THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE THE READING SKILL OF SEVENTH GRADE STUDENT AT MTS MIFTAHLUL ULMUL MELIRANG

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Abstract: This study was conducted to find out how STAD method could improve reading skill of the seventh grade students of MTS Miftahul Ulum Melirang Bungah Gresik. The researcher found some problems, one of which was most of the students is difficult to understand the main idea and the contents of the text. The first problem raised that the student have difficulty in understanding the generic structure of the text. Second, the students have lack vocabulary. They often had to look up the dictionary to find the meaning of simple words and asked somebody else what the text was about. The third, they did not have enough motivation to read; instead they only waited for the other’s help. Their reading skills mean score was 50. As an attempt to overcome the students’ difficulty in reading skill, the researcher implemented cooperative learning type of STAD (Students Team Achievement Division) to improve students’ reading skill.

Key Words: Cooperative Learning, STAD (Students Team Achievement Division), reading skill.

INTRODUCTION

The purpose of teaching reading skill at Junior High School requires students to be able to comprehend important information implicitly and explicitly derived from functional reading texts: personal letter, memo, advertisement, announcement, notice, brochure, and monolog texts or essay: procedure, narrative, descriptive, recount and report texts (Depdiknas: 2006:27). More specifically, the students are required to be able to extract the main idea, to understand the information indirectly implied and explicitly stated and the generic structure of monolog texts: descriptive and recount. In short, the students of Junior High School are required to comprehend literal and inferential information of the reading selection.

The common problems in teaching reading skill are, how to find the main idea of paragraph, information implicitly stated, and the generic structure of monolog text consisting of descriptive or recount texts being learned. The first problem raised that the student have difficulty in understanding the generic structure of the text. Second, the students have lacked vocabulary. They often had to look up the dictionary to find the meaning of simple words and asked somebody else what the text was about. The third, they did not have enough motivation to read; instead they only waited for the other’s help. They seemed to have lost their learning spirit to read if the teacher did not support them to overcome the meaning of available key words. Sometimes the students only focus on the reading process of the text...
without achieving reading comprehension. Most students are not interested in reading texts; they just answer the reading questions without knowing and comprehending what questions are or what the meaning of the text.

The researcher tries to use a variety methods, one of the methods is Student Team Achievement Divisions (STAD) method. It hoped that students can increase motivation and active participation as well as help one another. In STAD students work with their peers to accomplish a shared or common goal. The goal is reached through cooperation among all group members than working alone. Each member is responsible for the outcome of the shared goal. One of the uses of cooperative learning STAD is that, this method has some advantage over other methods. Student Teams Achievement Division (STAD) is a method developed by Slavin (1986). STAD has been described as the simplest of the cooperative learning techniques referring to student’s teams learning methods. In the STAD approach students are assigned to four or five member teams reflecting a heterogeneous grouping of high, average, and low achieving students of diverse ethnic backgrounds as different genders.

Cooperative type of STAD, according to Kagan (1992: 31) promotes higher achievements than competitive and individualistic learning structure across at age levels subject areas, and almost all tasks. She also states that cooperative learning type of STAD as demonstrated by hundreds of lab and field researches has a number of positive outcomes and the most important are (1) academic gains, especially for low achieving students; and (2) improvement of social and affective development among all students. From the recent research finding, cooperative type of STAD promotes higher academic achievement and social relationship among students engaged in learning with the method.

The result of the study is expected to give both practical and theoretical advantages. Theoretically, the researcher expects that the result of this study can be used as references so that it is useful for our life, especially for the teacher in implementing the strategy of teaching and learning English reading. Practically, the use of STAD (Student Team Achievement Division) Method is expected to increase students’ ability to read text so that their reading skill will be improved. Hopefully, the students are motivated to practice English in their daily life. Finally, this research is expected to encourage other researchers to continue this research or to conduct other new researches with different strategies and skills which are useful for further development of education.

A simple definition of reading is that it is like a process whereby someone looks and understands what has been written. The key word here is ‘understand’, so merely reading aloud without any longer understanding does not count as reading. It does not mean a foreign language learner or indeed any reader needs to understand everything rather than to extract the essential information from a text. Williams (1990:3) the reader is however no simply a passive object fed with letters, word and sentences, but is actively working on the text, and is also to arrive at understanding without looking at every letter and word.

Hudson (2007 : 33) said that a review of models and theories of first language reading can only loosely be viewed as reflecting chronological historical development. Discussion of the relative importance and role played by visual word recognition, linguistic comprehension (visual or aural), comprehension process, background knowledge, etc.

Cooperative learning is a successful teaching strategy in which small teams, which each students of different of ability use of a variety of learning activities to improve
their understanding of subject. Each member or teams is responsible not only for learning what is taught but also for helping to make learn, this creating an atmosphere of achievement (Balckom, 1992).

The principles of cooperative learning are in line with basic principles of Broad Based Education adopted by Indonesian national curriculum promoting life skill education, such as social, communication, and collaboration skills (Samani:2007:93). Depdiknas(2003) has proposed that students should be motivated to complete with one another, cooperate and develop solidarity. The instructional process should provide more opportunity for students to develop the spirit of healthy competition to obtain the respect, cooperation and solidarity.

According to Slavin (1980) cooperative learning is concentrating in changing the traditional classroom in order to improve learning and social relations among classmates.

Student teams’ achievement division is the other instructional use of small group which firmly employing the principles of cooperative learning. STAD is based on raising students’ motivation for learning by focusing on cooperation of members within each tem, followed by competition among the teams in the class. According to Bejarno (1987:486) the technique follows six states: (a) organizing small heterogeneous groups, (b) presenting the teaching unit, (c) assigning cooperative peer group work on a worksheet, (d) giving an individual quiz, (e) computing students’ scores, and (f) announcing the group score on the bulletin board and rewarding the winning group.

**METHOD**

Based on the focus of the research, this research intends to improve the student’s reading using the STAD method. Therefore, the design of the research is classroom action research (CAR), the researcher designed method consists, setting and research subject, and the procedures of the research.

This research was carried out on the students of MTS Miftahul Ulum Melirang Bungah Gresik. The subjects of the research were the first-year students. The first grades divided into 2 classes, class A and B and each class consist of about 35-37. The researcher chooses B class that consist 34 students. The problems were students poor vocabulary, the sharing of classroom management, the student’s motivation in learning, and low ability, and may be the teacher’ way of teaching.

**Planning the Action**

The researcher prepares the method of STAD as strategies in learning English. STAD can to improve students reading skill and increases toward attitude in academic social in teaching learning, it is important to establish the classroom atmosphere will can motivate.

**Designing the Lesson Plan**

The lesson plan is made before the researcher did teaching and learning process in class. Function of this lesson plan is to sequence what the teacher delivered about the material in the class.

**Preparing Instructional Material**

The researcher takes the material based on the program of the second semester of seventh grade students. Preparing the book that use in teaching learning process and that can support the material; prepare the use of STAD as new strategies in teaching learning English.

**Preparing the Criteria of Success**

The criteria of success are emphasized on the process and the product of learning of reading skill. There are: (1) the students’ mean score of reading skill was ≥75. (2) Students have high motivation in the English learning process, especially reading skill, (3) students always discuss with their friends to solve their reading problems, (4) the students are more active and cheerful in class.
Observing

In collecting the data, researcher used some instruments the following consist of observation sheet, teacher note and test. 

Observation checklist

Researcher would use observation checklist to collect data during the instruction process. The observation focused on the students activities during in the classroom the observation was used to observe the process of teaching English by using STAD. here, observation checklist was done by collaborator. The collaborator was observer making a note all of student’s activities during the teaching learning process.

Field note

The field note or teacher diary was also prepared. The researcher used note field to record any important data and necessary information that was not included in the observation but are considered very important. The teacher-researcher and observer write the field notes during the classroom.

Test

Test was used to observe the student ability and to get the score. The format of the test is objective and subjective and questions are appropriate with the material that teaches to the students. The test were based on the goals f teaching reading comprehension and the questions emphasized the extraction of main ideas, understanding the word meaning, author purpose, and specific formation both indirectly and explicitly implied in reading texts. It was formed for students to find out literal and inferential information. The test was given in the last meeting in the cycle.

Reflecting

Reflection is effort to appraise whether action of teaching learning already realization to be success or not and reflection is a significant way to develop the next cycle. The data analysis is qualitative and quantitative data. Field note is classified as qualitative data it is take from the teacher’s note and questionnaire, meanwhile students’ involvement and result of the test and test are classified as quantitative data.

RESULT AND DISCUSSION

Findings

The researchers are completed by supporting data. There were two cycles in this study that has four steps, they were planning, implementing action, observing, and reflecting, and every cycle used STAD in teaching learning process especially for reading skills.

The Student’s Participation

The result of observation checklist, the researcher can conclude that the result of observation checklist from first, second and third meeting. It state that student actively speak up in the teaching and learning process, the students are confident when we are discussion in their group, students give attention to the teacher’s explanation, students enjoy and have a big motivation in teaching learning process, and the students enthusiasm in the teaching learning process. The researcher found from the observation checklist that the student’s activeness, confident and enthusiasm improved in each meeting. Moreover, they look enjoy and comported in expressing their ideas. While base on the result of field note showed that STAD method made the students more active, more enthusiasm in teaching learning process, and the students more confidence in exploring their ideas even the students were accustomed to read some text in English so their reading skill improved.

Test

Based on the result of the test that the students reading ability improved. It could be seen that The mean of UTS score result was 50, but after the implementation of the study the main score increased to be 65,64 with the lowest score 53,00 and the highest score 76,00. In fact, one of the criteria of success that has been formulated was not achieved yet, it said that the standard of mean score of
at MTs Miftahul Ulum Melirang Bungah Gresik was the students have to get score ≥ 75. Based on the criteria success that the researcher had to conduct the next cycle to reach the criteria success.

**Reflection**

This stage is to review the activity as long as teaching and learning process. From this reflection the researcher knows that developing activities have already successes to solve the problem or not. Based on the observation and evaluation, the researcher reflected the implementation of teaching reading skill by using STAD method. The researcher could conclude that teaching reading using STAD method in teaching and learning activity in the class could improve their activeness, enthusiasm, and student’s low in reading. It could be seen from the result of instruments that the researcher used, they were observation checklist which measure the students activeness, enthusiasm, and feeling during the implementation of the action, field note which could help the researcher to take note problem happening during the implementation of the action, and test which could measure student’s improvement during the activity in every cycle. In the other hand, the researcher totaled the score from cycle II and it showed that the average score was 79.32. The computation of test showed that the students’ were more interested and could read descriptive text well and appropriately because; mostly they understand the text appropriately. The researcher compared the mean score of test Cycle I and test Cycle II. The mean of student’s score in Cycle I was 65.64 while the mean of student’s score in Cycle II was 79.32, the result of the student’s score showed that using STAD (student team achievement division) method in teaching English could increase student’s ability in reading skill of MTs Miftahul Ulum Melirang Bungah Gresik. The increasing of the mean of students reading score become 79.32 showed that researcher succeeded to get the criteria of success, that was the student’s mean score was 79.32, so the researcher concluded that the use of STAD (student team achievement division) method could increase student’s reading skill at MTs Miftahul Ulum Melirang Bungah Gresik. It meant that the researcher did not need to revise the plan and the researcher stopped the research because the criteria of success had been fulfilled.

**CONCLUSION AND SUGGESTION**

This section discussed about the research finding under the study improving reading skills of VII grade of MTS Miftahul Ulum Melirang Bungah Gresik by using STAD method. The method of STAD in teaching reading made the students easier to get information about how to understand and find the main idea of the text in English. Although students study together, they may not help each other with quizzes. Every student must know the material. This individual accountability motivates students to do a good job explaining to each other, as the only way for the team to succeed is for all team members to improve their reading skill. Because by cooperative learning types STAD method could improve the reading skills because the students got new inspiration or idea from their group to solve the problem in understanding the material, and the student interest speak to give some idea for their groups. Finally the student could improve their reading ability it shows the STAD method was really effective to improve student’s reading skills. The objective of using STAD method during teaching and learning process at seventh grade of MTS Miftahul Ulum I Melirang Bungah Gresik was improving the students reading skills and their positive attitudes toward the classroom activity. Because the STAD method in teaching English gave a lot of the benefit and positive effect for the teacher made the
students more interest in study English. Finally the students of seventh grade of MTS Miftahul Ulum Melirang Bungah Gresik could improve their reading skill better than before they used STAD (Student teams Achievement Division) method. The researcher concludes that after using STAD (students’ team achievement division) method, the reading skills of the students’ seventh grade of B class was improved. The activities of the students are (1) The students discuss the material in their groups, (2) Give answer and question based on the topic, (3) The students can show their idea based on the topic in front of class. The students explain about the main idea or important thing from the text. And the main point that can increase the student’s reading in STAD method was “Quizzes” it means that in the quizzes step the student can active when they discuss about the main idea from the text and they also can explain the answer of the question from the teacher individually.

The classroom action research was conducted in two cycles. Each cycles consisted of four meetings. The researcher used the procedure of STAD in reading comprehension learning on the basis of these activities, namely (1) Class presentation. The teacher introduced the topic by presenting the reading text in front of the class and asked some question orally to explore students’ background knowledge of the topic and understand reading comprehension test strategy. (2) Group Working. In this phase, the students got worksheets with new topic reading materials and some questions and also answer sheets to for every team. (3) Quizzes. The students had an individual test. One question got one quiz sheet to complete it using the same topic when they were discussing in group working.(4) Team recognition. After each quiz, the teacher figured the individual improvement scores and team scores. The use of STAD method could improve the students’ reading skill. Students’ team achievement division method, it could be proven by the scores of the students. Their score was also improving, from the first cycle the mean score was 65. 64 and the mean score of the second cycle was 79.32 there was improvement students’ reading skill, after the researcher applied students’ team achievement division method than before. Teaching-learning English by using that method could improve the students’ reading skill of first grade of MTS Miftahul Ulum Melirang Bungah Gresik. Moreover, the researcher sure that this method can improve the student’s reading skills.

Suggestion

On the basis of the result of the study the researcher recommends to teachers who have some problems in their students’ reading skills that STAD method can be implemented to help and improve the students’ motivation and participation in teaching learning reading process. It is suggested also that STAD method using CAR design can be applied not only in reading but also in writing.

STAD method as proved by this study and any other previous study, are effective strategy to improve students’ in reading skills. However, this present study has some weaknesses. First, the researcher did not cross check the level of difficulty when she was selecting reading material, as she stated in scope and limitation, whether the texts were suitable for the ninth grade students or not. She only counted the score. So, it is recommended to the future researcher to use this method but he/she is better to select appropriate text material and analyze the items.

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