



The Use of STAD Technique to Improve the Students' Reading Achievement at Class XI IA1 of SMAN 7 Kendari

AUTHORS INFO

Citra Prasiska Puspita Tohamba
Universitas Muhammadiyah Kendari
cicitohamba89@gmail.com
+625241808892

ARTICLE INFO

o-ISSN: 2502-6909
p-ISSN: 2502-9207
Vol. 2, No. 2, December 2017
URL: <http://usnsj.com/index.php/JEE/article/view/2.2.105-112>

Received	:	25 August 2017
Reviewed	:	02 October 2017
Published	:	13 December 2017

© 2017 JEE All rights reserved

Suggestion for the Citation and Bibliography

Citation in text:

Tohamba (2017)

Bibliography:

Tohamba, C.P.P. (2017). The Use of STAD Technique to Improve the Students' Reading Achievement at Class XI Ia1 of SMAN 7 Kendari. *Journal of English Education*, 2(2, Dec.), 105-112.

Abstract

The objective of the study is to investigate the improvement of students' reading achievement by applying one of cooperative learning techniques namely STAD technique at class XI IA 1 of SMAN 7 Kendari. The target of this study is 70% of total students at class XI IA 1 who are expected to get 65 (based on standard of minimum score of the school). The design of this study is a Classroom Action Research (CAR) that involves four stages, namely: 1) planning, 2) action, 3) observation, 4) reflection. This study is conducted in two cycles because the target has been achieved successfully in which each cycle consists of three meetings. The research data are collected by 1) test, 2) observation sheets, and 3) field note.

Based on the data in pre-observation, there were problems in students reading achievement 1) students could not find out specific information of narrative text, 2) they found difficulty to identify main idea of the text, 3) they could not determine the generic structure of narrative text correctly, (4) they did not know the meaning of the text well because they sometimes found unfamiliar words.

The result of this study shows that STAD technique as cooperative learning model can improve the students' reading achievement at class XI IA 1 of SMA Negeri 7 Kendari in academic year 2010/2011. It is reflected from the improvement of students' score of reading test in every cycle, in which, at the first cycle, the total number of students who can get the score of ≥ 65 is 18 students or 56.3% of 32 students, with the mean score is 62.2. Moreover, after conducting the first cycle, two problems that identified in the preliminary research can be treated well in which students can find detail information from reading text and they can determine the generic structure of the narrative text. Nevertheless, the target of students' reading achievement has not achieved yet and there are some problems that have not been treated well. Thus, this study is continued

to the second cycle, where in the second cycle, the weaknesses and constraints in the first cycle are solved effectively. It can be indicated by the students' reading improvement, in which students can get main idea of the reading text and they know how to guess the unfamiliar word. Besides, students help each other, interact, discuss with the teacher and their classmates, contribute scores for teams, give respect to others, and become independent and good students. Therefore, in the end of the second cycle, the target achievement of this study is achieved, where there are 84.4 % or 27 students of 32 students at class XI IA 1 get the score ≥ 65 . In brief, STAD technique is an effective technique that can improve students' reading achievement at class XI IA 1 of SMA Negeri 7 Kendari.

Keywords: students' reading achievement, STAD technique, classroom action research

A. Introduction

Reading is an essential skill in learning English as a second or foreign language (ESL/EFL). According to Leipzig (2001), reading is complex cognitive process of decoding symbols in order to be able to get and build a meaning of the reading texts. As a result, reading regarded as a multifaceted mental process, which is not easy to do, especially if the reading skill is taught in EFL classroom, in which the students still have lack ability to focus their concentration on the English written words. Therefore, Tompkins (1991) in his book "Language Art Contents an Teaching Strategies" suggested that the students in EFL classroom need many guidance and the application of appropriate reading technique to help them focus and get the comprehension of reading material that they read.

In Indonesia education field, teaching reading is one important thing. Reading is the most emphasized in teaching and learning process. The main goal of teaching English is to make students able to read (Kurniawati, 2004). It means that the main goal of English teaching and learning for Indonesian students is to comprehend the text so they understand written or printed information. Furthermore, consider to the needs of mastering reading as one of the ways for mastering English. Reading skill is always given the main emphasis. Huda (1997) explains, "The objective of teaching is the development of communicative ability in English embracing four language skills (listening, reading, speaking, and writing) with an emphasis on reading ability." It because all of teaching materials are presented in the printed form and by presenting reading material firstly, the students can get information as well as improve the students' knowledge. Therefore, the students are required to master on English reading skill in order to improve their reading achievement.

Nowdays, the existence of the importance of reading will hopefully continue to increase our knowledge and support our position in the future. Nevertheless, there are still many people or students who never interest to read the books. So, they are rarely to do reading activities and actually they do not yet realize the importance of reading itself. Bond (1984) stated that the importance of reading is to obtain the information which can be used to solve problem and for pleasure, particularly in the elementary and intermediate levels. In this case, the students can improve their knowledge and train themselves to solve problem that faced in learning process. Moreover, Harmer (1998) states that "Reading text provides opportunities to study language: grammar, punctuation, vocabulary, and we can construct sentences, paragraph, and text." So, it is clear that reading activity is one way to improve students' knowledge and it has to be emphasized in teaching of language in Indonesia.

However, reading skill was still difficult to be mastered by the students of SMA Negeri 7 Kendari, especially at class XI IA 1. In preliminary research, researcher found the data about score of students' reading achievement on English subject at class XI IA 1 in academic year 2009/2010, it showed that students at class XI IA 1 could not achieve the target achievement (KKM) in which 70% students should get 65. It was proved by the data that there are only 37.5% (12 students) of 32 students could achieve standard of minimum score 65. The researcher also found that most students got difficulties to find out detail information when answer the question that are related to reading narrative text. They could not search information about the story.

Cooperative Learning is one of the learning methods that involve the students' active learning or students' centered. As stated by Sharan (1994), Cooperative learning is a group-centered and students-centered approach to classroom teaching and learning. Thus, it will reduce the teachers' dominant in teaching and learning process and help students to construct their thinking by working together with their friend and sharing knowledge. Another expert Slavin (1995) pointed out that cooperative learning is a method that share idea in which students work together to learn and responsible for their teammates learning as well as their own. So, it will create good atmosphere for students to learn since they can work together in a group and depend on each other in teaching learning process, especially for reading activity in the classroom.

Therefore, to deal with the students' problem, Student Teams-Achievement Division (STAD) technique will be one of good solutions. The primary reasons to recommend STAD technique in improving students' reading achievement are as follows; firstly, since teaching and learning reading under STAD technique requires the students to work in small group, the students will have more time to practice to accomplish their English reading task, in which when the students have more time to practice in reading English text, they will have more chance to improve their reading ability. As Kagan (1997) explained that in STAD technique, students have more opportunity to participate because rather than one person, usually the teacher talking at one time. Secondly, reading activity under STAD technique can help the students to have more sight vocabulary that is important to help the students to comprehend English reading text. It is possible because by using STAD technique, students are supported to use the certain words or phrases repeatedly until they attain familiarities and they can help each other in finding the meaning of each word. In STAD technique, the students have more chances to give and receive help because more people are helping not just their teacher (Kagan, 1997). Finally, the basic idea of STAD technique is how to motivate students in their group so that they can share information and support each other for mastering the lesson material. Kagan (1997) said that motivation of students is increased to succeed because they are not just succeeding for their self but for their group mates very well.

B. Literature review

1. Teaching Reading in EFL Context

Teaching reading in EFL context has differentiation when it is taught in the native speaker context. One item that makes it different is the use of English vocabulary that is in reading text not familiar for most of EFL students. In this case, the students of EFL class may have difficulty to recognize the words and it can cause the students' low motivation in learning process. Moreover, many of languages do not have the word building concept as in English, so the students in EFL classroom always get difficulties in understanding the meaning of many sentence that are in reading text. Therefore, the teacher who wants to teach reading in EFL classroom must be aware with the issue above. They need to consider about the students' vocabulary level before choosing the appropriate reading material from the students' course book. Moreover, the teacher can also provide some glossaries about several unfamiliar words that are in reading material (Rebecca and Shadow in Myles, 2002).

According to Ur (1996), when teacher teaches reading in EFL classroom, the teacher has to encourage students to concentrate on text and do not concentrate on the single sentence. In addition, she stated that when the teacher wants to improve the reading comprehension of the students in EFL classroom, the teacher needs to make sure that the structure of long units such as paragraph or the whole text must be understood by the students. Therefore, the teacher needs to begin teaching the students with global understanding and then continue the teaching and learning process with the detailed reading materials. One important point that stated by Hedge (2003) is reading materials used in the reading class should possess content matter that is familiar so that students can relate and make association using their acquired as well as new knowledge.

2. STAD Technique as Cooperative Learning Form

Cooperative Learning method has been proven as effective method in increasing motivation for learning and self-esteem, redirecting attributions for success and failure, fostering positive feelings toward classmates, and increasing performance on tests of comprehension, reasoning,

and problem solving (Slavin, 1995). One of Cooperative Learning techniques is STAD. STAD is a cooperative teaching method which was developed by Slavin in 1978 as part of a student learning approach program along with other cooperative methods such as Teams-Games-Tournaments, Jigsaw II, and Team Assisted Individualization.

In STAD, students are assigned to four or five member learning teams. The teams are composed of high, average, and low performing students, and of boys and girls of different racial or ethnic backgrounds. Thus, each team is a microcosm of the entire class. This technique is organized around the components of teacher presentation, team study, individual quizzes, individual improvement scoring, and team recognition.

These components can be described into five main steps, in which the teacher should follow when STAD is implemented. The teacher first introduces new materials to be learned. The team members then study worksheets on the material until they master the material. Individual quizzes are taken on the material studied. The teacher then combines the scores to create team scores. Members of the winning team are given certificates and a weekly one-page class newsletter recognizes the teams with the highest scores. Researchers reported that classes using cooperative learning showed an increase in achievement, attitude, self-esteem, and social relationships (Slavin in Kagan, 1997). Moreover, the main difference between Learning Together and other Cooperative Learning models is that this model is less discrete and less prescriptive than the structural and the Student Team Learning models that employ specific steps in lesson planning and somewhat "prepackaged curricula, lesson, and strategies in a prescribed manner" (Johnson & Johnson, 1993 in Kagan 1997).

In addition, there are four reasons, which led to the selection of STAD as an alternative teaching method. First, it facilitates interaction between students in class. Second, it improves attitude, self-esteem, and interpersonal relationships; all of these contribute to a positive attitude towards science. Third, it adds an extra source of learning within groups, such as the high achievers who take on the role of tutors. And the end result is a higher achievement for everyone. Fourth, it prepares students to fit into modern society by teaching them to work with their classmates efficiently and effectively.

C. Methodology

1. Research Design

This study applied Action Research design that focuses on the process. It was used to see how far students can improve their reading achievement by applying STAD technique. In classroom action research, there are four steps suggested by Kemmis' model namely planning, action, observation, and reflection.

2. Participants

The subject of the study was the entire students of class XI IA1 of SMA Negeri 7 Kendari who enrolled in academic year of 2010/2011. The total of the students in this class was 32, in which the total of male students was 10 and 22 for female students. In this study, researcher chose XI IA1 class because the students in this class have problems in learning English particularly in reading activity.

3. Technique of Data Collection

In order to get the data in natural setting, the researcher was at the location during investigation and started to take data periodically by recording the activity of the investigation. The technique applied was reading test, observation sheet, and field notes.

a. Reading Test

The instrument was used to measure the result of students reading achievement. This reading test was related to the genre of reading material that was taught in this study under STAD technique, it was narrative text.

b. Observation Sheet

Observation sheet used to observe the activities both the teacher and the students during teaching and learning process under STAD technique. In this study, the researcher became the teacher. Then, the observation sheet was used to get the data whether the teacher had already taught the students by using the procedure of teaching technique correctly or not, while the observation sheet for observing the students was very important to find out the response of the

students concerned on the teaching technique that was applied.

c. Field Note (Note taking)

Field note (note taking) was used to take the data during teaching and learning process. The observer takes notes about how the implementation of cooperative learning of STAD technique in teaching reading and how about the students' reading achievement under this technique. The researcher used it in observation during teaching and learning process in classroom.

4. *Technique of Data Analysis*

In this research, researcher used two kinds of data analysis namely qualitative and quantitative analysis. The data of this research were analyzed through three steps of data analysis namely: 1) researcher analyzed data found from instruments, 2) researcher described the data qualitatively based on the observation of teaching and learning process by paying attention to the observation sheet and field note/taking note, and 3) researcher analyzed the data quantitatively after analyzing the result of reading test using descriptive statistics.

D. Findings and Discussion

1. *Findings*

a. *First Cycle*

Based on the process of action that had been conducted in three meetings, researcher found that the result of students' reading achievement did not achieve yet but students had showed some improvements.

The improvements in this cycle are students could find detail/specific information from reading text to answer some questions related. Besides that, they had more understood about how to identify generic structure of narrative text and they could not understand the key point of these parts. Besides that, students were still difficult to find out the detail information based on the text. Nevertheless, the time of the lesson wasted on translating the words they feel difficult into dictionary or ask the teacher. Besides that, during discussion one or two members did not do their task perfectly. There were some students not answer their student's worksheet and they did not participate well in discussion section. Furthermore, when they did the quiz some of students not work individually, they tried to help their teammate in answering the quiz. It can be said that these conditions were not effective and indicated there were some weaknesses on teaching and learning process.

All those problems above caused students' achievement on content of reading text were low. In this cycle, based on the result of students' evaluation test the researcher found one student who got very good score, 17 students who got good score, 3 students who got enough score and 11 students who got low score. In short, these kinds of problems must be treated in the next cycle since the students' mean score for reading achievement is only 62.2 and the percentage of students who got score ≥ 65 , only 56.3 %. It could be said the result had not yet achieved. Therefore researcher planned to conduct the second cycle to know about students' progress after teacher applied strategy in teaching and learning process.

Table 1 Students' Score in the First Cycle

Category	Frequency	Percentage
80 – 100 = Very Good	1	3.13%
66 – 79 = Good	17	53.13%
56 – 65 = Enough	3	9.37%
40 – 55 = Low	11	34.37%
30 – 39 = Failed	0	0%
Total	32	100%
Mean		62.2
Percentage score ≥ 65		56.3%

The result of students reading achievement above showed that one student who got very good score or in percentage 3.13%, students who got good score were 17 or in percentage 53.13%, students who got enough score were 3 students or in percentage 9.37%, and 11 students who got low score or in percentage 34.37 %. In this cycle students who got very good was higher than in pre-observation.

In the first cycle, there were some weaknesses that researcher found. Student had problems to determine main idea of reading text especially main idea that put implicitly. Besides that, they felt bored with their reading text and they still needed explanation about guessing the meaning of unfamiliar word. Actually, students had showed some good progress but their score did not yet achieve the optimal improvement. In other words, the result of students' evaluation test did not achieve the target of success. Besides that, the result of students' individual score showed that their score were low when they did the quiz.

Dealing with this reflection, the researcher and teacher needed to discuss and made a plan for the next lesson plan in the cycle two. After observing the teaching and learning process in the first cycle, the researcher found some problems that would be the input in the next cycle. In addition, from the following table 4.1 shows that the problems found in the preliminary research had been reduced by giving solutions of the first cycle.

b. Second cycle

In the second cycle, the teacher also suggested students to use scanning process when they tried to find out detail information in reading text and to apply skimming process for identifying general information. Besides that, the teacher asked them to work closed and discussed in low voice. She asked them to use their times effectively in order they could finish their tasks on time. Moreover, the teacher did not forget to motivate students to participate in group discussion actively and share their ideas confidently. They were also suggested to help each other so that the students who had high level and low level could make good relationship. In this cycle, researcher concluded that students had achieved the target of the study.

Based on the result of students' evaluation test, there were 5 students who got very good score or in percentage 15.6%, students who got good score were 22 or in percentage 68.8%, five students who got enough score or in percentage 15.6% and there was no student who got low score. In second cycle, researcher also found the mean score improved until 69.7 and percentage score ≥ 65 was 84.4%. It is clear that the implementation of STAD technique can be reached in two cycles.

Table 2 Students Score in Second Cycle

Category	Frequency	Percentage
80 - 100 = Very Good	5	15.6%
66 - 79 = Good	22	68.8%
56 - 65 = Enough	5	15.6%
40 - 55 = Low	0	0%
30 - 39 = Failed	0	0%
Total	32	100%
Mean		69.7
Percentage score ≥ 65		84.4%

As the result of students' reading achievement in second cycle, there were 5 students who got very good, 22 students who got good, 5 students who got enough, and there was no student who got low score. Indeed, the percentage score of students who got ≥ 65 reached 84.4%. It was improved 28.1% than previous cycle and it meant that the percentage of students' reading achievement had achieved the target.

Therefore, researcher and teacher decided to stop the research in second cycle. It means that there was no more cycle because the result of students' reading achievement was enough to prove that students got good mark for their reading task.

2. Discussion

After implementing STAD technique on teaching reading for two cycles, researcher found that there was an improvement on students reading achievement. In this research, researcher and English teacher at SMAN 7 Kendari arranged some plans to solve problems that relate to the students' reading achievement. Those plans were applied well in teaching and learning process. The researcher used one of cooperative learning techniques namely STAD Technique. In this case, teacher presented the lesson material and she placed students to work in group of four. The students were required to help each other and finish the projects that had been given to

every member in their small groups. At the end, the criteria of success that had been set in this study could be achieved in the second cycle.

In the first cycle, students showed good progress in which they had understood about generic structure of narrative text (orientation, complication, and resolution) and they could find detail information from the text. But, the result of evaluation test in first cycle showed they did not yet achieve the target of success. In this cycle, researcher found that there were some weaknesses. Firstly, students had difficulties to determining main idea from narrative text. Secondly, students felt bored with their reading text. Thirdly, students sometimes did not recognize the meaning of words that they found in reading text. It appeared when they did the quiz and evaluation test, most of students could not answer the questions well. Fourthly, some students did not participate well during they discussed with their own teams. It appeared when they did not finish their tasks perfectly. In other case, the researcher found there were several students cheated the answer from another teams. Besides that, the classroom situation was not conducive because some students made noise. In this case, the teacher could not manage the class well during teaching and learning process. Finally, the result of students' reading achievement in the first cycle was only 56.3% of students who got score ≥ 65 . At the end of this cycle, the researcher decided to continue the action to the next cycle. Therefore, all of those problems became reflection and it was recovered in second cycle.

In the second cycle, the problems that identified in the previous cycle could be solved effectively. In this time, researcher re-explained about main idea from reading text and focused on main idea within text. The researcher also taught students how to guess the meaning of unfamiliar words in a sentence. It aimed to help students for comprehending the reading text. Besides that, she gave brief explanation about reference of the word and suggested to students to use skimming and scanning process as the strategy to identify general and detail information. Furthermore, the teacher always activated the students' prior knowledge before they read the story and she tried to create the classroom situation became more conducive and enjoyable by asking students in every team to work closed and discuss in low voice. In this cycle, there was more progress than previous cycle. Here, students achieved the target of the study, in which the percentage of students' completeness score reached 84.4%. It was clear that more than half of students had comprehended the content of reading text. In other word, the researcher concluded that STAD technique could improve the students' reading achievement significantly.

In addition, students also could develop their social skills like sharing task, actively asking, explaining ideas or opinion, working in group, etc. By using STAD technique, in which the students are grouped consist of high, average and low performer, it makes a chance for smart students to share idea with others in their group for gaining success for group. These facts could be seen in students' activity during group discussion that showed they realized their position as a team and they should help each other so that they could finish their task perfectly. In this case, students competed to their own abilities in terms they did not against other teams to get the reward. So it can be said that STAD technique created positive interdependence between students.

E. Conclusion and Suggestion

Based on the result of the application of STAD technique at the XI IA1 of SMAN 7 Kendari, the researcher concludes STAD technique can improve students' reading achievement in comprehending the content of reading text. It can be seen on the result of students' performance in two cycles. Besides that, the successful teams were recognized by earning improvement points on successive quizzes. After conducting first cycle, the two problems that had been indicated in preliminary research had not solved well, in which students were still difficult to identify main idea from narrative text and they needed an alternative way to guess the meaning of unfamiliar words. Therefore, the second cycle was conducted to give solution about those problems by re-explaining again about main idea and taught students about how to guess unfamiliar words through context clue. After finishing the action in two cycles, researcher found that the percentage of students score ≥ 65 was 56.3% in the first cycle and in the second cycle reach 84.4%. It meant that improved 28.1% compared to the first cycle. This result proved that STAD technique can improve students reading achievement on the content of reading text.

F. References

- Bond, G.L. (1984). *Reading Difficulties, Their Diagnosis and Correction*. New Jersey: Practice Hall, Inc.
- Harmer, J. (1998). *The Practice of English Teaching*. London: Longman.
- Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. UK: OUP. Retrieved from <http://-Teaching-Reading-Comprehension-to-ESL-EFL-Learners>
- Huda, N. (1997). *Language Learning and Teaching, Issues and Trend*. Malang: Universitas Negeri Malang.
- Johnson, D.W., Johnson, R.T., & Holubec, E.J. (1993). *Cooperation in the Classroom (6th edition)*. Edina, MN: Interaction Book Company.
- Kagan, S. (1997). *Cooperative Learning*. San Juan Capistrano: Kagan Cooperative Learning (KCL).
- Kurniawati. (2004). *A Correlation Study of Vocabulary Mastery and Reading Comprehension of the Second Year Students at SMU Negeri 3 Bau-Bau*. FKIP UNHALU: Unpublished Thesis.
- Leipzig, D.H. (2001). What is Reading? WETA. Retrieved from www.readingrockets.org/article/352
- Myles, J. (2002). *English as Foreign Language Reading (Research Journal)*. Retrieved from <http://www.kyoto-S4.ac.jp/information/tsl-ej/ej22/al.html>
- Sharan, S. (1994). *Handbook of Cooperative Learning Methods*. London: Greenwood Press.
- Slavin, R.E. (1995). *Cooperative Learning: Theory, Research and Practice (2nd Edition)*. Massachusetts: Allyn and Bacon publisher.
- Tompkins, G.E. & Hoskisson, K. (1991). *Language ArtContents and Teaching Strategies*. NewYork: Macmillan Publishing Company.
- Ur, P. (1996). *A Course in Language Teaching*. UK: Cambridge University Press.