STAD TO IMPROVE THE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT FOR THE EIGHT GRADE OF SMPN 2 BANGIL

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Abstrak: In teaching English, reading is one of 4 important skills that must be learned by the students in SMP. In reading the students must understand the content of the recount text well. The purpose of this study is to overcome the students’ problem in reading recount text by using STAD method. This research was done in SMPN 2 Bangil – Pasuruan. There were 40 students in class 8 of academic year 2014/2015. It consisted of 12 boys and 28 girls. This research used Classroom Action Research (CAR). The instruments used were observation, interview, questionnaire, test and documentation. This research was done in 2 cycles. Each cycle consisted of two meetings and a test in the end of each cycle to measure the results and showed the improvement in reading comprehension of recount text. The research result in cycle I, only 75% of the students who got 80 from the target > 85 % with mean score 83.93 conveyed less than the target. In cycle II, 87.5% of the students with the mean score 86.7 students > 85% have reached the criteria of success that was aimed. The result shows that STAD method could improve the students’ reading comprehension in recount text at the eighth grade of SMPN 2 Bangil.

Keywords: reading comprehension, recount text, STAD

Reading is a passive or receptive skill which includes understanding when we listen and when we read, (Fachhrurray: 2012). Reading is one of the four important skills in English which must be acquired by students who learn English. Moreover, Cahyono (2010) states that reading is the most important language skill because it can help the people getting knowledge. According to Linse (2005:69) reading is a set of skills that involves making sense and deriving meaning from the printed word.

In reading, comprehension means that the reader typically expects to understand what is read (Cahyono, 2010). It is important because without comprehension, reading doesn’t provide the reader with any information. According to Scharlach (2008) the most important thing about reading is comprehension. The researcher focuses on reading comprehension because it can ease the students to catch the idea of the text and answer implicit and explicit questions. According to Suryanto (2007) students should be trained to read with the purpose of obtaining information about the content of reading.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Based on Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006) for the eighth grade students at Junior High School, in learning English especially reading activity, students must be able to comprehend the functional written text and simple short essay in various texts especially in recount text.

In junior high school, when the researcher was practicing her teaching there (PPL), she was trying to improve their reading comprehension in the form of recount text. It was because students had trouble with the vocabularies and did not have sufficient background knowledge to comprehend whole text. Besides, they are not able to link some ideas so that they can not acquire the complete messages of the text. There are two difficulties in reading comprehension process, they are: vocabulary knowledge and text comprehension (Sedita,2005).

The teacher should be more creative in choosing a learning model of reading in order to make the students enjoy with the lesson. In this case the researcher find the problem when the researcher observe the schools by asking teacher who teaches class VIII A in SMP N 2 Bangil. Based on the result of asking to the English teacher, there are some problems when the students in class VIII A are learning reading. The first is that the students are difficult to learn about the structure of sentences when they are learning the recount text. It happens since it uses the simple past which of course uses past form for
the verbs. The generic structure of recount becomes another problem for the students. The teacher added that the students often felt bored in studying reading especially in recount text. Based on those all conditions, the researcher decides to take class VIII A as the subject for this research. The researcher concluded that students in class VIII A needed to get more treatment from the teacher especially in reading comprehension because most of them got score reading less than 80 which became the minimum adequacy criteria (KKM) in comprehension for recount text.

Based on the above problem, the researcher uses STAD ‘Student Team Achievement Division’ to improve students’ reading comprehension. According to Newman and Thompson (1987 cited in Armstrong, 2008) reported that the STAD technique was the most successful technique to understand the purpose, ideas, and what happen in the text with their members. There are five main components in STAD, Slavin (2005). The first is class presentation. Here the students can aware to the whole materials that are presented. The second is team. It emphasizes the members to support each other to do the best for their own team. The third is giving quiz. Quiz is given individually to strengthen what the teacher gives. The fourth is individual improvement score. It aims to inform and motivate the students what they will get when they work harder. The fifth is team recognition. It is about giving reward or certificate to the students for their achievements based on certain criteria.

Those explanations above support the researcher to use this technique. It is because it can help students to solve problems when they have difficulty in identifying the supporting details of the text because of their work and share ideas with their friends. They define certain words from text together with their groups which makes them easier to understand all the information from the text recount, and when they forget the meaning, they help their friends. By knowing the meaning of the words and work together cooperatively, the students can understand the main ideas and make inferences from explicit text information easily. With this technique, the students who have low achievement in English are not anxious because they were helped by their friends who have higher achievement. In addition, it helps students become more active and enthusiastic in teaching learning process. By using STAD (Student Teams Achievement Division) technique the students can solve the problems in reading and improve their understanding of the recount text.

The researcher chooses eighth grade because she has some reasons, first there are many students who have difficulty in comprehending meaning in recount text with the past form while students who must achieve the target value has been set. Second, they have low vocabulary in comprehending the text.

Based on the fact above, we need to solve those problems immediately. The teacher has to consider a technique that can help students in solving their problem in order to have better comprehension on recount text. The teacher should apply a technique which allows the students to work in group and share their ideas cooperatively to make them understand the discussion to improve and trigger their activity in class. Regarding the situation, the researcher tries to use STAD (Student Teams Achievement Division) technique to improve reading comprehension in SMPN 2 Bangil. Therefore, this research is intended to find out how Students Teams and Achievement Divisions (STAD) can improve the students’ reading comprehension in recount text at the eighth grade of SMPN 2 Bangil.

Review of Literature
The Cooperative Learning
Cooperative learning is one of the most extensive and fruitful theories, researches, and practices in education. According to Carol (2013) Cooperative learning is a method of instruction that has students work in groups together, usually with the goal of completing a specific task. The STAD technique is a technique that is simple because it does not require a lot of preparation that conducts in material followed by heterogeneous of students. Cooperative learning (Fachurrazzy, 2012) claims that group work is better than individual competition. There are five elements that make the basic elements of cooperative learning is more productive than competitive and individualized learning(Huda, 2013):

1. **Positive Interdependence**
   Each group must believe that they ‘sink or swim’ together. If one fails, all fail. Therefore, all group members work for the benefit of him/herself and also for the group.

2. **Promotive interaction**
   An interaction in which each member of the group encourages each other and helps the other members in their efforts to achieve, complete, and produce something for the common goal.

3. **Individual accountability**
   Everyone should work on any task responsibly. There should be individual and group accountability. The group should be accountable for
reaching its goal, and each member should contribute his/her share for the task (no one is allowed to hitch - hike on others)

4. Interpersonal and small group skills
   Beside academic learning tasks, the group members also learn appropriate communication, leadership, trust, decision making, and conflict management skills.

5. Group processing
   The group is given time and procedure to assess what worked and what did not, what should be maintained and what should be changed so that there is a continuous improvement.

STAD (Students Teams and Achievement Division)

According to Slavin (2008) that Student Teams Achievement Division (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just beginning to use a cooperative approach in the classroom and also an effective method of cooperative learning. In addition, he explains that cooperative learning using STAD type consists of four cycle steps; teach, team study, test and recognition. The teaching phase begins with presentation of materials. Students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz. Use a scoring system that ranges from 0 to 30 points and reflect degree of individual improvement over previous quiz. The criterion can be seen in improvement print table.

Moreover, Slavin (2008) said that each team receives one of three recognition awards, depending on the average number of points earned by them. From the description above, we know that STAD is a good technique for the teachers and it uses individual quizzes at the end of class.

STAD characteristics according to Arens (2001) areas follows:
- Cognitive objective: a simple academic information.
- The social objective: group work and collaboration.
- Team structure: heterogeneous learning groups with 4-5 members.
- Selection of the topic: usually by the teacher.
- The main task: students can use the activity sheets and help each other to complete the learning material.
- Assessment: weekly tests.

The Components of STAD

According to Slavin (2008), STAD consists of five major components, namely the class presentations, group work (team), quiz, score individual advancement, recognition (award) groups.

1. Class presentation
   In STAD initial subject matter is presented in class presentations. The method used usually by direct instruction or teacher-guided class discussions. During class presentations, students should really pay attention because it can help them in individual quiz that will determine the value of the group.

2. Teams Works
   Each group consists of 4-5 students are heterogeneous 8 men and women, from different tribes, with different abilities. The main function of the group is to prepare members of the group so that they can work well quiz. After the teacher explains the material, each member of the group to learn and discuss worksheets, compare answers with a group of friends and mutual help between members if there is a difficulty. Every time the teacher remind and emphasize to each group so that each member did their best to their own group and the group that did its best to help its members.

3. Quizzes
   After the teacher gives a presentation, students are given individual quiz. Students are not allowed to help each other during the last quiz. Each student is responsible for learning and understanding the material that has been submitted.

4. Individual Improvement Score
   Individual increase in value is made to provide performance goals to be achieved if students can strive and better performance results than those obtained previously. Each student can contribute maximum value to the group and each student has a basic score obtained from the average of previous tests or quizzes. Furthermore students donate to groups based on the increase in value of the individual values obtained.

5. Team Recognition
   Get a group certificate or other award if the average score of the group exceeds certain criteria. Student team score can also be used to determine the twenty percent of their rank.
   Calculating the value of the increase can be determined individually stale award criteria each group. Award criteria indicated in the table following groups:
The Process of STAD Technique in the Classroom

The process of using STAD technique in the classroom deals with the preparation and schedule of activities as the implementation of the STAD technique, Ningrum (2011).

1. Preparation

Before using STAD technique, a teacher needs some preparation in order to make the learning process run successfully. The preparation is as follows:

   a) Material

       STAD can be used with curriculum material specially design for student’s team learning or it can be used with material adopted from text books or other published sources or with teacher-made material. However, it is easy to make the material as simple making worksheet, answer sheet and a quiz for each unit. Each unit should occupy three to five day’s instruction. In this study, the writer used some texts which are available in the source book as the material.

   b) Assigning students to teams

       STAD represents a cross-section of the class. A good team in the class contains four to five students which consists of half male and female. Each team also has high performer, a low performer, and two average performers. that re half male and half female. The writer may also take likes, dislike, and deadly combination of students into account in assigning students to team. However, do not let the students choose their own team because they tend to create a team with friends they like. Instead follow these steps:

       - Make copies of team summary sheet.
         The researcher makes one copy of a team summary sheet for every four to five students in her class.

       - Rank students.
         On a sheet of paper, the researcher ranked the students in her class from the highest to lowest in past performance. The writer used whatever information she had to do this.

       - Decide on the number of teams.
         Each team should have five numbers if possible. To decide how many teams the researcher would have.

       - Assign the students to teams
         In assigning students to team, balance the team so that (1) each team is composed of students whose performance levels range from low to average to high and (2) the average performance levels of all the teams in class is about equal.

       - Fill out team summary sheet
         Fill in the name of the students on each team summary sheet, leaving the name of space blank. In this study the researcher assigned the students into team. In this phase, the researcher used the students’ result of the last test they have done.

   c) Determining initial base score.

       Base score represent students’ average score on the past quizzes.

   d) Team building.

       Before starting any cooperative learning program, the writer started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

Schedule Activities of STAD

Slavin (2008) says that STAD consists of a regular cycle of instructional activities as follows:

   a. Teaching

       It means that the teacher presents the lesson.

   b. Team learning

       The students work with the activity sheet in their team to master the quiz.

   c. Test

       The students do the quizzes individually.

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<th>Table 1. Calculation of the value of increased</th>
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<tr>
<td>Final Test Score</td>
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<tr>
<td>a) More than 0 points below the initial value</td>
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<td>b) 10 to 1 point below the initial value</td>
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<td>c) The initial value of up to 10 points below the initial value</td>
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<td>d) More than 0 points above the initial value</td>
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<td>e) Perfect score</td>
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Taken from Slavin (2008)

<table>
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<th>Table 2. Group award criteria</th>
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<td>Criteria (Team Average)</td>
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Taken from Slavin (2008)
d. Team recognition
The score of team is counted based on the improvement score.

Previous of Studies

There is a research that deals with STAD technique and reading comprehension recount text that are investigated by the researcher and it will be explained as follows:

Utomo (2013) entitled “using TGT to improve the students’ reading comprehension in narrative text at the eighth grade of MTS. KHA. WAHID HASYIM Bangil”. He used 34 girl students as his subject of his research. There were two cycles here. In cycle one, there were 64,70% students got e” 75. Meanwhile, in cycle two, the result was that 91,17% students got the criteria of the success score. He concluded that using TGT method could improve the students’ reading comprehension in narrative score since there was an improvement of the average score from 73,67 to 83,70.

Umroh (2012) conducted her research in using STAD to improve the students’ speaking skill in descriptive text for 10th grade in SMA Yadika Bangil. She used classroom action research as her research method. The study was conducted in two cycles that there were two meetings in each cycles. In the first cycle, she taught about animal while in the second cycle, she taught about fruit. The findings showed that the mean scores were 71,04 in cycle one and 84,58 in cycle two. It can be concluded that STAD has been proven to be able to improve the students’ speaking ability in describing pictures.

So, the researcher wants to continue the research of the existing research is only at different levels and place. Researcher wants to test whether the STAD technique can be successfully used in SMPN 2 Bangil.

METHODS

This research applies CAR (Classroom Action Research). According to Arikunto (2007) CAR is the ability to reflect on and corrections to the learning undertaken by teachers. The researcher designs used the the model developed by Kemmis & Taggart (2007) which describes the preparation of CAR (Classroom Action Research) activities involves repeated cycles or spiral cycles. Each of them consists of planning, acting, observing, and reflecting. This classroom action research was implemented in SMPN 2 Bangil, Pasuruan. The school has twenty four classes where each of levels has eight classes. The setting and the subject of the research is on the eighth grade in the second semester of the 2014/2015 academic year. There are 40 students that consist of 12 boys and 28 girls.

In the study, the researcher used observations, interviews, questionnaires, documentation and test as the instruments. The criteria of success is used to determine the success of the implementation of the STAD technique.

Table 3. The Criteria of Success

Table 4. The criteria of group reward

FINDING

Cycle 1

First meeting was divided by three parts. They are pre-, main and post activity. It was done on Thursday, June 5th 2014 with 40 students that consisted of 12 boys and 28 girls. All students (40 students) came in this meeting. This research was done in class 8A room in the second semester of 2014/2015 academic year. It was allocated for 2x40 minutes. In meeting two, the researcher still used 3 steps, pre activity, main activity and post activity. It was done on Friday, June 6th 2014 with 40 students that consisted of 12 boys and 28 girls. This research was done in class 8A room in the second semester of 2014/2015 academic year with allocating time for 2x40 minutes.

The result of the 1st cycle shows that the less than 85% of the students did not reach the criteria of success although the students got a better score than before. The problems found in cycle 1 were in pre activity, some students were still lazy to answer, secondly, the students got difficulties in generic structure and language feature, and the students got difficulties in identifying pronouns.

During observation, the students were enthusiastic to answer. Some students weren’t enthusiastic and didn’t pay attention in pre activity, but it’s different in main activity that they were enthusiastic. The students were active with their friends in group and asked to the leader if they didn’t understand. The students still got difficulty to understand the text when they presented the recount text in determining the events based on the division of the generic structure. The students could present well when concluding the story, but they could not understand each sentence it was proved with the result of the exercising questions in meeting I and II. They also didn’t reach the minimum complete criteria (KKM). Based on the questionnaire, most students agreed and
were happy in learning process using STAD. However, the students did not reach the minimum score although some could reach a better score than before.

Cycle 2
Cycle 2 consisted of two meetings. Each meeting was allocated in 2 x 40 minutes. The first meeting on June 19th and the second meeting on June 20th. In meeting 4, the researcher still used 3 steps; pre, main, and the last was post activity. It was done on Friday, June 20th 2014 with 40 students that consisted of 12 boys and 28 girls. The result shows that \( \geq 85\% \) reached the minimum score that was 80, it meant that there had to be more than 34 students that got 80. The researcher counted the quiz and found that 35 students got the minimum score that was 80. The result of the students’ test have proved that using STAD could improve the students’ understanding in recount text.

From this finding, the researcher concluded that the students succeeded to reach the criteria of success because 86.7\% of students were able to reach the minimum score and only 5 students did not reach the minimum criteria. The students felt curious and enthusiastic when the lesson was started. Secondly, the rolling questions from the students succeeded to enrich their knowledge by discussing and giving comments. It proved the students’ pleasure that by grouping and discussing, they felt comfortable. The last, by reviewing the students’ answers, it made the students did not do the same mistakes and understood that if there were the similar questions.

DISCUSSION
In doing the research, the researcher didn’t reach the criteria of success because the mean score of the students was less than the target 83.93\% and less than 34 students didn’t reach the minimum score based on the KKM in cycle I, whereas the target was \( \geq 85\% \) students got minimally 80. The advantages could be seen from the questionnaire result that \( \geq 85\% \) students agreed that STAD method could improve their scores although it didn’t reach the target. Fachhurrazy (2011) stated that vocabulary is an agent role in supporting reading activity. The researcher failed because there were still problems when implementing STAD method in the class. The problems were that (1) in pre activity, some students were still lazy to answer; (2) The students got difficulties in generic structure and language feature; (3) The students got difficulties in pronoun and to whom the sentence refer. Slavin (2008) says that the students attention to the teacher when teaching by using STAD method is very important to do the quizzes. Therefore, the researcher considered that the lack of concentration made the students’ understanding wrong to do the quizzes.

In cycle II, the researcher overcame it by giving interesting warm up with pictures then the researcher discussed the way to understand the text and did the questions with Shindler’s way that the advantages of cooperative learning are that students learn how to teach one another and explain material in their own words and questions are more likely to be asked and answered in a group setting to understand more suitable with the rules of STAD explained by Slavin that there is group work to discuss. Finally in the post test, the researcher asked the difficulties that was faced and gave suggestion as it is said by Fachhurrazy (2012) that one of the techniques for comprehending a sentence is finding key words in a sentence. The researcher succeeded to make the students concentrated more and understood the text by applying STAD method. One of ways used by the researcher when the students didn’t focus to her was making the grouping discussion system that had to be controlled by the teacher and the students made questions that would make them understood more what difficulties they experienced. This was the grouping activity in STAD that was success to be used by the researcher by correcting the discussion system and convincing that they were discussing well from the teachers’ observation and the questions from the teacher and students that were reached together. In teaching reading, the teacher should prepare the material well, always observe the students when giving a group activity to discuss in implementing STAD, understand the students’ condition, always give motivation makes the students brave to ask and active to discuss and don’t forget to give reward to the students to grow the confidence and enthusiastic to be better.

CONCLUSION
STAD could improve students’ reading comprehension on recount text at the eighth grade students of SMPN 2 Bangil. STAD method was done by following 4 steps; (1) teaching (2) team studying (3) test and (4) recognition. It also could work effectively if the students focused to pay attention to the explanation from the researcher’s presentation about the background of the recount text. Another reason was that the recount text theme was short and had pictures and it became more interesting. The feature of STAD made the students became active and
not made them bored. Moreover, each student got chance to discuss, give opinions, learn how to teach one another and explain the materials. The students were also enthusiastic to compete and to improve the individual score in their teams. Each of the students’ activity was always provided with the researcher’s rewards to enhance their enthusiasm in improving their abilities. Besides, by cooperative learning, they could improve the social skill and the cooperative skill to work with others to get mutual benefits for everyone. Then, from those all, the researcher concluded that she was successful to improve the reading skill of the eighth grade students at SMPN 2 Bangil.

The researcher suggested to the teacher to give various method in teaching and learning activities in English especially in reading comprehension, thus the students are not easily bored. One of ways is by using STAD method in teaching English. To apply STAD method, there are some things that should be concerned by the teacher. The teacher should always monitors the students in running the STAD method, asking their understanding, and convincing wether their discussions run well. To the next researchers, this study can become a reference to implement STAD when they want to concern to use this method in their study. The application of STAD is not only for reading comprehension but also it can be used for other objects such as writing.

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