The Application of Student Teams Achievement Divisions (STAD) in Students' Achievement in Reading Comprehension

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ABSTRACT

This study aims at improving students' achievement in reading comprehension applying Student Teams Achievement Divisions (STAD) Method by conducting classroom action research. The subjects of this research ten grade students of SMA Santo Antonius Bangun Mulia Medan. The number of the students was 30 students. There were two kinds of data collected during the study, quantitative and qualitative data. The instrument for collecting the quantitative data was objective test of reading comprehension, while the instruments for qualitative data were gathered through observation sheet, diary notes and check list. Based on the data analysis, the mean of the students score in pre-test 44, in cycle I was 61.16, and in cycle II was 80.33. The conclusion is that Student Teams Achievement Divisions (STAD) method can improve the students' achievement in reading comprehension.

Keywords: *STAD Method, Reading Comprehension, Descriptive Text.*

INTRODUCTION

Reading is one of the most important skills. Grabe and Stoller (2002) said that reading is the ability to draw meaning from the printed page and interpret this information appropriately. The readers should know that the goal of reading is reading comprehension. According to Wong (2003) reading comprehension is conceptualized as in interactive process requiring the dynamic combination of the readers' background knowledge and information decoded from the text. In fact, most of the students still find reading comprehension is difficult even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. When the teacher told them to tell some information from their reading text, most of them did not have any ideas or opinions to clarify the information from reading text. Moreover when the teacher asked them to answer the question based on the text, they could not answer or even they just cut the sentences from the text which the words exist such in the

question. Usually, teacher teaches reading comprehension by translating the reading text. Therefore, the students always open the dictionary when they want to understand the meaning of the text. This situation makes them get bored and monotonous in reading.

Based on the researcher's interview and observation derived one at SMA Santo Antonius Bangun Mulia Medan, the students' achievements in reading comprehension were still low. It can be seen from their score in the last semesters, first and second degree in SMA Santo Antonius Bangun Mulia, Medan are 65,71 (the second semester in 2010/2011 of academic year) and 67,81 (the first semester in 2011/2012 of academic years).

In order to solve the problem in reading comprehension it is necessary to find a suitable method. One method that can be applied to improve the reading comprehension of the students is Student Team Achievement Divisions (STAD). In the Student Team Achievement Divisions (STAD) method the students are given the time to discuss within a group after the subject matter supplied by the teacher. Not only working in a group but also the students will also work individually while the teacher gave the quiz. So there is the time for them to comprehend the text in by themselves. The writer would like to conduct a study about Improving Students' Achievement in Reading Comprehension through Student Teams Achievement Divisions (STAD).

Based on the explanation above that the Students' Achievement in Reading Comprehension Significantly Improved by using Student Teams Achievement Divisions?"

Reading Comprehension

Wong (2004:252) says that reading comprehension is a necessary skill throughout schooling and a vital component of the successful to adult responsibilities. It is the complex outcome of the process of constructing meaning from print. Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the information decoded from text. Successful comprehension requires students to coordinate many complex skills and to actively participate in their own learning.

Descriptive Text

Descriptive is a type of paragraph which describes something in details in order to enable the readers to see, feel, hear and touch event. The purpose of descriptive text is to describe person/process/place/object/event. The researcher chose the genre of descriptive to be applied in the Student Teams Achievement Divisions.

Descriptive paragraph consists of:
- Describing a person, the first thing that should be done is to recognize the individual characteristic, such as intellectual (clever, smart, stupid),

emotional (nervous, calm), moral (kind, stingy), physical (skin, hair, eye, mouth)
- Describing process is, describing how to something is happened or done.
- Describing a place is, by presenting something like a school, a field or garden.
- Describing object (thing) is, by providing something the physical characteristic of an object, such as: the color, shapes, forms, and so on.
- Describing an event is, explaining all details related to the event clearly.

The parts of descriptive in reading descriptive paragraph are:
1) **Social function**, the social function of reading descriptive paragraph is to describe a particular person, place, or animal.
2) **Generic structures**, the generic structure of descriptive paragraph are, identification (which identifies phenomenon that will be described) and description (which describe about parts qualities or characteristics or something or someone in details).
3) **Grammatical features**, in descriptive reading, the present tense are predominantly used. The past tense is used to describe something in the past. The use of action verbs are needed is describing especially for describing behaviors and when describing feelings, mental verbs are used adjective, adverbs and adverbial phase are used often.

STAD Method

In Student Team Achievement Divisions (STAD), students are assigned to five member learning teams that are mixed in performance level, sex, and ethnicity. The teacher presents a lesson, and then students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Students' quiz scores are compared to their own past averages, and points are awarded based on the degree to which students can meet or exceed their own earlier performance.

These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards. The whole cycle of activities, from teacher presentation to team practice to quiz, usually takes three to five class periods. Student Team Achievement Division (STAD) is most appropriate for teaching well-defined objectives. The main idea behind Student Team Achievement Divisions (STAD) is to motivate students to encourage and help each other master skills presented by the teacher. If students want their team to earn team rewards, they must help their teammates to learn the material. They must encourage their teammates to do their best, expressing norms that learning is important, valuable, and fun. Students are allowed to work together after the teacher's lesson, but may not help each other with quizzes, so every student must know the material (individual accountability).

The Process to use STAD Method

Student Team Achievement Division (STAD) is made up of five major components:

1. Class Presentation

Each week new material is first presented by the teacher to the whole class in a lecture discussion, or video technology format.

2. Teams

Students are assigned to four or five member learning teams. Each team represents a cross section of the class, made up high, average, and low-achieving students, girls and boy, students of differing ethnic, racial, and economic backgrounds.

3. Quizzes

After the team practices, each student takes a quiz on the material they have been studying. The quizzes assess individual achievement on the material presented and practiced in class. Group members may not help individuals on the quizzes.

4. Individual Improvement Scores

A scoring system allows student to earn points for their team based on individual improvement over past performance.

5. Team Recognition

Teams are recognized for high individual performance and high team scores. Social recognition such as weekly class newsletters, bulletin boards displays, or weekly class radio announcements are used as rewards for individuals and teams.

METHODOLOGY

Research Design

This study applies classroom action research. Action research is a process in which participants examine their own educational practice systematically, focuses on individual or small group professional practice. According to Wallace (1998:16), action research including collection and analysis of data relating to some aspect of teacher's professional practice. After conducting the investigation of the students' problem in reading comprehension, the action can be applied.

The Subject of the Research

The subject of this study is the Grade X student of SMA Santo Tomas Bangun Mulia Medan which consisted of 30 students. The reason for choosing this class was because the writer found that the students had some problems in reading comprehension.

The Instrument of Collecting the Data

In this research, there were two kinds of data will be used to know and measure the ability of the students in reading comprehension, those are the quantitative and qualitative data.

- **Multiple choice:** this form of test would be used to conduct the quantitative data. The test that would be used a multiple choice test was a reading comprehension. The purpose of this test was to measure the student's ability in comprehend a text and to construct an idea and the test will be arranged by the writer herself.

The qualitative data is used to describe the situation during teaching process. The qualitative data will be collected by using:

1) **Observation Sheet:** focused on the situation of teaching learning process, students' activities and behaviors, and students' ability by using focus group discussion method.
2) **Diary notes:** diary notes refer to transcribed notes or the written account derived from data collected during observations and interviews.
3) **Check list:** check list is the list, which was the correspondence only put check (√) in the suitable column.

The Technique of Data Analysis

This study was quantitative and qualitative data. The qualitative data were used to describe the situation during the teaching process and the quantitative data was used to analyze the score of the students. The qualitative data was analyzed from the observation sheet, diary notes and check list and the quantitative data was analyzed by computing the score of reading comprehension test.

DATA ANALYSIS

The data deals with qualitative and quantitative data. The qualitative data were deals from observation sheet, diary notes and check list (√), while the quantitative data were taken from the reading test during conducted research in six meetings. The reading test was given three times, the pre-test and two tests after each cycle. The result of the test was shown in the table below:

Table 1. The Mean Score Students' Score of Pre-Test, Test Cycle I and Test Cycle II During Six Meetings

Test	Total score	Mean
Pre-Test	1320	44
Test Cycle I	1835	61.16
Test Cycle II	2410	80.33

The data analysis revealed that there is an improvement of the students' score in reading comprehension, taught by using Student Teams Achievement Divisions (STAD) method. In the pre-test, the number of students was 30 and the total score of the students was 1320, so the mean was 44.

In the first treatment (Cycle I), the number of students was 30 and the total score of the students was 1835, so the mean was 61.16. The mean of the students' total score was below the minimum score standard/KKM (70). There were some cases why the students' mean were below the minimum score standard 70. In ycle I, the teaching material was not explained clearly and systematically so the enthusiasm of the students were still low because they were still confused to the apllication of Student Teams Achievement Divisions (STAD) on their reading comprehension, these whole cases were found on observation sheet, diary notes and check list (√). So, there researcher decided to conduct the cycle II to improve their understanding.

In the cycle II, the number of the students was 30 and the total score of the students was 2410, so the mean was 80.33. The students mean had improve above the minimum score standard and the whole students' score had above the minimm score standard (70) too. In this cycle, the weakness of the researcher in cycle I had reflected and as resulting the score and mean of the students had improved above standard (KKM). There were some efforts done to improve the students score and mean. The first, teaching material was taught well. The steps of Student Teams Achievement Divisions (STAD) method were followed more systematically.

The steps one is class presentation. The researcher introduces the material to be learned, and the students were more active. In this way, students realized that they must pay attention during the class presentation because it helped them to do the quizzes well. The students listened to the teacher explanation seriously, they looked comfort and enjoy in the following the lesson process.

The step two is teams works. Function of the group is setting up so that, they can do the quiz as well. Students are assigned to four or five member learning teams to practices. After the teacher explains the material, each member of the group studied and discussed. Each team represents a cross section of the class, made up high, average, and low-achieving students. The students were easier to understand the material, because they understand what the story about and they had more information about the topics.

The step three is quizzes. After the team's practices, each student took a quiz on the material they have been studied. The quizzes assess individual achievement on the material presented and practice in class. Group members might not help individuals on the quizzes. They could do the quiz well and it could be seen from the condition of the class. they focused to do their quiz and felt comfort. In step four, individual improvement scores is a scoring system allows student to earn points for their team based on individual improvement over past performance. And in last step, team recognition is recognized for high individual performance and high team scores. Social recognition such as weekly class newsletters, bulletin boards displays, or weekly class radio announcements are

used as rewards for individuals and teams. In this cycle, the students' score improved, so the mean of the students' score was 80.33 and many students got above standard (KKM). The students' improvement was showed from observation sheet, diary notes and check list.

Table 4.2
The Percentage of Students' Reading Descriptive Competence

Grade	Pre-Test	Cycle I Test	Cycle II Test
A (90-100)	0%	0%	16.66% (5 students)
B (80-89)	0%	0%	56.66% (17 students)
C (70-79)	0%	23.33% (7 students)	16.66% (5 students)
D (60-69)	10% (3 students)	50% (15 students)	10% (3 students)
E (below 60)	90% (27 students)	26.66% (8 students)	0%

Based on the table above, it was found that the percentage of students' achievement level in grade A improved from cycle I to cycle II. There were some efforts that done by the researcher, so the students got good improvement in grade A. The first is the teaching material was taught clearly and systematically, the students listen to the teacher's explanation attentively so they understand the researcher' explanation well. The second is giving the extrinsic motivation, because they wanted to get a reward, so they always focus and spirit to do their quiz. The third is making the class situation was more comfortable and enjoyable by making a jokes and quiz, so they felt relax in following the lesson process. According to the researcher notes, most of the students felt enjoyable in following the lesson because the researcher' explanation is easy to understand. The whole cases were supported by researcher check list. The students felt easy in doing the quiz.

In grade B, the percentage of students' achievement improved from cycle I to cycle II, it was happened because of some cases. The first is the researcher motivated the students by giving a reward because basically, most of the students prefer like extrinsic motivation such as reward to instruct motivation. The students were motivated more enthusiastic in following the lesson in the class. The second is the researcher taught the teaching and learning material clearly. The researcher explained the material with simple explanation so the students are easy to understand the task material. The third is the researcher gave the best attention to the students had low capacity in English.

The analysis of observation sheet, diary notes and check list done by researcher and collaborate were found same conditions with the cases above. Collaborator worked together with researcher analyzed that the researcher had taught the material systematically and clearly so most of students weren't confused about the material given but they felt easy to comprehend the text. The

students were brave to ask the question if they did not understand well. In researcher' notes wrote during the teaching process, the students listen to researcher's explanation seriously and they were more active because they were motivated to get a reward. In check list given to students, the cases were found that they were interested to study English if they were taught by using Student Teams Achievement Divisions (STAD) method and they felt helpful in doing the quiz.

In grade C, the percentage of the students' achievement improved from cycle I to cycle II. There are some reasons why the percentages of the students' achievement are improved from cycle I to cycle II. The first, the seven of these students were lacked motivated to improve their score. They thought that English is so difficult so they did not have efforts to improve their score. The second, they had low capacity in comprehending the material. The teaching material had taught with simple explanation but they were still difficult to comprehend the text. It was happened because they had medium intelligent to understand the material quickly. The third, most of them were not self-confidence in doing the quiz, they did not self-confidence to their answering, so they cheated their friends' work.

The third cases above were found out in researcher' notes in diary notes. The researcher' notes were written that there were some students cheated to their friends' work because they were not confidence to their self answering. Actually they were more active in the class but they did not have high intelligent so they difficult to understanding the material. The teacher' giving check list to the students in the last meeting was found that they felt helpful in comprehending the text.

In grade D and E, the percentage of the students' achievement decreased from cycle I to cycle II. It was happened because the researcher had used Student Teams Achievement Divisions (STAD) method more systematic so most of the students comprehend the teaching material well. The researcher made the condition more comfortable and enjoyable such as making a quiz, so the students felt relaxing and interesting in following the lesson process.

The collaborator worked together with researcher in filling out observation sheet, the whole points had been better such as teach did the teaching learning process based on the lesson plan so the material taught systematic, most of the students were more active and enthusiast in following the lesson, the interaction between the teacher and students better than the last cycle, based on the researcher' notes in diary notes, the students' condition same with observation.

The whole cases were supported by researcher check list too, most of the students felt helpful in understanding the material given and to doing the quiz, the whole condition above made the percentage of the students' achievement decreased from cycle I to cycle II.

The Research Finding

Based on the analysis, it was found that Student Teams Achievement Divisions (STAD) method was able to improve the students' achievement in

reading comprehension. The students' achievement improvement was significant as showed in Pre-test, cycle I and cycle II. The application of Student Teams Achievement Divisions (STAD) method helped the students to be easier in learning reading comprehension. Students were given the chance to share their idea with others friends.

Discussion

In this study, we could find that not all students got improvement for their score because they did not actively participate in learning process and also some students who did not get any improvement in cycle I and cycle II. This research had proved the effectiveness of applying Student Teams Achievement Divisions (STAD) method; it was shown in table 4.1 the students' score from the pre-test, cycle I and cycle II. It was caused the teacher controlled the class better, directly admonished the students who were noisy. So the class become quitter and also provided more interesting activity in cycle II.

Students' data in cycle II showed that the mean of students' score were higher than the mean of the students' score in cycle I and also better than the pre-test. In the last test of cycle II, there were 27 students who get the score above 70 score and only 3 students who got score under 70 score, and the highest score was 90. This improvement not only happened in the mean of students' score but also the expression, interest and excitement of the students showed that here was improvement. As the result, Student Teams Achievement Divisions affected interesting and activating of the students in following the lesson and the students' score had been better in each cycle than before doing the research

CONCLUSION AND SUGGESTIONS

Finally, after analyzing the data, it was found that the score of student's was improved from the first meeting until the last meeting. It means that there is improvement in students' achievement in reading comprehension by applying Student Team Achievement Divisions (STAD) method. It can be seen from the improvement of the students' mean score for orientation test (44); cycle I (61.16) and cycle II (80.33). Therefore, it can be concluded that Student Team Achievement Divisions (STAD) method can improve students' achievement in reading comprehension.

Related to the conclusion, some suggestions are pointed out as the following:

a. English Teachers; are advised for English teachers to use Student Teams Achievement Divisions method in reading descriptive text in teaching learning process, because it's proven that this method improved the students' achievement in reading descriptive text easily and creatively.

b. The Students; are suggested for students to use the method, because it can improve the students to more interested and enjoyable in reading. Especially reading descriptive text.

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