

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH STUDENT TEAM ACHIEVEMENT DIVISION TECHNIQUE
An Action Research at SMK Prawira Pandeglang Banten**

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Abstract:

This research was aimed at investigating the process of improving students' reading comprehension through Student Team Achievement Division Technique and examining the effect of its implementation toward students' abilities in reading comprehension. This research was designed in 2 cycles at SMK Prawira Pandeglang Banten in the second semester of 2016/2017 academic year. The focus of this research was the improvement of students' English reading comprehension, whereas the sub-focus was the process of improving students' abilities in reading comprehension through the Implementation of Student Team Achievement Division Technique. The data was collected from observations and interviews. The students' reading comprehension was assessed with multiple choices reading test. The research findings have shown that the implementation of Student Team Achievement Division Technique had improved students' abilities in comprehend the text from 54.2% in the first cycle become 76.25% in the second cycle. Based on the results, it can be concluded that student team achievement division technique can improve reading comprehension of the students of class X SMK Prawira Pandeglang Banten.

Keyword: *Reading Comprehension Improvement, Student Team Achievement Division Technique, Action Research.*

A. INTRODUCTION

The main purpose of the most basic and very important language in the daily life of society is as a communication tool. This is because humans are social beings who are always in touch with fellow human beings as members of the community in everyday life. So requires a tool for communication for interaction purposes. The ability to speak actually associated with the use of language in real daily communication. By having the ability to speak, someone can express the thoughts and contents of his heart, either through spoken language or written language.

Students should generally be able to read at least in two languages, first language and foreign language. The foreign language within the scope of high

school is English. Reading English becomes important to students not only because there are so many libraries references written in English but also to improve students' own academic achievement.

According to Goodman in Ilzam (2006: 6) reading is a careful process. It involves precise, detailed and tracing perceptions and the introduction of letters, words, spelling patterns and more wide language units. As according to William and Stoller (2002: 9) reading is the ability to draw meaning from the printed page and interpret this information appropriately. Another sense is expressed by Panda (1999: 17-18) reading is a process that involves the use of eyes and mind to understand the meaning implied in a passage that the author is trying to convey.

In addition, Kheryadi (2016: 378) Whereas as in reading, the students should be encouraged and be focused on to what they want to 'say' rather than the form. While, according to Grellet (1981: 3) Reading comprehension activity is the activity or process of finding information proved by the reader of the discourse efficiently to fill the information gap to the reader. According to Janette, Sharon, and Alinson, (2007: 2) reading comprehension is the process of understanding ideas by coordinating some complex processes that involve reading words, word knowledge and fluency reading.

The efforts to improve students' learning outcomes cannot be separated from the various factors that affect it. In this case, it takes creativity of teachers who can make learning more interesting and liked by students or learners. The classroom atmosphere needs to be planned and constructed using appropriate teaching methods and techniques so that students can have the opportunity to interact with each other to obtain optimal learning outcomes.

As a teacher/educator need a special foresight in terms of choosing the instructional techniques that appropriate with the material being taught. One of the learning techniques that can be developed is cooperative learning; according to Vienna Sanjaya (2007: 240) cooperative learning is a model of learning by using a small grouping system that is between 4 to 6 people who have a differential background of academic ability, gender, race or ethnicity. Student Teams Achievement Division (STAD) is one of the cooperative learning techniques.

Student Teams Achievement Division (STAD) according to Slavin (2008: 8) is also one of the cooperative techniques that emphasize the existence of

activities and interactions among students to motivate and help each other in

mastering the subject matter to achieve maximum performance. This technique is very simple because it only divides the students into small groups consisting of 4 - 5 students which a mixture of ability, sex and ethnic (heterogeneous) levels.

STAD of cooperative learning technique is a learning technique that emphasizes the process of cooperation between students in a group, where all group members help each other in mastering the subject matter in order to achieve maximum performance but each student still has individual responsibility. Learning cooperative STAD technique is a learning that prioritizes the existence of small groups heterogeneous. Learning through cooperative learning prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning objectives.

STAD is a very interesting learning to apply because it is a combination of two things, learning with individual and group ability so that students can exchange their knowledge to solve the problem. By choosing learning through cooperative learning STAD techniques are expected to improve students' problem solving skills.

The reality in the field shows that the ability of students of class X SMK Prawira Pandeglang in comprehending English reading text is quite apprehensive. This is evident when they are given some questions based on the text that require understanding, they cannot answer correctly. The ability of students in reading comprehension can be categorized into very low categories, not even reaching 50%. It can also be seen from the daily learning process shows that almost 70% of students are not able to read and comprehend English text properly and correctly. It is proven from the data record students' reading comprehension. Conventional methods used during this even considered less effective, because it is also cannot improve the ability of students reading English comprehension.

Based on the background above, it can be formulated the following issues: (1) How to improve students' reading comprehension skills through cooperative techniques (STAD technique); (2) is there an improvement in students' reading comprehension skills through cooperative learning techniques (STAD technique).

B. RESEARCH METHODOLOGY

This research uses action research method which combines between qualitative and quantitative. The steps to be used in this classroom action research are the steps of Kemmis and Mc Taggart (1990: 11) which include: planning, action, observing, and reflecting.

This action research conducted in class X SMK Prawira Pandeglang Banten, which addressed in Sindanglaut Village, Carita Pandeglang Subdistrict, at second semester of 2016-2017 academic years. This school is chosen as a place of study because the characteristics of students on average have lower ability which resulting difficulties for teachers to improve students' skills. Therefore, it is necessary to find various efforts to improve it through STAD Cooperative Learning technique. According to Kemmis, S., & McTaggart, R in Kheryadi (2016: 383) action research is deliberate, solution-oriented investigation that is group or personally owned and conducted. It is characterized by spiraling cycles of problem identification, systematic data collection, reflection, analysis, data-driven action taken, and finally problem redefinition.

The data of this research were collected by using field record, observation, recording, interview and test result were collected by using learning result test which was adjusted to indicator of English reading material in odd semester of class X. Each instrument is developed based on the test grille and through the test phase to determine the level of test validity, difficulty index, distinguishing power, and test reliability.

C. RESEARCH RESULT

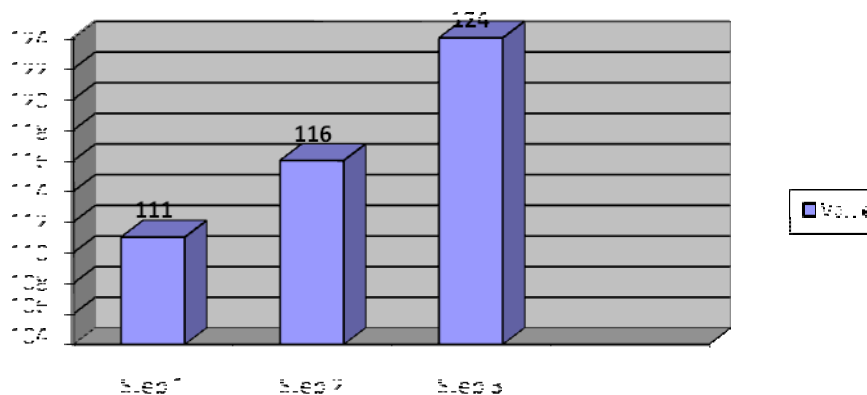
The data of the research result is the score of students reading comprehension learning of the class X students obtained after the learning process of reading according to the research treatment using STAD cooperative learning technique.

Based on the action procedure, this research will be conducted in two cycles. Each cycle includes planning activities, acting, observing, and reflecting. Each cycle consists of teaching steps. Reflection will be held in the end of steps to know the results of teaching and find things that must be improved in the next steps and cycle, so the improvement goals will be achieved. To perform the steps

in each cycle, it is necessary to do a preliminary analysis to identify problems faced by students in learning. After obtaining the initial conditions, then the next step is to make the planning as outlined in the action.

Based on the results of reading comprehension tests on the 1st and 2nd cycle showed that students' reading comprehension in cycle 1 should be improved again, either at the level of literal understanding, inferential, evaluation, and appreciation. The following will be presented the acquisition of test results of students reading English comprehension on loyalty ladder. In this research the reading comprehension is divided into: (1) literal comprehension; (2) inferential comprehension; (3) evaluation comprehension, and (4) appreciation comprehension.

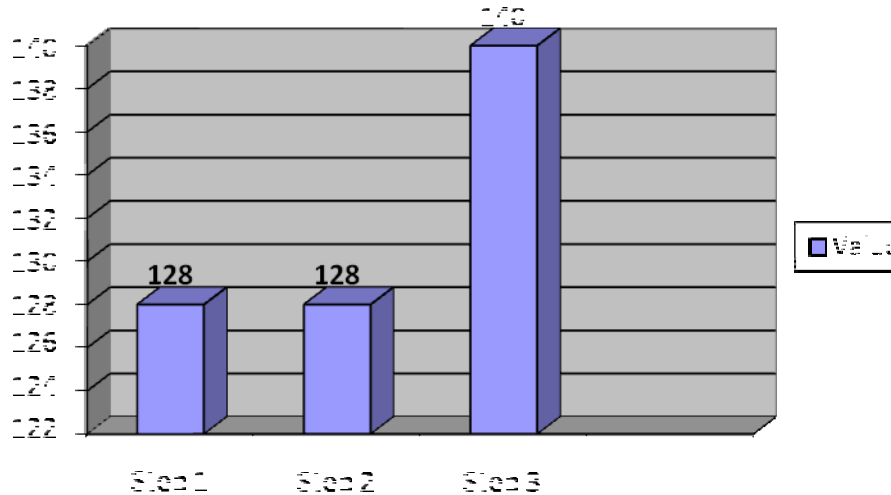
The number of multiple choice questions in the first cycle is 50 items, 15 items including the literal level, which contains 5 items in each action; the ideal score for each action is 175 with the number of respondents 35. The literacy reading results indicate the result 111 on the 1st action means that 63.4% of the students answered correctly, 116 in the 2nd action means 66.2% of the students answered correctly, and 124 in the 3rd action means that 70.8% of the students answered correctly. The results of literal level comprehension tests on the 1st cycle can be read in the graph below:



Graph 1 Literal Reading Comprehension Cycle 1

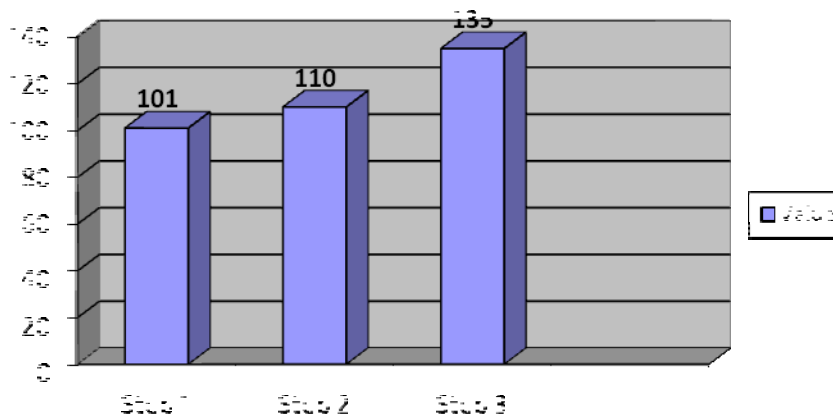
While the second cycle with 50 questions items, 15 items included into the literal level, which there are 5 items in each action, the ideal score for each action 175, with 35 respondents. The literal reading comprehension test obtained 128 in the first action means that 73.14% of students answer correctly, 128 in the second act means that 73.14% of students answer correctly, and 140 in the third

action means 80% of students answered correctly. From the data above there is an increase from the first cycle to the second cycle. The results of literal level comprehension tests in the second cycle can be seen in the chart below:



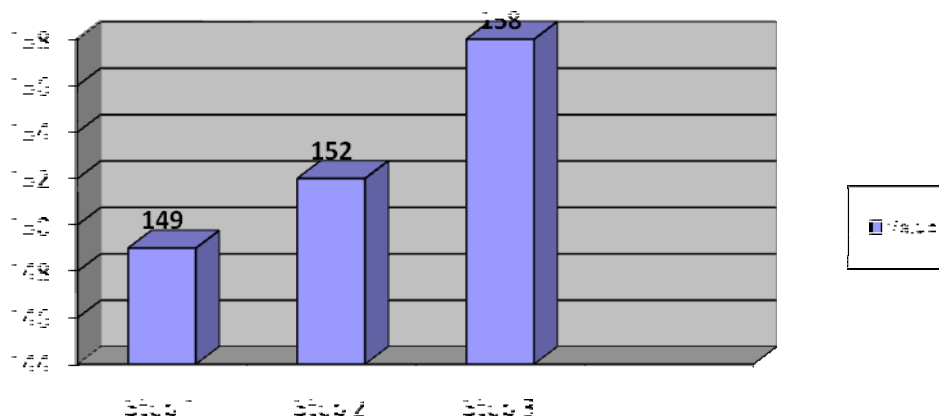
Graph 2 Literal Reading Comprehension Cycle 2

In the first cycle the number of questions on the inferential level is 15 items, which there are 5 items in each action; the ideal score on each action is 175. The results of the inferential reading comprehension test obtained 101 in the first action means 57.7 % of students answered correctly, 110 on the second action means that 62.8% of the students answered correctly, and 135 in the third action means that 77.1% of the students answered correctly. The results of the inferential reading comprehension test can be seen in the graph below:



Graph 3 Inferential Reading Comprehension Cycle 1

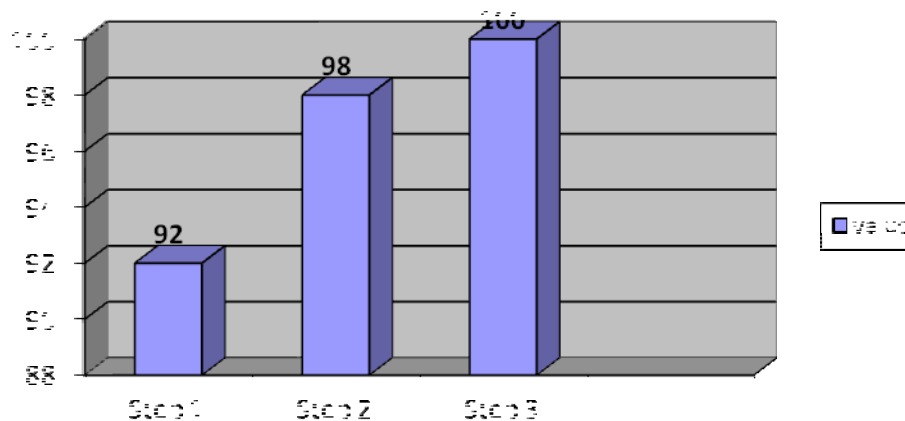
In the second cycle the number of questions on the inferential level is 15 items, there are 5 items in each action, the ideal score on each acts 175. The results of the inferential reading comprehension test obtained 149 in the first action means 85.1 % respondents are correct, 152 in the second act means that 86.8% of the students answered correctly and 158 in the 3rd action means 90.2% of the students answered correctly. The results of the comprehension reading test inferential level can be seen graph below:



Graph 4 Inferential Reading Comprehension Cycle 2

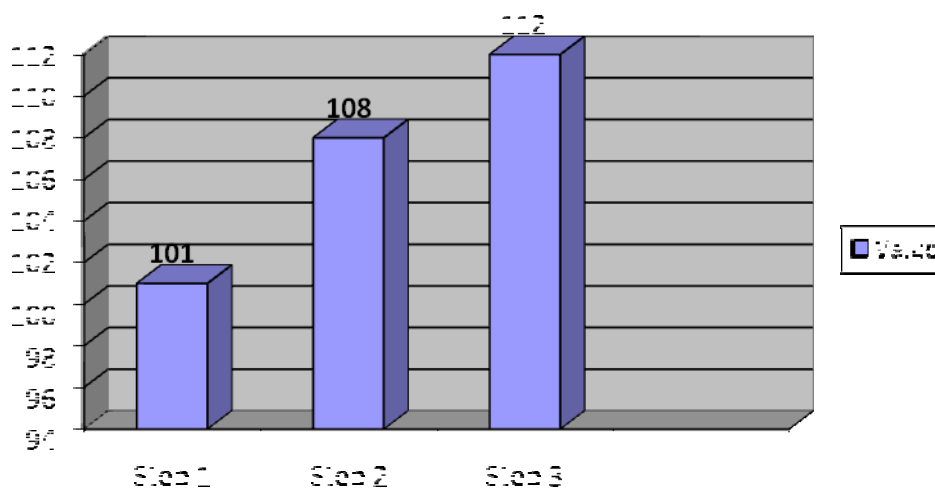
From the data above there is an increasion in inferential reading comprehension from the first cycle to the second cycle.

In the first cycle the number of questions on evaluation reading comprehension as much as 12 items, which there are 4 items in each action, the ideal score on each action is 140. The results of the evaluation reading comprehension test obtained 92 in the first means 65.7% the student answered correctly, 98 on the second action means that 70% of the students answered correctly, and 100 in the third action means that 71.4% answered correctly. The results of the evaluation reading comprehension test can be seen in the graph below:



Graph 5 Evaluation Reading Comprehension Cycle 1

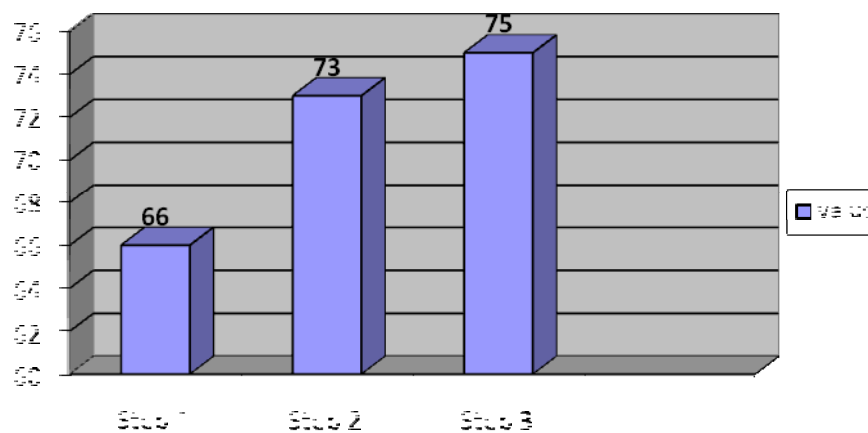
On the second cycle the number of questions on the evaluation reading comprehension is 12 items, which there are 4 items in each action, the ideal score on each action is 140. The results of the evaluation reading comprehension test obtained 101 in the first action means 72, 1% of students answered correctly, 108 on the second action meant that 77.1% of the students answered correctly, and 112 in the third action means 80% of the students answered correctly. The result of evaluation reading comprehension can be seen in graph below:



Graph 6 Evaluation Reading Comprehension Cycle 2

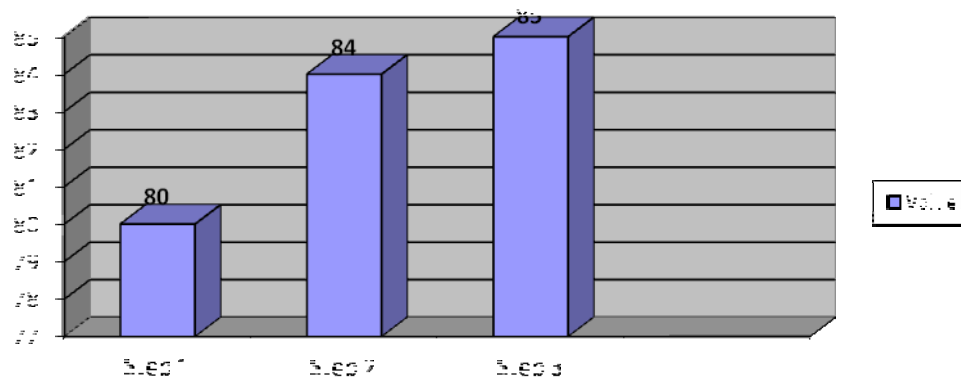
From the data above there is an increasing in evaluation reading comprehension from the first cycle to the second cycle.

In the first cycle the number of questions on appreciation comprehension as much as 9 items, which there are 3 items in each action, the ideal score on each action 105. The results of appreciation reading comprehension test obtained 66 in the first action means 62.8% the students answered correctly, 73 on the second action means that 69.5% of the students answered correctly, and 75 in the third action means that 71.4% of the students answered correctly. The results of the appreciation reading comprehension test can be seen in the graph below:



Graph 7 Appreciation Reading Comprehension Cycle 1

While on the second cycle the number of questions on the appreciation comprehension as much as 9 items, each of which there are 3 items in each action, the ideal score on each action 105. The results of appreciation reading comprehension test obtained 82 on the first action means 78.09 % of students answered correctly, 84 in second action means 80% of students answered correctly, and 85 in third action means 80.95% of students answered correctly. The results of appreciation reading comprehension test can be seen in the graph below:



Graph 8 Appreciation Reading Comprehension Cycle 2

From the data above there is an increase in appreciation reading comprehension from the first cycle to the second cycle. Based on the results of the research, after the implementation of the action and observation, the following table is the result of reading ability test of English text with the form of multiple choice questions on cycle 1 and cycle 2, from 35 respondents.

Table 1

The Average Value of Students

Respondent Number	The Average Value of Tryout %	The Average Value of Cycle 1 %	The Average Value of Cycle 2 %
1	61	63	85
2	52	53	79
3	51	56	73
4	36	49	73
5	51	50	78
6	58	66	85
7	52	55	80
8	51	55	74
9	38	44	73
10	58	63	82
11	52	54	77
12	50	49	74
13	39	47	75
14	57	58	81
15	53	55	77
16	50	56	78

Respondent Number	The Average Value of Tryout %	The Average Value of Cycle 1 %	The Average Value of Cycle 2 %
17	40	53	76
18	57	58	79
19	53	58	74
20	46	56	72
21	40	50	71
22	52	58	78
23	57	60	78
24	53	54	75
25	44	54	73
26	41	50	74
27	54	51	78
28	54	58	79
29	43	51	72
30	41	52	71
31	54	53	74
32	54	54	75
33	42	48	76
34	42	50	73
35	52	56	77
Amount	1728	1897	2669
Average	49,37	54,2	76,25

Based on the table above, the result of the average grade analysis on the initial assessment is 49.37, cycle 1 is 54.2 and cycle 2 is 76.25 then the students' reading comprehension increases at each stage.

Comprehending of reading English using STAD techniques seen from the level of comprehension has increased in each action and cycle. The following table will be presented the percentage of action and observation of students' reading comprehension of class X SMK Prawira Pandeglang Banten academic year 2016/2017.

Table 2
Students Value in Two Cycle

Stage	Cycle 1			Cycle 2		
	Step 1	Step 2	Step 3	Step 1	step 2	Step 3
Literal	63,4%	66,2%	70,8%	73,1%	73,1%	80%

Stage	Cycle 1			Cycle 2		
	Step 1	Step 2	Step 3	Step 1	step 2	Step 3
Inferential	57,7%	62,8%	77,1%	85,1%	86,8%	90,2%
Evaluation	65,7%	70%	71,42%	72,1%	77,1%	80%
Appreciation	62,8%	69,5%	71,4%	78%	80%	80,9%

D. DISCUSSION OF RESEARCH RESULTS

Reading English texts through Student Team Achievement Division learning techniques can improve students' reading comprehension in reading English text lessons. The formulation of the proposed problem is "How to improve students' reading comprehension skills through the Student Team Achievement Division's cooperative model?" Improved students ability to comprehend reading text occurs because of the stages that exist in this learning technique.

Briefing activities conducted in the first stage, namely the introduction of the concept material related to the text that will be read by students, guiding students to understand what they read and used as a guide to do the next activity, so that the reading activity of a text so focused, and student concentration is not broken .

Furthermore, to improve comprehending of the reading content, students do group work. At this stage many activities conducted among them, one of it is discussion, because students are not used to independent, discussion and question answer is a form of appropriate means in the classroom. This means that students who initially comprehend the reading is incomplete because it interprets the content of the text according to experience and knowledge personally, with discussion and question answer that exist at this stage will cover the existing shortcomings in the personal students. At this stage all students are ensured to comprehend the reading content, because each student is required to give each other mutual comprehending.

The ability of students to comprehend the text is evidenced by the creation of a duty sheet used to measure the level of comprehending, beside test or

exam at the end of the action. Thus, this step by step must be passed by the students so that the target of learning can be achieved.

Based on the observation, students' reading activity in English learning using STAD learning technique in the first cycle shows that the ability of reading comprehension still needs to be improved. But the ability to read indicates an increase from the exploratory stage. The holding reflections between teachers, collaborators and students are an appropriate tool for reviewing whether the learning technique is appropriate with the learning scenario or not.

Improvement also occurs in the second cycle, comprehend the text by using STAD techniques used to them. With continuous application they can increase literacy, inferential, evaluation, and appreciation of literature.

The result of action research about the ability of reading comprehension through STAD technique which is done by two cycles has increased and able to reach the due diligence in accordance with predetermined performance indicator. Thus, the action research conducted has been in accordance with the expected objectives, which can improve the quality of the learning process and the student ability to comprehend the reading text.

E. CONCLUSION

Based on the study findings, the improvement of students reading comprehension through of Student Team Achievement Division technique in the first and second cycle resulted the following conclusions: (1) The application of Student Team Achievement Division technique in reading lesson can improve students' reading comprehension ability. This can be seen from the improvement in the value learning between pretest, cycle 1, and cycle 2 in English lesson, especially on reading ability through STAD technique in grade X students of SMK Prawira Carita Pandeglang; (2) The application of Student Team Achievement Division techniques can create an active, creative, innovative, effective, and fun atmosphere in English reading lesson so it can improve students' ability to comprehend English reading.

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