The Use Of Students' Team- Achievement-Division Technique To Improve Students' Reading Skill

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This quantitative study was aimed to find out whether the use of Students -Team- Achievement- Division (STAD) technique can improve the students' reading skill in understanding narrative text among the first grade students at SMK Harapan Pangkalan Berandan. The researcher used simple random sampling to choose the sample.This research utilized three phases (pre- test, treatment and post-test) to collect the data. X AK -1 (Accountancy Class) of SMK Harapan Pangkalan Berandan was chosen as the sample in this study. This research focused on five aspects of reading comprehension mainly in identifying main idea, finding detail information, making reference, vocabulary and inference. The data was analyzed by using t-test. The analysis of t-test shows that $t_{value} > t_{table}$ or 5,16 > 2,04 at the level of significance 0,05 with the degree of freedom (df) 29. It means that the alternative of hypotheses (H_a) was accepted and (H_0) was rejected. Furthermore, the result of this study shows that the mean score of pre- test was 44,6 and the mean score of post-test was 78,3. While the gain score was 33,7. Based on the findings the students' reading skill in narrative text are improved after being taught by using STAD technique.

Keywords: : *STAD Technique, Reading skill, Narrative text*

1. INTRODUCTION

As a subject to learn in schools, there are four skills in learning English those are listening, speaking, reading and writing. Those skills must be understood by students so that they are able to share their ideas, information, thought, opinions, and feeling through spoken or written forms. One of the important skills that is very important to be taught and learned at schools is reading. Alyousef (2005, p.2) defined reading as an interactive process between readers and texts that result in reading fluency. By reading, people will not only get new information from the text but also get the knowledge based on the text. Therefore, to understand a reading text, students must have good competence in understanding the meaning of word, sentence, content, and the researcher's idea or references. They need a good reading skill for acquiring knowledge and learning information.

The most important thing in reading activity is the students are expected to be able to comprehend the meaning or the messages from the written text. As Glenddining and Holmstrom (2001, p.10) stated that the purpose of reading

instruction is to improve the students' reading skill that includes the comprehension of the text. It means that comprehension is the most important thing in reading because it is also the section of the reading process. Slavin (2009, p. 12) as cited in Laelasari (2013) stated that the main idea of STAD is to motivate students to encourage and help each other. It means by using this technique, the students can work together in a group to study and to share the ideas, experience, and knowledge So, it is expected that after using this technique, the students will be able to improve their of reading skill.

Based on all explanation above, the writer wanted to conduct this research about "The Use Of Students Team Achievement Division Technique To Improve Students' Reading Skill".

2.   LITERATURE REVIEW
2.1   Definition of Reading
Reading is a process used by the reader to obtain message and information to be conveyed by the author through of word or written language. Alyousef (2005, p.146), states that reading can be seen as an interactive process between a reader and a text that leads to automatically or reading fluency. It means that it is a process of understanding the meaning of the text where the readers can get important ideas and information of what they have read.

According to Mao (2012, p.2432), in reading the reader has to grap and understand the contents of a text to get a sense or meaning of the text. The main goal of reading is to understand the text in order to get the meaning (comprehension). On the other hand, the main goal of reading is comprehension.

2.2   Aspects of Reading
Regarding to the aspects of reading, Mikulecky and Jeffries (1996, p. 14) argue that there are some aspects of reading comprehension which are essential to be taught in order to help readers understand the text. These aspects are used as the measurements in assessing students' ability in reading activity. The aspects are main idea, detail information, vocabulary, reference, and inference. Here are the explanations of each aspect:

1.   *Main idea*

Section of a text that tells about overall ideas of paragraph is main idea. Mikulecky and Jeffries (1996, p. 89) argue that main idea is formed by both the topic and the researcher's idea in the paragraph. It means that the main idea is more specific than the topic. Identifying main idea is an important part of reading comprehension.

2.   *Vocabulary*

Vocabulary is the most aspect to readers for comprehending the whole text. Readers cannot understand what they are reading without knowing what most of the words mean. Mart (2012, p.181) says that vocabulary is indispensable in facilitating the comprehension of a text.

3.   *Reference*

Reference is commonly used in reading text and sometimes make reader confuses. Reference in reading skill refers to words relationship to other words, phrases or sentences.

4.   *Detail Information*

Identifying detail is an important part of reading comprehension. Nuriasih (2016) states that detail information is developed from a main idea including

specific definition, example, fact, comparison, cause, and effect which is related to the topic sentence.

5.   *Inference*

Inference is something a reader does as part of all comprehension skill. The reader need to use their own knowledge along with information from the text to draw their own conclusion (Serfini, 2004 cited in Kucukoglu, 2012). Through inferring the reader will be able to draw conclusion, make predictions, identify the underlying themes, use information to create meaning from the text, and use pictures to create meaning (Harvey & Goudvis, 2000).

2.3   The Purposes of Reading

Everyone has their own reasons when they read something. There is a purpose for everyone who reads that is to know what they want to know. When people read, they read for a purpose (Richard,1997,p.15). They usually understand the intent and purpose of the passage better compared those who read without any purpose.

The purpose of reading is to make the students able to read and understand each short text smoothly (Depdiknas, 2004, p.15). By comprehending any reading passage, the students can increase their word power and also develop their vocabulary skills.

2.4   Narrative Text

Narrative text is a kind of text which tells a story to inform and entertain the reader and listener. According to Anderson (2003, p.8), narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Types of narrative text are legend, fable, folktales, fairy tales.

Generic stucture of narrative text according to Anderson (2003,p.8) includes: orientation (it is about the opening paragraph), complication (where the problen in the story developed), resolution (where the problem in the story is solved), and reorientation :lesson from the story. While, language features of narrative text according to Anderson (2003, p.8) includes   specific charater, time words that connect events to tell when they occur, verb to show the action that occur in the story.

2.5   Students Team Achievement Division (STAD) Technique

Students Teams Achievement Division (STAD) is a type of cooperative learning developed by Slavin. Slavin (2009, p.12) as cited in Laelasari (2013) stated that the purpose of STAD is to encourage students to help each other in learning process. This means that by using this technique the students can work together in a group to study and to share the ideas, experience, and knowledge. So, if the students want to get reward, they must help the other students to study.

Adyaksari (2017), there are some steps in Students' Team Achievement Divisions (STAD) as follows :

1) Class presentations
In STAD, firstly, teachers present the lessons through verbal presentation or text. When delivering a presentation, teacher should get sudent's attention.

2) Team
After the material is presented, students are divided into a group of four or five learning team in heterogeneous members.

3) Quizzes

After working together in their teams, teacher gives a task to the group and it will be answered by members of the group. Members who already understand can explain to other members until all members understand and then, teacher gives a quiz to all students. Although students have worked together to get ready for the quiz, when answering the quiz should not help each other out.

4) Individual improvement scoring
After getting quizzes, the student's scores are conducted individualy. The students' score contribute to their teams' score based on the degree to which the students have improved over their individual past average.
5) Team recognition
Finally, the teams with the highest scores are recognized in a weekly class news letter (team recognition).

The advantages of STAD in teaching learning process are STAD technique offers students more active to share ideas and knowledge with their teammeates, gain confidence while learning as a result of peer support, and also increase the students' motivation in learning, give an occasion to the students to solve the problem by their teammate. In addition, STAD also has disadvantages. This model requires special skills from the teacher. Teachers are required as facilitators, mediators, motivators and evaluators.

3. RESEARCH METHOD

The research design used in this study is experimental research. Arikunto (2009, p.12) stated that quantitative research is a kind of research that requires the use of numbers, ranging from data collection, data interpretation, and data appearance of the result. Pre-test and post-test scores were used to analyze the statistic data. In experimental study, the researcher used only one group pre -test and post -test design. Arikunto (2010, p. 124) assumed that the one group –pre test post test design involves single group that is pre–test (T_1), Treatment (X), and post test (T_2).

The population of this study is the first grade students of SMK HARAPAN Pangkalan Brandan. There are four classes for this grade. The process of taking sampling of this study used *simple random sampling* to obtain the sample. Thus, the sample of this study was AK -1 (Accountancy Class) in SMK Pangkalan Berandan.

The sample for this research involves 30 students of the first grade at SMK Harapan Pangkalan Berandan. Research instrument is a device used in collecting data. So, in conducting this study, test was used as the instrument. The test consisted of pretest and posttest that was respectively given at the first and the last meeting. So that the ability of students can be acknowledged before and after using STAD tecnique whether it is sucessful or not. This study used five aspects of reading skill namely main idea, detail information, reference, inference, vocabulary. The text chosen for the focus or instrument was narative text. The test is a set of multiple choices with 20 questions .

The researcher analyzed the data after the tests were collected in order to prove the hypotheses. After the data from pre-test and post-test were collected, the researcher used scoring systems; Mean and T-Test. Moreover, the researcher analyzed the interview result to support the validity of the data obtained from the test.

4.   RESULT AND DISCUSSION
4.1 Result
The research was conducted at the first grade of SMK Harapan Pangkalan Berandan. It was conducted in five meetings starting from Wednesday (April 11th to May 5th , 2018). There are five meetings including pre-test and post-test. The result of pre-test and post-test was the first test needed to find out the students' reading comprehension achievement before and after teaching by using STAD technique. The result data of pre-test and post-test mean score can beseen in the form of chart as follows:
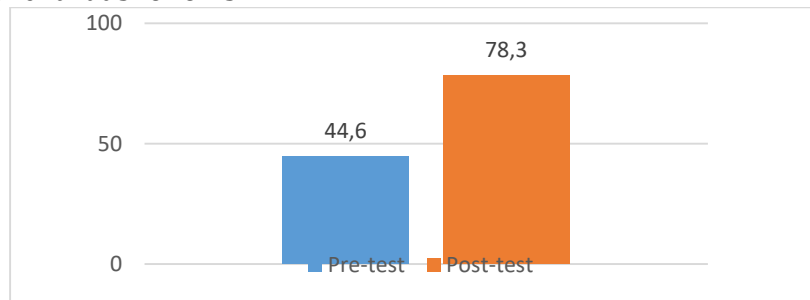
Figure 4.1 The result data of pre-test and post-test mean score
From the data above, it can be seen that the mean score of the students in the post -test was higher than the mean score in the pre -test. In the pre- test the students' average score is 44.6 and the students' average score in the post -test is 78.3. The difference of students' pre -test and post- test score is 33.7. By using STAD technique, the researcher conluded that students' reading skill improved. From the figure above showed that there is the difference of score between before and after treatment given. It can be seen, the result of post- test score is higher that pre- test score. The researcher focuses five aspects of reading comprehension, they are main idea, detail information, vocabulary, reference and inference. In order to show the results, the researcher compared the students' reading pretest and post-test achievement in the five aspects.
4.2   Discussion
After collecting and processing all of data taken from the test, it is important to discuss the result of the research. It was found that the students' reading comprehension achievement increased significantly after using STAD technique in teaching reading. The aim of this research is to find out whether the use of STAD technique can improve students' reading skill or not.

Furthermore, from this study, the researcher found that four out of five aspects of reading skill increased significantly namely main idea, vocabulary, detail information, and inference. Meanwhile, one aspect of reading skill namely reference did not increase significantly. Furthermore, the highest increase occurred to vocabulary and main idea aspects. It can be seen on the figure 4.4 that the students' score in main idea aspects was increasing from 13.7 to 34.2. For vocabulary aspect, the students' score was increasing from 10.5 to 42.3. It can be inferred that the students' have developed their skill in indetifying main idea and vocabulary after they were taught reading comprehension by using STAD. Therefore, this study confirmed that STAD technique can improve the students' reading skill significantly especially in narrative text.

5.   CONCLUSION

Based on the research result and discussion, the researcher concluded that the use of STAD technique can improve students' readings kill. This is proven by the improvement of students' learning outcomes. The mean score of post test is higher than pre test (78.3 > 44.7). In addition, t-score of this research is also higher than t-table (t_s = 5.16 > t_t = 2.04). It indicates that there is a significant diffrences in score between two mean scores.

A successful teaching reading depens on how the teacher teaches. There are many techniques that can be used in teaching reading comprehension skill,. The teachers should present the material in enjoyable, relaxed, and understandable way. It is hoped that this research can encourage English teacher to consider to use a better technique in teaching reading especially by using STAD technique.

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