

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

(A Classroom Action Research on year two students of SMP Ashabul Kahfi)

ANI ULFATIN

*Masters Study Program of English Language Education,
Teacher Training and Education Faculty, Tanjungpura University
Email: Aniulfatin195@gmail.com*

First Received: 24-08-2021; Accepted: 22-09-2021

Abstract

The present study is about Improving Students' Reading Comprehension of Narrative Text by Student Team Achievement Division (STAD). In this study, Student Team Achievement Division (STAD) is conceptualized as a technique to teach reading. The study conducted at SMP Ashabul Kahfi including forty students as participant. It took place in one semester and it employed an action research design which is aimed to identify the problem faced in the learning process and find out the resolution with intention of improving the quality of the teaching process. Data were gained from classroom observation, documentation, the use of questionnaire and interview. Observation sheet, interview sheet, questionnaires sheet, and field note were several instruments used to complete the data. To meet the purposes, this study employed qualitative and quantitative approach as the method to analyze data gathered. The qualitative strategy was undertaken through classroom observation, interview and questionnaires. On the other hand, the quantitative strategy was based on descriptive statistic count to all data gathered in cooperative learning STAD. The research findings show that STAD improves the students' Reading Comprehension of Narrative Text.

Keywords: Reading Comprehension, Narrative Text, Cooperative Learning STAD

INTRODUCTION

The existences of the importance of English reading will hopefully continue to increase in the years to come. To improve students' reading comprehension, the teacher should use an appropriate method. The method should be interesting to motivate the students in the learning process. In spite of the call for communicative approach in EFL teaching, the traditional teacher-centered Grammar Translation Method is still the dominant stream in English. In such a traditional classroom, the teacher dominates the floor of speaking throughout the classroom session, and the students simply sit and listen. Numerous studies and educational reports such as Hamm & Adams (2002) have pointed out that the solitary models

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

of the traditional teaching methods tend to make students overly passive and indifferent to what is being taught.

In addition, the goal of Curriculum used by schools in Indonesia is that the students are expected to increase their knowledge which is mostly written in textbook. It means that comprehension over various genres in the textbook is the most important things to learn for students. Most of students had low reading comprehension and it is found that some students are unmotivated to participate in reading activities.

In this study, the researcher intends to find a way to improve reading comprehension. Student Team Achievement Division (STAD) is an effort to improve reading comprehension of year two students of SMP Ashabul Kahfi, it will be used as a model of teaching which is expected to be able to solve the problem. STAD is type of cooperative learning where a team consists of four or five students with different of academic level, background and gender and ethnic. Cooperative learning effectively engages students in the educational process and produces academic gains across a variety of student populations, academic subjects, and classroom arrangements (Fantuzzo, Ginsburg-Block, Miller, & Rohrbeck, 2003).

Some students of junior highschool, reading is considered as a difficult language skill to be mastered since the majority of the students have low reading skills and interest. According to Klingner (2007), the students tend to have learning disabilities on their reading comprehension. Wallace (2003) also states that one of the difficulties which young learners, especially EFL learners, may have is the incapability to understand texts.

Harmer (2001) states that the students need to be offered a program which includes appropriate materials, guidance, tasks, and facilities. The Communicative Language Teaching highlighted the fundamentally communicative properties and the teaching and learning process characterized by authenticity and real- world simulation (Brown: 2001).

Olsen and Kagan in Richards and Rogers (2001) state that Cooperative Learning is a group of systematic learning activity which depends on the information exchange between learners in groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. In other words, Cooperative Learning is a learning strategy which covers both individual and small group learning. In its process, the learning activities are designed to improve students' cooperation and independence in

comprehending the materials. Moreover, students are trained to learn actively because they should involve in the learning activities.

METHOD

The present study made use of a Classroom Action Research (CAR) design which consisted of cyclical process; in addition, in every cycle there will be four interconnected activities such as: Planning, Action, Observation and Reflection. In the present study, the researcher would implement one of cooperative learning models, student team achievement division in improving reading comprehension especially in identifying specific information.

In order to see the improvement of reading comprehension of the subject, some lessons would be conducted by the researcher based on Classroom Action Research procedure. In this case, the teaching learning processes are done following cycles in which each cycle consists of three sessions. Each session in that cycle consists of four interconnected activities. They are namely planning, action, observation, and the last is reflection. In relation with what has been stated above, there are two research instruments that are used in collecting data in this study. They are test consist of pre-test and post-test and questionnaire. The population is the total of all the individuals that have certain characteristics and population size is the number of people or observation, as Creswell (2012) says that "A population is a group of individuals who have the same characteristics". The population of this study was drawn from students of class VIII SMP Negeri Ashabul Kahfi by the total number of students is 40.

Samples are partly or representative of the total population to be studied. This is a fraction of the entire population. As important kinds of instruments which are used to collect the data of this classroom action research; they are the test which included pre-test and post-test, and questionnaire. The data that is going to be analyzed includes the data in the form number that is collected from pre-test and post-test. And, the data in the form of percentage that showed the effectiveness of the technique used in the study.

This study is action research conducted in reading class. This type of research is considered as self-reflective research since it showed how a classroom dilemma is identified and improved by using a reflective research cycle of planning, acting, observing and reflecting

IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)

(Burns, 2010). The central idea of the action is by giving authentic materials to improve reading comprehension among year two students SMP Ashabul Kahfi.

The researcher tried to find obstacles and weaknesses of reading comprehension process, identify the existing problems, plan and carry out the actions, then make an evaluation, reflection, and discussion of the actions implemented.

Population and sample

Creswell (2012: 142) states that the sample is the target population sub groups that researchers plan to study.

Technique and Tool of Data Collecting

The researcher used the data from classroom observation, documentation, the use of questionnaire and interview. Observation sheet, interview sheet, questionnaires sheet, and field note were several instruments used to complete the data. To meet the purposes, this study employed qualitative and quantitative approach as the method to analyze data gathered. The qualitative strategy was undertaken through classroom observation, interview and questionnaires. On the other hand, the quantitative strategy was based on descriptive statistic count to all data gathered in cooperative learning STAD.

Instrument of the research is a tool or facility which is used by the researcher in collecting the data in order to get the easier process and the better result, in brief definition, complete and systematic so it will be easier to be analyzed than another supported instrument of this research is written test. The researcher planned to use multiple choices. A research must have a good instrument. This technique is designed to help students read an English text by maximizing the use of small group work.

The implementation of STAD technique on the first second and third cycles ran effectively. Students enjoy learning in groups. They help each other in solving problems during reading activities. Moreover, the activity of learning which give the same opportunity and responsibility for all students motivate them to participate actively in the learning process. Besides, the use of group work and think pair share in reading also creates enjoyable atmosphere which can decrease students' confusion on learning. As a result, the process of

teaching and learning reading in the classroom becomes more effective.

Some problems are found in the process of implementing the STAD technique in this research such as difficulty in managing the time of learning, the teacher's preparation is not maximal, and the participation and students' activity in group work. Even so, all of those problems can finally be a good instrument can guarantee the valid data. Therefore, before the test is administered to the students, the researcher firstly will conduct a try-out of the test. The purpose of conducting try-out of the instrument is to achieve the Validity and Reliability of the instrument.

CONCLUSION

In reference to previous discussions, this research focuses on improving students' reading comprehension by implementing the cooperative learning type Student Teams Achievement Divisions (STAD) technique. As a result, the process of implementing students' reading comprehension through STAD technique can be conducted effectively.

Implication

The research findings show that the implementation of cooperative learning type STAD technique in learning reading can improve students' reading comprehension especially in class VIII B of SMP Ashabul Kahfi. It can be seen both from students' daily performance and their reading achievement.

The implementation of STAD technique gives positive effects on students' reading comprehension because of some reasons. Firstly, STAD technique activities are effective to increase students' motivation to learn reading systematically and seriously. Secondly, the use of group work and individual work in reading is successful to improve students' involvement and participation in reading activities. Besides, it helps students become more independent and critical in reading. Furthermore, the use of work pairs during reading increase students' interest and improve their reading comprehension. These imply that the use of STAD technique strategy in reading is believed to be helpful to improve students' reading comprehension through its cooperative and systematic structures of learning.

Suggestions

This research has formulated some suggestions that need to be done for the further improvement in the study. In accordance with the above conclusions and implications, the researcher proposes the following suggestions. First, For English Teachers. In reference to the result of this action research, the cooperative learning type STAD technique is alternative way to improve students' reading comprehension through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply cooperative learning strategies by using STAD in the English teaching and learning in order to improve the quality of English teaching and learning process. Next, for students, through its cooperative and systematic structures of learning, STAD technique is useful to improve students' reading comprehension. Then, the students are suggested to implement the principles of cooperative learning type STAD in their daily learning in order to achieve the better result of learning. Third, For other researchers. This research only focuses on implementing cooperative learning type STAD technique in the reading teaching and learning process.

This research especially concerns on improving students' reading comprehension by maximizing students' cooperation, group work, critical thinking, and performance during the teaching and learning activities. Therefore, the other researchers may conduct research on the implementation of STAD technique in other aspects of study.

REFERENCES

- Arends, R. I. (2007). *Learning to Teach (Seventh Edition)*. New York: the McGraw- Hill Companies.
- Arends, Richard I. 2009. *Learning to Teach (Eighth Edition)*. New York: Mc.Graw-Hill Companies, Inc.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. San Francisco State University.
- Brown, H.D. (2004). *Language Assessment Principle and Classroom Practice*. United States of America: Longman.

-
- Burn, A. 2010. *Doing Action Research in English Language Teaching*. New York: Routledge.
- Brown, H. D. 2004. *Teaching Language Assessment Principles and Classroom Practices*. New York: Pearson Education, Inc.
- Craswell, J.S. (2008). *Reading Comprehension A Primer for Teachers and Coaches*. New York: York:
- Fantuzzo, J., Ginsburg- Block, M., Miller, T. & Rohrbeck, C., (2003). Peerassisted learning interventions with elementary school students: A meta-analytic review. (Electronic version) *Journal of Education Psychology*, 95 (2), 240-257.
- Grabe, W. 2009. *Reading in a Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- Harmer, J. 2004. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Hedge, Tricia. (2003). *Teaching & learning in the language classroom*. UK: OUP. Klinger, J.K, S. Voughn, and A. Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Mikulecky,B.S. 1996. *More Reading Power*. New York: Addison- Wesley Publishing Company, Inc.
- Mikulecky, B. S. 1990. *A Short Course in Teaching Reading Skills*. Reading, MA:Addison-Wesley.
- Mishan, F. 2005. *Designing Authenticity into Language Learning Materials*. Protland: Intellect Books.
- Nunan, David (Ed). 2003. "*Practical English Language Teaching*". New York: The McGraw-Hill Companies,Inc
- Nuttal, C. 2000. *Teaching Reading Skills in the Foreign Language*. Oxford: Macmillan Publishers Limited.
- Rebecca, J. L. 2003. *A Critical Handbook of Children's Literature*. Massachuset: Pearson Education, Inc.
- Richard, J.C. 2001. *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

**IMPROVING STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)**

- Slavin, Robert E. 2009. *Cooperative Learning (Teori, Riset dan Praktik)*, London: Allymand Bacon.
- Westwood, Peter S. 2001. *Reading and learning difficulties: approaches to teaching and assessment*. Victoria: The Australian Council for Educational Research Ltd.