THE USE OF STAD TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION ACHIEVEMENT

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ABSTRACT

Reading comprehension is one of dominant aspect before we learn something. The purpose of this
study is to develop students' reading comprehension achievement through Students Team Achievement Division (STAD) strategy in class X MIA 2(Matematika dan Ilmu Pengetahuan Alam) of MA Unggulan located in Banyuwangi. In this study the researcher used Class Action Research (CAR) which consists of five meetings included test. The subject of this research were 36 students and all of them female. Based on preliminary study, it was found that students' score of reading comprehension were 57.42% while the passing level 75, it means students' reading comprehension were very low. Besides that the students did not like to read, they said that reading is one of the bored thing to do. From that the researcher used STAD strategy to develop their reading comprehension. In STAD they will fell easily understand the text because it depend on heterogeneous team. If there are some students did not understand about the text, each student who are able to assist must explain to them to make them understand and also build their responsibility to the text. In conclusion, the use of STAD strategy to develop students' reading comprehension were successful the students' score improved from 57.42% to 81.18%. In STAD strategy also taught the students to build their responsibility to the text and also make them active during the learning process. So from that they improved.

Keywords: Students Team Achievement Division; STAD; Reading Comprehension; Achievement.

INTRODUCTION

Talking about reading, reading is difficult to do for most students in Indonesia, although they know that reading is the important one in learning process. Sulistyo (2011) said that teaching reading in Indonesia is not easy as we know most of students are lazy to read but we have to look forward. Grellet (2006) stated that reading is one of dominant aspect before we learn to connect ideas and meanings with words by means of speaking and writing. We have to learn to identify them through reading first. Not only when we want to do national exam to read, but also reading is our need in this life to increase our knowledge.

However students seem often meet difficulties in comprehending the text that has been given. It can be said that they reading comprehension need to be develop. Marsiyah (2009) explained that to help students improve their reading comprehension, one of them is using method which is enjoyable and interesting, with enjoy they will feel like interesting to know about that. As we know that reading comprehension has a function for all people to get information and develop their knowledge.

Based on the information from the teacher, most of students reading comprehension were very low. The data showed that the students' who passing grade were 57.42%. Besides it students were lazy to read, beside that they don't understood the meaning and some reason that reading is something bored for them. Heard the information the researcher enthusiastic to help students in developing their reading comprehension. However is not easy to develop students reading comprehension, because we know their weakness in reading, so that teacher needs strategies to make it happened.

Furthermore the researcher used cooperative learning by STAD technique to help students in developing their reading comprehension. Because STAD have impact for students such can increase students mathematic achievement based on research Ling, Ghazali and Raman (2016) many research used STAD technique and they are successful. From that researcher has assumption that STAD can help students in improvement their reading comprehension.

Students Teams Achievements Division (STAD) is one type of cooperative learning develop by Slavin and his friends (Alijian 2012). STAD has been very influential in bringing about positive effect in reading comprehension achievement. Alijianian (2012) stated that STAD has three main concepts namely grouping between 4-5 people, individual accountability and equal opportunities to get successful. From that students will be more motivated to learn in reading. Alijianian (2012) says that CL strategies by used STAD has been supported by variety of academice.

Kim and Nair (2014) says that STAD has positive effect on academic achievement in many studies. It means STAD can help students develop their reading comprehension achievement. Alijianian (2012) explained that there are four steps to implementing STAD in the classroom. First teaching the students new material that teacher through a long lecture, class discussion or group presentation. Second team studies depend on heterogeneous team. Third giving individual students the quizzes taken from the material that they have been learned. Finally points are given based on their performance improvement. From that we know that students will be more enthusiastic in learning reading comprehension achievement. Lubis (2017) argues that the STAD is intervening skill between several students and also group responsibility for individual students. Students are divided into several groups between 4-5 and also divide in heterogeneous group. After that they begin with delivery of learning objective, learning materials, group activities, quizzes, and pointing. Slavin (2005) stated that STAD is the simply one. It make the students easier to learn especially in developing reading comprehension. Munawaroh (2015) finds that using STAD can improve entrepreneurial attitude of students in entrepreneurial learning, preferably and organizer in improving teaching and learning. Teaching is going maximally and students are being active, creative and innovative. Considering the explanation above the researcher intended to improve students reading comprehension achievement by using STAD.

Reading is one of the crucial activities that cannot be separated from learners, particularly
those people who learn English as a foreign language. Ginting (2005) says that reading is some process of identifying writing or printed text to make students be able to get new information and knowledge from the text. So that, reading comprehension needs much concentration to understand what the content is. For English learners, reading is still the

difficult subject to learn. Sometime they are lazy to read or they find difficulties to understand the meaning of the text that they read. Ebrahimi and Rohani (2016) stated that reading serves as important role in every field of professional services. According to Fatemeh (2016) there are some advantage of reading, reading can increase our vocabulary, develop knowledge of the learners and to be quick of our imagination in reading.

Reading comprehension is a complex process which involve the intentional and have aspecial interaction between reader, the author and the text. Klingner et all (2011) said that reading comprehension is the way to constructing the meaning that include word, knowledge and fluency. This refers to ability in interpreting the words, to view the meaning of the word and relationships between ideas in the text.

In reading comprehension, vocabulary is one important aspect to comprehend the text. It is a critical part in reading activity. Without knowing the vocabulary reader will get difficult in learning reading comprehension achievement. Reading comprehension will improve when they have more vocabulary. At the point students who want to develop their reading comprehension achievement have to know the meaning what they read. Besides students also needs strategies or media to make them understand reading comprehension more easily.

In reading, the process of deriving the meaning of one word with another called comprehension. Readers' usually use their knowledge and experience with the text to help them in understanding the text. From the definitions above, reading comprehension can be concluded as the ability to understand and know the meaning of they read. In addition the purpose of comprehension not only to understand the words but also understand the relationships between ideas conveyed in the text. Based on Lichtenberger and Smith (2005) comprehension divided in two parts, its' called literal information and inferential information.

a. Literal Information

Brassell and Rasinski (2008) stated that literal comprehension is the factual information that is presented in the text. It is from recognizing, identifying the main idea, supporting the details. The reader is also finding the information, utilizing context clues to supply meaning, then following specific direction, after that a sequence, identifying stated conclusion, identifying explicitly stated relationships and organizational patterns. It easily to evaluate because most information comes from the text. Then the question usually related on What, Who, When, Where and other question like these example are;

1. What is the name of the main character?
2. Who is the main character?
3. How many avocadoes did he pick?
4. What did Mely eat for breakfast?

b. Inferential Information

Inferential information refers to the ability of a reader to take the information that is inferred or implied in the text Brassell and Rasinski (2008). In inferential comprehension is more complicated than literal comprehension because it needs control of information from the context and additionally information that resides in the readers' background knowledge, the readers have to read between the lines and make inferences about things so they not directly to stated. Again these inferences are made in the main idea, supporting details, causes and effect relationships.

Inferential comprehension is usually relates to the question that ask the reader to think more, make an expectation to the text and think about something beyond the information given. Besides that the readers are usually will predict about what will

happen in the story, what is the main idea of story, what would happens in the next the story, and others like these example following;

1.   Why did the author write this?
2.   What do you think 'she takes a pocket on the table' means?
3.   What is the moral of the text?

According to Gross (1991) STAD is one of type cooperative learning that the use of the technique can be effective to increase students motivation, enthusiasm and it can develop their responsibility in their own group during learning process. It can be said that STAD is a good model because it can raise students' learning motivation by changing and sharing information, evaporate each other, giving feedback and have a responsibility with their own task in the group.

Based on Suyanto (2009), STAD is model of grouping students for intervening skill in involving team recognition and group responsibility for every single students in the learning. In essence, STAD discussion method, which the students are divided 4-5 member in the group and there are also is used divided in heterogeneous people into the group. STAD starts with delivering objective of the learning, giving materials, group discussion and quizzes.

Nair and Kim (2014) said that STAD has positive effect in many studies; STAD technique also helps students to perform significantly. From that, STAD method was derived that the method encouraged students to be active participants during learning process. Yusuf (2015) stated that many studies by using STAD show improvement in reading skill. Further studies on the use of STAD method conducted by Roohani & Ebrahimi (2016), Lubis (2017), Nair & Kim (2014) find that teaching students reading comprehension by using STAD is effectiveness to develop students reading achievement. However STAD needs some procedure to make learning effectively, the procedure is needed for every teacher during learning activity. The procedure is implemented in the learning process STAD strategies.

Slavin (2005) stated that there are several component in learning STAD technique, that are;

1. Class Presentation

Class presentation is material presentation in which teachers introduced the direct discussion. It can use audio visual. Students have to pay attention carefully to the teacher is guide during the presentation in the class. The presentation focused to the material that will be discussed. After that students work in their group to finish the learning material.

2.Teams

Team is the important one in STAD learning. Teams consist of four to five students working in heterogeneous teams according to academic performance. To get the purpose of academic ability which is expected, the function of grouping is to convince every student in the group that they can work together in learning process. To prepare all the members of the group to face the task, the teacher must consider the members of the group. With grouping they have to create responsibility to each other. If there is some members get difficulty, each student who are able to assist must explain to them to make them understand.

3. Quizzes/Exercises

In this section teacher will give students exercises individually, and every students have to do it individually. According to Slavin (2005) every students gets exercises and during the exercises the students are not allowed to help each other. This exercises to convince that every students are responsible with the material that is given by the teacher.

4.   Team Recognition

Confession teams will receive rewards as appreciation that they have a good score in the test. It is able to motivate them to be more effective in learning process.

STAD is one strategy of cooperative learning. The STAD is an activity that can be adapted in any classroom. According to Astuti (2014) STAD has two nice things in its procedures, which were positive. The first was group studying, the second was team recognition. From that STAD looks suitable to solve students' problem based on students' condition. According to Slavin (2005) STAD have teaching process as follow; in steps 1, teacher presents a lesson or topic and students pay attention carefully. Then in steps 2, Teams of students work together to learn the material that the teacher given. Next in steps 3 students work alone to take a quiz individually, the score of students will be graded individually and it will contribute to group score. In doing quizzes students may not help each other. They have to do the quizzes individually. The process of group score based on their own ability, although the individual score is different with another. The calculation which is based on group can encourage students who have low achievement to study harder. The calculation of the group is used to give reward to their teamwork. As we know in STAD the group achievement depends on 4-5 people in the. In every group they must share their opinion, ideas and their problem. When they have question they must ask to their friend first. The group members who understand have to help them to solve the problems and give the opinion. This procedure helps students to build their responsibility in the group.

To implement those technique in teaching reading comprehension the teacher needs to superintend student problem and make them learning responsibility in group work. However there are some advantages and disadvantage of using this technique.

According to Hicyilmas (2005) there are some advantages of using STAD technique as follow;

1. Students can share their idea through working together. In this group students have a chance to discuss with each member, so students also have opportunity to teach themselves.
2. Build students responsibilities, because in the group they learn of how to defend their knowledge.
3. Increasing self-esteem and respect to students.
4. Students who have low higher will be helpful, as we know in this group students who have difficulty have to tell their friend in the group. Then they will feel like easily.
5. Improving student positive relation with different background.
6. Students become fluently in reading.
7. Increasing students' motivation in learning.

   For teacher are;
1. Teachers' time will be effective during teaching in the class.
2. Teacher will easily control the class, and
3. The learning will be going efficient so it will enjoyable for teacher and students.

Related to the statement above STAD technique also have disadvantage according to Hicyilmas (2005) the disadvantages are as follow;

1. Students do not want to ask their friend because they are afraid they friend will ignore
   them.
2. The students who are smarter will be arrogant because they think that the students
3. who have low achievement will need them.

4. The classroom will be crowded.

Although STAD has disadvantages but teachers have to remember that STAD still has many advantages to develop students' reading achievement. In a previous experimental research was done by Khan and Inamullah (2011) onnSTAD. On their research was found that the result is not significant because the researcher was the instructor of the course.

Another research used STAD by Nair and Kim (2014) to investigate the effect of using STAD technique on achievement of students in comprehending short story and their interest in the short story. The experimental group was taught using STAD technique and the control group was taught using conventional method. They used independent sample test to analyze the data from pre-test, post-test and the questionnaires. The findings of their research was the use of STAD technique significantly enhance students' achievement in answering the questions related to setting, plot, characterization, theme and moral values compared with the control group (using the conventional method). The experimental group is also improve significantly in reading short story. Astuti (2014) did a research using STAD to improve students reading comprehension achievement practice. In her research used classroom action research with the eighth grade of junior high school. The method use in this study was qualitative. The data collection used observing, giving questioner and interviewing students. And this study was finished on 3 cycle covering materials' arrangement and behavior improvement. The result showed that students have behavior improvement and higher achievement.

METHOD
Research Design

This research design used classroom action research (CAR) with cycle model based on Burns (2010). The aim is to improve their learning during teaching progress. Classroom action research is a research with teacher directly gives action in the class to solve the problem or improving the teaching learning process. By using action research students will more improve because the researcher will always teach to their best. In this research the researcher tried to look and solve the problem that happens in the class and also to develop students reading comprehension achievement during the learning. The researcher conduct the study by using CAR because in this research always improve the quality of learning. In this action research if the students don't not successful in the first cycle they will continue to next cycle and the teacher also will revise the method that they use when the first cycle. So that it will improve the teacher to do the research.

Action research reflects a process that aimed to solving the particular teaching learning problem that has been identified. It includes gathering information, classification analysis and interpretation of the data. The action research is actually collaborative works. It means the researcher works together with the English teacher in class X Mia 2 to get the result of the research and solve the problem. And through that also the teacher can implement the strategies that researcher used to solve in their teaching. Burns (2010) stated that classroom action research (CAR) has a few steps before doing the lesson namely *planning, acting, observing and reflecting.*

a. Planning

After getting the information about the students' reading comprehension achievement in class X Mia 2 the researcher makes a plan for teaching learning to solve students' problem. The planning of action is following;
1. Making the research schedule.

2. Preparing the material to teach in the class that is Narrative text.
3. Writing the lesson plan.
4. Preparing students' worksheet dealing with reading test.
5. Preparing classroom observation and checklist.
6. Preparing the way of STAD technique.

b. Acting or Implementing

The implementing of the action used the step that has been chosen by the researcher. In the implementation the researcher was covered the learning by used narrative text. In this action the cycle is planned for five meetings. The strategy is in the first meeting the researcher will deliver the objective of the lesson then giving material and exercises. Second meeting is giving material and exercises. Third meeting is explanation about the material then giving exercises, fourth meeting is also same like second and third meeting and last meeting is test. If the first cycle is successful the researcher will stop but if the first cycle is not successful the researcher will continue to next cycle.

c. Observation

In this study, observation is the important one to observe the action. The researcher observes students during teaching learning process in the class. The observation used checklist and find the data of research. The observation checklist is used to measure active participation during the learning process by using STAD technique.

d. Reflecting

The last step is reflecting the action. This step is to evaluate how the class is running during the teaching learning process. The evaluating is usually asking the students of how far they know about the material that been taught by the teacher.

Participants

In this research the subject of this study is class X Mia 2. It consists of 35 students and they are females. This subject is chosen because their reading mean score is very low that is 57.42 while the passing grade of the school is 75. It shows that the students' score is still far from the passing grade.

Research Procedure

This research procedure start with preliminary study which the researcher get the information from the teacher that been taught in the class and then continue with teaching strategies. The preliminary study was conducted to get the previous result of reading test. The data showed that the students' who passing grade were 57.42%. From that we can see that students reading comprehension score was very low. This teaching strategy was helpful tool as a guide to recognizing what the teacher do during in the class. It was same with lesson plan but in teaching strategies more detail then lesson plan. In this teaching strategy the activity consist of three phases that is preactivity, main activity and post activity.

Pre activity, in this phases the teacher greets the students, check their present list, explain about the narrative text. Then, teacher divided the students between 4-5 people in the group and in this phases researcher have to explain that STAD learning is learning process that students have to help each other, so when one of their friend get difficulty other member must help them and this group also depend on heterogeneous people. In this time researcher need 10 minutes.

Second is while activity the researcher gave narrative text in each group. Then the teacher ask students to read and comprehending the text. In this section students have to discuss about what they have read and make sure that in their group every members have understood about the text. After that if the students have to read and comprehending the text the researcher asked a few question in every group, the researcher will ask such literal information and inferential information based on the text. Then continue after researcher ask several question, students have to back to their first chair. And the researcher separated the exercises to the students after their read the narrative text. In this time researcher need 70 minutes.

In this last phase, researcher did the reflection or post activity. In this activities aimed to measuring the students how far they develop in reading comprehension achievement by using STAD technique. In this activity the researcher and students such make summary about the lesson. Then the students reflected all activities and finally researcher closed the teaching learning process. In this time researcher need 10 minutes.

Research Instrument

In this research instrument, there were two kinds of data collected. That is primary data which is collected by using reading test through STAD technique and second is observation checklist.

a. Reading Comprehension Test

In this research reading test is the main method to get the data about students reading comprehension in class X Mia 2. The test was given set of question to know the student who passed the reading achievement. The test considered to indicators that measured. The indicators were literal and inferential information. And this test related on teacher teaching that is narrative text under STAD technique. Here is the example of literal information and inferential information.

Observation checklist is used to record students' activity during the learning, based on indicator of the researcher is to develop students reading comprehension achievement using STAD technique. The observation checklist was filled with several statements. In this time the researcher may take the English teachers or their friends to fill in the checklist based on researcher teaching process.

FINDINGS AND DISCUSSION
a. Finding in Meeting 1

In the first meeting, the teacher started the lesson by giving explanation of Reading Comprehension especially what the researcher focused was literal and inferential information. The text that was given was narrative text and the teaching strategy was STAD strategy. Before going to the material the researcher divided the students in a heterogeneous group. After that teacher started the material by showing the picture to the students and gave them question about the picture. Next the teacher distributed the text (narrative text) to every group. In the class there were 35 students and 2 students were absent. The students divided in 7 groups. Every group depend on 5 students and every group got 2 text. After distributing the text the teacher asked the students to comprehend the text, then finding the generic structure, inferential and literal information. Furthermore the teacher gave questions to the group. The teacher gave score to group who were able to answer the question from the teacher. Then the teacher asked the students to return to their first position and the teacher distributed the exercise and at finally the teacher announced and gave reward to the group who were able answer the questions. In this meeting, it was found

the 25 students got good score. After finishing the class the teacher asked the students about the lesson and the difficulty they found in the text, then the discussed it together. After that the teacher closed the class.

b. Finding in Meeting 2

In the second meeting, there were 3 students were absents. In this section, the teacher opened the lesson by reviewing the previous lesson. Then the teacher showed the different picture to the students, asked several question to the students about the picture. Next the teacher distributed the narrative text to the students and asked them to comprehend the text with their group. Then the teacher gave instruction to the students to identify the main character of text, literal and inferential information. After that, the teacher asked the group several question about the text while the teacher and the student scored the group who were able to answer the questions. Finally the teacher asked the students to return to their first chair and separated the exercise to the students. Furthermore the teacher announced the group who were able answered the questions and gave them reward. In meeting 2, it was found that there were 26 students were got good score. After finished the class, the teacher asked the students how is the class today and asked about the material today. They were answer they did not get any difficulty during the learning and they were enthusiastic.

c. Finding in Meeting 3

In the third meeting, the teacher started the teaching learning process by discussing the previous meeting, then continued by showing picture and asked several questions. After that teacher explained the purpose of the learning and separated the text to STAD group. Next the teacher gave several questions to the group and finally the teacher gave the exercise to every students and it was found that 21 students were got good score during learning process. In this section the students score went down from second meeting. It was because many students got difficult in understanding the text and also the text too long. The teacher knew because in reflecting section the teacher asked the students about how the class ran and they answered, it was difficult to understand.

d. Finding in Meeting 4

The action was implemented before administering the test. In this meeting the teacher opened the lesson by the reviewing last material. Then the teacher continued to next material by showing the difference picture then giving questions. After that, the teacher explained about the purpose of the material. After that, the teacher continued by giving text to heterogeneous group and asked them to identify the plot of the text find the meaning of difficult words in the text and also literal and inferential information. After all finished by giving questions and scoring the group, the students returned to their chair and did the exercise. In this section, it was found that 30 students got good score from 35 students during the learning.

e. Finding in reading test

In this time had fulfilled the target in improving the students reading comprehension achievement. It can be seen from the percentage of the students who achieved the KKM were 81.18%. It means that 27 students achieved the minimum score. The percentage enhance significantly because the students already trained sin using narrative text that focused on literal and inferential information by using STAD strategy. The improvement of the students' also come from the discussion when they in the class used heterogeneous group.

Discussion

From the reflection done in the cycle, it was concluded that there was good improvement on the students' reading achievement. This condition happened because there was better achievement reached by the students during 5 meetings. The number of students who passing grade improved from 57.42% to 81.18%. The following diagram provides clearer information about the scores of English reading achievement by the students from the first till the last meeting

Picture 3. The Improvement of Students' Reading Comprehension Achievement
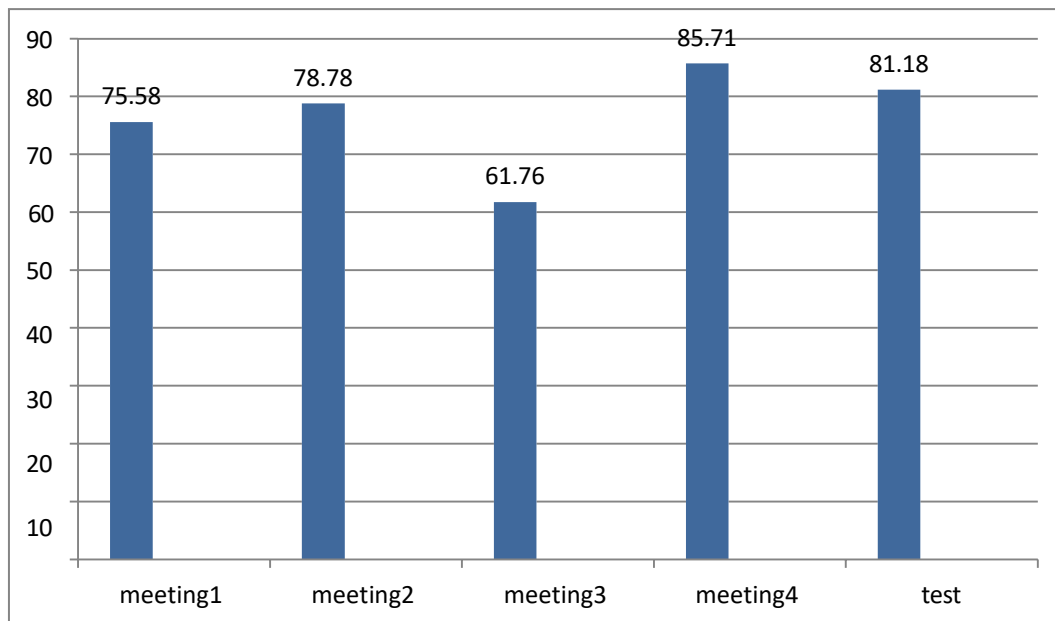
Based on picture 3, the students' reading achievement had improved from 57.42% to 81.18%. From the first meeting we can see the students' who passing grade were 75.58% then continue to 78.78%. But in meeting three the students' who were passing grade went down to 61.76% and then continued to meeting fourth the students were improved again to 85.71% and then in the final test the students were improved to 81.18%. Moreover, the percentage of the students reading achievement was higher than meeting three. It means that reading comprehension achievement in this cycle was stopped because the research had fulfilled the target.

Based on first till five meetings there were improvement from the students' reading comprehension achievement. But in third meeting the students who were passed the number were went down. It because the text too long and difficult to understand. But after that, the students who passed grade were increase again. The observation checklist also showed that the students who were active participant during the learning were increased. At first many students were passive but during going on, the students' who active participants were increased. So in this cycle was concluded that the students who were passing grade had fulfilled target and the researcher was stopped.

CONCLUSION

This study was conducted class X MIA 2 with the aim to improve students reading comprehension achievement through STAD technique. Based on the data analysis and comparison of the result of the students reading comprehension achievement, it was found that the number of students who achieved the passing grade improved. It showed that before the students were given the treatment of STAD technique the result of students reading comprehension achievement were very low. But after the teacher gave the treatment through STAD technique the result of students reading comprehension achievement improved. Based on first till five meetings there were improvement from the students' reading comprehension achievement. Because the researcher earnest did the research and through STAD technique helped in learning process especially when discussion section. In STAD technique also taught the students to build their responsibility to the text and also make them active during the learning process. So from that they improved.

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