

IMPROVING XI GRADE READING COMPREHENSION OF NARRATIVE TEXT THROUGH STUDENT TEAM ACHIEVEMENT DIVISION AT SMAN BALUNG IN THE 2018 /2019 ACADEMIC YEAR

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ABSTRACT

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Key words: STAD, Reading Comprehension.

Reading as one of the language skills must be mastered by the students since it is the basic skill in learning English. However many students are still difficult to learn and practice reading, it is because there is no motivation in them. Therefore, it is important to do a research entitled “The Use of STAD to Improve the XI Grade Students’ Reading Comprehension”. In this research, the problem is “can STAD improve the eighth grade students’ reading comprehension at SMAN Balung In The 2018/2019 academic year?”

Based on the research problem and the relevant theory, the action hypothesis of the research is that the use of STAD can improve the XI grade students’ reading comprehension at SMAN Balung Jember in The 2018/2019 Academic Year. The design of the research is classroom action research with cycle model. The subject of the research are XI Class students of SMAN Balung Jember that consist of 30 students, in the second semester 2018/2019 academic year. The research target is 80. The actions in cycle covered 1) planning of the action, 2) implementation of the action, 3) observation of the action and 4) reflection. The instrument used the test item and observation field notes. In order to analyze the data students reading score, average formula is used.

The result of this research is as follows: The average score of their class in reading comprehension test is 69 after being taught reading comprehension using STAD in cycle 1. In the cycle 2, the result of students’ average score in reading comprehension test are 80. The score improved from cycle 1 that is 69 to 80 in cycle 2. Based on the result above. The researcher could interpret that students had been able to comprehend the passage. Finally, the researcher concluded that STAD could be used to improve students’ reading comprehension by dividing the students into some of groups, giving chance to the student to explore their

vocabulary, stimulating the student to ask and answer and also cooperative in learning and giving reward to the students who were active in the class.

ABSTRACT

Kata kunci: STAD, Reading Comprehension.

Membaca sebagai salah satu keterampilan bahasa harus dikuasai oleh siswa karena itu adalah keterampilan dasar dalam belajar bahasa Inggris. Namun banyak siswa yang masih kesulitan untuk belajar dan berlatih membaca, itu karena tidak ada motivasi di dalamnya. Oleh karena itu, penting untuk melakukan penelitian yang berjudul "Penggunaan STAD untuk Meningkatkan Pemahaman Membaca Siswa Kelas XI". Dalam penelitian ini, masalahnya adalah "dapatkah STAD meningkatkan pemahaman membaca siswa kelas delapan di SMAN Balung Pada tahun akademik 2018/2019?"

Berdasarkan masalah penelitian dan teori yang relevan, hipotesis tindakan dari penelitian ini adalah bahwa penggunaan STAD dapat meningkatkan pemahaman membaca siswa kelas XI di SMAN Balung Jember pada Tahun Akademik 2018/2019. Desain penelitian ini adalah penelitian tindakan kelas dengan model siklus. Subjek penelitian ini adalah siswa kelas XI SMAN Balung Jember yang terdiri dari 30 siswa, pada semester kedua tahun akademik 2018/2019. Target penelitian adalah 80. Tindakan dalam siklus meliputi 1) perencanaan tindakan, 2) pelaksanaan tindakan, 3) pengamatan tindakan dan 4) refleksi. Instrumen yang digunakan item tes dan catatan lapangan observasi. Untuk menganalisis data skor membaca siswa, rumus rata digunakan.

Hasil dari penelitian ini adalah sebagai berikut: Skor rata-rata kelas mereka dalam tes membaca pemahaman adalah 69 setelah diajarkan membaca pemahaman menggunakan STAD pada siklus 1. Pada siklus 2, hasil nilai rata-rata siswa dalam tes membaca pemahaman adalah 80. Skor meningkat dari siklus 1 yaitu 69 menjadi 80 pada siklus 2. Berdasarkan hasil di atas. Peneliti dapat menafsirkan bahwa siswa telah mampu memahami bagian tersebut. Akhirnya, peneliti menyimpulkan bahwa STAD dapat digunakan untuk meningkatkan pemahaman membaca siswa dengan membagi siswa menjadi beberapa kelompok, memberikan kesempatan kepada siswa untuk mengeksplorasi kosa kata mereka, merangsang siswa untuk bertanya dan menjawab dan juga kooperatif dalam belajar dan memberikan hadiah kepada siswa yang aktif di kelas.

INTRODUCTION

A preliminary study has been done on 15th November 2018 to the XI grade through an interview with the English teacher of SMAN Balung. It was found that the students of SMAN Balung had less motivation in learning English. Moreover, the English teacher did not have any strategy in implementing the English subject, especially in teaching reading. In learning reading, it was known that the students have difficulties in getting the information from the text because they have problem in unfamiliar words meaning in the reading text, spelling and punctuation.

As the result, most of the students did not actively participate during the teaching and learning process, they still depended on the teacher's explanation. It could be seen from the students' interaction when they responded the teacher's explanation and question during learning process. Besides, in learning process, the students got no chance to collaborate or to share their knowledge to each other, because most of the time was used by the student individually to do the tasks. It means that, the teacher used to give the material from students book (LKS) and commands the student to read the content of the book by themselves. There is no action or treatment from the teacher in doing the exercise. Thus, the teacher taught them without giving any explanation, information, strategy how to do the task and the teacher did not deliver the purpose and the goal of the teaching and learning process. So, the students tended to get bored and lost their interest in learning reading.

From the interview with the English teacher, most of student's problems in reading includes, the student does not fully understand the tense that they use when they read the English sentences, it is probably caused by the teacher hardly explains the grammar aspect of the story. The student does not read the given material attentively because the teacher only give simple instruction like "read and do the exercise" without stimulating student by strategy to read seriously. They only got the information from what they read at glance and based on their experience. Most of them do not understand pronouns, for examples: the use of "them, her, and his". When they got a story (narrative text), the teacher did not tell them the generic structure of the story, therefore, some students fail to understand the story chronologically and the last one is students fail to apply the knowledge of comprehension because the teacher only focus on doing exercise.

The use of Student Team Achievement Division (STAD) in teaching learning process, especially in reading comprehension can be the right method to solve problems. As one of teaching learning strategies that hopes the students to learn by doing or by some groups and build their understanding by themselves or group. According to Slavin in Faramarz & Mowlaie (2017:53), STAD has four activities, it can be the solution for the students' problem in reading, such; *teach, team study, test and team recognition*. In teach activities, it must be done by the teacher, explaining all aspect of the material (narrative text) in understandable way, giving the student stimulation (answer and asking) in learning, student must pay attention until teacher gets the next component. So, from the explanation of the teacher in the beginning will cover the student difficulties in learning grammar and pronouns. The next, in team study and team recognition activities, the student will learn about team work, help each other, looking for the generic structure information (introduction, conflict, resolution and evaluation of the story) together, make friendship and gets a reward for their score achievement. It could make them more like and attracted in studying reading comprehension, they know what the story told them and feel satisfied for their job result. STAD is a very powerful strategy for teaching reading comprehension. Because it emphasizes collaboration

in study groups. It is supported by Faramarz & Mowlaie (2017:62), they noted that students will be motivated to help their peers. This helps newcomers to communicate, socialize and make new friends in the new society as well as learn English and it can encourage learners in various language proficiency levels to practice a range of important skills, such as meaningful interaction with peers, thereby exposing them to different ideas and various perspectives. The variety of these tasks and the involvement of most if not all of the students can play a role in keeping students motivated more than the case in which students should act passively in teacher-centered classes. This will require students to help each other, motivate and trust each other.

Based on the possible advantages given by STAD to reading comprehension, the researcher assumes that it could help improve the reading comprehension of students in SMAN Balung in the 2018 /2019 academic year". Therefore, a research is formulated with a title "Improving XI grade reading Comprehension of Narrative Text Through Student Team Achievement Division (STAD) to XI grade Students' Reading Comprehension at SMAN Balung in the 2018 /2019 academic year"

RESEARCH METHOD

This research was intended to improve the speaking ability by using STAD method for the XI grade student at SMAN Balung Jember. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action. To measure the student percentage of their speaking ability, the researcher uses this formula:

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} : The average score

$\sum x$: Total of student score

n : The number of the students

(Furqon, 2003:42)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. The steps in analyzing the data were as follows:

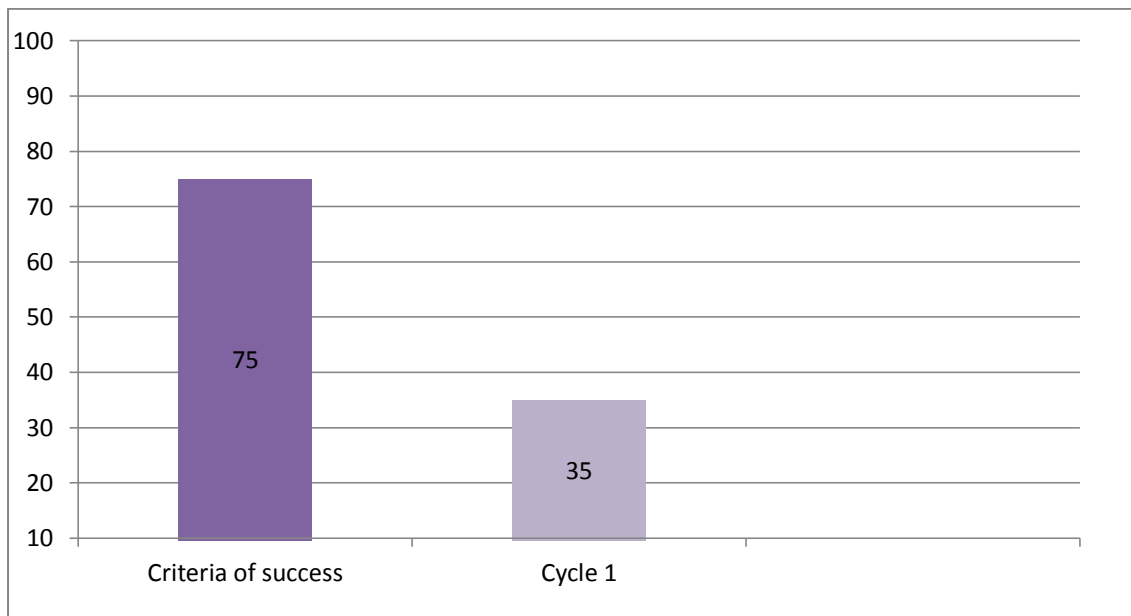
1. Scoring the result of the speaking competence test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

THE RESULT OF THE RESEARCH

Based on the result and percentage of students' involvement in teaching learning, it was known that there were 35 % of 30 students active in the class and there were 65% passive in the class. This means that the teaching reading comprehension by using STAD was less interesting for the students. It could be said that the students did not give optimum response. In addition, by conducting observation along with the teaching learning process of reading comprehension, the process observation was carried out.

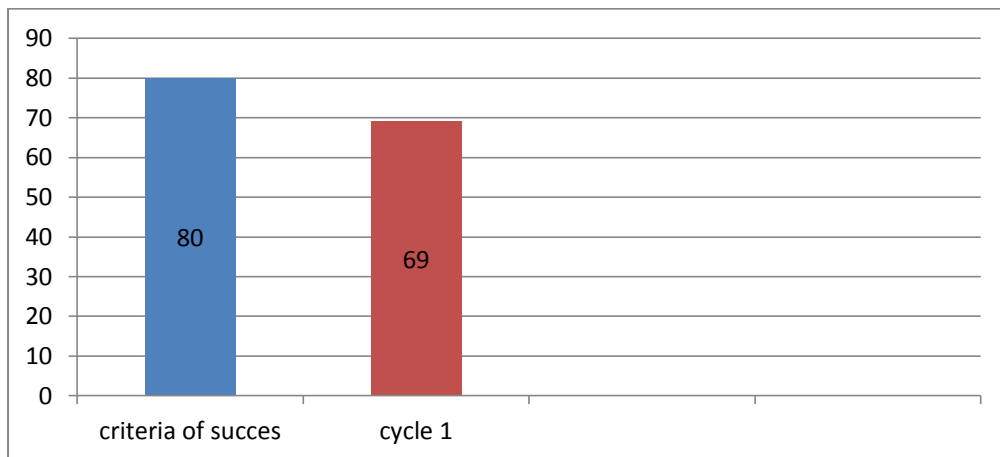
Tab. 4.2.2. The Average of Observation Checklist for Cycle 1



4.2.3 The Result of Reading comprehension Test in Cycle 1

Based on the result of reading test, it was found that the students' average score is 69. As mentioned before, the cycle of this research was considered to be successful if the student's reading tests had reached 80 or ≥ 80 of the total students. It means that the target average score of the students who got 80 or ≥ 80 in this research had not been achieved yet.

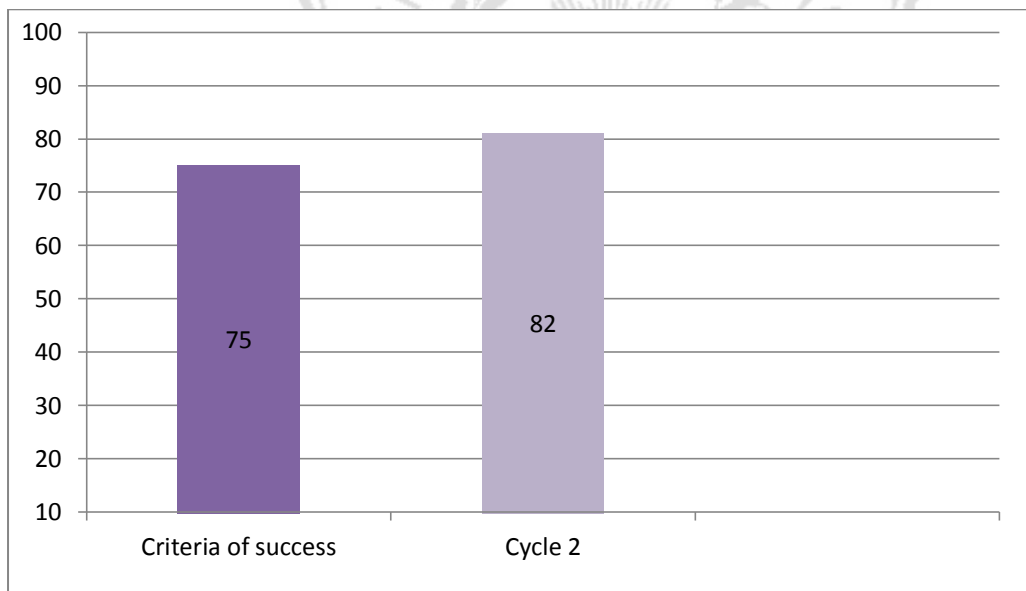
Table 4.2.4 The result of reading comprehension test cycle 1.



4.2.5 The Result of Observation in cycle 2

Based on the table 1 and 2 it was known that there were 82 % of 30 students who active in the class and there were 18. 33% of 30 students were passive in the class. It means that teaching English of reading comprehension by using STAD was successful in catching the students' attention. It can be said that the students gave optimum response.

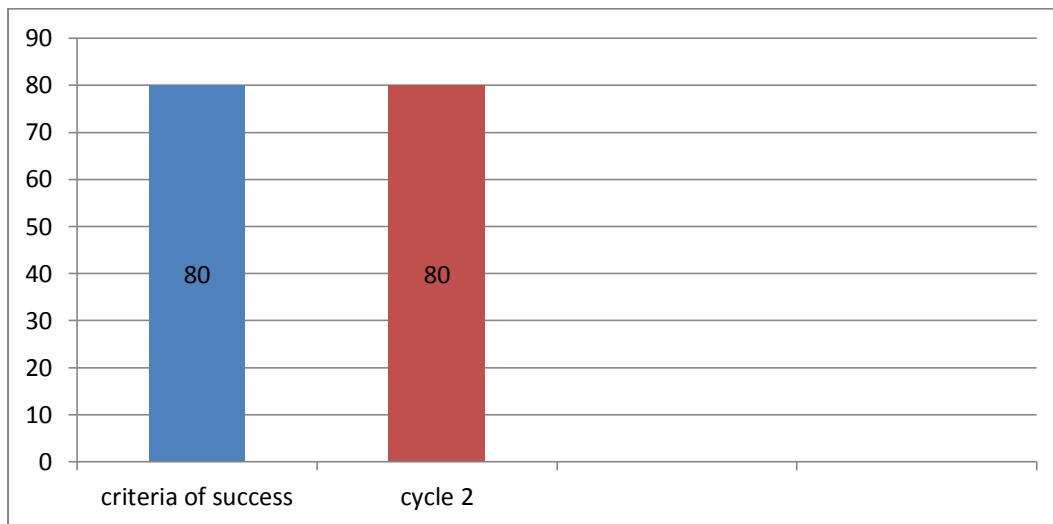
Table 4.2.6 The Average of Observation Checklist for Cycle 2



4.2.7 The Result of Reading comprehension Test in cycle 2

Based on the result of reading test, it was found that the average score of the students' reading comprehension by using STAD in cycle II was 80. It means that the target score in this research had already achieved.

4.2.8 Tabel of the result of reading comprehension test in cycle 2



From the result of second cycle that the students achieve the target score in the second meeting. Therefore, the students' participation in the teaching learning process of the reading comprehension had also improved. The students were actively involved in teaching learning process. It could be said the teaching reading comprehension by using STAD in cycle 2 can improve the students reading comprehension ability and could raise the students to be enthusiastically involved in the teaching learning process. In other words the implementation of the action in cycle 2 is successful and the actions were stopped.

DISCUSSION

In this research found that students reading comprehension was improved after the second cycle. In second cycle, the students reading comprehension score was improved from 69 to 80. Classroom action research on how to solve the problem in the class, researcher conclude that this kind of research was really appropriate used by teacher. It was because of designing process of the CAR and STAD Step influenced the teaching and learning process. It was such as planning, implementing, observing and reflecting.

There are some factors made the study successful. Students play their respective roles, ask other students, invite, ask each other if there is a fault, support each other, and support each other if there is a problem in the group. In STAD students are required to work together and dare to express their opinions. Students with moderate activities will be more motivated and enthusiastic in the discussion, so they can help understand the subject matter. STAD (1) learning model that demands collaboration, (2) student centered learning, and (3) the best team award. The improvement was caused by the way of the students did STAD in their learning by organizing the group, looking for the problem solving, making their own questions related to the reading material, and then answering the questions. It could be said that the use of STAD could help the student to improve their achievement on comprehending reading text particularly in word, sentence and paragraph. It made the students to be easier to understand the text. Therefore, it can be concluded that STAD is worth and useful to be applied in increasing the students' reading comprehension.

CONCLUSION AND SUGGESTION

The use of STAD could improve the XI students' reading comprehension at SMAN Balung Jember in 2018/2019 Academic year by conducting analyzing the generative structure, stimulating the student to ask and answer through quizzes and also cooperative in learning. The cooperative and meaningful interaction between each team members in STAD technique can have the beneficial effect on decreasing the mental load of challenging task and lead to in-depth processing. It can also be conducive to developing or improving social literacy because it necessarily involves negotiation for agreement rather than imposing one's view on the members of one's team.

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Suggestion

The results of the research showed that the use of STAD could improve the students' reading comprehension. Considering the results, some suggestions are given to the English teacher, the students, and the other researcher.

The English Teacher

Based on the results, it is suggested that the English teacher apply STAD for teaching reading comprehension because it can improve both the students' reading comprehension in the teaching learning process.

The Prospective Researcher

The suggestion for prospective researcher are as follows:

1. To conduct a class room action research to increase the teachers' method in teaching and learning process.
2. To study more deeply about cooperative learning model of Student Team Achievement Division type on other subject and other variables.
3. To be aware of the weaknesses of STAD. Based on the characteristics of STAD when compared to conventional learning (which is only the presentation of the material from the teacher), learning using this model takes a relatively longer time, taking into account three time-consuming STAD steps such as presentation of material from teachers, group work, individual tests and quizzes. STAD only focuses on Collaborative learning method. Some materials related to the technique are game and quizzes.

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