

THE USE OF STUDENTS TEAMS-ACHIEVEMENT DIVISION (STAD) TO IMPROVE READING COMPREHENSION ON REPORT TEXT (A CLASSROOM ACTION RESEARCH AT EIGHTH GRADE STUDENTS)

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Abstract

This study is aimed to improve students' reading comprehension through the use of Student Teams-Achievement Division (STAD). Students at VIIIA grade students have difficulty to comprehend reading materials especially on report text. Most of them often fail in reading comprehension tests caused by the lack of language mastery. Therefore, their achievements do not achieve the minimal score. The important of written test is not avoided. It is one of learning measurement tools in educational setting. Student Teams-Achievement Division (STAD) is chosen to solve this problem. STAD is one of cooperative learning provides a chance for students to learn, share, exchange, and assist each student to reach group goals. The social value of STAD as cooperative learning allows students to help each other improve a student learning achievement and others during teaching and learning process. This study is a classroom action research. The data will be collected through test for measuring reading comprehension, observation checklist, field note and interview. The finding is expected that the teaching technique effective to improve reading comprehension.

Keywords: Student Teams-Achievement Division, Reading Comprehension, Report Text

INTRODUCTION

Reading Comprehension

Reading activity is one of important activities in teaching and learning process. Its role is inseparable within language learning. The activity is considered by the purpose of reading. In this article the purpose of reading is to comprehend, how the learning text can be informational source for the reader. Reading comprehension is the process of getting transaction and constructing meaning in written language (Snow, 2002, p. 11) (Celce & Murcia, 2001, p. 154). The transaction of dynamic process, developing, finding the closely connected relation with the words networks and finding meaning activity within it include reading comprehension as active and not simple activity (Scovel, 2010, p. 59). According to Catherine Snow (2002, p. 11), comprehension involves three elements, that are the reader who acting the comprehending that includes the readers' knowledge, experience, and ability; the text is comprehended; and the activity of comprehension process. Furthermore, Bernhardt (1991) in Celce-Murcia (2001, p. 154) views reading as an interactive and socio-cognitive process includes a text, a reader, and a social context that the reading activity occur.

Cooperative Learning

Olsen and Kagan (1992) in Jack C. Richards and Theodore S. Rodgers (2001, p. 192) defines "cooperative language is group learning activity organized so that learning is dependent on socially structured exchanged of information between learners in group and in which each other learner is held accountable for his or her own learning and is motivated to increase the learning of others". Thus, cooperative learning means the students learn cooperatively and depend on all team members to achieve group goals. The successful of students are not measured from only high-achiever students, but more than that how whole teammates could achieve at least the learning targets. Therefore in cooperative learning promote cooperative activity than competitive or individualistic situation (Jon E. Pedersen, 2013, p. 13). The social value of

cooperative learning lead this approach to result positive, negative, and absence interdependence (Kurt Lewin and Morton Deutsch in Jon E. Pedersen and Annette D. Digby (2013, p. 11). Cooperative learning hopefully generates positive interdependence which will close to improve group achievement.

Olsen and Kagan (1992) in Richards & Rodgers (2001, p. 196) proposed the key elements of successful group-based learning in CL. They are positive interdependence, group formation, individual accountability, social skills, and structuring and structures. According to psychologists Jen Piaget and Lev Vygotsky (Richards & Rodgers, 2001, p. 194) learning on cooperative approach refers to social interaction in learning. The underlying assumption of CL is that learners improve communicative skill through conversing socially and pedagogically. Cooperation is working together to complete the goals. Within cooperative situation, learners encourage each other to achieve outcomes for themselves and all teammates. So that, maximizing their learning and others' in academic outcomes are the objective.

The cooperative learning includes several activities. Jon E. Pedersen and Annette D. Digby (2013, pp. 12-20) within cooperative situation there are interactive pattern, giving and receiving assistance and help, information exchange and cognitive process, peer feedback, challenge and controversy, public advocacy and commitment, mutual influence, achievement motivation, interpersonal trust, and anxiety and performance. Those lead to promotive interaction which characterized as individual encouraging and facilitating others to complete task, in order to reach the team goals.

Student Teams-Achievement Division

One of cooperative learning proposed by Robert E. Slavin (1991, p. 8) is Student Teams-Achievement Division. There are five components of STAD. They are class presentation, teams, quizzes, individual improvement score, and team recognition. The advantages of STAD as cooperative learning can be seen from student achievement, integration, reduce mainstreaming, improve self-esteem, and so forth.

Previous Studies

This study is related to the previous studies on the implementation of Student Teams-Achievement Division (STAD) in kinds of language skills. Sepideh Faramerz and Bahram Mowlaie (2017) studied on the effect of using Student Teams-Achievement Division to improve reading comprehension of Iranian elementary EFL learners. It was a qualitative study which 51 participants were the sample. The finding showed that there was significant improvement of learners' reading comprehension between control and experimental group. Other researchers, Ching-Ying Pan & Hui-Yi Wu (2013) did a study on the effect of STAD to reading comprehension and students' motivation and the finding implied the significant improvement toward both variables.

METHOD

Respondents

This study is a classroom action research. It is an ongoing study. The research subject will be the 8A grade students consist of 22 girls and 13 boys.

Instruments

The instruments for this study will be field note to display students' reactions and responses while the research is implementing. Second, observation checklist is to describe students' activities and responses in enacting phase through watching and noticing. It will be list of possible responses showed by students in terms of attention, activeness, collaboration. Third, interview guideline to get information from participants orally and some of selected students will be participated. And reading comprehension test is to measure reading comprehension.

Procedure

After finding out the students problem in language learning through preliminary study regarding students' condition, their responses toward teacher's teaching strategies, their strength and weakness in learning individually and collectively, or the reasonable or unreasonable, productive or not productive and sustainable or not sustainable the teaching technique or method used by the teacher, the researcher begins to narrow the problem on reading comprehension test. Then, the researcher attempts to find an effective way to solve the problem and construct a plan. The plan will be enacted and observed. The finding data will be reflected to know the students' improvement.

Data Analysis

To analyze the qualitative data, the researcher will use the Constant Comparative method. According to Glaser (1965, p. 438) this method can be applied to kinds of qualitative data such as observation, interview, documents, articles, books, and so forth. Afterwards, Glaser described the constant comparative method into four stages. "First, comparing incidents applicable to each category; second, integrating categories and their properties; third, delimiting the theory; and forth, writing the theory". And the quantitative data will be analyzed by using descriptive statistic formula ($X = \frac{\sum X}{n}$) (X= Mean, $\sum X$ = the total score, n = number of students).

FINDING AND DISCUSSION

This is an ongoing research. The previous studies on the effect of cooperative learning especially on language learning has proved that this approach effective to improve academic achievement, motivation, self-esteem, participation and other social aspects. The advantages of STAD as one of cooperative learning techniques have showed effective to improve reading comprehension.

CONCLUSION

Reading is one of main activities in language learning. It is not only the activity which learners learn how to read, but it is more meaningful that they get information in what they read. Finding information is influenced by other language aspect such as vocabulary mastery, tense and aspect, and learner previous knowledge. Therefore, a teacher should carefully plan this learning activity in order teaching and learning reach the goal. No students are alike in a classroom. They come from different background and language performance. Thus, some of them may achieve high performance and others are low. Cooperative is one way to solve students problem in comprehending reading materials, because through team learning each learner may help and be helped. Furthermore, it will arise students self esteem, motivation, and learning attitude. This method hopefully will improve students' reading comprehension in this study subject.

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