

**THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD)  
TECHNIQUE IN TEACHING READING COMPREHENSION (A Case Study  
research at The Eight Grade Students of MTs-SA Hidayatus Sholihin in The  
Academic Year 2017/2018)**

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**ABSTRACT**

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There are four skill that have to be mastered by the students in learning English. They are listening, speaking, writing, and reading. The students should master all of those skills because they support each other and can not be separated. Among the four skills, reading is one of the skills that should be taught intensively in order to open up new worlds and opportunities. By having a good reading skill, the students can get some information and knowledge such as reading newspaper, job listings, instruction manuals, maps, and so on. They can also develop their grammar and structure understanding and enlarge their vocabulary mastery. It also helps them to understand the different ideas and to communicate. The objectives of this study are: (1) To find out students' reaction by using STAD technique eighth-grade students' reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018. (2) To portray eighth-grade students' perceptions on the use of STAD technique in teaching reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018. This research was a qualitative research in the form of case study. The subject of this study was the eight grade students at MTs-SA Hidayatus Sholihin. Data collection was taken through observation, interview and documentation. Data was analyzed by data reduction, data display, verification and conclusion. The result in applying STAD technique was the students' ability in reading

comprehension has increased, students can understand the material easily, the students can help each other to solve their problem in comprehending the text, find the main idea and enhancing students' reading comprehension skills. The use of STAD technique in teaching reading comprehension can make a change on students' improvement in reading comprehension. Thus, it can be said that STAD technique was successfully used in reading comprehension as the technique to solve the problem.

## **INTRODUCTION**

There are four skills that have to be mastered by the students in learning English. They are listening, speaking, writing, and reading. Reading is one of the skills that should be taught intensively in order to open up new worlds and opportunities. By According to Patel and Jain (2008) reading is an important activity in life which can update the knowledge. Having a good reading skill, the students can get some information and knowledge

Teaching reading skill should be oriented to make students able to comprehend the text. A teacher should select appropriate method to make the students easier to understand the material and not make students feel bored in learning process. To teach reading well, the teacher should not only have knowledge of the reading subject but also the appropriate technique needed by the students to achieve the teaching and learning goals.

In this preliminary study in MTs-SA Hidayatus Sholihin assisted by the English teacher found that the students' reading skill is still low. They still have the difficulties in identifying and understanding the word meaning, the main idea, the specific information the certain word reference, the communicative purpose, and the organization of the text. When the teacher asks them to read, then look for the main idea,

they do not do it, they wait for another friend and cheat it. It happened because they are less in vocabulary, have not read, less motivate themselves. Discussing about the case above, the researcher assume that the implementation of co-operative learning will help to overcome the problem. One of the cooperative learning methods that appropriate to teach English reading comprehension is STAD technique. Through STAD all of the students have equal chance to reach the good achievement. The scoring system that uses individual improvement score motivates the student to learn harder than before. So an English teacher can know the development of the students' skill in reading by comparing the first score and the last score. The teacher can make criteria to measure the students' development.

From the reason above, there was statements of the problem are follow: (1) How can STAD technique portray the use of STAD technique in teaching reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018?. (2) How are eighth-grade students' perceptions on the use of STAD technique in teaching reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018?. From the statements above, there was objectives the study

are follow: (1) To find out students' reaction by using STAD technique eighth-grade students' reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018. (2) To portray eighth-grade students' perceptions on the use of STAD technique in teaching reading comprehension at MTs-SA Hidayatus Sholihin in academic year 2017/2018.

## LITERATURE REVIEW

Grabe (2009) defines reading as the process in which readers learn something from what they read and process conducted as well as used by the reader to get messages, that will be delivered by the researcher through media of words or written language.

The essence of the reading act is comprehension it becomes a primary challenge in teaching or learning of reading skill. In order to learn or understanding the message of the author, the students are hoped to have the ability to comprehend the written textbook. According Johnson (2008) states that comprehension is a process of making sense of a text in the most effective way. It is an active process in the construction of meaning and extracting the required information from the text as effectively as possible. So, comprehension is the act of understanding, the ability of the mind to understand.

Ellen (2004) define reading comprehension as the process of reads interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. In some paragraphs, the topic sentence may not state the complete main idea. The topic may be stated in one sentence, and the writer's idea about the topic may be expressed in another sentence or in several sentences in the paragraph.

Student Team Achievement Division (STAD) is a method developed by Robert Slavin (1986)

that has been described as the simplest and most flexible of the cooperative learning methods. Meanwhile, Kagan (2009) states that STAD is an extremely well searched, effective approach to mastery basic facts and information. Research of STAD has also revealed very positive effects on ethnic relations and various types of prosocial development. And according Rai (2007) stated that STAD (Student team achievement division) is one of the many strategies in cooperative learning, which helps promote collaboration and self-regulating learning skill.

Based on the explanation above, STAD is more appropriate to be applied in junior high school because, at this age, students like to work together with their friends. It is unlike elementary students because junior high school students have responsibility for work together which needs critical thinking that rarely applied to elementary students. It is also unlike senior high school because the team recognition is not really important for them but in junior high school, the team recognition makes them have more power to do the best.

## RESEARCH METHODOLOGY

This study was held in MTs-SA Hidayatus Sholihin. It is located at Tlogohaji, Kec. Sumberrejo Kab. Bojonegoro. This research was carried out in three meetings. The time allocation for every meeting is about 2x 45 minutes. The researcher started on March-June 2018. The subject of this study is students of 8<sup>th</sup> grade of MTs-SA Hidayatus Sholihin. The English subject with focus skill of reading comprehension in the first-semester academic year 2017/2018 that consists of eleven students.

The method of the research that is used by the writer is a qualitative case study. According to Yin as cited by Yazan (2015) Case

study is one of the most frequently used qualitative research methodologies. However, it still does not have a legitimate status as a social science research strategy because it does not have well defined and well-structured protocols. The researcher collaborated with the English teacher in implementing the method. The teacher and the researcher discuss the topic, the homework, and the exercise. The teacher teaches while the researcher observes the teaching-learning process. The method used is Student Teams Achievement Division Technique.

The data were collected in form qualitative data. The qualitative data were obtained by interviewing the students and the teacher doing observation during the teaching-learning process and the implementation of the action in the field. In this research, documentation also used to take some pictures which could be used as data to answer the research problem were taken from observation. The researcher collected documents as the evidence that the researcher did the research and to support the interview and observation.

## **FINDINGS AND DISCUSSIONS**

The researcher presented and analyzed the data which has been collected through observation, interview, and documentation. It was conducted for thirteen students. In this problem, writer found data result such as teaching learning using STAD and the difficulty of STAD technique in teaching reading comprehension. The first difficulty faced by students was that they did not know the meaning of the sentence. In reading skills, the ability to understand reading texts is a priority in a rating scale to improve student's ability to understand a reading text. Understanding a reading text does not have to understand all the meanings of the word in the reading text, but students should

determine the information that will be obtained from the reading text. Determining global information in a text is not too difficult, if students are trained to find the keywords contained in the reading text. Students are required to dig up the information that is a general overview of the content of the text. In fact, they are still unfamiliar with the vocabulary that they have never read before. In reading comprehension, students' main problem is about a difficult word. Unlike the conventional method, they have to look for the meaning of the difficult word in the dictionary by themselves.

Secondly, there was another difficulty experienced by students. That is the students had difficulty in identifying the main idea. They could not answer and decide the main idea in the reading text. This problem happened because they do not know the meaning of the reading text. Before reading the text, students should determine the type of text, whether the text to be read is in the form of letters, descriptions, advertisements, dialogues, articles or other forms of text. But, after the teacher asked students to interpret more often, they understand the purpose of the text a little. The teacher not only asks students to interpret it, the teacher and researcher try to improve students' achievement in learning English. The teacher asked students to memorize 10 vocabularies in every meeting. Thus, students can find out the location of the main idea in a paragraph.

The third problem faced by students is the lack of interest in a reading. Reading interest is a strong desire along with business efforts to read. People who have strong reading interest will be realized in their willingness to get reading material and then read on their own awareness. The reason why students are lazy to read is they do not know the plot and the purpose of the text. They saw the text at a glance and

believe that they can not read and answer the questions in the text. The teachers' obligation is to convince and motivation to their students. Students will never know how big their ability if they do not try it. This motivates students to comprehend the text well.

The fourth difficulty experienced by students is that students do not dare to ask the teacher when they do not understand the explanation given by the teacher. They tend to be passive listeners. When the teacher asks at the end of the explanation, they do not want to ask about what they do not understand. This problem actually become a habit in this school. If this problem is left unchecked, learning will not run as desired.

After explaining some of the difficulties faced by students, researchers used a STAD technique to solve the problem. In applying STAD technique, the students' ability in reading comprehension has increased, students can help each other to solve their problem in comprehending the text, and enhancing students' reading comprehension skills. Thus, it can be said that STAD technique was successfully used in reading comprehension as the technique to solve the problem.

The writer conducted the interview twice. First, she interviewed the English teacher and second, she interviewed the students. Based on the results of the teachers' interview, Mr. A said that "by applying STAD technique, She thought that my students would be easier in understanding the materials. I tried to give them a hook, like using media then teaching vocabulary to them in order to make them to understand the materials which her derived. So, they would be easier in memorizing the materials and practicing at home with family and friends.

In STAD, teacher oversaw and guided students by walking around

the class. This activity could help teacher oversee students especially non-active students, give more attention to them, and could motivate non-active students and low-ability students to be more active during group work. This was appropriate with the function of a small group in STAD that provides excellent opportunities for the teacher to observe students in the process of learning through small group activities.

Besides, the student responses toward the teaching technique using STAD were so good and interesting. The students could be more enthusiastic and more spirit to learning English with teamwork. We can answer the questions together and understood the material faster. In conclusion of the explanation and the result of the interview above, the students argues that the method used by teacher had influence in learning English. Because of the students faced by many activities that connected to the daily life. Hence, writer concluded that the students' response to the method was good.

## **CONCLUSION**

Applying STAD technique, the students' ability in reading comprehension has increased, students can understand the material easily, the students can help each other to solve their problem in comprehending the text, find the main idea and enhancing students' reading comprehension skills. Thus, it can be said that STAD technique was successfully used in reading comprehension as the technique to solve the problem. STAD technique made the teaching learning was more effective. So, all of the students will be easy to understand the material which delivered by their teacher. STAD technique can be used to improve the students' activities reading since it is an interesting technique that can involve the students to work in groups.

Meanwhile, this technique is more effective to help students determine the main idea of the text. It happened since they could build their critical thinking during the discussion process.

Students' Perceptions on the Use of (STAD) Technique in Teaching Reading Comprehension. The student responses toward the teaching technique using STAD were so good and interesting. It means that they liked the implementation of this method because they would be ready in easy comprehending the materials, especially reading. Also, this method helped students in solving their problems and difficulties in a learning process. This shows that the use of STAD technique in teaching reading comprehension can make a change on students' improvement in reading comprehension.

#### **SUGGESTION**

For students should accustom to read an English text. The students should accustom to active to participate during group work, to speak up their mind, to state their objection, and how to bear mutual respect of other's opinion in forum. And also the teacher should motivate students' reading interest by giving more English reading materials, besides the reading material that available on their handbook. The teacher can use STAD as a technique in teaching because students may feel bored if the teacher always uses conventional way.

Researcher hopes for future researchers which are interested in the same focus of study (teaching reading comprehension and STAD) has an input to develop their research by this study even though from different point of view or focus skill. Researcher also hopes that this study could be reference for future researcher that will analyze teaching reading comprehension and STAD technique.

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