

## IMPROVING READING COMPREHENSION OF NARRATIVE TEXT THROUGH STUDENTS' TEAM ACHIEVEMENT DIVISION (STAD)

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**Abstract:** This research is aimed at improving students' reading comprehension of narrative text. This research was conducted to second year students of SMK Al-Madani Pontianak in academic year 2013/2014. This class consists of 30 students. The researcher conducted a classroom action research. The data was collected by using observation and measurement technique. The observation checklist and field notes were used as the tools of data collecting. Students' Team Achievement Division (STAD) was used as technique in this research. The researcher applied three cycles. The research findings showed that the mean score of students' reading comprehension in the first cycle was 55.36; the second cycle was 58.33 but in the third cycle was 62.03. From the research applied to the subject of the research, it can be stated that the Students' Team Achievement Division (STAD) could ensure the students in understanding and comprehending the text they read.

**Keywords:** Reading Comprehension, Narrative Text, STAD

**Abstrak:** Penelitian ini bertujuan untuk meningkatkan pemahaman membaca teks naratif siswa. Penelitian ini dilakukan pada siswa kelas dua SMK Al-Madani Pontianak pada tahun akademik 2013/2014. Kelas ini terdiri dari 30 siswa. Peneliti melakukan penelitian tindakan kelas. Pengumpulan data dilakukan dengan menggunakan observasi dan teknik pengukuran. Ceklis pengamatan dan catatan lapangan digunakan sebagai alat pengumpulan data. Students' Team Achievement Division (STAD) digunakan sebagai teknik dalam penelitian ini. Peneliti diterapkan tiga siklus. Hasil penelitian menunjukkan bahwa nilai rata-rata dari pemahaman membaca siswa pada siklus I adalah 55,36; siklus kedua adalah 58,33 tapi pada siklus ketiga adalah 62,03. Dari penelitian yang diterapkan pada subjek penelitian, dapat dinyatakan bahwa Students' Team Achievement Division (STAD) bisa menjamin siswa dalam memahami dan memahami teks yang mereka baca.

**Kata Kunci:** Pemahaman Membaca, Teks Naratif, STAD

There are four skills in learning English, namely reading, writing, speaking and listening. Among the four skills, reading is one of the skills that should be taught intensively in order to open up new information. Snowling and Hulme

(2005:1) state that reading is information-processing: transforming print to speech, or print to meaning. By having a good reading skill, the students can get many information and knowledge as reading lot of books, magazines and other sources of information. They can also enlarge their vocabulary mastery and structure understanding of the text. It also helps them to understand different ideas and communicate. Therefore, reading skill is necessary to acquire.

In Senior High School curriculum, reading is one the competence standard conducted for the student. In KTSP curriculum one of reading competences which should be learned by them is: to comprehend the meaning of short functional texts and essays in the form of narrative, descriptive and new items in the context of daily life activities and to access knowledge. That is why reading skill is important for the students to be trained and habitualized. Because reading is not only reading but to comprehend, understand, evaluate, and also recognize the author's ideas of reading text. A reader needs comprehension to catch the content of message or information from the text.

One of the kinds of text which should be mastered by the students is narrative text. Anderson (1997: 8) states that "narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener." In schools, student may find some narrative texts in their reading and there is a set of reading comprehension referred to the text after the teacher read the text for them. The writer found there was a problem for the student in reading especially for narrative text. For examples, some students found the question of narrative text was easy for them to answer. This made those students became bored to learn and participated passively in the class. While others felt the questions were too difficult.

Teacher plays an important role in teaching – learning process. Teacher must be creative in teaching lesson to their students. Technique should be appropriate in teaching the students. One of the techniques is by using STAD (Students' Team Achievement Division) which is built as the simplest implementation of cooperative learning. In cooperative learning method, the students will interact one to another in STAD group technique as one of learning method. Student Team Achievement Divisions (STAD) can help the students to comprehend the text in a group. This group work can overcome a problem that usually occurs when the students do it individually that is the text was too difficult to be understood. So, the researcher believed that STAD technique could be an appropriate technique to improve students' achievement in reading comprehension of narrative text, because it could provide the students with alternative solution to overcome students' difficulties and problems in reading comprehension especially when they worked alone.

Reading can be successful if the students get what the point is in the text. Teachers have high responsibility to develop students' ability in mastering language skill especially in reading. Based on the description above, the researcher intends to conduct his research entitled "Improving Reading Comprehension of Narrative Text through STAD Technique".

The researcher chose SMK Al-Madani Pontianak based on his experience while having teaching on that school. The researcher found that the students were

still difficulties in determining the setting, gaining the main idea, finding the moral values and identifying the generic structures. As the result they had low marks in the class in reading skill especially reading comprehension of narrative text. There was a gap between the students who had high ability in reading and the rest who still had difficulty in reading. The researcher wanted to make it more equal, so all of the students would have similar understanding about the text. That was the reason why group work would be better than individual work for this problem.

Teaching is any activities carried by the teacher in classroom which is intended to give students knowledge or skill. In the teaching language, the skills can be in listening, speaking, reading, and writing. As Brown defines, "Teaching refers to showing or helping someone to learn how to do something, giving instruction, guiding knowledge, and causing to know or understand." It means that the teaching has a purpose to make students know about the lesson since the students do not know anything at all about the lesson until they understand even master the lesson.

Teaching reading comprehension for English Foreign Language (EFL) is not an easy way to do because the EFL learners do not only use reading technique and strategies but also their knowledge such as vocabulary and grammar. Nuttal (1982: 21) stated that the aims of teaching reading is to develop the students' ability to extract message from text contain. In teaching reading comprehension, the teachers are not trying to put something to the students but to help students to get the information by themselves.

Narration is the form of writing that is used to tell or relate the story of acts or events, some usually tells about person, place, animal and thing. A good written story lets your readers response to some event in your life as if it were own. They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that "narrative is a piece of text tells a story and in doing so, entertains or informs the reader or listener."

Generally, a narrative starts with an **Orientation**, where the writer describes "the world" of his story. In this phase, the readers are acquainted to the characters or the participants of the story, and sometimes they are informed where and when the story took place. An atmosphere is created to make the readers curious to follow the story. **Orientation** can be shortly written, or can also be some pages of length.

In the middle of a narrative there will be **complication** or **problem**. Complication will make the story more interesting to enjoy, because on this phase the characters will face some handicaps to achieve their goals. Complication reflects reality life, and it makes the readers sure that there are always resolutions for any problems.

A good narrative gives a **resolution** for the complication. The resolution will finish the complication, even though there are also stories which let the readers think about the end of the stories or how the stories are resolved.

Slavin (1995: 7) points out that STAD is not a mean as a comprehensive teaching method, but rather as a way to organize classes, with the principal goal

being to accelerate the achievement of all students. The approach operates on the principle that students work together to learn and are responsible for their teammates learning as well as 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 a team and to recognize that the work of the team is not completed until all team members understand the content (Slavin, 1995: 7). Slavin outlined three central concepts of STAD; team rewards, individual accountability and equal opportunities for success.

Student Teams-Achievement Division (STAD) technique is a cooperative learning method for mixed-ability groupings involving team recognition and group responsibility for individual learning. In Students' Team Achievement Division (STAD) (Slavin, 1994: 45), students are assigned to four-member learning teams that are mixed in performance level, gender, and ethnicity. 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.

Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. Here are STAD Steps: (1) Rank from top to bottom. It can be done by listing the students based on their achievement in reading test. (2) Divide students so that each team has high, low and middle ability students and groups are diversified as to gender & ethnicity. (3) Present content as the teacher normally do. (4) Distribute worksheets that focus on the content to be learned. (5) Monitor groups for learning progress. (6) Administer individual quizzes to students. (7) Assign team scores on individually gains scores.

Based on the description above, STAD technique ensures all the students to get involved in the teaching learning process. Since teaching reading comprehension requires all the students to be active in the classroom, STAD technique is one of the techniques that can make the students to be active and have responsibility in their groups. They have to read the text given in order to help the students to win. Because of that, all the group members have to read the text and comprehend it as well. It means that STAD technique can ensure the involvement of all the team member recognition and group responsibility for individual learning.

The STAD technique is an appropriate technique for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

## **METHOD**

Research is the investigation of a subject matter for the purpose of adding to knowledge. Research can mean 're-search' implying that the subject matter is already known but, for one reason or another, needs to be studied again (Ross 2005:1). This study was conducted through action research in which the aim of this research was to improve and to change what goes in the classroom. To do an action research, the writer should identify the problems, then gathered and recorded the relevant data, proposed the practical action that could solve the problems, designed a plan of action and implements it, and after that the researcher should monitor and record the results.

To evaluate the changes or the improvement of action taken or treatment, the writer reflected on the teaching based on the notes taken, the observation sheets and the score of the students in answering the comprehension questions. The aim of reflection was a feedback for the writer to determine what action will be taken for the next cycles.

According to Given (2008:4) action research involves fluid and overlapping cycles of investigation, action planning, piloting of new practices, and evaluation of outcomes, incorporating at all stages the collection and analysis of data and the generation of knowledge. Moreover Cohen, Manion and Morrison (2000:226) state that action research may be used in almost any setting where a problem involving people, tasks and procedures carries out for solution, or where some change of feature results in a more desirable outcome.

The writer used the guideline from Slavin to design the steps of STAD technique in the classroom. The writer divided into four steps, they are class presentations, teams, quizzes and team recognition. These steps will work on a repeated cycle of about three-five days (or class periods).

### **Class Presentations**

The teacher began by presenting the lesson to the students for one or two periods of instructions keeping the focus of the lesson directly linked to group assignments and individual quizzes of the STAD unit. The writer would ensure that the teacher did these activities: a) The teacher told the students what they were about to learn and why it was important; b) The teacher briefly reviewed any presentation skills or information sticks close to the objectives; c) The activity focused on the meaning of the content rather than memorization; d) The teacher frequently assessed student comprehension by calling on students at random to answer questions; e) The teacher explained why an answer correct or incorrect.

### **Teams**

The teacher divided the students into a groupwork. STAD group were comprised of four (or five) members. Each group would have one student who had good reading score. Each team was given two worksheets and answer sheets to work on together, which could be done either by working with all members together or sub-divided into pairs. It was the responsibility of students to tutor each other until every student in the group was able to get a perfect score on the quizzes. The teacher monitored the group working. Teachers facilitated the teaching and learning process by circulating from group to group asking

questions, and encouraging students to explain their answers to gain a deeper understanding of the content.

### **Assigning Teams**

Teacher began by making one summary sheet for each group of students and ranking students from highest to lowest on previous performance. Teacher went down the ranking list assigning each student in order a different letter according to the total number of teams (eight teams would be A-H). Once the teacher got to the last letter used, they started over in a reverse order (A-H and then H-A). The teacher ensured that each team was equally divided

### **Quizzes**

After each team has had one or two periods to work together to learn the content, they were tested individually. The teacher gave a test. The purpose of this was to ensure individual accountability for learning the material. The key component of students' score was the individual improvement score which was the degree to which a student improves from their own previous scores. This allowed for equal opportunity for success where high, average and low achievers were equally challenged to do their best. Each student began with a base score calculated from an average of their grades on previous work, and were awarded points according to how well they could improve on these base scores.

### **Recognitions**

The teacher would give reward to the groups who passed the score e.g. group certificate. To maximize the increase in student motivation, the teacher suggested calculating the student and team scores quickly and giving out the rewards.

From the interview and the marks of the English lesson gained from examination, the writer chose class as his sample. Because of that, the writer chose class XI C as his subject of his research. There were 30 students in that school. Based on current circumstances, the subjects now are on class X C but on the next semester, all of the students will be placed into the same class which is XI C.

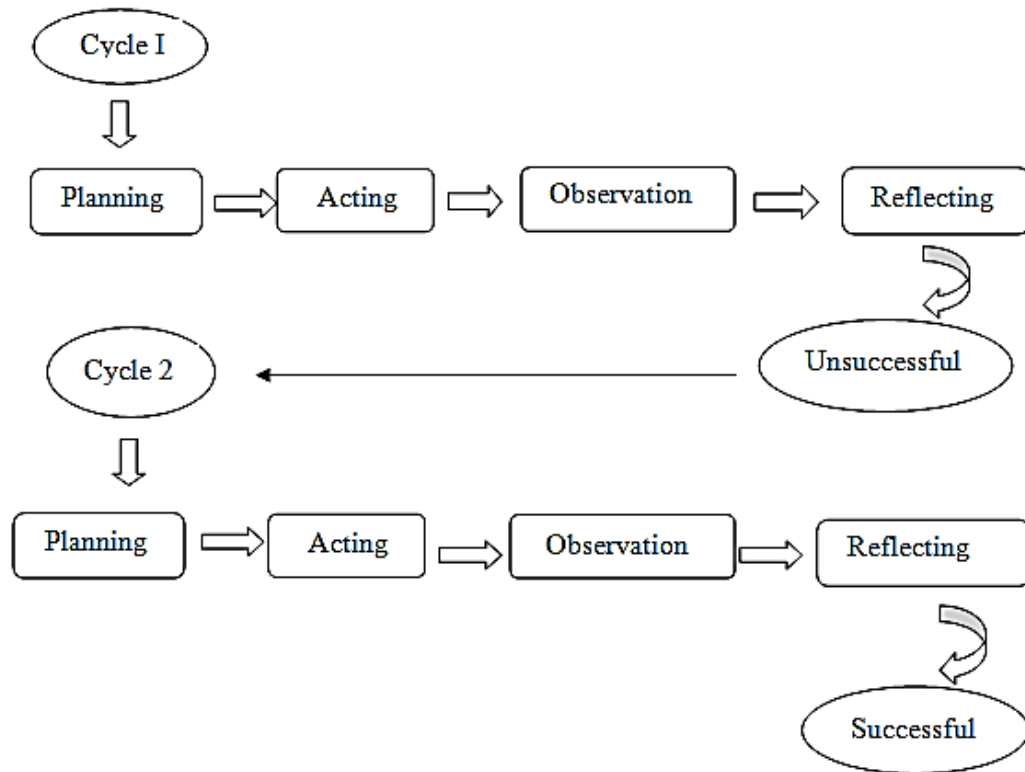
Triangulation method was used as technique of data collecting in this research. Cohen, Manion, Morrison say (2000:112) say: "Triangulation may be defined as the use of two or more methods of data collection in the study of some aspect of human behavior". The writer used observation and the students' works as the technique of data collecting.

The observation was done by the writer and the collaborator. It was recorded in filed note. The students' works is the achievement test and then the writer calculated the mean score.

The target of this research was the KKM (Kriteria Ketuntasan Minimum) which was 100% with the mark 60 in reading comprehension of narrative text. If the students did not achieve the standard then cycle II would be done. From the reflection in this cycle would be as the guideline in formulating the next cycle.

The researcher planned an activity that might overcome the problem that appeared in the classroom. Putting plan in action of a real treatment, the writer then observed the process and finally reflected the treatment. The writer

administered the treatment with the help of collaborator that acted as the observer of the treatment.



**Figure 1**  
**The Cycles of Classroom Action Research**

The writer elaborated the data analysis taken from the achievement test and the observation. The achievement was as the primary data and the observation as the secondary data. In this research, the writer computed the students' achievement score. By using the formula below, the writer computed the mean score:

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

Note:

- M = the students' average score
- $\sum x$  = the sum of students' score
- N = the number of students

(Source: Mertler 2006)

Heaton (1988: 96) has categorized the qualification into four category. Grade D is for the score from 0 – 49, the qualification is poor and grade C is for the range score from 50 – 59, the qualification is Poor to Average. Grade B is for the range score from 60 – 79 and the qualification is Average to Good. The grade A is for the range score from 80 – 100 and the qualification is Good to Excellent.

Next, the result of the mean score and the field notes were elaborated. The result of the mean score was supported by the field notes. The students' behavior during the activity represented the score they will produce. If they had positive response toward the technique given by the researcher, they might produce a significant improvement in their reading skill.

## **FINDINGS AND DISCUSSION**

### **Findings**

The researcher conducted the classroom action research had by using Students' Team Achievement Division (STAD) technique to solve the students' problems well as improving students' narrative reading skill. This was conducted in three cycles. The teacher implemented the concept of cooperative learning through Students' Team Achievement Division (STAD) technique in the classroom. The teacher asked the students to have make groups the group success greatly depends on each member's effort. For that reason, team members were obliged to rely on one another to achieve the goal. If any team members failed to do their parts, everyone suffered consequences. Thus, the students worked and helped each other's in completing the group task.

The researcher computed the individual students' score based on the scoring table, and then computed the students' mean score. Then, the researcher elaborated the result of mean score and what was written in the field note in order to achieve the contrast in the research findings.

#### **Cycle 1**

After collecting the students' task, the researcher computed the individual students score to obtain the students' main score. The result of the first meeting in the first cycle was not really good and it did not achieve the indicator of success point.

$$\begin{aligned} m &= \frac{\sum x}{N} \\ &= \frac{1661}{30} \\ &= 55,36 \end{aligned}$$

The students' mean score in the first meeting is 55,36. It means that the researcher had to think the better preparation for the next cycle.

#### **Cycle 2**

This was the time for both the researcher and the collaborator discussed about the meeting. The researcher and the collaborator checked the students' answer and gave the score. The result still was not satisfying because half of the students show improvement in their individual score meanwhile others weren't.

$$m = \frac{\sum x}{N}$$



$$= \frac{1750}{30}$$

$$= 58,33$$

The students' mean score in the second meeting is 58,33. It means that the researcher had to think the better preparation for the next cycle.

### Cycle 3

This was the for both the researcher and the collaborator discussed about the meeting. The researcher and the collaborator checked the students answer and gave the score. The result was satisfying because most of the students showed improvement in their individual score.

$$m = \frac{\sum x}{N}$$

$$= \frac{1861}{30}$$

$$= 62,03$$

The students' mean score in the third meeting is 62,03. The percentage of students' achievement of each question was presented as follows: Based on KKM (Kriteria Ketuntasan Minimum) of English subject is this school, 100% of students passed the criteria.

### Discussion

This classroom action research was conducted in three cycles. Each cycle consisted of planning stage, acting stage, observing stage, and reflecting stage. The acting stage was conducted in one meeting (2 x 60 minutes) that was performed during the teaching learning process. While doing teaching learning process, the researcher acted as the teacher and asked the English teacher to act as collaborator.

In this research, the researcher as the collaborator and he applied Students' Team Achievement Division (STAD) in the teaching learning process in order to improve the students' reading comprehension skill. The teacher began the teaching learning process by greetings and reviewing the previous material. He started the activity by conducting brainstorming. He asked the students about their experiences in reading texts, especially narrative text. All of the students responded to teacher's greetings. They also got involved in brainstorming activity. They were active in telling their experiences in reading, for example the titles of narrative text that they had read. Then, the teacher reviewed the generic structure and language features of narrative texts. Some students listened very carefully to the explanation, but the others talked to each other.

After that, the teacher divided the students into groups. There were 6 groups with 5 students. In this activity the students were given two worksheets and answer sheets to work together, which could be done either by working with all members together or sub-divided into pairs. The teacher monitored the group

working. First the students worked together in groups to the questions given by the teacher. After that they were tested individually. The purpose of this was to ensure individual accountability for learning the material.

After the activity, the students were asked to read a different text. In this time, they worked alone. They might not work together with their friends. When they had finished, they submitted their work.

The teacher ended the class by concluding the material together with the students. The teacher also asked the students' difficulty during today's teaching learning process (reflecting). The students looked free to share their problems. This would help the teacher to decide what action would be treated in the next cycle.

The problems of the students in reading narrative was getting the information from the text given. The information of the narrative text such as the setting and the characteristics of the characters.

On the first and second cycle, the students were still difficult in getting the information of the narrative text given. But for the generic structures and moral lesson of the narrative text, the students were not so confused rather than the information from the text.

In conducting the third cycle, the researcher applied more familiar topic to overcome the problems. The teacher monitored the students' discussion. He ensured that all of the students answer the questions by themselves. The students might have discussion with others by asking for information or suggestion. The students were more active and felt enjoy during the teaching learning process in the third cycle. They also showed a good team work and togetherness.

All students could finish the tasks and the researcher could give chances for students to share their difficulties during the teaching learning process and then concluded the materials. After observing the process and interpreting the data, both the researcher and the collaborator decided to stop the action because the data showed that the indicators of success were fulfilled.

Both the researcher and the collaborator worked together to compute the students' individual score and mean score. The research findings showed that the students' mean score on the first meeting was 55,36. It is qualified "poor to average". It means that the researcher had to think the better preparation for the next cycle. The students' mean score on the second meeting was 58,33. It is qualified "poor to average". On the third meeting, the students' mean score was 62,03. It is qualified "average to good". Based on KKM (Kriteria Ketuntasan Minimum) of English subject in this school, 100% of students passed that criteria.

STAD (Students' Team Achievement Division) technique ensures all the students to get involved in the teaching learning process. Since teaching reading comprehension requires all the students to be active in the classroom, STAD technique is one of the techniques that can make the students to be active and have responsibility in their groups. They have to read the text given in order to help the students to win. Because of that, all the group members have to read the text and comprehend it as well. It means that STAD technique can ensure the involvement of all the team member recognition and group responsibility for individual learning.

In conclusion, the research findings of the classroom action research were satisfying. The students' comprehension of narrative text was improved by implementing the teaching technique. In the teaching learning process, it did not seem that the students read the story only for answering questions and getting mark but more than that. The students showed their interest in reading story and getting the message. The prediction of the action hypothesis was accepted.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Students' reading comprehension of narrative text is improved by applying Students Team Achievement Division Teaching Technique. The mean score was increased from 55,36 to 58,33 to 62,03. The students kept improving step by step in each cycle until they fulfilled all indicators of success. In the first cycle, the indicators of success were still not fulfilled. Therefore, based on the reflection from the first and second cycle, it was necessary to conduct third cycle. In the third cycle the indicators of success were fulfilled and the action was stopped. Teaching reading comprehension in a foreign language is different from teaching reading comprehension in first language. It needs much more thought to engage students in the teaching-learning process. Students' Team Achievement Division (STAD) technique can make the students active in the teaching learning process. The students can actively cooperate in learning in group works. They also can share their knowledge and comprehension of the narrative text given by the teacher.

### **Suggestions**

Students' Team Achievement Division (STAD) technique might be a technique for English teachers in teaching as it is useful to improve the students' reading comprehension of text, especially narrative text. Teaching reading comprehension in a foreign language is different from teaching reading comprehension in first language. It needs much more thought to engage students in the teaching-learning process. Teacher must choose carefully the text that they will give to the students because it can affect their interest in reading. The students have different culture, gender, and point of view. Teacher should manage the students in the classroom because during the treatment, there was a possibility the students would be noisy and depressed. This is to create a conducive and nice atmosphere on the classroom.

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