

**THE IMPLEMENTATION OF STUDENT TEAMS-ACHIEVEMENT
DIVISIONS (STAD) TECHNIQUE IN READING COMPREHENSION**

THESIS

**Submitted to Fulfill the partial requirement for the Degree of
Master of Education**

BY

DWINTHA SARASWATI

1408066075



**ENGLISH EDUCATION DEPARTMENT
GRADUATESCHOOL OF THE UNIVERSITY OF MUHAMMADIYAH**

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ABSTRAK

DWINTHA SARASWATI. Penerapan *Student Teams-Achievement Divisions* (STAD) *Technique* dalam Pengajaran Pemahaman Membaca: Penelitian Tindakan Kelas di Kelas VIII SMP Bhara-Trikora Jakarta, Tahun Ajaran 2017-2018. Tesis. Program Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA, 2018.

Tujuan utama dari penelitian ini adalah untuk mendeskripsikan penerapan teknik *Student Teams-Achievement Divisions* (STAD) dalam meningkatkan memahami teks bacaan siswa seperti kontribusi teknik STAD dalam memahami teks bacaan, peningkatan siswa dalam memahami teks bacaan, dan tanggapan siswa terhadap pelaksanaan teknik STAD dalam pengajaran memahami teks bacaan di kalangan siswa kelas delapan SMP Bhara-Trikora Jakarta pada tahun ajaran 2017/2018. Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam tiga siklus. Peserta penelitian ini adalah 17 siswa. Pengambilan data dilakukan dengan menggunakan observasi, tes, dan kuesioner. Data dari pengamatan yang telah diambil dari setiap siklus dianalisis secara deskriptif sedangkan data dari tes dianalisis secara kuantitatif.

Hasil penelitian ini menunjukkan bahwa proses belajar mengajar menggunakan teknik *Student Teams-Achievement Divisions* (STAD) berhasil dan dapat meningkatkan kemampuan membaca siswa. Hal ini didukung juga oleh data kualitatif dan kuantitatif yang menunjukkan bahwa (1) menerapkan teknik *Student Teams-Achievement Divisions* (STAD) tidak hanya membuat siswa memahami materi teks naratif, namun juga termotivasi dan antusias saat mengikuti proses belajar mengajar, (2) tanggapan siswa terhadap penerapan teknik *Student Teams-Achievement Divisions* (STAD) dalam pengajaran membaca bersifat positif, (3) nilai tes siswa meningkat pada setiap siklus. Pada siklus pertama, nilai rata-rata siswa adalah 70,3, meningkat menjadi 75,0 pada siklus kedua, dan mencapai 81,5 pada siklus ketiga. Berdasarkan temuan ini, disarankan agar teknik STAD dapat diimplementasikan pengajaran membaca untuk meningkatkan kemampuan siswa dalam memahami teks bacaan.

Kata Kunci: Keterampilan membaca, *Student Teams-Achievement Divisions* (STAD) *technique*, Penelitian tindakan kelas.

ABSTRACT

DWINTHA SARASWATI. The Implementation of Student Teams-Achievement Divisions (STAD) Technique in Reading Comprehension: A Classroom Action Research at the Eight Grade Students of SMPBhara-Trikora Jakarta in 2017/2018 Academic Year. Thesis. Graduate Program of Muhammadiyah University of Prof. DR. HAMKA, 2018.

The main objective of this study is to describe the implementation of Student Teams-Achievement Divisions (STAD) technique in improving students' reading comprehension such as the contribution of the technique in reading comprehension, reading comprehension improvement, and the students' responses toward the implementation of STAD technique in teaching reading comprehension among the eight grade students of SMPBhara-Trikora Jakarta in 2017/2018 academic year. This study is a classroom action research that was done in three cycles. The participant of this study was 17 students. The data collection was done using observation, test, and questionnaire. The data from the observation that had been taken from every cycle analyzed descriptively while the data from test were analyzed quantitatively.

The result of this study shows that teaching and learning process used Student Teams-Achievement Divisions (STAD) technique is successful, and it can improve students' reading skill. It is supported also by the qualitative and quantitative data which show that (1) implementing Student Teams-Achievement Divisions (STAD) technique not only made students understand the material of narrative text, but also motivated and enthusiastic while following the teaching and learning process, (2) the students' responses toward the implementation of STAD technique in teaching reading were positive, (3) the students' test score was increasing in every cycle. In the first cycle, the students' average score was 70.3, increase to 75.0 in the second cycle, and reach 81.5 in the third cycle. Based on these findings, it is recommended that STAD technique can be implemented in teaching reading comprehension to improve students' reading comprehension.

Keywords: Reading Skill, Student Teams-Achievement Divisions (STAD) technique, Classroom action research.

THESIS COMMITTEE APPROVAL

THE IMPLEMENTATION OF STUDENT TEAMS-ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN READING COMPREHENSION

THESIS

By

DWINTHA SARASWATI

1408066075

Date February 26, 2018

The Thesis Committee and Oral Defense Committee have approved this Thesis as partial fulfillment of the requirements of Master of Education Degree in English

Thesis committee	Signature	Date
Prof. Dr. H. Abd. Rahman A. Gani, M.Pd. (Chair)	
Hamzah Puadi Ilyas, Ph.D. (Secretary)		22/9/2018
Dr. Ir. Suciana Wijirahayu, M.Pd. (Thesis Advisor 1)		22/9/2018
Elin Driana, Ph. D. (Thesis Advisor 2)		11/8/2018
Prof. Dr. H. Gunawan Suryoputro, M. Hum. (Oral Defense Committee 1)		21/8/2018
Hamzah Puadi Ilyas, Ph.D. (Oral Defense Committee 2)		22/9/2018

Jakarta, 22-9-2018

Director of Graduate School

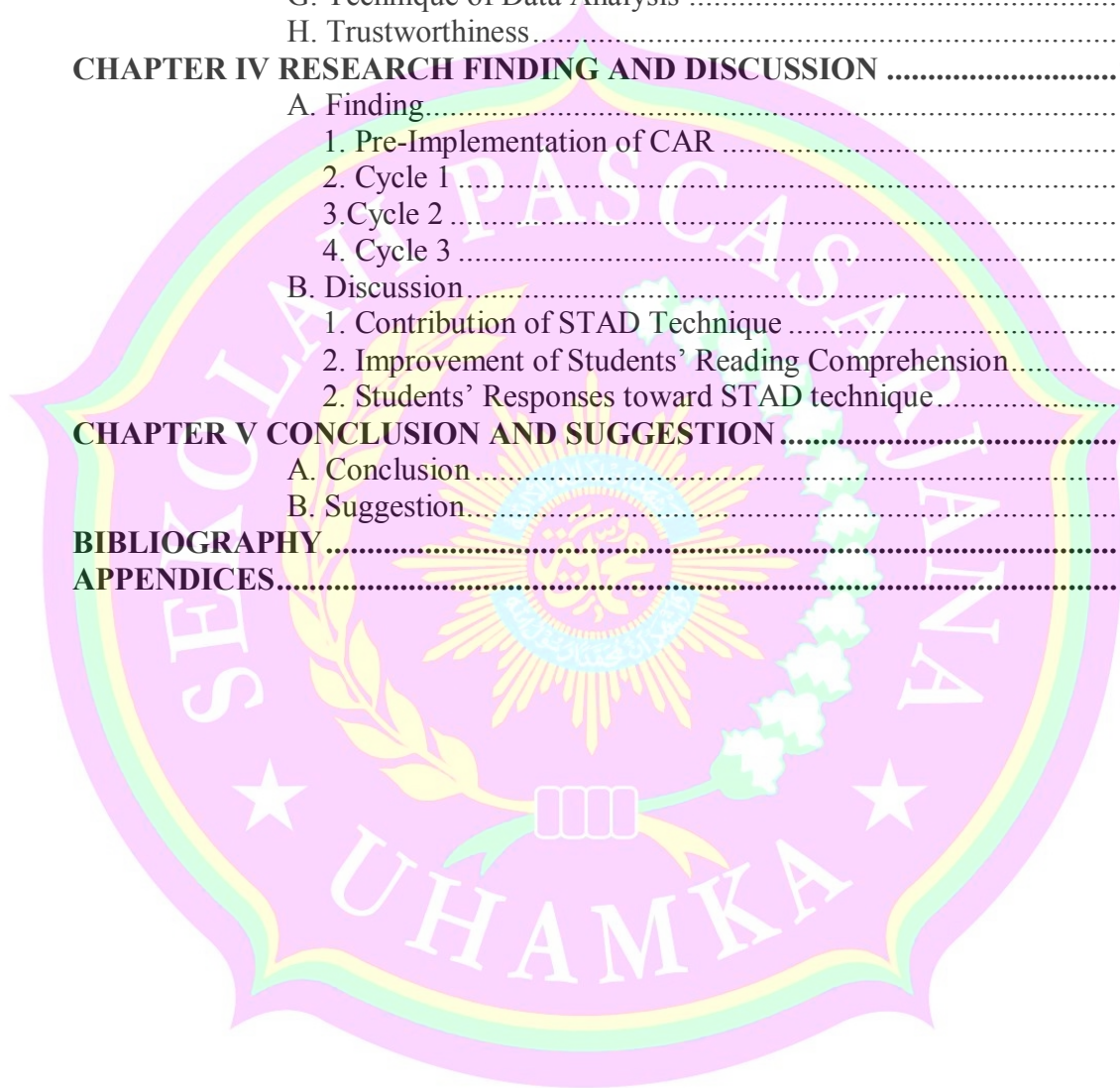
University of Muhammadiyah Prof. DR. HAMKA

Prof. Dr. H. Abd. Rahman A. Gani, M.Pd.

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CHAPTER I

INTRODUCTION

This chapter provides brief explanation related to the background of the research, the identification of the problems, the limitation of the problem, the research questions, the objectives of the research, and the significance of the research.

A. Background of the Research

Reading is one of the macro skills that is supposed to be mastered by the students of English as a foreign language especially in Indonesia. It has an important role in learning activity as a way of knowledge gaining. In this case, reading skill is used to find out some information from the written texts.

Understanding the written texts is one of the most essential of all the goals in reading skill. In line with this, Grabe pointed out that “reading is centrally comprehending process.”¹ It means that in reading, the readers do not only read the text but also try to understand what they read in order to catch the writer’s ideas from the text. If the readers can read the words of a text, but do not understand what they are reading, they are not really reading.

Reading has always permeated the curriculum to such an extent. It is a vital ability to the student in first grade to the senior high school as one of the life-long skills needed for success. According to the *competence standard*

¹ William Grabe. 2009. *Reading in a Second Language: Moving from Theory to Practice*. New York: Cambridge University Press, p. 14-15.

and basic competence in the *National Standard of Education* of the eight grade students in the second semester of Junior High School/ Madrasah Tsanawiyah, one of the purposes of learning reading is “to comprehend the meaning of short functional text and essay in the form of narrative text and recount text in the context of daily life activities and to access knowledge.”² It means that the students in Junior High School should be able to comprehend short functional text, narrative and recount text that related to their life as a way of knowledge gaining.

One of the texts that the students of Junior High School should be able to comprehend is narrative essay as it is stated in the curriculum. A narrative has an important role in the intellectual and emotional development, because by reading the stories in the narrative text, the reader comes to know the world and their place within it. Further, narrative is special discourse in text type because by reading it, the reader can learn moral value of the stories. Graesser et.al. cited in Hudson noted that “narrative discourse has a special status in research and theories of discourse, language use and literacy general.”³ By reading narrative text, the students will build their sense of discourse and they are introduced with time sequences in order they are able to predict the next part of the stories. Actually narrative is only small part of reading text which is examined in the final examination, but it can give big impact to students to be more interested in reading other kind of texts.

² The Minister of Natural Education Decree No. 22/ 2006.

³ Thom Hudson. 2007. *Teaching Second Language Reading*. Oxford University Press, p. 179.

A narrative can be said as narration. As Langan stated that “narration is storytelling.”⁴This means narration is to tell a story or to narrate an event or series of events. According to Clouse, “the purposes of narration are to entertain, to express feelings, to inform and to persuade the readers.”⁵It means that to achieve the purpose of narrative text, the students should have a good reading comprehension ability in order to be entertained, to show the feelings, to tell and to persuade the reader about the text.

Although reading comprehension is one of the ways to increase knowledge and to practice the language, unfortunately, comprehending English text is still considered difficult for most students because as students progress through grade levels, the text they are exposed to becomes increasingly complex. Also, it is not easy for the students since it is not their mother tongue. In other words, the students often struggle to comprehend the reading passages even though they have studied English for six years. Based on the researcher observation at the grade VIII students of SMP Bhara-Trikora Jakarta, it was found that the students were still poor in reading comprehension.

Many students have difficulties in understanding a longer text especially narrative text, such as; they are hard to identify what the main ideas are, what the detailed information are, what the language feature of narrative text, what the generic structure of narrative text, and they can not answer the question related to the narrative text. Sometimes, when the teacher asks them, they just keep silent. When they have to tell about the

⁴John Langan. 2001. *College Writing Skills with Readings*. 5th Edition. New York: McGraw-Hill, p.195.

⁵Barbara Fine Clouse. 2003. *Patterns for a Purpose: A Rhetorical Reader*. 3rd Edition. New York: McGraw-Hill, p.160.

text, they do not understand what they have read as well. Most of the students in the class can not answer the questions based on the text well. It means that students do not know exactly how to comprehend texts. Consequently, they get nothing in reading as they find difficulty in grasping the information of texts.

The students' inability in understanding the content of English texts is caused by some factors. It was caused by the internal factor that is from the students and the external factor that is from the teacher. The problems are lack of vocabulary mastery, students' motivation, and the methodology of teaching English foreign language (TEFL), especially the technique in teaching reading that it used by the teacher in the classroom, can broadly interfere with student comprehension. Those factors are described in the following paragraphs.

The first students' problem in understanding English reading text is influenced by the students' mastery of English vocabulary. Mastery vocabulary related to the students' understanding of the text contain. In fact, most of students have a limited English vocabulary, so they always face a difficulty in comprehending the text. Meanwhile, the other students, who have a good English vocabulary, just had the ability to recognize the word but they could not draw a conclusion of what the author extends.

They do not have enough vocabularies in their mind because they rarely used English as their main tool of communication and they are not used to read English texts a lot. Consequently, they cannot memorize the meaning of certain words. Further, the lack of vocabulary makes the students feel hard to comprehend the content of reading materials which is given by

the teacher because many words are new for them. It is related what Harmer stated that “learning reading is a good model for language components such as learning vocabulary but it is become a problem when the students did not understand what the word means.”⁶

The second problem comes from the students themselves. The researcher found that many students have low motivation in reading. In their mindset, reading is hard to do. Most of the students assumed that reading is a boring activity since they have to read a long and uninteresting paragraph from a written text then answer the questions based on the text.

The students do not have a great interest in reading as it is reflected by their behavior in the class. They often laid their head down on the table when the teacher asked them to read the text. They just looked at the text and did something that had no relation to the teaching and learning process like having a chat with their friends, drawing something in their books, playing with their stuffs and even daydreaming. When they are not familiar with the words that contain in the long paragraph, they ignored the questions and tended to do ‘gambling’ in choosing the answer in the form of multiple choice test. When the teacher asked them to answer a question orally about text being discussed, they kept quiet and ignored her. It can be said that reading lesson is not an enjoyable experience for the students.

Meanwhile, it has been suggested by Anderson as cited in Knoll that building motivation is an essential step in developing children who

⁶Jeremy Harmer. *The Practice of English Language Teaching-New ed.* New York: Longman Publishing, p. 16.

will turn into readers.⁷ One cannot expect students to comprehend printed material if they have not read that material. It is just as unreasonable to expect them to want to read without any motivation. When students are highly motivated to read, the likelihood that they will comprehend the reading material increases.⁸

The last problem of the students in understanding the reading text is affected by the methodology of teaching English foreign language (TEFL) especially the technique in teaching reading that it used by the teacher in the classroom. Teaching reading is related to the other language skills and language components such as vocabulary and grammar, but in teaching reading the main focus is how to make students understand the text.

Most of the teaching in the EFL classroom still emphasizes teacher-fronted lessons. In line with this, Goodlad cited in Nikou reported that “most classroom time is spent in “teacher talk”, with only 1% of the students’ classroom time used for reasoning about or expressing an opinion.”⁹ With a big class in teaching, the teacher still uses the conventional teaching methods; there is little interaction between teacher and students. Naturally, the teacher usually spends a lot of time speaking and explaining materials in class. The teacher reads the passage orally, the teacher explains some sentences used in the text, and the students are ordered to read the text

⁷Anderson, L. et. al. 1985. “*Instructional Models for Reading*” Edited by Stahl and Hayes in Christopher L. Knoll. 2000. *The Relationship Between Motivation and Reading Comprehension*. Grand Valley State University: Graduate Research and Creative Practice at ScholarWorks@GVSU. Masters Theses, p. 1.

⁸Christopher L. Knoll. 2000. *The Relationship Between Motivation and Reading Comprehension*. Grand Valley State University: Graduate Research and Creative Practice at ScholarWorks@GVSU. Masters Theses, p. 1.

⁹John L. Goodlad. 1984. *A Place Called School* in Farahnaz Rimani Nikou. et. al. *The Effect of Student Team-Achievement Division (STAD) on Language Achievement of Iranian EFL Students across Gender*. Islamic Azad University: Urmia, Iran. European Online Journal of Natural and Social Sciences 2014, Vol.3, No.4.

loudly and silently then translate the difficult words in the texts into FirstLanguage by using their own dictionary or ask to the teacher itselfsometimes.

Moreover, the teacher asks the students to do the exercises individually. Mostly, the teacher commanded the students to answer the questions in 30 or 40 minutes. Then, the teacher collects the students' exercise, give the score and feedback to the students. Supported the statement above, Kagan stated "in the traditional classroom, student practice is almost always independent—independent problem solving or worksheet work. Often, student interaction is discouraged: "Keep your eyes on your own paper". "No talking".¹⁰ The teacher asks students to complete a worksheet, either in class or for homework. The teacher then collects the worksheets, grades them, and passes them back to the students."¹¹ This type of teaching reading activity did not create the students to be active to respond the text. Consequently, not all of the students take in part in the learning process. It may result negative effect on students' reading skill. For instance, students may read slowly and carefully, paying attention to individual points, but without succeeding in getting clear idea of the overall meaning of the text.

Furthermore, the students are fewer opportunities to have a discussion. Students are required to sit in their seats passively and listen to the teacher attentively. In fact, not all of the students do the exercise well because some of the students understand the material and the other do not understand the

¹⁰Spencer Kagan & Miguel Kagan. 2009. *Kagan Cooperative Learning*. San Clemente, CA: Kagan Publishing, p. 5.1.

¹¹*Ibid.*, p. 4.3.

material. It will influence the extent of the information and knowledge that students receive from the various written sources.

Indeed, in one class, there are different types of students. They are high achieving students which are generally good readers, and low achievers which are generally poor readers. The good readers can understand the material easily and learn independently. The poor readers sit in isolation as they lose confidence in their ability to learn English. Meanwhile, every student is expected to comprehend the material well. So, in this case, the teacher needs to make the students work cooperatively in order the students who understand the material easily can help the students who are difficult to understand the material. It will influence the conduciveness of class and the achievement of students. A conducive class means the condition where the students in the class are motivated, interested, and active in teaching learning process.

The teacher will not able to solve those problems without changing his or her teaching method that can influence the result of better learning. According to Cooper, “in teaching and learning process, the teacher of English should consider some teaching strategies that can be used to accomplish a desired outcome.”¹²In addition, Forgan and Mangrum cited in Ghazo added, “If you want your students to read textual materials effectively and efficiently, you must teach the appropriate study skills and study strategies.”¹³

¹²J. David Cooper. 1993. *Literacy: Helping Children to Construct Meaning*. Boston. MA: Houghton Mifflin Company, p.135.

¹³Abeer Al-Ghazo. 2015. *The Effect of SQ3R and Semantic Mapping Strategies on Reading Comprehension*. International Journal of English and Education Vol.4,3 July 2015, p. 93-94.

According to the phenomenon above, to achieve the best result of teaching learning process, the teacher should apply an appropriate learning method and manage the class by presenting well-planned lessons. Teaching reading needs a method that is not only relies on cognitive aspect but also the aspect of social interaction and cooperation to build students' motivation in learning.

Currently, a method called cooperative learning attracts a lot of attention and become popular. Cooperative learning seems a potential solution for teaching problems. It is one of the teaching methods to improve language learning, academic achievement and help students to develop their leadership skills and the ability to work with others as a group. According to Glanz, "Cooperative learning refers to a set of instructional methods in which students work in small mixed ability learning groups The students in each group are responsible not only for learning the material being taught in class, but for helping their group mates learn."¹⁴

Moreover, cooperative learning contributes to high levels of motivation in the academic attitudes that fosters among group members. Slavin¹⁵ cited several studies in which students in cooperative-learning groups felt more strongly than other students that their group-mates wanted them to come to school every day and work hard in class.

It is believed that cooperative learning can motivate students to read because it is interesting activity in which the students work within their teams. If the students have been already motivated in reading activity, they

¹⁴Jeffrey Glanz. 2009. *Teaching 101: Classroom Strategies for Beginning Teacher*. 2nd Edition. New York: Corwin, p.167.

¹⁵Jack Snowman, Rick McCown & Robert Biehler. 2009. *Psychology Applied to Teaching*. 12th Edition. New York: Houghton Mifflin Co, p. 396.

may like reading and may enjoy the activity. Therefore, if they enjoy reading activity, it may be easy for them to comprehend the text.

Robert Slavin and his colleagues at John Hopkins University developed a model of Cooperative Learning (CL) called The Student Teams-Achievement Divisions (STAD) Technique. According to Slavin, “Student teams-achievement divisions (STAD) has been used in a wide variety of subjects, from mathematics to language arts to social studies, and has been used from second grade through college. The STAD technique is most appropriate 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.”¹⁶ However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances.

Mahran as cited in Zuheer defined (STAD) as “a student team learning technique designed to provide equal opportunity for all students to succeed and extrinsically motivate students so that they encourage and help each other learn.”¹⁷ STAD is the most extensively researched of all cooperative learning methods and is very adaptable to a wide range of subjects and grades. In STAD, students study with 4-5 members following a teacher presentation. Teams are made up of students with varying

¹⁶Robert. E. Slavin. 1995. *Cooperative learning: Cooperative learning: Theory, research, and practice* (2nd Ed.). Boston: Allyn & Bacon, p. 12.

¹⁷Khaled Mohsen Mohammed Zuheer. 2008. *The Effect of Using a Program Based on Cooperative Learning Strategy on Developing some Oral Communication Skills Of Students, at English Department, Faculty of Education, Sana'a University*. Faculty of Education, Assuit University. M. A. Theses, p. 8.

academic abilities. STAD has been used in a wide variety of subjects, from math to language arts to social studies, etc.

In brief, the idea of STAD technique is having students work in cooperative learning teams to learn academic objectives. However, this technique emphasizes the use of team goals and team success, which can only be achieved if all members of the team learn the objectives being taught. In other word, in Students Team Learning, the students task are not to do something as a team, but to learn something as a team, where the team's work is not done until all team members have mastered the material being studied.

Based on the explanation above, the researcher proposes the Student Teams-Achievement Divisions (STAD) as the technique of teaching reading. It can be interpreted that Student Teams-Achievement Divisions (STAD) is one of the appropriate techniques to overcome the difficulty of students' reading comprehension. Student Teams-Achievement Divisions (STAD) is not the only technique that can be used for students' reading comprehension; however, the technique might be appropriate based on the class condition of the students to motivate and assist students in learning reading. This technique allows students to be actively involved in learning. It gives the students more chance to discuss; students communicate their ideas with each other, brainstorm, provide immediate feedback, work to solve problems together and fostering their learning outcomes. Meanwhile, the teacher can manage the time efficiently in explaining the material, since they will discuss the material deeper in their group, the high level students will facilitate and help others in understanding the material. Moreover, it

emphasis on raising students' motivation to find some information in printed texts so that the teaching learning process of reading will show better results of students' achievement in reading. In line with this, Slavin states that "the main idea of STAD is to motivate the students in order for them to support and help each other."¹⁸

In line with the statement above, this study attempted to describe the contribution of Student Teams-Achievement Divisions (STAD) technique as a part of cooperative learning for junior high school students' reading comprehension, describing the improvement of the students' reading comprehension after being taught by STAD technique and the learners' responses to it. The scope of this study is to expose the use of cooperative learning in reading comprehension in English class for junior high school students.

B. Identification of the Problems

Based on the background of the problems above, there are so many problems in reading faced in SMP Bhara-Trikora Jakarta. The researcher identified some problems:

1. The students' ability to read are still poor. For example, the students have difficulties in understanding what each reading is about, what the main ideas, what the detailed information are, and what are discussed in each reading.
2. The students are lack of vocabulary.
3. The students have low motivation when they have to read a text.

¹⁸Robert E. Slavin. 2009. *Cooperative Learning (Teori, Riset, Praktik)*. Bandung: Nusa Media, p. 12.

4. The reading lesson is not an enjoyable experience for the students.
5. The teacher is lack of teaching methodology. Most of the teaching in the EFL classroom still emphasizes teacher-centered, teacher-directed instruction. The teacher still uses the conventional teaching methods.
6. The teacher's reading technique that is used in the class is not interesting.
7. The teacher is limited in provide opportunities for students to do a discussion about the material in the class.

C. Limitation of the Problem

In this research, the researcher observed students' reading comprehension by using Student Teams-Achievement Divisions technique. Meanwhile, based on the identification of the problems above, the researcher limits the problem on "The Implementation of Students Teams-Achievement Divisions in Reading Comprehension."

D. Research Questions

Based on the limitation of the problems above, the research questions of the students at SMP Bhara-Trikora Jakarta are formulated below. There are three research questions that are answered in this study, they are:

1. How can the Student Teams-Achievement Divisions (STAD) technique contribute to improve reading comprehension on narrative text?

2. How is the improvement of students' reading comprehension after the implementation of Student Teams-Achievement Divisions (STAD) technique on narative text?
3. What are the students' responses toward the implementation of Student Teams-Achievement Divisions (STAD) technique in reading comprehension on narrative text?

E. Objectives of the Research

Based on the question of the research that the researcher mentioned before, so the objectives that the researcher wants to reach from this paper are:

1. To investigate the contribution of the Student Teams-Achievement Divisions (STAD) technique to improve students' reading comprehension on narrative text.
2. To investigate how the students' reading comprehension after the implementation of Student Teams-Achievement Divisions (STAD) technique on narative text.
3. To investigatethe students' responses toward the implementation of Student Teams-Achievement Divisions (STAD) technique in reading comprehension on narrative.

F. Significance of the Research

There are two significances of this research, theoretical and practical significances as elaborated in the following section.

1. Theoretical Significance

- a. This research is generally provide contribution for the improvement of the teaching learning quality, especially teaching reading comprehension.
- b. This research is expected to support the existing theory on STAD technique to see students' improvement in their reading skill as would be elaborated in chapter 2.
- c. The result of the research is expected to enrich the theories in improving students' reading comprehension, especially narrative text at the junior high school level.
- d. The findings of the research can be used as the references to the other researcher who eants to conduct similar research.

2. Practical Significance

This research is expected to be useful and helpful for:

1) Students

- a) This research helps the students to improve their reading skill in comprehending the text.
- b) By using cooperative learning of STAD technique, the students have to be able to work together in a group and cooperate with each other.

2) Teachers

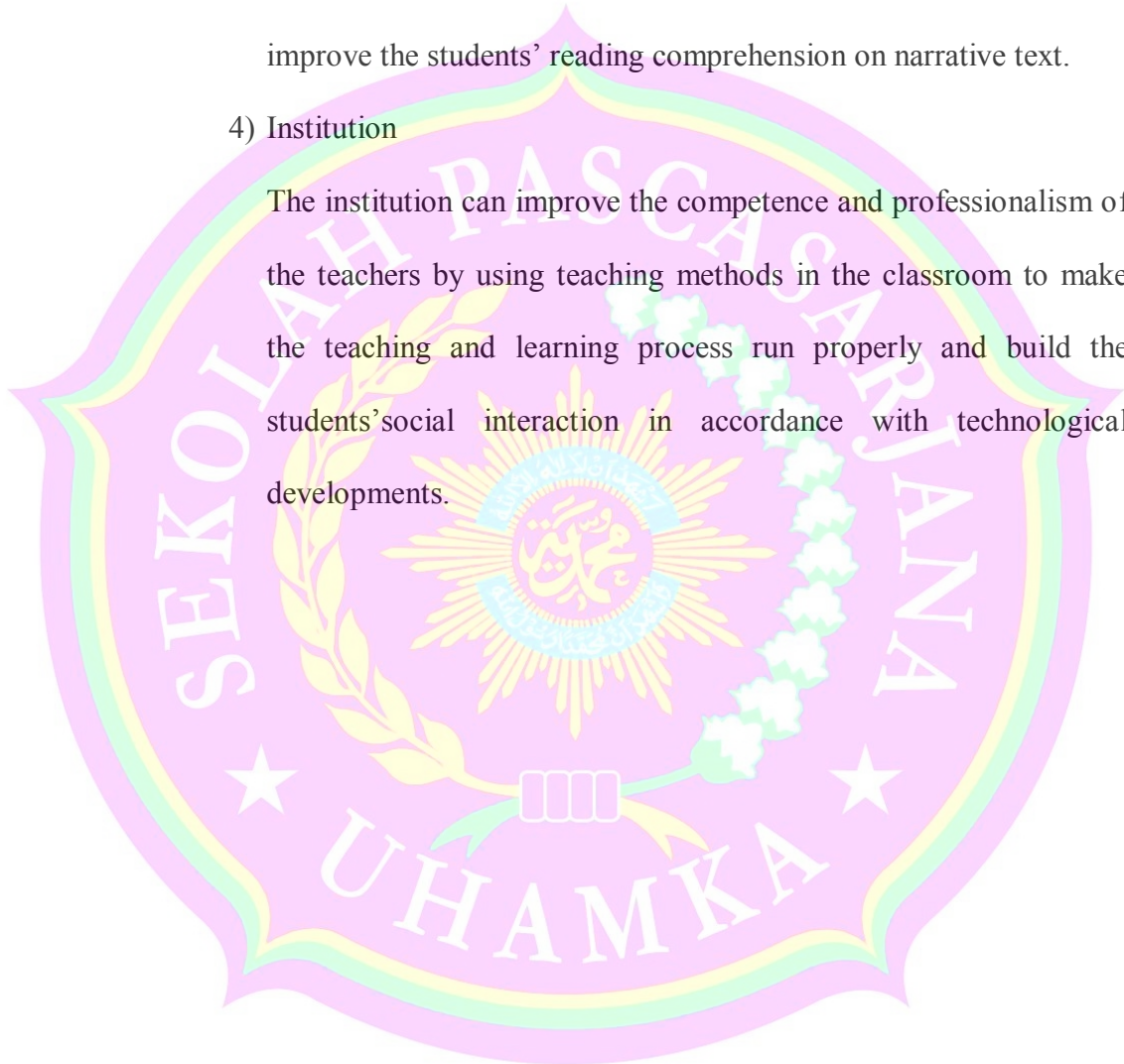
This research is expected to give a better understanding about the technique of teaching reading on narrative text in order to make teaching and learning activity better and more effective.

3) Researcher

The researcher can see how far and how well STAD technique can improve the students' reading comprehension on narrative text.

4) Institution

The institution can improve the competence and professionalism of the teachers by using teaching methods in the classroom to make the teaching and learning process run properly and build the students' social interaction in accordance with technological developments.



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