



Improving Reading Comprehension on Descriptive Text Through STAD for The First Year Students

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Abstract

The purposes of this research tries to know :1) How is the process of teaching Descriptive Text through STAD method for the first year junior high students, 2) How can STAD improve reading comprehension on Descriptive Text for the first year junior high students. The results of the research show that STAD is an effective method to teach reading. This method made the students was more active in following teaching and learning process with could understand the material. After the researchers applied SQ5R technique and gave the post test, it is found that mean score increased from 67.18% to 75 %. It can be concluded that the hypothesis is accepted, or on the other words STAD technique can improve reading comprehension the students' English achievement on Descriptive text.

Keywords : Improving, reading comprehension, STAD method

Introduction

is important in learning English since by being able to read and comprehend make the students easily get the information from text. Being able to read and comprehend the text is an integrated skill. To understand the text, the students are not only must be able to read it but also to comprehend it. Reading means the students are able to look at the written symbols and get meaning from it. Furthermore, comprehending means that the students really understand the text and they get detail information from it. From those explanations, it is clear what the purpose of the teaching reading comprehension is. If the students are able to comprehend the reading text, it is easy for them to get the meaning and get the details information.

There are many kinds of reading text; narrative, descriptive, recount, procedure, and report. Based on the first grade of junior high school syllabus, the students must learn descriptive text. From the preliminary study, it is showed that the students got difficulty in learning reading descriptive text. The students score was not optimal and they lacked in motivation learning reading descriptive text. From

22 total students 60% of them have low skill in reading comprehension for descriptive text. The problem was the students did not understand about the text. They feel so difficult to understand the goal of the text. It makes the students bored and unmotivated to study reading descriptive text.

In the learning process, the students need a lot of factors which support their achievement such as, teacher's motivation, teaching and learning activities. This study is focused on the way to teach and the rule to teach reading especially descriptive text. There are many kinds of method to teach English especially in teaching reading comprehension to develop ability of the students. One of those methods is Cooperative Learning Model. This method also has many variations, one of them is Students Team Achievement Division (STAD). It is one of the team learning strategies designed by Robert E. Slavin (Slavin, 1985). In this strategy, the students are grouped heterogeneous. After the students make groups, they read and present discussion result from the group.

The researchers assumes that the teacher will be easier to control students learning process

by using STAD in teaching reading of descriptive text. STAD can be very useful because it visually shows students thinking and planning. STAD is suitable with the students' condition who still cannot work in individual worksheet. They are easier to be control if the class is divided in some groups, so they can create discussion. STAD will make the students easy to acknowledge the structure and the meaning of text in descriptive text.

Materials and Method

Definition of Reading

Reading is something that is done in everyday life. Grabe (Grabe, 2020) states that in formal context such as academic context, reading and learning something from the text needs various requirements such as synthesizing, interpreting, evaluating, and in the end selectively using the information. Moreover, reading is not a single process, it is complex. Various processes is done in reading namely; a rapid process, an efficient process, a comprehending process, an interactive process, a strategic process, a flexible process, a purposeful process, an evaluative process, a learning process, and a linguistic process. The combination of those processes in the end is intended to get the meaningful information from the text.

Reading Comprehension

Reading comprehension means that the readers understand the detail information from what the writer of the text convey. Harris and Graham (Harris & Graham, 2007) add that knowing how to read words has ultimately little value if the students is unable to construct the meaning from text. From that explanation, it can be concluded that comprehending reading text is important for the students to get information and learn something from it. To be able to comprehend the text easily, the students should practice more and more. The more they practice the easier the students to get the point of information from the text. Usually to make the students understand the text, teacher will give some questions or exercises based on it.

Teaching Reading

Teaching reading is processes to give knowledge to the learners in understand the meaning of language in a text. The learners must able to understand the meaning and the goal of the written text. Reading comprehension

is given top priority in English classes, and students can develop their intellect, opinions, imagination and creativity. Reading comprehension is not only the ability to pronounce or read printed words with correct pronunciation and intonation, but also the ability to comprehend or comprehend textbook content. For this purpose, many English teachers must be able to use suitable approach with subject material which they teach. Teaching reading must be concerned to attention anymore.

Descriptive Text

Descriptive Text is a kind of text that describe something in particular. Moreover, Knapp and Watkins (Knapp & Watkins, 2005) state that descriptions make it possible to categorize or classify an almost infinite range of experiences, observations, and interactions into a system, organize them for immediate and future reference, and define the field of study or the intentions of the author. The particular things that are being described in descriptive text are person, animal, or others.

The Generic Structure of Descriptive Text

Descriptive text has structures as below:

Identification : Identifies the thing to be described.

Description : Describes the thing in parts, qualities, and characteristics.

Definition of Cooperative Learning

Collaborative learning is broadly defined as the succession of learners working together in small groups so that all can participate in a collaboration clearly defined by the teacher, as evidenced by the following two definitions: defined as a body. Cooperative learning is not just another name for group work, it is not just learners working together in groups. Cooperative learning is a practical educational strategy to provide learners with a more positive learning experience, equal access to learning, and a more supportive social environment (Johnson & Johnson, 2008). Furthermore, Kagan & Kagan (Kagan & Kagan, 2009) add that Cooperative Learning Students need to know how to work together if they want to succeed in the workplace.

In the collaborative learning method, students work in teams of 4 or 5 and work through the material presented by the teacher. Collaborative learning methods share the idea that students cooperate in learning and take responsibility for both the team and their own.

Research on collaborative learning shows that team rewards and individual accountability are essential for achieving basic skills. It is not enough to simply ask students to cooperate. You need a reason to take each other's performances seriously (Slavin, 1985).

Collaborative learning helps make diversity a resource, not a problem. As schools move from groupings by ability to more heterogeneous groupings, collaborative learning becomes more important. In addition, collaborative learning has great benefits for relationships among students in blended classrooms (Slavin, 1985).

The strategy of Students Team Achievement Division

Student Teams Achievement Division is one of the easiest model in cooperative learning, and is a suitable starter for novice teacher to cooperative approach. It is one of the simplest and most extensively studied forms (Slavin, 1985). The principle purpose of Student Teams Achievement Division is to improve and speed up learner performance drastically. This is one of cooperative model which divides the class into a couple of groups, each group consists of four to five heterogeneous students.

In Student Teams Achievement Division, the teams are organized of high, average, and low performing students and teams consisted boys and girls in equal criteria. Thus, each team is a part of the entire class. The teacher explains the lesson, and then students do the work with their teams to make sure all team members have comprehended the lesson. Then, all students get individual quizzes on the material, and they may not help other.

The Main Components of Student Teams Achievement Division

According to Slavin (Slavin, 1985), there are five important components in Student Teams Achievement. The components are Class Presentation, Teams, Quizzes, Individual Improvement Score, and Team Recognition.

a. Class Presentations

In this way, students have to pay attention carefully during the class presentation, because it will help them do well on the quizzes, and it will make their quiz scores to define their team scores

b. Teams

The function of team is to prepare its

members to do well on the quizzes. After the teacher give material to the team. The teams learn worksheet or other material. At this point, teams work together for doing the best and it can help their members. The teams do peer support for doing worksheet and teams give mutual concern and respect to their each members.

c. Quizzes

After teacher presentations period and team practice period, the students take the individual quizzes. Students are not allowed to help one another during the quizzes. It makes sure the students responsible for knowing the material individually.

d. Individual Improvement Scores

Each week students receive an improvement score. It indicates that how well the student gets their level of performance.

e. Team Recognition

Teams obtain recognition of the improvement scores of the team members each week. They may receive reward for their achievement and they can reach the average that determine in a certain criterion.

The Steps of Student Teams Achievement Division

Student Team Achievement Division can be implemented to students of Junior High School for teaching English. The situation can be given in groups that consist of 4 or 5 students. Teacher should share for a better way to guide the students in use Student Teams Achievement Division to understand the text easily (Jolliffe, 2007). The steps of Student Teams Achievement Division are:

1. The teacher give instruction to the students to make a group. For each group consist of 4-5 students heterogeneous.
2. The teachers give a reading text to the each group. Then the teacher give instruction to the students to read and mastery the text by themselves.
3. The teacher asks to the students in their group to search difficult words from the text. Then the teacher asks the students to find the meaning of the difficult word in dictionary.
4. The teacher give instruction to the students in their group to search the structure and the meaning of the text. Then each group must perform the result of their works in front of the class. The teacher gives score for each group.
5. The teacher gives questions in each group orally. The question is about the text given

before. The teacher gives score for individually.

- The teacher gives some evaluation about the material that had learned before then closing the class.

Previous study

Based on the result of a research conducted by Yusuf, Natsir, and Hanum (Yusuf et al., 2015), it can be concluded that STAD technique is good for teaching reading. They stated that STAD can be a good solution for large classes with different ability levels. It is because the low level students can get explanation not only from the teacher but also from their friends which are high level students. In line with the previous result, a research held by Marpaung, Yanti, and Marzuki (Marpaung et al., 2019) also gave the same conclusion. After teaching the class using STAD, the students’ achievement was better. The students could understand the material better and at the end they can get better score.

Research Design

Research design is Classroom Action Research (CAR). The researchers used Classroom Action Research (CAR) Spiral by (Kemmis & McTaggart, 1988). It was called Classroom Action Research because this study is based on the following principles: (1) this study was identify the problem in the class that will research; (2) this study has prepared and planning the material and scenario before turn in the class and doing the research; (3) this study was also doing acting after prepared and planning; (4) this study focuses on the case or single unit by doing observation; (5) the focus is on the reflecting or the result after enter the class.

Research Subject

The subjects of the research comprise of 22 first grade students and the English teacher.

Research Object

The objects of the research are descriptive text, Student Teams Achievement Division and the result of implementation.

Research Model

The research model used by the researchers is Classroom Action Research. It has a system of teaching learning process consisting of three cycles. Each cycle has steps. With spiral steps as follows (see Figure 1).

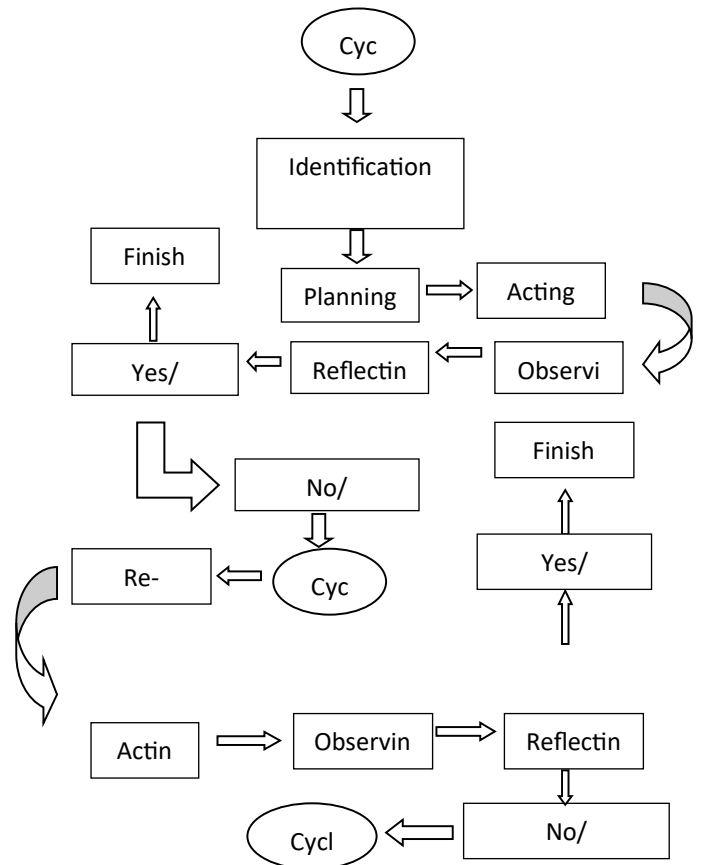


Figure 1. The Action Research Spiral

Table 1. Students’ Score in Pre Test, Post Test 1, Post Test 2 and Post Test 3

No	Score	Pre Test	Post Test 1	Post Test 2	Post Test 3
1	0 – 59	12	3	1	1
2	60 – 69	7	10	12	4
3	70 – 79	2	5	5	11
4	80 – 89	1	2	2	3
5	90 – 100	0	2	2	3

Results and Discussion

Result of Identification of the Problems

The researcher tried to apply STAD Method in cycle I, there were some problems that were faced by the researchers as a teacher. The important problem was most of the students thought that English was a difficult and boring subject. Although they knew that English was very important to support their life in this global era, they were still lazy to learn it individually or with their friends because they had to memorize many vocabularies and patterns. It could happen because the students were always taught with the same method. In teaching and learning process, they had chance to be active but they got bored

easily and they were not interesting to follow the teaching and learning process.

Discussion

From the Classroom Action Research (CAR), the researchers could find some differences between three cycles. In cycle 1, when the researchers came to the class, the class condition was not good enough. The students just kept silent. The class condition was not interactive. The students did not respond well what the researchers did. Besides it, the average score in cycle 1 was 67.18 %, it means that the Classroom Action Research was not succeed.

In the cycle 2, the students were still passive but they could start to work cooperatively. Some of the students still shy and afraid if they have questions. They still confuse with the material. And the result their score still low from the criteria minimal score. Besides it, the average score was 69.68%, It means that the teaching learning in cycle two did not run well in the other words the process of teaching learning did not successful.

In the cycle 3, there were some differences. Here, the students could respond the researchers well. They gave attention to the teacher when the learning process run and they enjoyed the learning process using the new technique. In cycle 1 and 2 the students still difficult to explore their idea and participation. But in cycle 3, the students could explore their idea and more active. Besides it, the average score in this cycle was 75%, it means that the Classroom Action Research in cycle 3 was successful.

The result which is shown on the Table 1 is in line with what Yusuf, Natsir, and Hanum (Yusuf et al., 2015) stated. It can be seen that the students' achievement was getting better in each cycle.

Conclusion

After doing the research, the researchers get the conclusions as follows: The implementation of Student Teams Achievement Division (STAD) method had not run well in the cycle 1. The teacher still faced some problems during the teaching and learning process using Student Teams Achievement Division (STAD). Most of the students were not ready yet with the new method. It was the first time for students joined with this method. It proved by the students' average score in English that shows 67.18. There were 13 students who got low score. It was still out of the target wanted. Because of that reason, the researchers decided to continue to cycle 2. She hoped in cycle 2 all of the students could be active in order to in-

crease their achievement score in reading.

In cycle 2, the students just kept silent when the teaching and learning process. They still get difficulty to comprehend the teacher's command in learning. They still passive and did not want to ask to the teacher if they have question. When teacher explained the material, sometimes the students who sat in back just talked or joked with each other. The average score shows 69.63 it was still out of the target wanted. Because of that reason, the researchers determined to continue to cycle 3. She hoped in cycle 3 all of the students could be active in order to increase their achievement score in reading and could mastery the material well.

In cycle 3, the implementation of Student Teams Achievement Division had already run successful. It was found that the students were more active and more enjoyable than the last cycle. They were more active and could comprehend the material. The students could mastery the material in this cycle. Their average score in cycle 3 was 75. It showed that there was an increasing achievement from the students in this cycle. It means that from the first cycle which showed the average scores form the student 67.18, the second cycle was 69.63 increased become 75 in cycle 3. From mastery learning side, it means that all of the students could master the material given. The conclusion is Student Teams Achievement Division (STAD) method could improve the students' reading mastery especially in descriptive text.

Suggestions

From the conclusion above, it could be seen that the teaching and learning reading on descriptive text using STAD technique was very effective because it could help the students to understand the meaning of the text. They could mastery the material well. It was also help the students to cooperate well with their friends especially in group. So the students' reading skill and score could increase significantly. Because of the effectiveness of STAD, the researchers suggests as follow:

Suggestions for the Teacher

Based on some explanation above, the teacher could use Student Teams Achievement Division as chosen to teach English. Because the teachers more easily to manage the class. The purpose was to improve the students'

competence and motivation. Besides, the teacher would more creative in teaching English using this method so that, the students could enjoy the English class. Because the students could enjoy the class, they would accept the English lesson well. Teacher has big influence to the students' success. Therefore, the teacher must be clever to give motivation to learn English; it would make them love English.

Those suggestions above will create a new situation in teaching learning process. The teacher and the students will have more spirit in English teaching and learning activities.

Suggestion for the Students

Student Teams Achievement Division method is designed for students to learn English more effective, because of all students could be active in teaching and learning process. Therefore, the researchers suggest to the students to improve their English especially in reading descriptive text, by studying together or discussing with their friends. Through this way, the students could help each other overcome their problems and share their experience in learning English together. They would explore their idea with group and practice their ability in performance in front of the class. The students should have self's confidences so they will brave to ask something difficult they got to their teacher. The students should give attention to their teacher while the teacher gives them the explanation.

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