

STAD TECHNIQUE TO IMPROVE READING COMPREHENSION IN RECOUNT TEXT

By:

Hidayati Amila Soliha
Universitas Tanjungpura
hidayatiamila1994@gmail.com

Chandra Fauzi
Universitas Tanjungpura
chandrafauzi2021@gmail.com

Yanti Sri Rezeki
Universits Tanjungpura
yanti.sri.rezeki@fkip.untan.ac.id

Lisa Apriliana
SMPN 17 Pontianak
almirafahmida72@gmail.com

Abstract: Understanding text in English is challenging for EFL learners. The observations and interviews revealed that students lack vocabulary, identify specific information, and determine the main idea of Recount text. This study was conducted to improve students' reading comprehension in recount text using the Student Teams Achievement Divisions (STAD) technique. The study employed a mixed-method research design following two cycles of collaborative action research and collected the data using field notes, an observation checklist, and a reading test. The study sample was an intact class of 8th grade comprising 28 students chosen using purposive sampling. Descriptive statistics such as mean score and percentage were used to analyze the data. The findings demonstrated that the student's reading comprehension mean score in Cycle 1 was 61.8, with 35.7% of students categorized as poor, and in Cycle 2, the average score was 82, with only 3.6% insufficient. Depart from the results above, the researchers concluded that students' reading comprehension improved considerably after the intervention using the STAD technique.

Keywords: *stad technique, reading comprehension, recount text*

INTRODUCTION

English as a subject matter in school covers the four basic language skills: Reading, speaking, writing and listening. In every activity in the English class, students learning activities involve reading. In Reading, the students not only read the word by word but are also expected to comprehend what they have read. Furthermore, Reading is essential because by reading, the students will easily understand the information and get information quickly.

The main goal of reading is comprehension as reading is centrally a comprehension process (Grabe & Yamashita, 2022). Comprehension means understanding the information that words and sentences are communicating. It means that to gain information from a reading text, we

need the ability to comprehend it, which is reading comprehension.

Reading comprehension is ascertaining the relationship between the sentences that enables the reader to comprehend the paragraphs. When the relationship between paragraphs has been understood, the reader will understand a text's meaning.

Reading benefits language learners in many ways. It helps building the vocabulary and knowledge and simultaneously enhances other language skills (Pham, 2021) which are fundamental for students of any levels (Yukselir, 2014). However, reading would be empty and meaningless without comprehension. Reading cannot be separated from comprehension. Comprehension is a process in which the reader actively engages in a text to construct the meaning. Someone can

be said to comprehend reading if they understand the content of the Reading and all of the information explicitly and implicitly by using the knowledge and reasoning to understand the author's idea. Therefore, reading comprehension is required.

Based on the pre-observation and interview with the English teacher of eighth grade in SMP Negeri 17 Pontianak, it was found that the students had problems in reading comprehension and class situation. In teaching reading comprehension, the students are difficult to find out the main idea, to identify the supporting detail, to make inferences, to determine references, and to understand the meaning of vocabulary.

Furthermore, the students had poor skills in vocabulary. They lack

the ability to guess the meaning from the context. The lack of vocabulary ability made the students get trouble identifying specific information (supporting detail) in the text. They got trouble identifying information. Novia et al., (2023) reported that students have trouble reading because they seldom read which causes them to lack of vocabulary and struggle to comprehend what they read. From the result of pre-observation and interview the English Teacher, it can be concluded that the students had problems comprehending recount text.

Based on the facts above, it is crucial to choose suitable strategies to help the students in the English language teaching-learning process and tackle their problems. The researchers were interested in implementing STAD (Student Teams

Achievement Divisions) as previous studies have consistently demonstrated that the technique significantly impacts language skills in the Indonesian context (Hadeli et al., 2022). Moreover, earlier studies on STAD were still dominated by experimental research design, and conducting a study using collaborative action research would enrich the literature on the implementation of STAD. Thus, the researchers offered a solution through the Student Teams Achievement Division (STAD) as a technique to improve the Eighth-Grade students of SMP Negeri 17 Pontianak. The STAD techniques comprise five major components: class presentation, teamwork of mixed ability, quizzes, individual improvement scores, and team recognition (Slavin, 2015).

By using Student Teams Achievement Division (STAD) technique the researcher could solve the students' problem in Reading and improve their comprehension on recount text. It could create a condition on which students involve in reading process actively. So, this technique is very alternative to make students are more active and understand for reading comprehension on recount text. Based on explain above, the researcher was interested in conducting the research entitled "Improving Students' Reading Comprehension in Recount Text Through Student Teams Achievement Division (STAD) technique".

METHODOLOGY

A collaborative action research was conducted to improve students' reading comprehension by using STAD technique. The participants of this research were 28 students of the Eight grade at SMPN 17 Pontianak. In collecting the data, the researchers employed observation technique and measurement technique. The observation was in form of field notes and observation checklist, meanwhile the measurement was in form of reading test. The test was in form of multiple choice consisting of 20 questions which took approximately 40 minutes to complete. Further, the action research was conducted in two cycles using the model of Kemmis & McTaggart which consists of plan, action, observation, and

reflection (Burns, 2019). In analyzing the data, the researchers utilized descriptive statistic such as percentage and mean score to calculate the students' score in the Cycle 1 and Cycle 2.

RESULT AND DISCUSSION

The students' scores were tabulated and computed using simple descriptive analysis. In the Cycle 1, the students' reading comprehension at average was 61.8 in which 35.7% categorized as poor, 28.6% as insufficient, 21,4 as sufficient, 3,6 as good and only 7.1 % was in excellent category. These results were accounted by situation of the class which as not conducive. The students found it difficult follow the steps of STAD technique. Moreover, their enthusiasm and motivation were low in which they were busy talking to

their peers and when asked by the teachers, they were clueless. This result demanded the researchers to carry on the intervention to the Cycle 2.

In Cycle 2, the students' reading comprehension score was 82 on average with 3.6% in insufficient category, 21.4% as sufficient, 46.4% as good and 28.6% in excellent category. The observation results demonstrated that in the Cycle 2, the students displayed a great enthusiasm and enjoyment in learning activities of STAD stages. They became more active in asking and responding to the teacher instruction.

Comparing the results of the Cycle 1 and the Cycle 2, it was noticeable that students had undergone a substantial improvement in their reading comprehension on recount text. The improvement of

students' reading comprehension is be depicted in the following table.

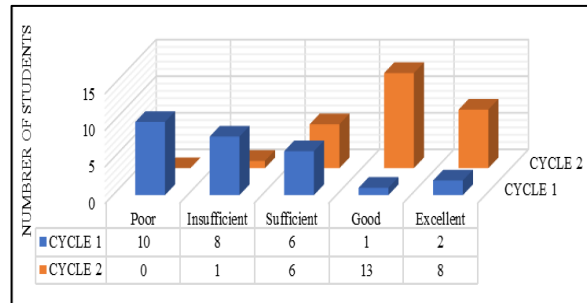


Figure 1. Students' Improvement in Cycle 1 and Cycle 2

The use of STAD technique has improved students' reading comprehension in five aspects such as identifying main idea, identifying specific information in the text, determining the reference, making inference and guessing the meaning of vocabulary. The improvement of reading comprehension might be due to the nature of STAD technique which support group work, allowing students to share ideas, and assisting each other to complete a task (Tohamba, 2017). The students also find the activities in STAD technique interesting and enjoyable. This result

is similar to Dewi (2015) who discovered the STAD technique made students more active in learning, being able to enjoy the learning process in group activity and making learning more interesting when dealing with text. As Anggraeni (2015) asserted that when students became active in participating during learning activities, their reading comprehension also would improve. Students' active participation also might be related to the positive impact of the STAD technique on learning motivation. A recent study on STAD implementation on vocational students revealed that students' learning motivation in reading comprehension was enhanced after the intervention in each cycle, which simultaneously benefited their ability in reading comprehension (Yanti & Helmi, 2023).

Besides, students' reading comprehension improvement might be accrued from the nature of the STAD, which allows students to work together as a team in learning. It was found by Astuti (2014) that during a three-cycled action research, students' behavior and reading comprehension improved gradually as the STAD technique helped them to form positive teamwork. This finding was also corollary to Marpaung et al. (2019), who affirmed that the STAD technique increased students' discussion rate from 51.42% to 80.91%, improving their reading comprehension. In other words, the side effect of STAD as a cooperative learning technique creates a positive atmosphere for the learning process and allows for teamwork activities during each cycle of this study.

CONCLUSION

The use of Student Teams Achievement Division (STAD) Technique in teaching recount text could improve students' reading comprehension from the results of mean score of Cycle 1 to Cycle 2. In the first cycle, the mean score was 61.8 and in the second cycle was 82. This technique did not only improve students' reading comprehension on recount text, but it also improved students' participation and motivation in learning. Moreover, STAD technique also helped students to build cooperative skill, diligence, and responsibility in learning. Thus, it could be concluded that there was an improvement of students' reading comprehension using Student Teams Achievement Teams (STAD) technique.

REFERENCES

- Anggraeni, P. Della. (2015). *The use of STAD technique to improve the eighth grade students' participation and their recount text reading comprehension achievement at SMPN 9 Jember* [English Department, Universitas Jember]. <http://repository.unej.ac.id/handle/123456789/70833>
- Astuti, Y. P. (2014). The Use of Student Team - Achievement Division (STAD) to Improve the Students' Reading Comprehension Practice. *English Education Journal*, 4(1), 1–8. <http://journal.unnes.ac.id/sju/index.php/eej>
- Burns, A. (2019). Action Research in English Language Teaching: Contributions and Recent Developments. In X. Gao (Ed.), *Second Handbook of English Language Teaching: Vol. Two* (First Edition, pp. 991–1005). Springer. https://doi.org/https://doi.org/10.1007/978-3-030-02899-2_52
- Dewi, N. P. G. A. (2015). *Improving reading comprehension through student teams achievement divisions of the eight grade students of SMPN 3 Mengwi in academic year 2014/205* [UNMAS Denpasar].

- <http://repository.unmas.ac.id/journal/detail/3662/>
- Grabe, W., & Yamashita, J. (2022). *Reading in a Second Language* (Second Edition). Cambridge University Press.
<https://doi.org/10.1017/9781108878944>
- Hadeli, Sugara, N., Elismawati, E., & Azmi, H. Al. (2022). A Meta Analysis Study of the Student Teams Achievement Divisions (STAD) Method in English Teaching and Learning. *Al-Ta Lim Journal*, 29(3), 245–252.
<https://doi.org/10.15548/jt.v29i3.815>
- Marpaung, A. P., Yanti, I., & Marzuki, Y. (2019). Developing Students' Reading Comprehension Using STAD Strategy: A Classroom Action Research (CAR) at SMA Negeri 7 Pekanbaru. *Journal of Research and Innovation in Language*, 1(1), 10–16.
<http://ojs.journal.unilak.ac.id/index.php/>
- Novia, F., Nery, R., & Lestari, I. (2023). Teaching reading narrative text through Online Reading. *Language and Education Journal*, 8(1), 60–67.
- Pham U. M. N. (2021). The effects of reading habits on reading comprehension among EFL students at Van Lang University. *International Journal of TESOL & Education*, 1(2), 15–44.
- <https://i-jte.org>
- Slavin, R. E. (2015). Cooperative learning in elementary schools. *Education 3-13*, 43(1), 5–14.
<https://doi.org/10.1080/03004279.2015.963370>
- Tohamba, C. P. P. (2017). The use of STAD technique to improve the students' reading achievement at class XI IA1 of SMAN 7 Kendari. *Journal of English Education*, 2(2), 105–112.
<http://usnsj.com/index.php/JEE>
- Yanti, N., & Helmi, R. (2023). The Implementation of STAD in Improving Students' Reading Skill. *Journal of English Teaching and Linguistics*, 4(1), 41–48.
<https://doi.org/https://doi.org/10.55616/jetli.v4i1.524>
- Yukselir, C. (2014). An investigation into the reading strategy use of EFL prep-class students. *Procedia - Social and Behavioral Sciences*, 158, 65–72.
<https://doi.org/10.1016/j.sbspro.2014.12.034>