

THE IMPLEMENTATION OF STAD (Student Team Achievement Division) AS COOPERATIVE LEARNING IN TEACHING READING OF NEWS ITEM TEXT TO ELEVENTH GRADE STUDENTS AT SMAN 1 KEDAMEAN

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English is an important and compulsory in High school since it is used as foreign language in Indonesia. In learning foreign language, there are four language skills that must be mastered by the students. One of the most important skills is reading. The aims of this study are to describe how the implementation of *Student Team Achievement Division* in teaching reading news item text to the students of eleventh graders, and to find out how the students' response toward the implementation of *Student Team Achievement Division*. This study is a descriptive qualitative research. The subject is the students of XI-MIA SMAN 1 Kedamean in the academic year 2014/2015. The instruments which are used in this study are observation checklist, field note, interview, Questionnaire. The researcher collects the data through observation in the classroom when the teaching learning process process, gave the students questionnaire and interview the teacher in the last meeting. The result of observations and interview are described in the form of words, The result of the study during observation show the students are able to implement the techniques. In the third meeting, they get higher score than the first score in the first meeting. The students point out that it is very useful to help them comprehend the text. In line with the result, *Student Team Achievement Division* can motivate the students and make them interested in reading.

### Introduction

English is important language to be learned and mastered. It is because English as an international language. We can communicate to another people around the world easily by learning and mastering English. Communicating is an understanding and expressing information, ideas feeling, improving knowledge, technology and culture. English as an international English is a solution to all people around the world to get in information, knowledge, culture, etc. The skill of English such reading, speaking, writing and listening. And reading is the important activity before learning another skill in English.

Reading is useful for every learner and age, especially for secondary school level that allocates much time. Through reading we can get some information, knowledge, ideas by someone or something. Therefore, reading has to be developed in every school to improve reading ability. Humprey (2005) state that in reading class at senior high school, the teacher generally face up to extensive range and reading ability. It means that to get maximum advantages from reading, teacher need to involved both extensive and intensive reading.

Regarding the importance of reading, the ability to comprehend the text in English will contribute great deal of advantages either for information, study purpose or career, so the need for mastering reading skill can not be ignored.

Based on Competency Standard - *standarkompetensi* (SK) and Basic Competency - *Kompetensi Dasar* (KD) in the Current School Based Curriculum (KTSP), Indonesian learner especially senior high school student who want to mastering English, they should understanding meaning in short functional text and monologue written text or simple essay such as *narrative*, *descriptive* and *news item* in the daily activities context and to accessing popular knowledge. News item text as one of informational literacy has function to informs the reader, listeners, or viewers about events of the day which are considered newsworthy or important as stated by Gerot and Wignel (1995 :200). The linguistic features of news item text are simple information which is placed in the headline, uses action verbs, such as: say, tell, explain, elaborate, and it also uses adverbs such as badly, wonderfully, slowly, shortly. So, it is

necessary for language teacher to foster reading text on their student.

The teachers are supposed to find the suitable technique and create some attractive or fun activities in reading class. To make the students motivated and enjoyable to learn, the teacher should use interesting teaching methods, as Jeremy Harmer (2007 : 20) said that teacher's method in teaching could be intrinsic motivation which motivates the students to learn. Therefore, it is important for teachers to gain some knowledge. Papilia (in Rivers, 1987:77) suggests that, in reading activities the teacher will normally consider whether student will benefit more in their own pace. To support great interaction with the text among student, the teacher should make students as cooperative group and give a reward to the best group, where the student feel fun with a reward and cooperative group.

Cooperative Learning model has grown out of an educational tradition emphasizing democratic thought and practice active learning, cooperative learning, cooperative behavior and respect pluralism in multicultural societies Slavin (1995 : 2). Cooperative Learning mean a variety of teaching method in which student work in small group to help one another to learn academic content. In CL, students are assumed to collaborate one to another, help each other, motivate each other, learns the material in team and do the task individually. In this research, cooperative Learning is used as a teaching technique because it brings many advantages in improvement student academic achievement

Student Team Achievement Division (STAD) as cooperative technique can be useful to do a task through team work. Every group of Student should do and finish the task cooperatively to each other during those techniques. Ibrahim (2000 : 20) states STAD to developed through tutorial, quiz, and discussion. By applying this technique, it will be easier for the student to get the point of the text. Besides the cooperation between the members of the team will make the more competence student help the other student to understand news item text.

By STAD as cooperative learning, student can learn to socialize to each other

through various activities, besides getting the academic achievement. Oslen and kagan(1992 : 1) states that cooperative learning is structured carefully to make each learner interact each other. So that STAD can be alternative technique make student interesting and enjoy activity. Besides that motivation is the other aspect to take into learning process. By using STAD of cooperative learning that contain activities to teach reading, the teacher can help the student highly motivated and be more active in the class. The statements of the problems are as follows:

- 1 How is the implementation of the use Student Team Achievement Division (STAD) as cooperative learning in reading news item text for the eleventh grade students at SMAN 1 KEDAMEAN?
- 2 How do student's responstoward the use of STAD as cooperative learning in reading news item text in teaching and learning process at SMAN 1 KEDAMEAN?

## **Research Method**

This study deal on the Implementation of Student Team Achievement Division (STAD) in teaching reading news item text. In this study, writer uses a qualitative research. In Qualitative, the writer does not set out to hypothesis, but only observes the teacher teaching and learning activity. Descriptive random data is in the form of word or image rather than numerical data. According to Bodgan and Taylor (1975: 5) in Setiyadi (2006 : 219) explained that Qualitative research is a research procedure in which the researcher will get descriptive data, in the form of word or spoken from the people and activities that can be observed. It means that descriptive qualitative research describes what exist in fact, which includes the description, recording, observation and interpretation of the condition that exist. The result of the research will also explained by using words not numerical symbols.

The subjects of the study were Eleventh Grade of SMAN 1 Kedamean and the teacher activity in the class. The writer chooses the Eleventh Grade Students because they were

more competent. In order that, the students were better achievement scores than the other. Each Class include of around thirty - forty students. And also, there were some facilities which support the teaching and learning, such as Language's laboratory, computer laboratory, science laboratory, physic laboratory library and so on. Not only kind of laboratory but also extracurricular activity in English that makes teaching Learning activity bitter and better and finally go very well. This study will took place in the classroom where the teacher taught reading skill used Student Team Achievement Division (STAD) Techniques. The researcher chose SMAN 1 Kedamean as a place to conduct this study. The school was enjoyable and comfortable for learning activities since the school was surrounded by trees and the situation in the school was not too crowded. Besides the students were also provided with facilities that supported teaching and learning activities, such as library and various laboratories, they were; computer, physics, biology, and language laboratory. The important part of the school that encouraged the research to be successful is the clean, wide and comfortable classroom which the students were in to study. It is one of the essential facilities which give an effect for the teaching learning process, especially in teaching reading through the use of Student Team Achievement Division (STAD). Research instrument was an equipment to collect the data. In this study, the researcher used interview, observation checklist, and questionnaire as instruments. Those would be explained below:

Field notes was a kind of brief notes made by the researcher to observe the teaching-learning process which was watched, listened, paid attention and wrote everything that can be used as the data during the used of Student Team Achievement Division (STAD) in teaching reading news item text.

The researcher used observation checklist to understand individual behavior or process of occurring a noticeable activity either in actual or made up situation. Wiersma (1995: 261) points out that the important part of observation relates to the idea of contextualization; that is, to understand

behavior. It means that the observer must understand the context in which the individuals being observed are thinking and reacting.

The observation checklist was used to get the information during the teaching and learning process. The observation checklist was also to know whether the teacher had applied the indicators that have been prescribed in 2006 Basic Competence. It was conducted in the form of "yes" and "no" questions. The questions that written in it were about the teacher's activity in teaching learning process including opening until closing the lesson of that day, the topic of the reading task, the method that was used by the teacher, and students' response toward the method.

The instruments which will used to observe the teaching and learning process are observation checklist and questionnaire. The observation checklist provides the data about the activities which are done by the teacher and the students during the teaching and learning process. Furthermore, the researcher was able to know whether the teacher had implemented indicators that have been prescribed in 2006 Basic Competence and also to know the implementation of Student Team Achievement Division STAD.

### **The result and giscussion**

The researcher did the observation at the eleventh grader of Senior high school of Kedamean. The observation was conducted in three meeting, from 19 March to 9 April 2015. The following was the condition in the implementation of Student Team Achievement Division to teach reading of news item text.

### **The Implementation of STAD (Student Team Achievement Division) in teaching news item text**

From the result of observation during the implementation of Student Teams Achievement Division, it can be concluded that this method or technique was successful to be applied in teaching reading. The students learned in enjoyable environment and were rapidly motivated. In the first meeting, the teacher asked the students about their knowledge on news item text. The students could not answer the question rapidly, so that the teacher explained it again in a fast way. In

the second meeting, the teacher started activities with brainstorming about news item again and gave the simple exercise about news item cooperatively. At last meeting the teacher started the activities without explaining about news item again.

The teacher used Student Team Achievement Division for teaching reading news item text in teaching and learning process. When it was applied in teaching reading of news item text, the class activities in the first, in the first, second, and third meeting were good. In the first meeting, the teacher makes a group and numbered in each group. The first group was number one, second was group two until the last group was group eight. In the first meeting the teacher presented news items, make group and gave the text about Australian city avoids worst in floods. In the second meeting was used 'Murphy Starts New Year with Marriage'. In the last meeting teacher used quiz, it was individual improvement.

During learning in the classroom, the students often faced difficulties. For example, the students did not know about the meaning of some word in news item text about Australian city avoids worst in floods, and Murphy starts New Year with Marriage. The teacher always helped the students to solve the problems providing the meanings of the difficult words which the student could not find based on their knowledge. After all of the student had understood the news item text, the teacher tried to ask student to reading aloud in one paragraph one student in each group to avoid the noisy.

In the first meeting the students got usual score but in the second and third meeting the average score of the group and quiz was good. The students got score around fifty to ninety. The got fifty if they can not identify the main idea and generic structure of text news item correctly. The students who could identify the main idea and generic structure of the text well would get 10 - 15 point based on (Slavin ; 1995).

The teacher used exercises as daily assessment. It had a purpose to know how far students' reading comprehension or students' understanding about the material and to know

the students' result during the implementation of Student Team Achievement Division. The exercises were in the form of short answer test or comprehension question. The teacher used a certain rubric scoring guide to know the ability of the students, which was reading comprehension scoring guide.

#### **The students' responses towards the use of Student Team Achievement Division to teach reading news item text**

At last discussion was about students' responses toward the implementation of Student Team Achievement Division whether it can solve the problem when reading of news items or not. Most of the students answered that the implementation can solve the problem when reading of news item (20 students), and just nine students gave under response that it could not solve the difficulty in reading news item text. It means that students feel enthusiastic with STAD techniques. And at the last question was the implementation of STAD (Student Team Achievement Division) whether can improve the achievement of students' activity in the reading of news item or not. Most of the students agreed that the implementation of STAD can improve the achievement of students' activity (23 students), and just six students agreed that the implementation can not improve students' activity in reading of news item text. It means that STAD was successful in improving the achievement of student activity. Finally, it can be concludes that students very attractive with this techniques.

#### **Students' responses towards the use of Student Team Achievement Division STAD to teach reading news item text**

The students' responses were collected from result of answered questionnaires. Questionnaire was administered in order to find out the students which consisted of fifteen questions to each student. The questionnaire was in the responses towards the used Student Team achievement Division STAD in the classroom. The researcher gave the questionnaire form of multiple choices. There were three possible answer options in each question. Questionnaire was given in the third observation.

The first question was about the interesting in teaching English, most students

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stated that really interesting in English lesson (17 students). But it was a difficult lesson for them (25 students), and just (4 students) agree that English was an easy lesson. Next question was the cooperative learning used by the students whether it was frequently or not, most of the students did not use it (18 student), and just (11 students) used it frequently. The fourth question was about the interesting of cooperative learning in teaching English in the classroom whether it pleasingly or not. Most of students gave good responses about cooperative learning (26 students), and just three students gave bad responses. The fifth question was about the relationship between cooperative learning with achieving in the learning especially for English lesson whether it was impact or not, most of students agreed that there was relationship between cooperative learning with achieving in learning English lesson (20 students) and only nine students stated that there was not relationship between them.

The sixth question was about reading news item text whether it was interesting or not, few of the students stated that interesting in reading news item text (12 student), and more than twelve students stated that reading of news item text was interesting. The seventh question was about the difficulty in reading news item text such as, identify language features, find main idea, find particular information and identify the generic structure. Most of students found the difficulty in reading news item (20 students), and some of them found that just difficult to find language features (6 student), difficult to find main idea (2 student), difficult to find particular information (6 students), and difficult to find generic structure (6 students). And the other student understood in different part of reading news item. The eighth question was the interesting in the implementation of student team achievement division in teaching process whether it was interesting or not, most of the students answered that the implementation of STAD was really interesting (22 students), and only seven students was not interesting in the implementation. The ninth was about team work whether it was dominated by student in team or not, most of the students answered that team work was dominated by a

student, and just three students answered that the team work in their group was not dominated. The tenth question was cooperative students who found difficulty in group work whether student work cooperatively in a group or not, most of the students answered that work cooperatively when got difficulty (5 students), and just four students who were not really cooperatively when got difficulty.

The eleventh questions was about member learning in each group whether every student respect to the task or not, most of the students answered that member learning in each group has a respect to the task, and just seven students stated that member learning in each group was not respectfully. The twelve question was about the teacher in the cooperative learning whether she guided student in team work or not, most of the students stated that the teacher guided them on team work (25 students), and just four students answered that the teacher did not guide then in cooperative learning. The thirteen questions was about the students' participation on cooperative learning whether it was frequently or not, most of the students answered that in cooperative learning, they always actively (24 students), the other five student was disagree with that. The fourteen questions was about the implementation of Student Team Achievement Division whether it can solve the problem when reading of news items or not. Most of the students answered that the implementation can solve the problem when reading of news item (20 students), and just nine students gave under response that it could not solve the difficulty in reading news item text. And at the last question was the implementation of STAD (Student Team Achievement Division) whether can improve the achievement of students' activity in the reading of news item or not. Most of the students agreed that the implementation of STAD can improve the achievement of students' activity (23 students), and just six students agreed that the implementation can not improve students' activity. Based on the data analysis on the previous chapter, the researcher concludes that the implementation of Student Team Achievement Division techniques to the students of XI-MIA SMAN 1 Kedamean is good and in line with the

theory which have been explained in chapter II. Although in the first implementation the teacher doesn't explain the strategy understandably and the students seem confuse, the strategy is quite helpful in teaching reading news item text. In the second and third implementation both the teacher and the students are able to use the strategy in reading news item text well.

### Conclusions

From the data that had been got by the researcher, it shows that there is significant difference of the students' reading ability after taught by Student Team Achievement Division. The students' comprehending reading tasks in the third meeting are better than in the first meeting. Therefore, it can be concluded that teaching reading news item text with Student Team Achievement Division can give contribution to the students in understanding the text given by the teacher.

### Suggestion

Considering the result of this study, the researcher considers that it is necessary to serve several suggestions to English teacher dealing with the implementation of Student Team Achievement Division in the English teaching-learning activities, the first thing to be considered is how the teacher creates the non treating situation while the students are learning. The teacher is supposed to tell the students that they will learn such strategy. It will make the interested and non-treating of enjoyable situation.

The best way to teach this strategy is by modeling, modifying and learning. The teacher should provide brief understandable models. The students are supposed to do listening and repeating at the first stage in learning the strategy. Modifying the models and the explanations are necessary in order to make it fits and understandable for the students whether there are problems dealing with the lack ability of the students or unsupported class situation.

At the end of teaching-learning activities, the teacher is supposed to give the reinforcement by asking question, making list of important points what they have learned on that day or giving them exercise and homework so

they can memorize what they have learned that day.

Moreover, the researcher also gives suggestion to the other researchers to develop other research. It is strongly recommended for them to develop other method, technique or strategy which is more effective and interesting to teach reading. By doing so, it is expected to achieve better Achievement in both Students and English subject.

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