1982) STAD is one of cooperative learning technique in which students are assigned to four or five member learning teams that are mixed in performance scores in the scoring system.

A teaching technique almost hoped has a positive effect to the students. (Kagan, 2009) states that STAD is an extremely well-researched, effective approach to mastery to basic facts and information. Research of STAD has also revealed very positive effects on ethnic relations and various types of prosocial development. The use of STAD includes enduring teams (usually lasting about six weeks) and an improvement point scoring system, which provides high motivation for students across the range of ability levels.

The technique operates on the principle that students work together to learn and are responsible for their teammates learning as well their own. Consistent with the core principles of cooperative learning outlined earlier, STAD emphasizes having team goals and success dependent on the learning of all group members. Slavin believed that the most important thing was for students to learn as learn and to recognize that the work of the team is not completed until all teams members understand the content.

In STAD, the teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another.

Components of Student Teas Achievement Division (STAD)

STAD is made up of five interlocking components: they are: class presentation, teams, quizzes, individual scores, and team recognitions (Slavin in Kagan 2009). These components are described below:

1. Class Presentation
2. Teams
3. Quizzes
4. Individual Improvement Scores
5. Team Recognition

Process Of STAD Teaching Technique in the Classroom

The process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of the STAD technique is proposed by (Slavin, 1991)



Before using STAD technique we need some preparation in order to make the learning process run successfully. The preparation is as follows:

- 1) Material
 - 2) Assigning students to teams
- Instead follow these steps:
- a) Make copies of team summary sheet
 - b) Rank student
 - c) Decide on the number of teams
 - d) Assigned the students to teams
 - e) Fill out team summary sheet

Steps of Activities in STAD Teaching Technique

According to (Slavin, 1991) STAD consist of a regular cycle of instructional activities, as follows:

- 1) Teach
- 2) Team study
- 3) Test
- 4) Team recognition

Advantages and Disadvantages of STAD

(Slavin, 1987) states there are some advantages of Student Teams Achievement Division (STAD).

1. Student work together in achieving its objectives by upholding the norms of the group.
2. Actively assist and motivate students to succeed shared passion
3. Interaction among students with increasing their ability to argue

In addition, STAD also has disadvantages, concluded as follows:

- a) Require a longer time for students, so it is difficult to achieve the target curriculum.
- b) Require a longer time for teachers so that teachers generally do not want to use cooperative learning.

Characteristics of STAD

According to (Slavin, 1991) There are characteristics of STAD:

- 1) Students in classes learn cooperatively resolve the matter according to the basic competencies to be achieved.
- 2) The class was formed of students who have skills, good level of high, medium, and low.
- 3) Award more emphasis on group rather than individual.

III. RESEARCH METHODOLOGY

Research Design

Research method is concerned with how the design is implemented and how the research is carried out. The method is often used to determine the quality of data collection. This study used a quantitative method. According to (Evelyn, 2001), quantitative method suggest investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the writer. It involves answering questions concerning the current status of the subjects of the study.

Population and Sample

Population

According to (Arikunto, 2010), population was the whole of research subject, if someone wants to research all of the elements in research area her study was called population research on census study. In this research, population was tenth-year students of SMK Negeri 1 Tebing Tinggi. The Population of the study was grade tenth students in the academic years 2021/2022 of Negeri 1 Tebing Tinggi which consisted of 39 students. Since there was only one group of class of tenth grade, so obviously it was be taken as the population research.

Table 1. The population of students SMK Negeri 1 Tebing Tinggi



No	Classroom	Number of student
1	10 adkl 1	39
2	10 Adkl 2	39
3	10 Adkl 3	39
4	10 Adkl 4	39

Sample

Sample was a part of population. According to Ary, “Sample was a group selected from population for observation in a study. For the sample, the researcher takes a class to be the sample. This study use purposive sampling for it. In this study, become sample are all the Students of tenth grade.

Instrument of Research

According to (Arikunto, 2019) research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, more accurate, complete, and systematic so that they are easier to process.

The research instrument was used in order to complete the data needed. It divided into 2 types: test and non-test.

Research instrument form non-test and test are:

1. Questionnaire

Questionnaire is a widely used and useful to work through for collecting survey information, providing structured, often numerical data, being able to be administrated without the presence of the researcher, and often being comparatively straight forward to analyse Wilson & McLean in (Cohen et al, 2007).

2. Test

Test used to cover all aspects of students’ life and for all ages (young children to old adults) for example ability, achievement, and so on (Cohen, 2007). A criterion-referenced test which is consisted about exactly what a student has learned, what he or she can do, would be used in this research. In this research, the test is multiple choice items.

Technique of Collecting Data

The technique of collecting data in this research is using a test. Test is one of the ways to collect the data. Test is a method of measuring a person’s ability, knowledge, or performance in a given domain. In this Research the researcher use pre-test and post-test to measure the students’ writing ability.

1. Questionnaire

The questionnaire would be given X Akuntansi of SMK Negeri 1 Tebing Tinggi. The researcher used closed questionnaire such dichotomous questionnaire in order to know students’ responses towards their teaching and learning process of reading text in the implementation of STAD technique. The researcher would score the questionnaire through the formula:

$$\frac{\text{The amount of Student's Response}}{\text{The amount of all the students}} \times 100$$

2. Test

The researcher used test in order to know the students’ reading score in implementing STAD technique. Because it is descriptive statistics, the researcher will measure the students score in test by finding the mean, median, and mode.

Technique of Analyzing Data

The data analysis was conducted based on the instruments used in this study. First, the data obtained from observation, and last but not least, the data gained from the interview. The data collected are in the forms of qualitative. The qualitative data were analyzed in some steps. Based on the steps proposed by (Miles & Huberman, 1994), qualitative data analysis can be done through four steps. They are data collection, data reduction, data display, and conclusions. Furthermore, the data collected were then analyzed by using theory proposed by (Slavin, 1995).



The data would be analyzed based on the following steps:

1. Scoring the test
2. Counting the mean of the score, the researcher uses Ary, et.al (2010:108)

$$M = \frac{\sum X}{N}$$

Where:

M = mean

\sum = sum of

X = raw score

N = number of cases

3. Finding the median
4. Finding the mode
5. Describing the questionnaire to know how the students' response towards the STAD technique
6. Drawing conclusion

IV. DATA ANALYSIS, FINDING AND DISCUSSION

Data Analysis

The data of research are the students' score of reading comprehension test and the questionnaire

Scoring the Students' Test

After scoring the students' test, the researcher found that the highest score was 95, and the low score was 55. There were 3 students who got 95. There were 7 students who got 90. There were 3 students who got 85. There were 4 students who got 80. There were 8 students who got 75. There were 6 students who got 70. There were 3 students who got 65. There were 3 students who got 60 and 2 students who got score 55. To see whole score of the students' test, the researcher made it in a table below

Mean

To see the mean score of the students, the researcher used Ary, et.al (2010:108):

$$M = \frac{\sum X}{N}$$

Where:

M = mean

\sum = sum of

X = raw score

N = number of cases

$$\text{So, } M = \frac{2995}{39} = 76,79$$

Median

According to (Ary, 2010) Median is defined as that point in a distribution of measures below which 50 percent of the case lies (which means that the other 50 percent will be above this point. Based the amount of the students are 39, so the median is the score in number 20, it is 75. There are 50 percent above the point and 50 percent below the point.

Mode

According to (Ary, 2010) Mode is the value in a distribution that occurs most frequently. Based on the data on the previous table the value that occurs most frequently is 75. The value occurs eight times in the table.

Giving Questionnaire

Questionnaire made to know how the students' response towards the implementation of Student Teams Achievement Division (STAD) technique to improve students reading comprehension. The questionnaire in form dichotomous question that need yes no response. The questionnaire consist of 10 statements that related about the process of implementation STAD technique. At that time, the students looked easy to answer the questionnaire, because it was only give cheek to every true



statement base done the situation according to their personality, this means that they didn't need hard think to answer it. After they read directly answer it. The students really did not need a long time to finished to answer the questionnaire. After they had finished the researcher collected it and counted how many students that gave yes response and how many students that gave no response in every statement. Then to see the percentage of the students' the writer counted by

$$\frac{\text{The amount of students response}}{\text{The amount of all the students}} \times 100 \text{ and the described the questionnaire below.}$$

Finding

The researcher also found that the mean of the students' test score was 76,79 the median score was 75 and the mode was 75. Beside gave the test, the researcher also questionnaire to the students to know how was their response to the implementation of STAD technique. From the questionnaire, the researcher found that 97,4% the students feel easy to understand narrative text. There were 94,8% students feel easy to comprehend social function of narrative text. There were 66,6% students feel easy to remember the generic structure of narrative text. There were 94,8% students feel happy with the teacher's choice of members in group. There were 87,1% students feel happy because the teacher determine the members of team, not the students. There were 92,3% students feel happy to answer the basic question. There were 89,7% students feel happy with the basic score that is given by the teacher. There were 94,8% students feel happy to do work in group. There were 94,8% students feel happy to share their opinion in team. There were 84,6% students feel enthusiastic to study, because they are supported by their friend in team. From the statements above, the result of the students' responses towards Student Teams Achievement Division (STAD) technique was 89,69%. This result showed that the process of STAD technique is appropriate to implement in reading comprehension at grade ten of SMK Negeri 1 Tebing Tinggi.

Discussion

After conducting the research in SMK Negeri 1 Tebing Tinggi, the researcher found that the process of STAD technique was implemented good. (Slavin, 1991) state that the process of STAD technique are material, assigning students to teams, determining base score and team building. These things had implemented well during teaching and learning in the classroom, it could be seen from the result of the students' response towards the STAD technique by giving questionnaire. This technique can motivate the students un learning, it also help the students to comprehend the text while reading. Using STAD technique make the students work together in group with their different level of ability. When working in group. The student who has high level of ability help their friend who has middle and low level of ability and they succeed to do these things. It could be showed from their result of test. Such the researcher did thesis, the researcher found out the students teams achievement division (STAD) technique in reading comprehension at grade eleven of SMK Negeri 1 Tebing Tinggi is appropriate to implement.

V. CONCLUSIONS AND SUGGESTIONS

Conclusions

After analyzing the data presented above the researcher draws some conclusion as follow: Students Teams Achievement Division (STAD) technique is appropriate to be implemented in reading comprehension. It is supported by the students' mean score 76.69, the median is 75 and the mode is 75. The implementation of Student Team Achievement Division (STAD) technique also motivates the students in learning activities and make the students active in teaching learning process in their classroom.

Suggestion

- Therefore, the researchers would like to give some suggestion to solves some problems above,
1. The teacher should make the same chance to all of students to be active in the classroom not let the some students tend to be dominant.
 2. The teacher should often make the students discuss the material, at least to their desk mate or the teacher can implement STAD technique in other skill of English



3. The teacher should guide the students to memorize some difficult words every meeting, at least 5 words in a day and ask the students to use English in the classroom, not to use their own language.

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