

**THE USE OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN TEACHING  
READING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS OF SMPN 1 KUDU-  
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**Abstract**

Reading is one of the four basic skills of English that have to be mastered by the students. However, it is not easy as it seems. To overcome the students' problems in learning reading, teachers should be able to choose an appropriate method, strategy, and media to be used to deliver the learning materials. One of the interesting techniques in teaching reading descriptive text is Students Team Achievement Divisions (STAD). STAD is an effective cooperative learning method in which the students are divided into some groups of four. This technique can help the students to comprehend the material easily because they can share knowledge with their friends. This study was to describe the use of Student Team Achievement Divisions (STAD) technique in teaching reading descriptive text to the seventh grade students of SMPN 1 Kudu- Jombang. This study is a descriptive qualitative research. The subjects are the English teacher and the students of VII- A class in SMPN 1 Kudu- Jombang. The data of this study are the result of field notes, the result of students' reading tasks, and the result of interview. From the results, the researcher concluded that Student Team Achievement Divisions (STAD) technique was interesting for the students. It could build the students' motivation and interests in learning descriptive text. Besides, STAD technique can help students in improving their reading ability, especially the ability of reading descriptive text. In conclusion, STAD technique is helpful for the students in improving their reading ability. It also helps the students in understanding and mastering a text, especially descriptive texts. It could make the class more active and enjoyable.

**Key words: Reading, Descriptive Text, and STAD Technique**

**Abstrak**

Membaca adalah satu dari empat ketrampilan utama yang harus dikuasai oleh siswa. Bagaimanapun, hal ini tidak semudah yang terlihat. Untuk mengatasi masalah siswa dalam belajar membaca, guru harus mampu untuk memilih metode, strategi, dan media yang tepat yang digunakan dengan bahan ajar yang akan diajarkan. Salah satu tehnik yang menarik dalam pengajaran membaca teks deskriptif adalah tehnik STAD. STAD adalah metode belajar kelompok yang efektif yang dimana siswa dibagi menjadi empat siswa tiap kelompok. Tehnik ini dapat membantu siswa untuk menguasai materi dengan mudah karena mereka bisa berbagi pengetahuan dengan teman- temannya. Penelitian ini merupakan penelitian *descriptive qualitative*. Subjeknya adalah guru bahasa Inggris dan siswa kelas tujuh A di SMPN 1 Kudu- Jombang, Data dari penelitian ini adalah hasil dari catatan lapangan, hasil tugas membaca siswa, dan hasil wawancara. Dari hasil penelitian ini, peneliti menyimpulkan bahwa STAD technique menarik untuk para siswa. Tehnik ini dapat membangun motivasi dan daya tarik siswa dalam belajar teks deskriptif. Disamping itu, tehnik STAD dapat membantu siswa dalam meningkatkan kemampuan membacanya, terutama kemampuan membaca teks deskriptif. Kesimpulannya, tehnik STAD sangat membantu siswa dalam meningkatkan kemampuan membacanya. Tehnik ini juga

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membantu siswa dalam memahami dan menguasai sebuah teks, terutama teks deskriptif. Tehnik ini dapat membuat kelas lebih aktif dan menyenangkan.

**Kata kunci:** *Membaca, Teks Deskriptif, dan Tehnik STAD*

## **INTRODUCTION**

There are four skills that have to be mastered by the students in learning English. They are listening, speaking, reading and writing. The students should master all of those skills because they support each other and cannot be separated. Among those skills, reading is considered as the main important skill. Jerolimenc, cited by Sari (2014), stated that reading is a major point to satisfactory achievement in study because a high percentage of all instruction relies on the students' ability to read. According to Callahan & Clark (1982), reading is an active process in which people extract the ideas, concepts, thoughts or imagines from the pattern of world, set forth on the printed page. Reading is one means of gaining the information from the written language. Hence, reading is not only about reading word by word or sentence by sentence, but also about how far the readers understand the meaning of the passages. When readers understand what they read, they are able to form opinions, exchange other's ideas in conversation, ask and answer questions related to the reading passages, and develop ideas that can be further explored in other skill (Ratnaningtyas, cited by Sari, 2014:1)

Reading represents other skills. When your reading skill improves, your other skills will improve too. Shoebottom (1996) stated that students who have a large vocabulary are usually good readers, but of course it is not easy for the teachers to make their students become good readers. Some teachers still face some problems when they have to teach reading. The biggest problem that students have in reading is the difficulty of comprehending texts. It usually takes long time for the students to understand what they read. It happens because the students

lack of vocabulary, grammar comprehension, and text understanding. This condition makes the students get bored. The problem is also caused by the way teachers teach. The teacher should make students feel motivated while they are learning. It is important because if they have high motivation, it will be easier for the students to reach the goal of teaching.

Based on those reasons, it is clearly seen that reading becomes one of difficult skills to be mastered by the students. To overcome the students' problem in learning reading, teachers should be able to choose an appropriate method, strategy, and media to be used to teach particular materials. Cooperative Learning Method is one of attractive methods that can be used to motivate the students during the learning process. In Cooperative Learning Method, teachers teach students collaborative or social skills, so they can work together more effectively (Larsen-Freeman, 2000). Cinelli (1994) stated that problem can be solved by implementing this method since Cooperative Learning Method is considered as an effective way of teaching. In addition, in this method students are active in the learning process because they will learn more through a process of constructing and creating, working in a group and sharing knowledge.

There are many techniques in Cooperative Learning Method. One of them is Student Team Achievement Divisions (STAD). According to Slavin (1995:4), STAD emphasized the use of team goals and team success.

This technique consists of five major components; those are class presentation, team work, quizzes, individual improvement score, and team recognition (Slavin, 1995:71). This technique can help the students to comprehend

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the material easily because they can share knowledge with their friends. In this study the researcher wants to examine "The Use of STAD Technique in Teaching Reading Descriptive Text to the Seventh Grade Students of SMPN 1 Kudu-Jombang." The researcher conducts a research in Junior High School because based on the Depdiknas, descriptive text is taught in seventh grade of Junior High School. SMPN 1 Kudu-Jombang is one of Junior High School which implements STAD as the technique in teaching and learning process, especially in English.

Referring to the background of the study, the researcher formulated the research question as follows:

1. How is the implementation of Student Team Achievement Divisions (STAD) technique in teaching reading descriptive text to the seventh grade students of SMPN 1 Kudu-Jombang?
2. How is the students' reading ability after the implementation of STAD technique in teaching reading descriptive text?
3. How are the students' responses toward the implementation of STAD technique in teaching reading descriptive text?

### **RESEARCH METHOD**

This research is a descriptive qualitative research because it focuses on the implementation of Student Team Achievement Divisions (STAD) technique. According to Cohen, et al (2007:461), the aims of descriptive qualitative are to describe, to summarize, to prove, to examine the application and to operate the same problems in different contexts. Therefore, the purpose of this study was to describe the data of the implementation of certain technique in the classroom.

The subjects of this study were the English teacher and the students of VII- A class in SMPN 1 Kudu- Jombang. There are 32 students in this class; 16 male students and 16 female students. The researcher chose this class

as the subject because the English teacher had implemented Student Team Achievement Divisions (STAD) technique in her class.

The data of this study were obtained from several sources; those are observation of teaching and learning process, students' reading task, and students' responses. . The instruments used are field notes, students' reading tasks, and interview's transcription.

Firstly, the data were obtained by using field notes. It was obtained by observing the teaching learning process of descriptive text using STAD technique in the class. These notes explain what happened in the setting during the research. Secondly, the researcher used students' reading tasks as the result of the use of STAD technique. It was used to know the students' reading ability after the implementation of STAD technique in teaching reading descriptive text. Thirdly, the researcher used interview's transcription. It was obtained by interviewing the teacher and the students. It was related to the students' responses toward the implementation of STAD technique in teaching reading descriptive text. The data would help the researcher in understanding the students' feeling about the teaching learning process.

After collecting all of the data which were obtained from the field notes, students' reading task, and interview guidelines, the researcher analyzed the data descriptively through three stages which were stated by Creswell (cited by Ary (2010). They were familiarizing and organizing, coding and reducing, and interpreting and representing. Firstly, the researcher familiarized the data through reading and rereading the whole data. After that, the researcher organized the data by creating a description of the data. Then, the researcher coded the words of the data by looking for units of meanings that seem to appear regularly and important. Next, the researcher reduced some words that are not

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important. The last step was interpreting and representing the data; the researcher interpreted the data by providing an explanation and then represented the data by reporting it descriptively.

## **RESULT OF THE STUDY**

The researcher did the observation in VII- A class of SMPN 1 Kudu- Jombang. She conducted two meetings. It was conducted on May 22<sup>nd</sup> 2015 and May 27<sup>th</sup> 2015. Each of these meeting passed 2x40 minutes of learning periods. The first and second meetings produced the description of the implementation of STAD technique and the students' reading task.

## **THE IMPLEMENTATION OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE IN TEACHING READING DESCRIPTIVE TEXT**

In this case, the researcher would like to answer the research question number one about how is the implementation of STAD technique in teaching reading descriptive text to the seventh grade students of SMPN 1 Kudu-Jombang.

The result of the observations showed that the teacher had implemented STAD technique in teaching learning process. The way of how the teacher introduced STAD technique showed that she had followed the procedure of implementing STAD technique as explained by Slavin (1994). Those are preparing the material, dividing students into heterogeneous groups, explaining the material, asking the students to learn the material, giving individual quiz to the students, figuring individual improvement and team score, and recognizing team accomplishments. Based on the steps above, the teacher could implement the technique well in both meetings.

In the first meeting, the discussion did not run well because there were only one-two students dominated the discussion. They had

not have responsibility to their team members whereas, in STAD technique, the students should help their friends and ensure that all members understand the material. The circumstance evolved; it was shown in the second meeting. At that time, the discussion was running better than in the first meeting. The students understood the rules of STAD well and could learn the material in a team not in individual. As Slavin (1995) stated that in cooperative learning as in STAD, the students are not asked to do something as a team but to learn something as a team. Thus, when they discussed with their team members, they helped each other in mastering learning objectives (Arens, 2007).

Based on the activities conducted by the teacher during the process of teaching reading descriptive text, the researcher noted that there were three stages to build students comprehension which had been implemented by the teacher; they are pre- reading, whilst-reading, and post- reading (Abbot et al, 1981). In the pre- reading activity, the teacher built the students' motivation and knowledge by giving picture and its description in order to make the students interested in reading. As Chastain (1988) said, the purpose of pre-reading activity is to motivate the students to have a mind to read the text and to prepare them to be able to read it. Chastain (1988) also explained about STAD technique. Furthermore, in whilst-reading activity, the teacher divided the students into several groups, asked them to discuss the descriptive text, and asked them to complete the exercise with their groups. Post-reading activity was done when the students had individual quiz.

## **THE STUDENTS' READING ABILITY AFTER THE IMPLEMENTATION OF STAD TECHNIQUE**

The analysis of the students' reading task in the first meeting and second meeting

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showed the students' progresses. The students' reading tasks were analyzed by scoring procedures for STAD which was adopted from Slavin (1995). It was categorized into five levels; poor, fair, good, very good, and excellent.

In the first meeting, some students still faced difficulties in answering the question. It could be seen from their result of reading tasks. Some of them provided incorrect answers for the individual quiz. Their mistakes were possibly caused by some causes, i.e. lack of vocabulary classification and concentration.

Even-though they faced some difficulties to complete the task, they could get better score in their first quiz. All students had progresses. Their scores exceed their base scores. In addition, based on their improvement points, their scores were categorized into three levels; those are good, very good, and excellent. There were 24 students positioned in the good level, 6 students in the very good level, and 1 student in the excellent level.

Meanwhile, based on the result of the students' reading task in the second meeting, the students could comprehend the text. They could complete the task based on the text given. It means that they had progress in mastering the material. Most of them could catch the instruction of the task. However, several students' scores were decreased. It could be caused by students' lack of concentration in doing the task and lack of communication in the discussion. In the second quiz, the students' reading tasks were categorized into four levels; those are fair, good, very good, and excellent. There were 3 students positioned in the fair level, 25 students in the good level, 2 students in the very good level, and 2 students in the excellent level.

Overall, the result of positive improvement could be seen from the result of students' reading task in the first and two meeting. The students' scores had improved in each meeting. In this case, Student Team

Achievement Divisions (STAD) technique could help students in improving their reading ability. By sharing their problem and their knowledge to their teammates, the students are assisted in mastering and understanding the material.

**THE STUDENTS' RESPONSES TOWARD  
THE IMPLEMENTATION OF STAD  
TECHNIQUE**

Interview was conducted after the implementation of STAD technique. Based on the students' opinions, the students felt motivated and enthusiastic during the process of teaching learning using STAD technique. The students felt that the activity was fun. It means that they succeeded in reaching the goal of the method in teaching learning process. This proved the statement of Slavin (2000) that exclaimed the most important goal of cooperative learning is to provide students with the knowledge, concept, skills, and understanding they need to become happy and contributing members of the society.

Furthermore, the second aspect was about students' opinion about the implementation of STAD technique. In this case, the students gave positive responses. They considered that working in group assist them to learning and understanding the material easily. Sanjaya (cited in Wijayanti, 2009) stated that group members gain a better understanding of themselves as they interact with others.

The third aspect was about students' feelings about reading activity using STAD technique. As the result of the interview, the research found that learning by using STAD technique was helpful for the students to master the material. The students felt motivated and interested in teaching learning process. As Johnson and Johnson (1994) stated that working in group can motivate members to accomplish their individual achievement.

The last aspect was about the students' responses toward the use of STAD technique. In

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this case, the researcher found that all students were interested in joining the next class by using STAD technique. In addition, the teacher argued that the use of STAD technique could increase the students' reading ability and their interest in learning reading.

Overall, the researcher concluded that STAD technique was successfully implemented to teach reading to the seventh grade students of SMPN 1 Kudu- Jombang. This technique is a good technique in teaching reading descriptive text. By using this technique, the students could be more active during the teaching and learning process. Besides, STAD technique is helpful for the students in mastering and understanding a descriptive text.

### **CONCLUSION**

Based on the observations, the researcher concluded that the use of STAD technique which had been implemented by the teacher during the process teaching reading descriptive text is an appropriate technique to teach reading descriptive text for seventh grade students. The teacher successfully implemented STAD technique in two meetings and the implementation was in line with the framework suggested by Slavin (1994). In this case, the teacher divided the students into several groups. Each group consists of four students. Every student has responsibility to their team members. This technique could solve the students' problem in reading because they learn in a team. Besides, STAD technique could make the students more active during the teaching and learning process.

Furthermore, based on the students' reading task given by the teacher, the researcher concluded that STAD helped students in improving their reading ability, especially reading descriptive text. The students' scores show that they had progresses in each meeting. The students' reading tasks were analyzed by scoring procedure for STAD by Slavin (1995).

Based on the students' improvement points, the scores were included into four levels of fair, good, very good, and excellent level.

Meanwhile, based on the result of the interviews, it can be concluded that STAD technique was helpful for the students in mastering and understanding descriptive text. It can be seen that this technique was interesting technique that could increase students' interest in reading descriptive text. It could motivate them in learning reading descriptive text. In addition, all students were enthusiastic to join the next reading class by using STAD technique.

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