

## IMPROVING STUDENTS' COMPREHENSION IN READING DESCRIPTIVE TEXT USING STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE

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### **Abstract**

*The purpose of this research is to find out how STAD technique did improve students' comprehension in reading descriptive text. The action hypothesis in this research was stated that teaching reading descriptive text using Student Team Achievement Divisions (STAD) technique can improve the achievement of the eighth grade students of MTSN 2 Pontianak. Classroom action research was used in conducting this research in two cycles. The data were divided measurement test, observation checklist, and field note. The result of the implementation shows that after the researcher conducted the actions, the students' reading comprehension improved as shown in the result of both the observation on the students' activities during the actions and their individual quizzes mean scores. From the reading comprehension test, the mean score of the individual quiz 1 was 48.57 and the mean score of the individual quiz 2 was 75.75. Student Team Achievement Divisions technique can improve reading comprehension of main idea, details, reference and inference.*

**Keywords:** *Classroom Action Research, Reading Comprehension, STAD technique.*

### **To cite this paper (in APA style):**

Julianti, Regina, Salam, U. (2020). Improving students' comprehension in reading descriptive text using student team achievement divisions (STAD) technique. *Journal of English Education Program*, 1(2), 130-142.

## **INTRODUCTION**

Reading is one of the language skills which is crucial to be learned by the students. Without the ability to read effectively, a student lost lots of opportunities in their education and their real-life situation in the future. Reading can help students to increase their language knowledge, such as the new vocabularies, phrases, idioms,

and many more when they read various kinds of books. Reading comprehension is learning from text. Reading comprehension activities should be suited to the texts and to one's reasons for reading them. The reader interacts with the printed material to build new meanings.

For the purpose the students of MTSN 2 Pontianak must be trained how to understand and to comprehend the information of descriptive text in the process of teaching reading. The researcher conducted an observation in the class of eight grade students of MTSN 2 Pontianak. While the English teacher was teaching reading in that classroom, the researcher observed that the students tried hard to understand the text they read.

The point of the problem was students' achievement on reading English material especially descriptive text. To solve this problem, cooperative learning method is an appropriate method to be applied. Arnadottir (2014) stated, "cooperative learning method is an ideal teaching tool when it comes to teaching language." By cooperative learning students are trained to find and comprehend difficult concepts by discussion among their peers. STAD technique students are able to question to each other and share their comprehension with their group in the effect of improving their comprehension.

In Student Team Achievement Divisions (STAD) technique, students prefer to work in group, which consist of four to five heterogeneous students to comprehending the reading text. Here students are equally helpful in solving academic assignments, and are equally providing feedback to optimize performance in knowledge. It is intended that each member can understand the reading class activities not passively, but actively.

The previous study entitled "Improving Reading Comprehension through Student Teams Achievement Divisions of the seventh Grade Students of SMPN 3 Kediri in Academic Year 2013/2014" showed that STAD could improve teaching reading comprehension. Another research was also conducted by Sholihah in SMPN 3 Karanganyar. The result of this research showed that STAD technique improved students' reading comprehension in term of main idea, detail information, vocabulary, inference and reference. Thus, the researcher believes STAD technique is effective and interesting for students to improve their reading comprehension.

## **DEFINITION OF READING COMPREHENSION**

Reading is one of language skills that enable EFL students obtaining information. According to Pang et al (2003, p. 21), "Reading is a skill that will empower the students who learns it. They will get the benefit from the store of knowledge in printed material". The students need to get the important information of the reading text.

Reading comprehension is the advantage of reading text, processing it, and mastering its meaning. According to Grabe, W. & Stoller, F. L. (2013, p. 11) reading for general understanding, in the clearest sense, advantages for understanding information in the text and interpreting it well. This means that when the reading process takes place, readers can reach a lot of speculation in their minds about the written text they are reading. It is clear that reading is an ability that requires understanding to make meaning with text.

Based on the explanation above, it can be concluded that reading comprehension is the process of receiving information between the readers and the text, when readers understand information that is asserted in the text by relating it with readers' knowledge. The readers understand information that they get, situation that they face, and fact that they face based on the knowledge that reading have known.

## **TEACHING READING**

The aim is to develop students' abilities so they read English texts effectively. Alyousef (2005, p. 143) mentions that in teaching reading, reading at the same time, not as traditional material, there are three developmental procedures involved: pre, temporary, and post-activity. The pre-activity phase helps to activate a credible design. for example, the teacher can channel questions to students who can awaken their interests when viewing the text. The purpose of face-to-face activities (or interactive processes) is to build students' ability to handle texts by developing their linguistic and schematic knowledge. Post activities include activities, which optimize learning understanding using appropriate exercises, cloze exercises, cut-up sentences, and understanding questions.

The purpose of teaching reading is to improve students' skills so that they can read English texts effectively and efficiently. To do this, the reader must have certain goals in their mindset before they interact with the text. Effective and efficient reading is always full of purpose and tends to focus primarily on the purpose of the activity.

## **COOPERATIVE LEARNING**

Cooperative is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to all other groups' member. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. It means group participation in a project will help other members in understanding and comprehending the reading text. It is because the goal of learning is shared and each person's success is linked with every other person's success. In practice this means that ideas and materials are shared, divided and everyone in the group is rewarded for the successful completion of the task.

Slavin (1995, p. 2), said that cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic to help each other, to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other understanding.

## **DESCRIPTIVE TEXT**

Descriptive text is a kind of text which provides information about the description of particular thing, animal, person or others. Descriptive is a text which says what a person thing is like. Its purpose is to describe and reveal a particular person, place, or thing (Nurdiono, 2015).

Hammon (1992) narrates that the generic structure of descriptive text consists of identification and description. In the identification refers to an introduction to the objects or things described which includes who, what, when, where. While description explains a description of an object. For examples the color, the size, the smell, the taste. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds, feels, smell or tastes, where it is seen or found, what it does, how it is used, what makes it special.

Language feature of descriptive text has already described by Hammon (1992). Descriptive often uses 'be' and 'have'. Tense which is often used is simple present tense.

## **STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD)**

According Slavin (1995, p. 71) stated that the Student Achievement Divisions (STAD) technique is one of the simplest cooperative learning methods, and is a

good model to start for teachers who are new to cooperative approaches. First, the teacher presents a lesson. Second, the students work within their teams to learn the content or master the material. Third, the students individually take quizzes, without helping each other. Last, team improvement scores were based on the averages of the team members' individual improvement scores.

The main idea of STAD technique is to motivate students, encourage, and build the ability of each other delivered by the teacher. If students want their team to get a team prize, they must help their teammates understand each other's material, they must encourage their teammates to do their best, and prove the atmosphere that learning is beneficial, influential, and fun.

### **THE PROCEDURE OF STAD TECHNIQUE**

Firstly, apply STAD techniques in the teaching-learning process is a class presentation. Class presentations are conducted by the teacher about the material. In fact, class presentations are the same as normal teaching. The difference is that the teacher must focus on the STAD technique.

Secondly, the group is the most important feature in STAD techniques because this technique is about cooperative learning. The group will consist of four-five members with different skill levels and sexes. The group met to analyze the worksheets obtained from the teacher after the teacher presented the material.

Finally, students will get an individual quiz after having a teacher presentation and team practice. The teacher and students conclude the learning material. After that, the students then individually take an assessment, without helping each other. Then, team improvement scores were based on the averages of the team members' individual improvement.

### **METHOD**

The researcher conducts a class action research (CAR) as a study. Classroom action research always starts with a particular problem found in teaching and learning process that insist to be solved. The solutions must be in accordance with the real problem specific treatment for specific problem. The design of classroom action research consists of four main steps. Kemmis and McTaggart in Burn (2010, p. 9) state that classroom action research includes four steps. This procedure is preparation, steps, supervision, and reflection.

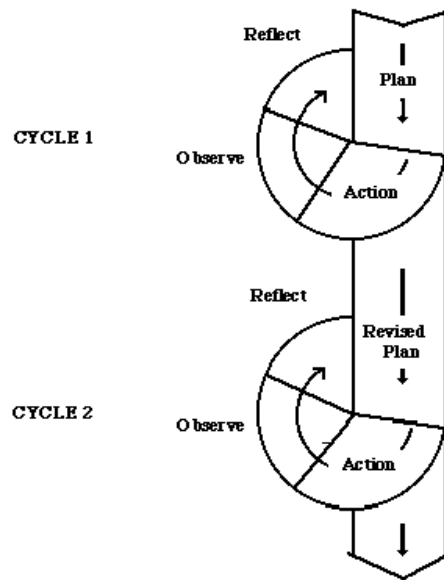


Figure 1. Kemmis and McTaggart in Burn (2010, p. 9)

The research is considered successful if it enables all the students used the technique appropriate. There was a criteria used in this research to measure the success of the process. The students in year-8 are expected to get score above the KKM, it is 75.

Subjects in the study were students of class VIII D consisting of 36 students, 19 male students and 17 female students, and the English teacher who teaches English in eight grade of MTSN 2 Pontianak.

The technique for collecting the right data is to achieve the objectives of the research. The researcher used observation and measurement technique. According to Peters and Burbules (2004, p. 41), "they state that in practice, the researcher collects information on instruments based on measures completed by the participants or by observations recorded by the researcher."

Observation checklist is a form of instrument related to behaviors. By using these checklist, the researcher investigates the problem that appeared on the research question. In this research, the researcher observed the teaching and learning process and described conclusion of whatever happened in teaching and learning process through student team achievement divisions (STAD) technique.

The researcher kept the process of the activity in the form of note which recorded anything happens in the classroom during the reading activity. Creswell (2009, p. 181) explained that "in qualitative observations, the researcher takes field notes on the behavior and activities of individuals at the research site."

This research used a measurement test in order to measure how far the students comprehend the material that has been taught in the classroom. There were multiple choice questions with four alternative answers of a, b, c, and d. Students are instructed to choose one correct answer from the questions.

In this study, researchers analyzed data using qualitative and quantitative methods. Qualitatively, researchers write examinations with a list of tables and additional fields with the situation in the classroom. These are grouped based on student activities, teacher activities, and how well the Student Team Achievement Divisions (STAD) techniques enhance students' reading knowledge about descriptive texts. Miles and Huberman (1994) expressed that qualitative data analysis consists of 3 steps, which are data depreciation, data form and drawing conclusions or proof.

$$S = \text{Students' Score} = \frac{\text{Correct Items}}{\text{Maximum Score}} \times 100$$

S = Score

To calculate the mean score of the students' overall score in one cycle, the formula was as follows:

$$M = \frac{\sum x}{n}$$

M = Mean Score

$\sum x$  = Total of students' score

n = Number of students.

## RESULT AND DISCUSSION

### Result

This research is a classroom action research conducted at MTSN 2 Pontianak. To answer the problem, the research was conducted in 2 cycles. The first cycle was conducted on Monday, September 2<sup>nd</sup>, 2019 and the second cycle was conducted on Tuesday, September 3<sup>rd</sup>, 2019. In this research, the researcher acted as a teacher and the English teacher as the collaborator.

### Description of Cycle

a. Cycle 1

The teacher greeted the students to initiate the lesson and checked the students' attendance. There were 35 students presented to the classroom in this first cycle. 1 (one) student had not come because of sickness. This activity motivated them to join the teaching and learning process.

In **pre-activities** the teacher explained about Student Team Achievement Divisions (STAD) technique and its procedure by using a simple explanation. The teacher then divided students of classroom 7 small groups. A group consisted of 5 students with different students' achievement and gender. The members were selected based on the score of pre-test. The teacher started the teaching and learning activities use procedures in Student Team Achievement Divisions (STAD) technique. Throughout the presentation in the class the teacher asks students to focus on attention. Because, in carrying out the presentation will help them complete the quiz with a good, and their quiz points indicate the points of their team. The teacher conveys a number of issues related to the theme.

In **whist activity**, students read the text slowly and recognize the topic sentence. It expresses the main ideas, details, references, and inferences. Each student acts in a group and begins to discuss the text obtained from the teacher. After a while, students are asked to share their ideas with the group. While the students were doing their discussion, the teacher walked around the classroom, moved from one group to another group to control and help them who got some difficulties in doing the text. After a while, the teacher asked the students whether or not they had finished their work. The groups wrote down their discussion results on a piece of paper. Time was up and the teacher asked each group to present their task. In the individual test, the students did the task by themselves. This task was conducted to know the students' achievement in comprehending text before and after treatment.

In **post activities** the teacher gave a further explanation to the students regarding the answers to these tasks. Then, the teacher gave a chance to ask if it was any difficulties they faced during the lesson, the students were audacious to ask questions to the teacher.

Reflection



Based on the observation result which were gathered in field notes, the teacher found some strengths and weaknesses in the first cycle. They were as follows:

1. Weakness

- a) Some students had difficulties in understanding the teacher's explanation.
- b) There were some students who did not participate in their group and were not interested to do the group discussion.
- c) There were not maximal on time management, especially on the individual task activity. It consumed more time to finish the students' individual tasks.
- d) order to solve the problems that appreciated in the first cycle and to overcome those weaknesses. The solutions to the problems are the following: to make the students active to comprehend the material clearly, identify the main idea of the texts clearly, and the teacher gave some more examples and exercises to be practiced.

The result of students' achievement showed that students' scores varied. From 35 students answered the questions it turned out 5 students got a score of 60, 17 students got a score of 80, 6 students got a score of 70, and 7 students got a score of 40, 50. 18 out of 35 students failed, the percent failed was 51.43% and 11 out of 35 students succeed, the percent success was 41.57%.

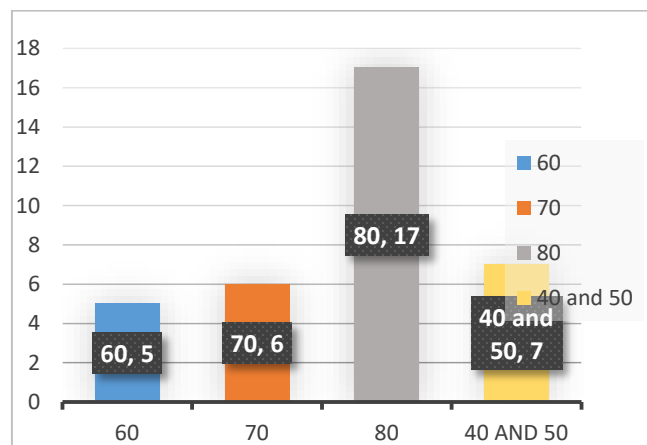


Figure 1. Pie Chart of Students' Score

b. Cycle 2

The action plan for the second cycle was made based on the weakness in the first cycle. To solve problems, the researcher revised the previous action and prepared a new plan.

In **pre activities** the teacher then, explained about Student Team Achievement Divisions (STAD) technique to make students remember about it. In the

presentation class, the teacher begins to focus students' interests on the topic. The teacher showed them a picture of "Monkey". Then, the teacher asked a question to the students, "What do you think about the picture"? And asked them to describe a monkey. This activity aims to focus students on estimating or predicting the reading text content.

In **whist activities**, students are asked to read texts silently and identify the topic sentence, it would be about identifying the main idea, details, reference, and inference. The next activity was a group study. The students who were called presented the discussion result in front of the classroom. The other group was allowed to provide feedback (comments, questions, and suggestions) to the presenter. The students seemed enthusiastic following the teaching and learning process and the students were active in reading the presentation. The second individual test was conducted. It was to identify the improvement of students' reading comprehension after the first cycle was revised and applied. In the individual test, they did the task by themselves.

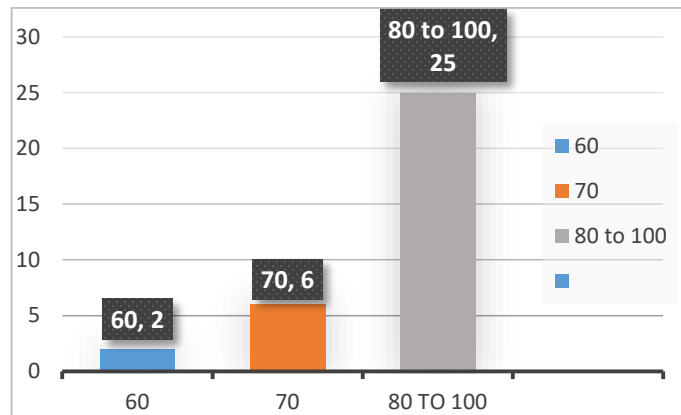
In **post activities** the teacher explained to the students regarding the answers task. At the end of the first cycle, the teacher asked questions to the students "What is the main idea, details, reference, and inference from the text?". Then, the teacher gave the students a chance to ask if there were any difficulties they faced during the lesson.

#### Reflection

There were some differences between the result of the second cycle and the first cycle. It included the classroom situation and the students' reading comprehension. The result of the second cycle was reflected as follows:

- a) The development of students' reading knowledge can be identified from the increase in reading achievement, students can get the main ideas, details, references and inferences.
- b) In addition, there was a behaviour-changing of some students. Those changing were from passive students in the first cycle became more active students; they paid more attention to the lesson and the teachers' explanation; they did not ask the questions only for the teacher but also to their friend that could help them.

The result showed the score was higher than before. From 33 students answered the questions it turned out 2 students got a score of 60, 6 students got a score of 70, and 25 students passed the assessment with a score of 80 to 100.



**Figure 2. Pie Chart of Students' Score**

## DISCUSSION

During the teaching and learning process, there had been some changes in the students' achievement in reading the descriptive text. The researcher conducted two meetings focused on the study of reading descriptive text using the STAD technique. Student Team Achievement Divisions (STAD) learning model implemented in learning English provided activities which useful to students in improving their motivation in learning. They paid more attention to the lesson and teacher's explanation. During the teaching learning activities, the students are more active involved in each activity, the students become brave to ask the teacher when they have difficulties. They liked and enjoyed to sit, study, and discuss the material belong their friend and they interacted with their friends in group work.

On the result of the assessment for the first cycle and second cycle, it can be the researcher concluded that students' scores for reading descriptive text using STAD technique had improvement. It can be seen in the increasing of students' scores from the first cycle to the second cycle. The students' scores based on the test minimal standard of learning completeness or KKM (Kriteria Ketuntasan minimal) of reading descriptive text that is 75.

In research this technique is considered successful. It is not merely shown by the process of action, but from the test of their knowledge. In the action process, students can imitate and master the teacher's instructions, in asking and answering students' questions more actively, students use the Student Team Achievement

Division technique as they work on individual tests. In conclusion, the results of the study prove that the hypothesis of action is accepted. By using the STAD technique, students' reading skills in descriptive text in eighth grade MTS Negeri 2 Pontianak in the academic year 2019/2020 increased.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Student Team Achievement Divisions (STAD) technique created interesting and enjoyable atmosphere in the classroom because the students learn the material through cooperation, working together with their teammates. Students gave more attention and show their interest to the explanation. In carrying out student learning activities more actively. They are more frequently asked questions when there are any difficulties. Based on the conclusion of the study that there is a significant improvement toward reading comprehension after using STAD in teaching learning process, it implies that using Student Team Achievement Divisions (STAD) technique in reading class is strongly suggested. The use of STAD techniques is one of the effective teaching techniques in order to increase student knowledge. In this technique creates a good situation for teaching and learning so that students are encouraged in the teaching and learning process. The results of the study prove that STAD adds student knowledge, especially eighth grade MTSN 2 Pontianak.

### **Suggestion**

Based on the previous experiences that the researcher got during the action research, the researcher gives some suggestions for the betterment of students' comprehension as follows: 1. In using the STAD technique as a way of teaching, the teacher must apply it in a fun process and obtain goals from the teaching and learning process. 2. To teach students using the STAD technique, the teacher imitates the process recommended in the STAD technique. It can succeed optimally. 3. This technique can be a tool for students to reach their learning achievements. The teacher should guide them intensively in the teaching and learning process.

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