THE IMPLEMENTATION OF STAD TECHNIQUE TO ENHANCE STUDENTS' READING COMPREHENSION OF TENTH GRADE STUDENTS AT SMA PLUS AL-MIFTAH PALENGAAN-PAMEKASAN

by Arisandi Setiyawan

THE IMPLEMENTATION OF STAD TECHNIQUE TO ENHANCE STUDENTS' READING COMPREHENSION OF TENTH GRADE STUDENTS
AT SMA PLUS AL-MIFTAH PALENGAAN-PAMEKASAN

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ABSTRACT

This research aimed at explaining the implementation of Student Team Achievement Division (STAD) technique in enhancing the students' reading comprehension. A classroom action research was applied in this study and it was carried out in cyclic process. The subject of this study was grade X of Bahasa dan Sastra Inggris in the academic year 2018/2019. The research data were collected through several instruments such as observation sheet, field-note, that were analyzed qualitatively, and the result of the quizzes which were analyzed quantitatively. The findings show that there was a significant improvement on students' reading achievement after being taught by applying STAD Technique. Secondly, there was a good improvement on the students' responsibility in learning the lesson and the students' learning motivation. Based on the quizzes given at the end of each cycle, there was significant improvement in the students' reading comprehension. The average score on the first cycle gained by the students was only 59%, in the second cycle, the average score was improved at the level of 77%, and in the last cycle, the students' average score was 88%. It can be concluded that the implementation of STAD technique has contributed positively in enhancing the students' reading comprehension.

Key words: *Enhance, Reading Comprehension, STAD technique*

INTRODUCTION

One of the main objectives in teaching English as a foreign Language (TEFL) specially in Indonesia is equiping the students in comprehending reading materials. Undoubtedly it can also be stated that the aim of English learnign for for the students is to comprehend written information. Furthermore, good proficiency of reading is as one of the ways to boost up students' knowledge about sciences including English proficiency. Reading is always at utmost importance activity therefore reading skill is always put in the main emphasis. In line with the idea, according to Huda (1997:149), the students have to acquire the reading skill because it become the main point in curriculum 1994..

Almost in all countries including Indonesia, which is English categorized as a foreign language or send language, reading is a key and an important skill to improve English competence. It is not questionable that reading itself is important for the learners because it may help them solidifying the students' clenc of vocabulary, grammar, and equip of another language skills (Browton in Nursucianty, 2007:1). On the other side, when students continue their study at college or university, reading always plays a very important role in acquiring knowledge and discovering new information from reading materials hence, the students need to equip themselves with good reading skill. In addition to the statements above, Bernhardt in Al Shumaimeri (2011) says that reading ability has always been viewed as critical to academic success.

As what has been explained above that the reading is important in helping the readers especially for the learners, to increase knowledge however, many students from any educational levels are not interested in reading books. Some of them think that reading is a time-wasting and boring activity. Meanwhile, some activities in reading could help the learners to develop other language skill. Reading skill is one of the most important proficiencies in learning English. In teaching and learning process, reading is the most emphasized. Saukah (2002:17) pointed out that the most important language skill in language teaching process to devoted is reading. Another supporting idea is stated by Krashen and Carrel (1983:131) explained that reading skill can serve as a crucial source of comprehensive input and give a significant contribution to the overall proficiency development.

It can be put forward that students need not only to acquire a complete knowledge of English language but also acquire a competence in understanding English text to deal with the science and technology development. The reason underlying the idea is that many scientific books and articles published in the international journal on the internet are written in English. Therefore, it is not arguable that reading is an extremely vital skill.

In fact, reading for general comprehension requires a very fast and automatic word process, powerful skills to form the general meaning of the main idea, and effective coordination of many processes under very limited time constraints. It is a skill in English. This skill is the ability to understand the information in the text and explain it appropriately. It is also an interactive process in at least two aspects. First of all, the various processes involved in reading are carried out at the same time. When teaching reading comprehension, teachers need media to reduce reading difficulties, maximize comprehension ability, and stimulate students' learning enthusiasm. In addition, the ability of reading comprehension is very urgent to achieve the minimum score for national final exam, because many short essays are tested in the national final exam. Facts have proved that there were 51% items in the test related to the reading comprehension (Depdiknas, 2000 – 2005).

In real condition however, there are still many students of any educational stages in Indonesia who do not have adequate ability in receptive skills; reading and listening. This is in accordance with the statement of Huda in Junaidi (2012) who gives opinion that in general, the result of teaching English including reading comprehension in Indonesia is not satisfying. Not only at the sarjana program level, but also in the post graduate program, in general the students do not have sufficient knowledge of English.

Such an unsatisfying condition is also found in SMA AL-MIFTAH where the students' reading comprehension is still far from the expectation. The goal of teaching reading as stated in the curriculum -equipping the learners with the standard competence in understanding the written text -- has not yet been satisfactorily achieved. It is indicated by the unsatisfying comprehension of reading materials which leads bad scores yielded in the students reading tests. For the students, reading activity is boring and tiring therefore, they are not motivated in reading activity. It appears that two major factors hamper the success of reading class in this vocational school; the monotonous or uninteresting way of teaching reading and the students' low motivation.

The students' low motivation is basically caused by the students' lack of interest in reading text. For them, reading is a boring and time-wasting activity. Considering the unsuccessful result of teaching reading comprehension at SMA PLUS AL_MIFTAH Palengaan-Pamekasan, the teacher needs an effective method or technique in teaching reading especially to generate the students' motivation and interest in reading texts. Most teachers usually ignore the students' enthusiasm in giving opinion, expressing ideas and communicating with others when they are taught using traditional method.

A cooperative learning method may become an effective model to solve problems in reading class. According to Slavin (1995:33), a cooperative learning is still considered to be one of effective ways in teaching reading. In this case, the main learning activity in cooperative learning is a group or team. In addition, He warns that the more contentious issues in cooperative learning is the use of heterogeneous group based on the academic proficiency. The reason behind the controversy is that

when the high achievers are mixed by low achievers, they tend to get bored and the low achievers seem to be intimidated. Therefore, it is recommended that the teacher be able to assign the students into groups wisely and objectively in a selective and appropriate cooperative learning method.

On the other hand, Freeman (1994:154) notices that it is very important for the e students when they work collaboratively in diversity because the different experience, knowledge, and students' interest can bring to the task at hand add to the potential for learning. It is important for the teacher in managing the classroom or instructional group better because every single school, classroom and instructional group has its own characteristics.

In this research, the researcher puts forward a technique which is known as Student Teams-Achievement Divisions (STAD) technique. As one of the simplest cooperative learning technique, STAD could be one of effective solution because it can motivate students to learn and help each other to acquire the knowledge of the material delivered by the teacher. Furthermore, STAD can also encourage students to be more active, improve self-confidence, and high motivation when they are given tasks. STAD technique is also considered as an appropriate technique in which the students try to be the best team and they must study hard to be. Ur (1976:279) pointed out that the students will be encouraged to give their best for learning itself but to defeat their competitor.

Working in a group tends to give better result rather than individual one. This may happen because group members can enjoy, get less pressure and equally motivated. Likewise, STAD can allow students to study together and share their opinion among them in the group. They can also share the information they got in the passage after being explained by their teacher, but they cannot help each other in a quizzes, therefore every single students have to understand the topic (individual accountability). The students can study in pair and compare their answer, they can help one another for difficulties and solve the problem together..

STAD could be a helpful technique in learning especially when it is implemented in teaching reading for the students of SMA PLUS AL-MIFTAH Palengaan-Pamekasan since it is suitable to improve the students' motivation to enhance the students' reading achievement. By means of this technique, the scholars are facilitated to work collectively to practice their language ability. wherein, they are able to exchange and share information, give a boost, give feedback and responsible for their answers' group. Furthermore, STAD is cooperative learning techniques which there are five foremost components, those are presenting, grouping, quizzing, improving individual rate, and recognizing. In addition, the learners speak and paint collectively in getting a good mark for their item. the usage of method, the learners turn out to be learner middle on teaching and mastering system.

Based on the above explanation, the researcher is interested to apply the technique of STAD in improving the reading achievement and providing both practical and theoretical solution in teaching reading in English as Foreign Language (EFL) context in general, and particularly at grade X Bahasa dan Sastra Inggris Department of SMA PLUS AL-MIFTAH Palengaan-Pamekasan. The research results prove that cooperative learning methods can improve students' English reading performance. The method of cooperative learning is powerful because the learners can study together and share ideas in a group.

Furthermore, the basic concept of cooperative learning enables learners in improving based on both their abilities and talents. In addition, Shlomo Sharan (1999) pointed out that the steps of cooperative learning may provide great opportunities for the learners to improve the English writing abilities and skills, for example: First, form a group. Second, remind students of learning tasks and cooperative goal structure (reward in learning). Thirdly, remind students' expectations, especially to help one another in learning. Fourth, provide the resources for the students when necessary. Fifth, provide a help as required, supervise the activities of the students, and record the matters that need to be dealt with after the group meeting. Finally, assess the students' achievements and help them assess the degree of cooperation with each other. In addition, the learners do not have many chances in improving their grades, because their understanding is directly punished by the quantitative scores of each student's work, instead of giving students the opportunity to improve.

Learners with a high motivation have the following characteristics. The learners are keen to complete specific tasks. The learners like to choose the challenging tasks. Therefore, the high motivation students will select an activity that challenges them to reach their full potential. The following feature is that learners with a high motivation will select easy tasks. They are more willing to discover a task that is challenging to their potential skills and work hard to achieve the goal. It is an interesting phenomenon to associate high learning motivation with cooperative learning in the learning process. It can be a characteristic that has some similarities with the characteristics of cooperative learning motivation students.

Cooperative learning serves students with the opportunity to view the progress of information or ideas in the reading task. In the process of developing reading skills, students understand their strengths, progress and weaknesses. They are also facing challenges or problems in the process of learning and solving these problems by understanding the cooperative learning model. This shows that cooperative learning serves opportunities for students to force themselves to achieve excellence standards. It can be concluded that cooperative learning can improve writing performance for students with high learning motivation.

For students who are less motivated to learn, cooperative learning can also improve writing performance, provide that they must actively try new technologies. This kind of attempts which can be done by constructing their self-confidence. Cooperative learning is not too complicated. In contrast, it can help learners to improve their writing performance. If the students are accustomed to learning through cooperative learning, they will be able to increase their learning motivation and at the same time they will be able to improve their reading comprehension skills. The discussion shows that there is an interaction between reading comprehension scores, cooperative learning, and learning motivation. English is one of the subjects with very clear goals, that is, to be able to use English as a means of communication in oral or written language.

One of the advantages of cooperative learning is to provide students with extensive opportunities to practice reading. Highly motivated students like challenges and are always looking for the latest information. Therefore, he/she always wants feedback that he/she uses to increase his/her achievements. The above discussion on English writing performance, cooperative learning methods, conventional learning skills, and academic performance motivation all illustrate the interaction between them. The technology of the Student Team Achievement Division emphasizes the process of producing qualified writing products, suitable for students with high achievement motivation. The characteristics of highly motivated students are compatible with the characteristics of creative students who like new information (feedback) to stimulate reading. Finally, it can be concluded that through STAD Technique, creativity has been well developed. The students can reach optimum reading comprehension achievement if they are taught by using STAD Technique.

METHODS

This research used class room action research (CAR) design. The research dealt with the teaching learning strategy to enhance the students' reading comprehension. The researcher applies classroom action research in cyclic process. The specific characteristic embedding on the action research is the interlocking procedure i.e. planning, acting, observing, and reflecting. The planning was made by considering the analysis and findings from preliminary study.

Planning

It was important for the researcher and the collaborator to have a discussion concerning with the planning before the research was done. In this section the researcher centers on the discussion about the activities such as (1) the researcher and the collaborator prepared lesson plan applied to teach reading for action step and it is conducted by the teacher, (2) the teaching activity was prepared by the researcher and collaborator in teaching using STAD technique, (3) the instrument was prepared by the researcher and collaborator, those were observation and field note, and (4) the reading test was prepared y the researcher and collaborator to know the students' achievement both before and during the action.

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Action and observation

What is meant by action here is a phase in which the researcher as the teacher taught the students through STAD technique.The teaching procedure was divided into three phases. They are (1) pre-activity, (2) main activity, and post-activity.

In pre-activity or pre-reading, a number of procedural activities were carried out by the researcher. In sequence, the procedures were: (1) explaining the instructional objective; (2) explaining in short about the procedure of the technique; (3) brainstorming to connect the students' schemata with the topic to be discussed by giving some oral questions and light discussion in order to make the students ready to discuss the topic; and (4) giving next instruction.

In main activity or whilst-reading, there are some procedures in this main phase. They were: (1) assigning students to teams. Heterogeneous team is highly recommended, which means each team consists of four or five members by considering the students' cognitive level, gender, or personal factors. Each member is given head number or it could be; A, B, C, and D; (2) distributing the same test and task for reading to the students; (3) assigning students to answer the task and dividing the questions based on the amount of the students; (4) having the students to discus in pairs (here, monitoring was needed); (5) having the students share the groups' answers; (6) giving quiz for individuals; (7) checking the result of the quiz to reveal the students' achievement; and (8) announcing the result of the teams followed by giving reward.

In post-activity, there were only two main activities done. They were: (1) assigning the students to review the material; and (2) assigning the learners to compose a comprehensive conclusion about the material. As a feedback, the teacher gave a review about the activities that had been done and gave corrections for the next cycle.

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Setting the Criteria of Success

In this study the researcher referred to two major successes which were used to determine the criteria of success. The first was individual score. In individual score, each student was categorized successful if he or she got score at least 70. This was in accordance with the minimum passing-grade criterion or Kriteria Ketuntasan Minimum (KKM), which had been determined by the School. On the other hand, a student failed if his or her score was less than 70. The second was classical score. In classical scoring, the center of the attention was on the students' success as a unity in a classroom and the criterion of success classical score was 85%. It meant that the class was considered successful if there were 85% of the total number of the students in the class who managed to attain at least 70 in average.

Observation

In this step, the students' reaction and improvement; during and after the implementation of the technique were observed by using the research instruments namely: (a) the observation sheets, (b) filed-notes, and (c) reading quizzes.

Observation sheets are used to collect the data of the students during the process of teaching and learning. This study provides observation sheets in the form of check lists. It is used to collect the data about the students' performances during the implementation of teaching speaking by using talking stick method in the class. The students' performances are categorized into very good, good, fair, and poor.

Field notes are used to record the students based on what the researcher heard, saw, experienced, thought in the class, it contains the weaknesses and the strength to the teaching and learning process by using STAD and also it is used to covers how the interaction among the students and the researcher and the atmosphere of the class during the teaching process in the class and everything happen unpredictably.

The quiz is used after the teaching by using talking stick process, the test used to know the

students' speaking improvement after being taught by using talking stick in every cycle. The test of in the form of the students' practice about describing their teacher, the researcher gets the students to practice one by one about describing their teacher, and the researcher and the collaborator used the scoring guide to score the students' performances.

The questionnaires is applied to find the students' responses of the procedures in the course action, and it is used to know the students' perception and opinions during the teaching process by using talking stick method in the class. This form is intended to get the students' data of their interest to the speaking by using talking stick in the class. The questionnaires was written on the Indonesian and given in the last cycles.

Reflection

Reflection was done in about one hour after the class was over. The result of observation and evaluation steps were delivered collectively and analyzed. In this step, the strength and weak point of the motion were revised and the teacher prepared a revised plan to do the next cycle.

In conducting the reflection, the teacher and the collaborator argued about the application at some stage in teaching and learning process. Finally, the teacher decided whether the implementation of the action met the standard of achievement or not. If one or more indicators did not show, the researchers conduct the next cycle with the lesson plan that had been revised.

RESULTS AND DISCUSSION

In cycle 1 is the students' activeness toward the implementation of the technique. According to the result of the observation through observation sheet and field note in the first cycle of the teaching and learning process, the students' manners during the activities can be informed that in pre-reading phase, most of the students ignored the teacher's explanation, they were busy by themselves talking to each other as they still assumed that reading activity was boring. The activity was not running well because some of the students still did not yet feel pleased.

Based on the results of the quiz scores, a conclusion can be drawn that most of the students' reading comprehension was still low and it needed improvement. Only 11% of the students or as many as three students (Ye, Lu, and Nad) were active during the process of teaching and learning. This means that the expected target or the criteria of success of the study (85%) had not yet been achieved therefore; some improvements were needed for the next implementation of the technique.

Dealing with the students' reading comprehension mastery, the evaluation result was unsatisfying; there were only a few students (4four students) who had been able to comprehend the text well. And this became the teacher's main focus for the next cycle. More than 70 and the rest i.e. 11students gained less than 70.

It can be said that the criteria of success at the rate of 85% had not been achieved because there were only 59% of the students' total number who passed the minimal standard score and therefore, the teacher had to carry out another cycle to revise and improve the activity in the lesson plan. Besides, there were some other aspects that had to be improved.

In cycle 2, the procedure of cycle was similar to that of the first cycle although there were some improvements that had been made. From the result of the test above, it can be said that the classically, the students who passed the reading test were 21 students or 77%. Meanwhile, the students who failed were only 6 or 22% however, it could not be concluded that the study was successful as it had not reached the minimum criteria of success, which was at the level of 85%. For that reason, the next cycle was needed.

For the third cycle, the result of the students' reading comprehension mastery in which from 24 out of 27 students or 88% had passed the minimum standard level. Meanwhile, the students who failed were only 3 or 12% and therefore; it could concluded that the study was successful since it had reached the minimum criteria of success, which was at the level of 85%. For that reason, the next cycle was not needed.

Furthermore, The improvement of the students on each cycle was achieved through the

power of cooperative learning in which the students were engaged in a team and they had to realize that they had to be responsibility to understand the material individually; there was no help from their teammates in doing the test or quizzes. However, the teacher's guidance all along the teaching and learning process could not be neglected as one of the positive contributions to the students' improvement in reading comprehension.

The findings also said that the students' ability in finding the information implied in test, main idea of the text, and the students' vocabulary was improved significantly after the implementation of this technique. Moreover, STAD technique could raise the students' motivation to read and comprehend texts. And the most important thing is that the students' critical reading has also developed during the implementation of the technique.

The students' activeness, in the implementation of STAD technique, the students' activeness was related to the students' activities in whilst-reading and how they worked during this phase. In their teams, each student got the text to be discussed and when the students were working in groups, the teacher monitored every team and made him-self available for helping the students.

In the first cycle, some findings were found when the discussion took place such as the students' less motivation in group discussion. In this case those who were not active tended to relay the result of the discussion to those who were high achievers; they did not realize the importance of self-responsibility yet. Some students did not actively involve themselves in the discussion; therefore, they did not give much contribution to their own teams. Meanwhile, there were also some high achievers who did not work in group well because they were selfish and individualistic. It was because they had not yet understood about the goals of the group. As consequences, they neglected the group agreement, did not trust the teams result, and answered the questions based only on their own interpretations.

However, in the next cycles everything seemed to change especially the students' behaviour; they tried to do their best for their teams. They high achieving students were more cooperative with the low achieving students and vice-versa. Sharing and solving the problems in each team could run well; they helped each other in doing the task. Their self-responsibility had also increased as they realized that each of them had to give maximum contribution for their own teams. In other words, the groups' activities were running better because each member supported each other to understand the information implied in the reading materials and the students could express their own ideas about the answers of the questions based on the texts. In this case, the improvements made by the students were not arguable. It was in line with Burden and Byrd (1999) who states that in small discussion, the students often get on task easily since all students become involved in the discussion.

It was important that the teacher needed to consider the size and composition of the teams. In this study, the total number of the students was 27 and according to Slavin (1995) an effective group must consist of 4 – 5 members each. Furthermore, he states that a team must be heterogeneous. It means that in constructing a heterogeneous team, the teacher should consider the students' gender, capability, and ethnicity. The rationale of heterogeneous team is that it can create more diverse environment of backgrounds, ideas, and genders. In the students' capability aspect, the teacher considered the students' competence by ranking them from the highest to the lowest achievers based on the results of the tests. According to Kagon and Olsen (in Kess Leir, 1992) heterogeneous group can be created with a raked list of the students by ranking them from highest to lowest achievers using pre-test, recent post-test, past grades, and best guess. In addition, in this study the teacher put aside the ethnicity aspect because all of the students of class X-Bahasa dan Sastra inggris are from the same ethnic i.e. Madurese.

Furthermore, it is the responsibility of the teacher to form heterogeneous teams as stated by Cooper (1995). He says that the general consensus is for the teacher to form the cooperative learning strategy. One main reason for not allowing the students to determine their own groups is that students often cluster with friends. This may create a situation where an 'outsider' who joins the group may feel left out. In addition, the students may not be expected to as rich as diversity of ideas from their own group (Slavin, 1995).

The findings of this study also showed the vital role of the objectives of the lesson plan. It was very helpful for the students as long as they were explained at the beginning of the lesson. The point was that the teacher had to explain the instructional objectives to the students clearly so that the students knew what to do and why they did the instruction. Dubelle in Brown and Byrd (1999) states that the students learn more in less time, when they are informed about the lesson objectives. Instructional objectives were also helpful for the teacher because they helped the teacher to plan and organize the instruction by identifying the appropriate topic to be discussed and the time when the topic was taught. Ornstein (1990) says that the objectives of a lesson plan help the teacher to plan and organize instruction by identifying what is to be taught and when it is to be taught.

In term of the students' vocabulary building, this technique had done its part. It was because the students were asked to define the unfamiliar words in the text. This activity was intended to equip the students with some words related to the topic in order to make them more easily to grasp the information in the text. This is supported by Moore (1991) who affirms that the teacher should introduce the essential vocabulary items that the students need to activate the appropriate schemata as well as enhance their comprehension of the text.

In specific notion, the implementation of STAD technique could improve the students' ability in comprehending the reading materials. The improvement was caused by the effectiveness of the technique as a cooperative learning method. It was found that by implementing STAD technique, the students of class X-Bahasa dan Sastra Inggris could benefit the advantages of the technique. They are: 1) learning in STAD teams gave the students greater information resource than individuals did, 2) when learning in their teams, the students could employ a greater number of creative problem-solving methods, 3) working in their teams fosters improved the students' learning and comprehension of idea discussed, 4) the team members' satisfaction with the group decision increased because they participated in the problem solving process, 5) team members gained a better understanding of themselves as they interacted with others, and 6) each of the students was eventually responsible to themselves as they were forced to do the quizzes individually without any helps. They realized that their scores would determine whether their own teams would win. Thus, this technique had built a better self-independence.

Based on the result of the test, if a team got the best score, the teacher would give awards based on the teams' achievement. This was known as "team recognition". In team recognition, the first winner was recognized as great team, the second winner was super team and good team for the third winner. The team recognition made the students more motivated to do their task seriously. In other words, the positive impact was that all of the students were seriously doing the discussion on the topic being discussed by which the students managed to enhance their reading comprehension ability after the implementation of STAD technique.

CONCLUSION

There is adequate evidence confirming the notion that through observing, analyzing, as well as reflecting the result of the implementation of STAD technique in increasing the students' reading comprehension then it can be concluded that the technique had positive effects in enhancing the students' reading ability.

Two major factors hampered the reading instructions at SMA PLUS AL-MIFTAH Palengaan-Pamekasan, i.e. the students' low motivation and the monotonous and uninteresting way of teaching. Given the certainty of the issue on those problems, the researcher would then try to propose a suitable technique to overcome the problems in the teaching and learning process especially, the reading instruction. In this study, Student Teams – Achievement Divisions or known as STAD was the technique chosen as the technique of teaching.

The results of the study, data analysis and discussion show that the cooperative learning method through Student Teams - Achievement Divisions (STAD) on the subject of the students' reading comprehension achievement at class X- Bahasa dan Sastra Inggris SMA PLUS AL-MIFTAH

Palengaan-Pamekasan was improved. It was represented by the improvement of the average grade in each cycle; cycle I (59%), cycle II was 77%, and cycle III (88%).

Such improvements were caused by the effectiveness of STAD as one of the cooperative learning methods. Firstly, through STAD the students got greater information resource than individuals did. Secondly, when learning in their teams, the students could employ a greater number of creative problem-solving methods. Thirdly, working in their teams fosters improved the students' learning and comprehension of idea discussed. Fourthly, the team members' satisfaction with the group decision increased because they participated in the problem solving process. Fifthly, team members gained a better understanding of themselves as they interacted with others. And the last, each of the students was eventually responsible to themselves as they were forced to do the quizzes individually without any helps. They realized that their scores would determine whether their own teams would win. Thus, this technique had built a better self-independence.

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