

TEACHING READING COMPREHENSION USING STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD)

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Abstract: The main purpose of this research is to improve students' reading comprehension by using Student Teams Achievement Divisions (STAD) cooperative learning. This learning model was done to overcome the weaknesses of teaching learning process in the classroom. STAD is an attractive alternative to teacher-centered instruction which promote the student's learning by creating maximum opportunity for communicative and meaningful classroom interaction. It consists of five major components: class presentation, teamwork, quizzes, individual improvement score, and team recognition. The researcher conducts this classroom action research in three cycles which involved 35 students. The observation checklist, questioners and test are used to collect the data. In the first cycle, the students' average score was 49.57. Second cycle, the students' average score was 70.43 and in the third cycle, the students' average score increased significantly to 81.71. The conclusion, the use of STAD improves the students' reading comprehension and their involvement in active learning.

Keywords: Reading Comprehension, STAD.

Abstrak: Tujuan utama dari penelitian ini adalah untuk meningkatkan pemahaman siswa dalam membaca dengan menggunakan pembelajaran kooperatif STAD. Model pembelajaran ini dilakukan untuk mengatasi kelemahan dalam proses belajar mengajar di dalam kelas. STAD merupakan sebuah model pembelajaran alternatif yang menarik bagi pengajaran yang berfokus pada guru yang mengedepankan pembelajaran siswa dengan menciptakan kesempatan maksimal untuk berkomunikasi dan berinteraksi secara berarti di dalam kelas. STAD memiliki 5 komponen utama: presentasi kelas, kerja kelompok, quiz, peningkatan nilai individu, dan penghargaan kelompok. Peneliti melaksanakan penelitian tindakan kelas dalam tiga siklus dengan melibatkan 35 siswa. Lembar observasi, kuesioner dan tes digunakan sebagai alat pengumpul data. Pada siklus pertama, nilai rata-rata siswa adalah 49.57. Pada siklus kedua, nilai rata-rata siswa menjadi 70.43 dan pada siklus ketiga, nilai rata-rata ini meningkat secara signifikan menjadi 81.71. Kesimpulannya adalah penggunaan model pembelajaran kooperatif STAD dapat meningkatkan pemahaman siswa dalam membaca serta meningkatkan peran siswa dalam pembelajaran aktif.

Kata Kunci: Pemahaman bacaan, STAD.

Learning to read is an important educational goal. It is the fundamental skill upon which all formal education depends (Westwood, 2001). Through reading, students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening and writing. Furthermore, reading helps the reader to construct knowledge, share experiences, feeling, ideas, and developing new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people. As reading is the process of putting the reader in context and communication with ideas, the central focus of teaching learning in reading is comprehension. It is described as a complex intellectual process involving a number of abilities (Rubin, 2000). Here, readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationship with the new information on the page. In order to understand a text, a reader must be able to identify words rapidly, know the meaning of almost all of the words and be able to combine units of meaning into a coherent message. Moreover, comprehension is a process that involves thinking, past experience, and knowledge. It requires the reader to know and understand what they are reading and have ability to relate the textual material to someone's knowledge. It means that it is relating to what the reader do not know, or new information, and to what they have already known, or new information, and to what they have already known. On the other hand, reading comprehension also described as the interaction among of words identification, prior knowledge, comprehension strategies, and engagement (Prado & Plourde, 2005). In this case, there is a relationship between the meaning expressed by the writer and the reader's interpretation to determine the comprehension of reading. Thus, as a teacher we should teach the students to respond all the visual aids which they got from their reading ability.

Teaching reading comprehension to the students in XA SMA Negeri 5 Pontianak is complicated to do. It is very complex process that teacher finds difficult to teach. Most of the students find that learning to read is very difficult for them. Some of them have not truly mastered reading fluently. They are struggling to read the words and not focusing on what they are reading. All of their cognitive abilities are being put into properly calling out the correct words and not focusing on the meaning of what is being read. On the other hand, they also have learning difficulties while they are studying in the classroom. They did concern on the learning process and they often give up if they had leaning process. Another one is the students reluctant to give their responds to the questions after they had finished reading. They had difficulties to understand the text given because they had limited vocabularies. As we know that vocabulary is an important thing to reading comprehension. Students should be able to know the meaning of 90%-95% of the words in the text to be able to gather meaning from the text (Yildirim, Yildiz, & Ates, 2011). This vocabulary limitation become more serious problem for them because they still lack of English learning facilities like dictionaries, books and other references that supporting their learning activity.

On the other side, some students in this class did not have motivation to learn English. They did not pay attention to the teaching learning process. They tend to achieve the learning outcomes instantly. Thus, they usually depend on their friends without any effort to improve their own competence. Moreover, the teaching learning process was still monotonous by the teacher's centre. Students did not have any chance to explore and elaborate their own knowledge during the learning process. They only listened to the teacher's explanation and did the task individually. The teacher only focused her teaching in memorizing the new words, read aloud and ask the students to do the task individually. She did not pay attention to the students' need in social interaction and characters building which should be obtained during the learning process such as worked together, respected other people, shared and helped each other to make their good social interaction among the students while the learning process took place. This learning condition is different with condition that suggested by Teale & Yokota (2000) cited by Peter Westwood (2001) comprehension must be the central focus of teaching children to read and not something to be emphasized only after children have learned how to decode and identify words, even in the beginning stages of reading acquisition, children should discuss, reflect upon, ask and answer questions about they have read or what has been read for them.

Considering the important role of reading comprehension and the problems above, the researcher conducted this research to help the students overcome the problems by one of the alternative is using Student Teams Achievement Divisions (STAD) in her teaching learning process. STAD is a teaching technique that designed and researched by John Hopkins University. It is also known as "student team learning" (Sharan, 1995). It is one of cooperative learning that has been extensively researched and assessed specially on academic achievement, attitude, social interactions and interpersonal relationship (Slavin 1993; Kagan 1994; Johnson and Johnson 1998; Tarim and Akdeniz 2008). It also considered as one of the simplest method of cooperative learning that can be used for applying students centered in teaching learning process. Here, the role of the teacher is supporting all the students to take part in a group. This group member should be mixed in performance, level, gender and ethnicity. It is better and easier for teacher to teach the students in a group because in the group the students can learn the subject material together and they can share their knowledge each other in solving the problems. By working together in a group, the students can feel safe, happy and interest because group work can help them to become more active and creative in their learning. They will not worry being pointed to answer the questions and it can help them to become more active in interacting with their friends to share their opinion and solve the problems during the learning process. This kind of teaching learning activity is more interesting and effective to increase the students' knowledge by giving them a good chance to explore their own opinion and sharing ideas among their group members. Thus, it will give the chance for the students as the subject concern (students' centre) not only for the learning activity but also to give them a good opportunity to make social interaction and awareness among the students during the teaching-learning activity.

METHOD

This research is classroom action research by concerning students' reading comprehension in the form of narrative text by using Student Teams Achievement Divisions (STAD) cooperative learning. Action research is defined as any systematic inquiry conducted by teachers, administrators, counselors, or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their students learn (Mills, 2007). This kind of research was chosen in order to overcome the problem faced by the students; to improve the students' learning achievement and it is determined as the teachers' reflection for her teaching practice as well.

This classroom action research was conducted at SMA Negeri 5 Pontianak that is located on Jalan Khatulistiwa Siantan Hilir, Pontianak Utara. This research took the first-grade students in XA in academic year 2013/2014 as the subject of research. The total number of the students were 35 students which consists of 11 boys and 24 girls.

This classroom action research was conducted in three cycles. Each cycle had four steps which involved planning, taking action, collecting evidence, and reflecting (Margaret Riel (2007) cited in Craig A. Mertler (2009)). The first cycle was done on May 13th, 2014. The second cycle was on May 20th, 2014 and the third cycle was on May 28th, 2014. The researcher used test and observation as technique data collecting. The test was given to know how well they comprehended the reading text given individually, and observation was used to get the data to notice the students' learning activity when the students applied STAD cooperative learning. The reading text questions, student's answer sheet and reading comprehension scoring table were used to obtain the data of student's reading comprehension test. Students' Team Learning Observation Checklist Table and field note were used in the observation of learning activity.

In analyzing the data, the researcher used reading test based on the text given in each cycle. The test was given in the form of essay test which involved the generic structure and the language features of narrative text. Ten questions were given to each team. The students' achievement score was quantified by using mean score which classified into four categories. The score from 0-49 indicated poor; 50-59 indicated poor to average; 60-79 indicated average to good; and 80-100 indicated good to excellent (Harris, 1969).

FINDINGS AND DISCUSSION

Findings

Before conducting the research, the teacher did the pre research. In this pre research, the teacher did the teaching learning activities as usual. Here, the teacher found some difficulties to present the reading material to the students. Most of the students in this classroom find that learning to read is very difficult for them. There are many reasons why most of students in this class have difficulties in reading comprehension such as (1) They have not truly mastered reading fluently. It was happened when a student is struggling to read words and focuses so hard

on saying the words correctly. All of their cognitive abilities are being put into correct words and not focusing on the meaning of what is being read. (2) They did not concern on the learning process, they often give up if they had learning difficulties. (3) They showed bad attitude during the learning process such as getting bored, lazy, talk to one another, and busy with their mobile phone. (4) They reluctant to give their respond to the questions after they finish reading. It was because they have limited vocabularies. (5) They lack of English learning facilities like dictionaries, books and another references that supporting their learning activity. They even did not have any effort to improve their own competence. What the students think is they want to achieve the learning outcomes instantly. Then, the teacher gave test to know how far the students comprehend their English reading text before STAD cooperative learning was conducted. In this phase, the students were given narrative text with ten questions in essay form. From 35 students were tested, the teacher found only 4 students who achieved the minimum score (KKM 70). The detail data were recorded as follows: the total score was 1470; the mean score was 42.00; the highest score was 70.00; and the lowest score was 10.00. By looking at this learning achievement, the teacher found that there were 31 students did not pass the minimum standard score (KKM) and the average score was still poor.

1). Teaching Reading Comprehension Using STAD in the First Cycle

The researcher began her teaching learning process like usual. She did three phase learning activity namely elaboration, exploration and confirmation. Here, the researcher used field note to describe the teaching learning process which was held in the classroom. The teaching learning process can be described as follows. The class started at 10.15 am. The teacher and collaborator came to the class together. Some students felt surprise because the teacher invited the other English teacher to take part in their learning process. The teacher greeted the students while she entered the classroom and asked the students to pray before they began to study. This activity was done in order to train the students to behave well and make a better learning atmosphere during the teaching learning process. After that, the teacher checked the students' attendance and gave motivation for them to study better. In this session, the teacher gave explanation about her teaching learning process using STAD cooperative learning. There are four steps that should be done in STAD cooperative learning. They are class presentation, group discussion, quiz, and team recognition.

In doing her class presentation, the teacher began her teaching by giving some questions related to the material to be learned, but only five students gave their responses. Most of the students just kept silent because they did not understand to respond their teacher's questions in English. Looking at this situation, the teacher then translated her questions into Indonesian in order to activate the students' responses. After that, the teacher gave the reading text by using power point slides to provide the students with a form of knowledge. First, the teacher described the learning's objectives that should be achieved by the students. Then, she explained about narrative text; the social function, generic

structure and its' language features. She chose the narrative text entitled "The Legend of Rice Paddy".

The researcher invited the students to take part in the teaching learning process by asking them to make a team consists of five members for each team. In making a team, the researcher appointed seven students to be team's leaders. Here, the researcher chose the students whose better learning achievement on the previous learning process. After that, she asked the other students to take the lottery. Here, the student who had the same number with the leader's number it means they were in the same team. This way was used in order to train the students to approve their friends' condition. The researcher then gave the team's name initially; started from initial A, B, C, D, E, F and G. The researcher asked the teams to take the seat's formation in two rows. Group A, B, C and D were arranged in the front raw, while the group E, F and G were arranged at the back raw. The researcher gave the reading text to the students that should be discussed by them in their teams. Most of the teams did not work well. Some teams only relied on the leader of their teams. Another teams discussed another thing outside of the text.

The next step, the researcher gave the quiz or test for the students that should be done individually. Here, the students did not get any help from another team's members. During the quiz given, the researcher and collaborator observed the students to ensure that they were not cheat and did it individually. This activity was done in order to know how the students understand the reading text given. There were ten questions in the form of essay test in this quiz. After the time for doing the quiz was over, the researcher collected the students' answer sheet to corrective their reading comprehension.

The data of the students' reading comprehension then analyzed by following STAD procedures. There were three scores in implementing STAD. They were base score which was taken from pre-test, quiz score from every cycle, and the new one for the last score. The data were taken from XA students of SMA Negeri 5 Pontianak in academic year 2013/2014. The result of the pre-test was presented in the following table.

Table 1. Students' Score Achievement in Pre-Test

Team	Total	M	Me	Mo	H	L	R
A	165	33	30	30	40	30	10
B	180	36	30	30	50	30	20
C	180	36	40	40	50	10	40
D	190	38	30	20	70	20	50
E	215	43	40	30	70	30	40
F	300	60	60	60	70	50	20
G	230	46	50	30	70	30	40

From the data of the Pre-test score above, it can be seen that the highest score (H) from each team ranged from 40 to 70 and the lowest score (L) ranged from 20 to 50. It could be found that the average score (M) ranged from 33 to 60, the median (Me) ranged from 30 to 60, the mode (Mo) is 20 to 60 and the range

(R) ranged from 10 to 50. This test result was then determined as the base score for further analyzing in the next cycle implemented.

Based on the result of pre-test, the researcher then did the teaching learning process using STAD cooperative learning procedure. Here, the researcher gave the quiz to know the improvement on the students' reading comprehension. This test included the improvement score and team recognition for each cycle. From the first cycle, the result of quiz given was described in the following table.

Table 2. Students' Score Achievement in the First Cycle

Team	Total	M	Me	Mo	H	L	R	Imp.P	Reward
A	195	39	40	40	45	30	15	20	Great
B	235	47	40	40	65	40	25	22	Great
C	220	44	50	50	55	20	35	20	Great
D	230	46	40	20	80	20	60	22	Great
E	250	50	45	40	75	40	35	20	Great
F	335	67	65	65	75	65	10	22	Great
G	270	54	65	65	70	30	40	22	Great

From the scores that were obtained in the first cycle, it can be found that there was an improvement on the students' reading comprehension from the pre-test to the first test in STAD procedure. It was indicated by the improvement of average score in each team from 33 to 39 for team A; 36 to 47 for team B; 36 to 44 for team C; 38 to 46 for team D; 43 to 50 for team E; 60 to 67 for team F; 46 to 54 for team G. It also indicated by the number of students who passed the minimum standard score (KKM) from 4 students (11%) with the average score 42.00 in pre-test to 5 students (14%) with the average score 49.57 in the first cycle. In other words, the improvement that obtained in the first cycle was 1 student (3%) with the improvement of average score was 7.57. The student's reading comprehension also improved in this cycle, from 70.00 in pre-test to 80.00 for the highest score and from 10.00 to 20.00 for the lowest one. On the other hand, the improvement point obtained from each team ranged from 20 to 22. These improvement scores were indicated into Great criteria for the team recognition. By comparing the base score which taken from pre-test and the quiz score in the first cycle, the researcher found that only 5 students (14%) passed the minimum standard score (KKM 70). It means that there were 30 students (86%) did not pass KKM score with the average score 49.57. It still indicated in poor level.

Based on this data analyzed, the researcher then did the reflection. She invited the students to give their responses about the quiz. Most of the students said that the quiz was difficult for them to answer. They lacked for time to finish the quiz. Some students said that the reading text was rather difficult to understand because they found many new vocabularies that they did not know their meaning. Meanwhile, they did not have any dictionary to check the meaning of the new words. Most of the students kept silent and did not give any response. They did not know how to answer it in English. The researcher appreciated and

gave compliment to the students who had done the learning process well in order to increase their participation in teaching learning process. Finally, the researcher asked the students about the problem in comprehending the reading material. Mostly the students said that they did not know how to conduct the discussion well. They did not know how to manage the cooperative learning effectively.

2). Teaching Reading Comprehension Using STAD in the Second Cycle

In the second cycle, the researcher did the same procedure of classroom action research like the previous ones, but there were some points that changed by her. Here, the researcher gave a different narrative text entitled “The Faithful Donkey” by using power point slides. Seven students were asked by the researcher to read the text loudly. The researcher gave a chance to one of each team member to read it. This activity was started from team A up to team G. Each of team members tried to read well, while other team members listened and tried to understand the text given. These changes were taken in order to make the learning process ran smoothly and the improvement of students’ reading comprehension also become better.

On the other hand, the researcher also found the improvement on the students’ learning process in the classroom. In this cycle, the students began to be more creative and had strong motivation to learn. Each team tried to show their best performance. It was proved that they wanted to show their active learning related to their initial name. They had an idea to give their team initial letter by giving the name of the letters. They named Amazing team for the initial A; Best for B; Champion for C; Diamond for D; Elegant for E; Fantastic for F and Great for G. From the researcher observation, after the students named their teams by their own opinion, they had more creativity and motivation to make their teams to do their best during the teaching learning process. Every team member was busy to do their best because they know that everyone had their own contribution to make their team become the best one. Here, the learning style had changed from individually to cooperatively. This situation can be shown in the form of learning together with their own strategy to understand the material and doing the quiz given. They tried to study the material well in order to obtain the best learning achievement in accordance with their team names. Here, the students had shown their working together among the team’s members, appreciating other students’ opinion, improving the students’ critical thinking, and increasing their solidarity within the team. Most of them helped each other to make their other team members master the material. They had known that every member was important for their team because everyone had their own contribution for their team improvement.

After the time for discussion was over, the teacher distributed the quiz or test in order to know the students’ reading comprehension about the text given. The number of test items were the same with the first cycle. There were ten questions given to the students in the form of essay test. The researcher and collaborator observed the students while they were answering the quiz items. It was done to make sure that the students did not cheat and did the quiz individually. This activity showed that everyone had their own responsibility to

give the contribution for their team's improvement. After the time for doing the quiz was over, the researcher collected the students' answer sheet to corrective their reading comprehension. To get the detail information, herewith the researcher enclosed the student's reading comprehension score that held in this cycle.

Table 3. Students' Score Achievement in the Second Cycle

Team	Total	M	Me	Mo	H	L	R	Imp.P	Reward
A	320	64	65	70	70	55	15	30	Super
B	320	64	60	60	75	55	20	30	Super
C	360	72	70	80	80	60	20	30	Super
D	430	86	85	-	100	75	25	30	Super
E	295	59	60	50	75	50	25	26	Super
F	390	78	80	80	80	70	10	28	Super
G	350	70	70	75	75	65	10	26	Super

From the students' test achievement above, the researcher found that there was an improvement on the student's reading comprehension, while in the first cycle there were only 5 students (14%) passed the minimum score (KKM) from 35 students. In this cycle, the number of students who passed the minimum score (KKM) were 22 students (63%) from 35 students with the improvement on the students' average score from 49.57 in the first cycle to 70.43 in the second cycle. It increased 20.86 in the student's learning achievement. It also happened in team recognition, while all teams (7) were nominated as Great Team in the first cycle become Super Team in the second one. The improvement point for each team ranged from 26-30. There were 4 teams obtained 30 point; 1 team obtained 28 point and 2 teams obtained 26 point. It means that all teams received the highest criteria of team recognition. The researcher appreciated and gave compliment to the students who had done the learning process well in order to increase their participation in active learning process. In celebrating the students' learning improvement, the researcher gave rewards for each team. This reward was given in the form of certificate based on the team's rank. This kind of reward was given in order to increase the students' motivation and participation for the next learning process. Although the student's average score had been increased, the researcher still planned to do the same thing for the third cycle because the students' learning achievement still indicated average to good. It can be seen while the KKM score was 70 and the student's learning achievement was 70.43. By looking at these two scores, the minimum score (KKM 70) and the second quiz score (70.43), the researcher concluded that she still need to do her better teaching practice to improve the student's learning achievement.

3). Teaching Reading Comprehension Using STAD in the Third Cycle

In this third cycle, the researcher did the same procedure of classroom action research and STAD cooperative learning like in the previous cycle. Here, the researcher choose the story from West Kalimantan province entitled "The Origin of Landak River." From this story, the researcher expected that the students were able to know and understand about the story from their own region.

From the researcher's observation in the previous cycle, after the students named their team by their own name, the students had more motivation to make their team to do their best during the teaching learning process. All teams had shown their best learning achievement. Thus, the researcher gave a reward for the teams which had the highest score to seat in front row. There were 4 teams nominated to seat in front and the rest 3 teams take a seat at the back. By arranging the new setting for the team seat, it was expected that it can give the students a different atmosphere in learning activity and reduce their boredom in learning process. Then, the researcher presented the reading text by using power point slides. All students concentrated on the slides. The researcher gave a chance for the students to ask questions concerning the material, but no student asked about the learning's material given. The teacher asked a team's member to read the text for the class loudly. She asked the teams based on their seat formation. Amazingly, every member from each team raised their hands. All of them wanted to read the text. It made the researcher confused to choose which student should read for their friends. On the other side, the teacher felt happy to see the improvement of learning process. Most of the students had more motivation and self confidence in learning in this cycle. After giving a chance for the students to do the class presentation, the researcher then gave a chance for the students to ask anything concerning the subject material given. Here, the researcher found no more questions from the students.

The next step in implementing STAD cooperative learning, the researcher distributed the text to all the students and asked them to make team discussion about the text given. The students discussed the reading text with their team members. Each team showed their effort to comprehend the reading text as good as possible. They help each other to comprehend the text in a short time. Everyone showed their participation and contribution in this discussion. Team Dynamic was the first team to comprehend the text. Another teams still busy to finish their task to comprehend the text. After discussing the reading text with the team members, the researcher then gave the quiz or test to know the students' reading comprehension about the text given. The number of the test items was the same with the previous cycle. There were ten questions given to the students in the form of essay test. The result of students' learning achievement in this cycle indicated better than the students' learning achievement in the second cycle. To get the detail information, herewith the researcher enclosed the student's reading comprehension score that was held in the third cycle.

Table 4. Students' Score Achievement in the Third Cycle

Team	Total	M	Me	Mo	H	L	R	Imp.P	Reward
A	400	80	80	80	80	80	0	30	Super
B	405	81	80	80	85	80	5	30	Super
C	410	82	80	90	90	70	20	30	Super
D	440	88	90	-	100	75	25	30	Super
E	375	75	75	75	75	75	0	28	Super
F	405	81	80	90	90	70	20	26	Super
G	425	85	85	85	85	85	0	30	Super

From the table 4 above, the researcher found that there was an improvement on the student's reading comprehension, while in the first cycle there were only 5 students (11%) passed the minimum score (KKM 70) with the average score was 49.57. Then, in the second cycle, it increased became 22 students (63%) with the average score was 70.43. Meanwhile, the student's learning achievement in the third cycle indicated the excellent scores. All students (100%) passed the minimum standard score (KKM 70), with the average score was 81.71. It means that the students' reading comprehension score was indicated into Good to Excellent qualification. On the other hand, all teams received the best criteria for the team recognition; that was Super Team with the improvement point ranged from 26-30. 1 Team obtained 26 point; 1 team obtained 28 and 5 teams obtained 30. By looking at the research finding in the third cycle, the researcher concluded that the students' reading comprehension has been improved after being taught using STAD. The teacher appreciated and gave compliment in the form of reward for the students who had taken their active participation in the learning process. In celebrating the students' learning improvement, the researcher gave present for each team based on the team's rank. This kind of reward was given in order to increase the students' motivation and their active participation for the next learning process.

4). Students' Reading Comprehension After Being Taught Using STAD

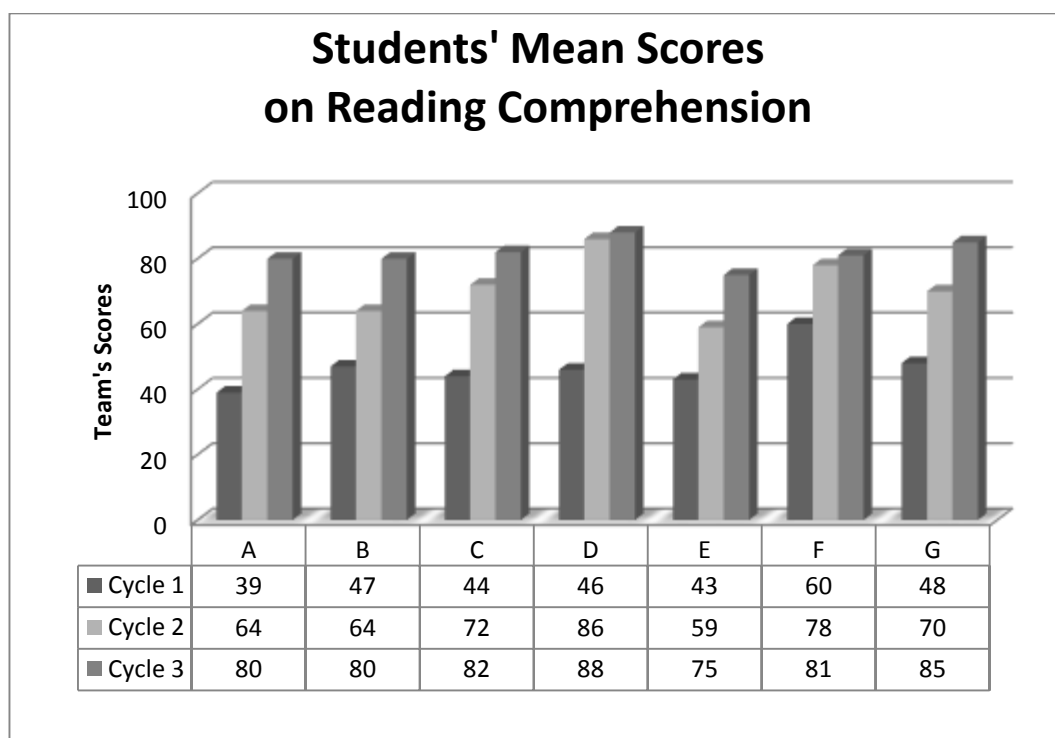
In order to know how far the improvement of the students' reading comprehension after being taught using STAD, here the researcher enclosed the data gathered from the first cycle to the third cycle. The main point that should be recorded in using STAD cooperative learning were the base score, quizzes scores and the improvement scores. The base scores were obtained from the scores before the implementation of STAD cooperative learning which obtained from the pre-test. The quiz scores were the scores that obtained while the students did the STAD cooperative learning. Moreover, the improvement scores were the students' improvement scores that obtained by comparing the base scores with the quiz scores, while the new base scores were the scores that obtained from all the students' quiz scores divided by the quizzes held in this research. The improvement of Students' Reading Comprehension was described in the table below.

Table 5. The Improvement of Students' Reading Comprehension

No	Team	First Cycle				Second Cycle				Third Cycle			
		BS	QS	IS	RW	BS	QS	IS	RW	BS	QS	IS	RW
1.	A	33	39	20	Great	36	64	30	Super	45	80	30	Super
2.	B	36	47	22	Great	42	64	30	Super	49	80	30	Super
3.	C	36	44	20	Great	40	72	30	Super	51	82	30	Super
4.	D	38	46	22	Great	42	86	30	Super	56	88	30	Super
5.	E	43	50	20	Great	47	59	24	Super	51	75	30	Super
6.	F	60	67	22	Great	64	78	26	Super	68	81	26	Super
7.	G	48	54	22	Great	51	70	26	Super	57	85	30	Super

Note: BS = Base score QS = Quiz score IS = Improvement score RW = Reward

From the table above, it proved that teaching reading comprehension using STAD cooperative learning indicated the improvement on the student's reading comprehension from cycle to cycle. It also can be described from the students' mean scores on their reading comprehension below.



Graphic 1: Students' Mean Scores on Reading Comprehension

From the data above, the researcher found that every team had a significant improvement on their reading comprehension. This improvement can be shown that in the first cycle, there were 6 teams (A, B, C, D, E, and G) indicated poor on their score qualification. In the second cycle, there was only 1 team (E) indicated poor to average; 5 teams (A, B, C, F and G) indicated average to good and there was 1 team (D) indicated good to excellent. Furthermore, in the third cycle, there was 1 team (E) indicated average to good in the student's score qualification while the other 6 teams (A, B, C, D, F and G) indicated good to excellent.

5). Student's Perception Toward the Teaching Learning Process Using STAD

After observing, collecting and analyzing the data collected and found the research finding, the researcher then gave the questioners to the students as supporting data to strengthen the research finding. Here, the researcher collected and analyzed the students' perception toward the implementation of STAD in her teaching learning process. In order to know about the student's perception on cooperative learning, the researcher described the data analyzing in the form of this table below.

Table 6 Student's Perception on Cooperative Learning

No	Statement	1	2	3	4	5
1.	Cooperative learning inspires me to more active learning.	-	-	-	14	21
2.	Group discussion helps me grasp more key ideas from the text.	-	-	3	13	19
3.	Group discussion reminds me of neglected key points in the text.	-	-	3	19	14
4.	Group discussion helps me have more comprehensive understanding of the text.	-	-	-	12	23
5.	Group discussion helps me determine the parts I don't really understand.	-	-	1	16	18
6.	Group discussion helps me improved my test score.	-	-	-	15	20
7.	Cooperative learning brings more pleasure to study.	-	-	-	17	18
8.	Cooperative learning increase my classroom participation.	-	-	-	21	14
9.	Cooperative learning helps me share and help others which confirms my abilities.	-	-	2	16	17
10.	During cooperative learning, I feel satisfied with the interaction with my partners.	-	-	4	12	19

1= strongly disagree 2= disagree 3= somewhat agree 4=agree 5= strongly agree

From table 6 above, it found that there were positive perceptions given from the students toward cooperative learning. It can be proved by analyzing the number of students who had given their point of view for each question on that questioner. The analyzed data can be described as follows.

- 21 students (60%) from 35 students were strongly agreed toward cooperative learning inspired them to be more active in learning.
- 19 students (54%) from 35 students were strongly agreed toward group discussion help them grasps more key ideas from the text.
- 14 students (40%) from 35 students were strongly agreed toward group discussion remind them of neglected key points in the text.
- 23 students (60%) from 35 students were strongly agreed toward group discussion help them have more comprehensive understanding of the text.
- 18 students (51%) from 35 students were strongly agreed toward group discussion help them determine the parts they do not really understand.
- 29 students (57%) from 35 students were strongly agreed toward group discussion help them improve their test score.
- 18 students (51%) from 35 students were strongly agreed toward cooperative learning brings more pressure to study.

8. 14 students (40%) from 35 students were strongly agreed toward cooperative learning increase their classroom participation.
9. 17 students (49%) from 35 students were strongly agreed toward cooperative learning helps them share and help others which confirms their abilities.
10. 19 students (54%) were strongly agree during cooperative learning, they feel satisfied with the interaction with their partners.

Based on the description above, the researcher then accumulated all the percentage from the students' perception. It was obtained that 52 % from the total number of students stated that they were strongly agreed toward using cooperative learning on the teaching learning process. Mostly the students said that they felt happy to learn English using STAD cooperative learning because they studied in a good social interaction. Besides, it also increased the student's motivation, their enthusiastic and creative in the learning process.

CONCLUSION AND SUGGESTION

Conclusion

Based on the findings of the research, the students' reading comprehension of the first grade students (XA) of SMA Negeri 5 Pontianak improved after being taught using STAD cooperative learning which had done in three cycles. Before implementing STAD cooperative learning, the students' mean score was 42.00 and only 4 students who obtained the minimum standard score (KKM) 70. After STAD was implemented, the students' mean score increased to 49.57 with 5 students obtained the minimum standard score (KKM) 70 in the first cycle. In the second cycle, the students' mean score improved to 70.43 with 22 students obtained the minimum standard; while in the third cycle, it improved to 81.71. All students (100%) obtained the minimum standard score (KKM). From seven teams were made, students mostly improved their learning achievement in working together in a team. The mean score of team's improvement point increased from 21.14 in the first cycle; become 28.29 in the second cycle; and 29.43 in the third cycle. It also increased the team recognition in every cycle. In the first cycle, all the teams (7 teams) received the reward as Great Team with the average score of improvement point was 21.14. In the second cycle, there were 2 teams received the reward as Great Team and 5 teams received as Super Team with the average score of improvement point was 28.29; and in the third cycle, all of the teams received the team recognition as Super Team with the average score of improvement point was 28.43. The implementation of STAD gave the influence to the student's learning achievement. This learning activity gave the students to learn the learning material in togetherness, sharing ideas among the team's members, and helping each other to master the learning material. Furthermore, STAD cooperative learning also made students more motivated in learning English subject. It can be proved by the improvement of student's involvement in learning process. This involvement also gave the improvement for the student's learning achievement specially in reading comprehension. Before the classroom action research was

held, the student's mastery in subject material was 11%, then increased to 14% in the first cycle; in the second cycle it increased 63%; and in the third cycle it increased became 100%. It was clear that the improvement of students' reading comprehension in narrative text can be improved significantly.

Suggestions

The teacher should has a good competence in using the suitable learning model in order to activate the student's involvement in teaching learning process and behave them to be the centre of learning process. In the classroom implementation, the teacher should use the cooperative learning model which suitable with the students' need and their condition so that the learning process can be done more interesting, active, creative, and enjoyable. It can increase the students' learning motivation and their learning achievement as well. The teacher should give the democratic learning situation for the students; that the learning process was held from the students, by the students and for the students. By giving this atmosphere, the students will feel that their participation in learning process is very important to obtain the improvement for their learning process and achievement as well. To help the students to overcome their learning difficulties, the teachers are suggested to do the classroom action research as an effective way to improve the students' learning achievement and the teacher professional development as well.

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