

**THE USE OF STUDENT TEAM – ACHIEVEMENT DIVISION
(STAD) IN TEACHING READING COMPREHENSION AT
THE SECOND GRADE OF SMP 2 BANYUDONO IN
ACADEMIC YEAR 2019/2020**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

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APPROVAL

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan kegunaan teknik STAD yang diterapkan guru SMP saat mengajar pemahaman membaca. Penelitian ini diterapkan kepada siswa kelas VIII SMP N 2 Banyudono. Penelitian ini adalah penelitian deskriptif kualitatif. Metode yang digunakan dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Data diambil dari hasil catatan lapangan di kelas, salinan wawancara guru dan siswa, dan dokumentasi. Subject dari penelitian ini adalah guru bahasa inggris dan siswa kelas VIII SMP N 2 Banyudono. Respon siswa menunjukkan bahwa penerapan teknik STAD yang digunakan guru untuk mengajar pemahaman membaca berdampak positif. Hasil dari penelitian ini menunjukkan bahwa siswa menjadi aktif, lebih antusias, dan tidak bosan dalam belajar pemahaman membaca.

Kata kunci : teknik STAD, pemahaman membaca, guru, siswa.

Abstract

This research aims to describe the use of STAD technique is applied by a junior high school teacher in teaching reading comprehension. This research was applied to the second grade students of SMP N 2 Banyudono. This research was a qualitative descriptive study. The methods used in this study were observation, interview, and documentation. Data were taken from the results of field notes in class, copies of teacher and student interviews, and documentation. The subjects of this study were English language teachers and the second grade students of SMP N 2 Banyudono. The students responses indicate that the application of STAD techniques that teachers use to teach reading comprehension has a positive impact. The results indicate that students become active, more enthusiastic, and not bored in learning reading comprehension.

Keywords : STAD technique, reading comprehension, teacher, students.

1. INTRODUCTION

English is an International language. The language is used to communicate in every country. A person can not communicate easily with foreigners if they can not mastering English. In the era of globalization as it is now, English should be a compulsory ability that must be owned by students. There are four skills that must be mastered in English, namely reading, speaking, reading, and listening. These

four skills are divided into two categories. Listening and speaking are receptive skill because the learners get knowledge and ideas from what they listen to. Meanwhile, reading and writing are productive skills because the student will do it at the end of the lesson.

Reading is one of the skills considered as the most important skills, where students must understand written texts well. By reading, students have broaden knowledge from what they read. For example, students can answer the question that the students gave easily and can share the information to the other friends. In the 2013 Law on National Education System Curriculum: “ Foreign language especially English in an international language which the utility and comprehending it is very important in the globalization era.” So being able to read English text is needed for success in study.

There are many techniques that can motivate students and improve their reading comprehension in English lesson. One of these techniques is Student Team-Achievement Division (STAD) technique. Student Team-Achievement Division is included in cooperative learning strategy. This technique can make students active and increase their own and each other ability in learning process. Students can solve the problem together in a group with their friend and can decrease the boredom in learning activities. So, the students not only learn with the teacher but also learn together with their friends.

Summary from explanation above, the researcher want to observe the use of Student Team – Achievement Division (STAD) in teaching reading comprehension at the second grade students of SMP 2 Banyudono. English teaching and learning process in SMP 2 Banyudono is not interesting. The students of SMP 2 Banyudono usually find problems as they feel bored with English lessons in the classroom. Other problems, students are always thought that the English language was very difficult. Most of the students have low score in English subject. Based on phenomenon above, the researchers try to investigate the teaching and learning process especially the classroom technique when the teacher teaches English to achieve the learning objectives. The researcher is interested in having a study in teaching-learning process especially the use of

student team – achievement division (STAD) on teaching reading comprehension at the second grade students of SMP 2 Banyudono. Because of that reason, the writer wants to describe the classroom techniques in teaching of English which is applied on SMP 2 Banyudono and wants to observe and then make a research entitled THE USE OF STUDENT TEAM-ACHIEVEMENT DIVISION ON TEACHING READING COMPREHENSION AT THE SECOND GRADE STUDENTS OF SMP 2 BANYUDONO IN ACADEMIC YEAR 2019/2020.

2. METHOD

The method of this research is descriptive qualitative research. Descriptive studies are aimed at finding out “what is” so observation and survey methods are frequently used to collect descriptive data. (Borg & Gall, 1989).

Data are collected from the observation in the classroom, interview with teacher and students, and documentation.

The data source is used to determine information about teacher’s technique and classroom practices on teaching reading comprehension. Sources of the data consist of the three aspects, they are:

2.1 MInformant

Informant is people who can give information about the characteristic and situation of the object of the study. Here, the informant is English teacher and students of the second grades student of SMP 2 Banyudono in academic year 2019/2020. The data is interview script.

2.2 Places and events

The researcher observes the situation in teaching learning process and activities teaching learning reading in the classroom.

2.3 Documents

The document is that all information in the form of any which can be used as an activity in past. The document will be taken from observation in teaching and learning reading comprehension using Student Teams-Achievement Division technique.

In credibility of data the researcher takes the following steps: observing learning activities after that conducting interviews of the English teacher of SMP N 2 Banyudono, conducting interviews of the second grade students of SMP 2 Banyudono, and comparing the observed data with data from interviews.

3. FINDINGS AND DISCUSSION

The second grade students of SMP N 2 Banyudono consist of 5 classes. The researcher had the opportunity to observe VIII C. VIII C consists of 32 students. They are 12 female students and 20 male students. The teacher who teaches in this class is Mrs. Hartanti Istyaningsih.

This research finding is divided into three parts 1) how the teacher used STAD technique in teaching reading comprehension? 2) The strengths and the weaknesses of STAD technique? 3) The way teacher resolves the weaknesses of the STAD technique?

3.1 How the teacher used STAD technique in teaching reading reading comprehension.

The data were collected on August, 1th 2019 by classroom observation at 12.15 until 13.30 pm in VIII D class. On that day the teacher taught about attention text. The teacher applied the STAD technique by dividing to four activity steps namely; teach, team study, and test.

3.1.1 Teach

The teacher entered the class and gave greeting to the students. After that the teacher asked the students to open their English books.

Teacher : *Assalamualaikum. How are you today?*

Students : *Walaikumsalam. I'm fine and you?*

Teacher : *I'm fine too. Open your book please. Today we will study about attention. Do you know attention?*

After that the teacher explained the material all about attention in front of them.

(based on observation August, 1th 2019)

3.1.2 Team Study

After explaining all material in front of the students, the teacher divided them into several group. “ *ini saya beri bacaan tapi dialog ini kamu diskusikan dengan teman sekelompokmu. Nanti saya tanya isinya kira-kira tentang apa dialog tersebut.* ” “*Saya buat kelompok-kelompok saja supaya bisa berdiskusi bersama-sama dan cepat memahaminya.* ” (I will give this to you but please you discuss this dialogue with your group. Later I will ask about what is the content of dialogue. " " I make you into some groups so that you can discuss together and understand quickly.)The teacher gave a dialogue text for each group. Each group must work together to understand the dialogue text and after that they must be able to conclude what the contents of the dialogue text. By dividing groups like that, the teacher hopes the students can actively work together with their friends. They can exchange ideas and not make them bored in learning. The teacher also kept control of each group by going around and checked them to make sure everyone stays active. After the discussion time is up, the teacher asks the results of their discussion.

(based on observation August, 1th 2019)

3.1.3 Test

In this test step the teacher asked the students to answer the questions on the paper that have been provided individually. “*nah tadi kan sudah diskusi ya..isinya kan sudah tahu, sekarang coba kalian mengerjakan sendiri-sendiri saja. Nanti saya kasih kertas dan jawabannya diisi dibalik kertasnya saja*”. (“ You had a discussion, you also already know the contents, now you try to do it yourself. I'll give the paper and the answer is filled behind it.)Then the teacher distributed the papers that contain some questions about the contents of the dialogue. The teacher gives a time limit to answer the question.

After the time is up, the teacher discussed the answers of these questions with students. There are some students who are appointed to answer the question

and the correct answers are written on the board. After everything has been discussed, the teacher asked the students to collect the result of their work.

(based on observation August, 1th 2019)

3.2 The strengths and the weaknesses of STAD technique

There are strengths and weaknesses that can be found in teaching reading comprehension by using STAD technique to the second grade students of SMP 2 Banyudono.

Here are the strengths in using STAD techniques in teaching reading comprehension based on teacher and students's interview :

3.2.1 Teacher statement

Interviewer : *Menurut ibu, apa kelebihan dalam menggunakan teknik ini?(according you mom, what are the strengthnesses in using this technique ?)*

Respondent : *Dalam menggunakan teknik ini bisa membuat anak-anak lebih kreatif,mereka bisa bertukar ide dengan teman yang lainnya, lebih seneng, lebih gak bosen lah.(In using this technique can make children more creative, they can exchange ideas with other friends, more happy, not bored)*

(Based on teacher's interview July, 30th2019)

3.2.2 Students statement

Respondent 1

Interviewer : *menurut adek ya, tadi bagaimana tentang teknik mengajar yang digunakan oleh ibu guru?(according to you, what was the teaching technique used by the teacher?)*

Respondent 1 : *bisa lebih gampang memahami soalnya kita mengerjakannya berkelompok jadi bisa didiskusikan bersama-sama. (it can be easier to understand because we do it in groups so it can be discussed together.)*

Interviewer : *dengan teknik yang ibu guru gunakan itu dapat memudahkan kamu kamu dalam belajar apa enggak? Bisa memudahkan kamu memahami teks tadi enggak ?*

(with the techniques that the teacher used can make it easier for you to learn or not? Can help you to understand the text or not?)

Respondent 1 : *ya bisa, sedikit-sedikit kan bisa dipahami. (yes, I can, little by little can be understood.)*

Interviewer : *kamu senang gak dengan teknik mengajar yang digunakan ibu guru tadi ? (Are you happy with the teaching technique used by the teacher?)*

Respondent 1 : *Senang, kan bisa memahaminya lebih gampang soalnya kita mikirnya bareng-bareng. (happy, we can easier to understand and can though together.)*

(based on student's interview August, 1th 2019)

Respondent 2

Interviewer : *Pertanyaannya sama ya, bagaimana menurut kamu tentang teknik yang digunakan untuk ibu guru mengajar tadi ?(the same question, what do you think about the technique used by the teacher?)*

Respondent 2 : *Enak, ya penyampaian materinya lebih mudah dipahami. Karena pernah diajar oleh guru sebelumnya itu kurang enak. Kalo yang ini itu dia bisa kasih pertanyaan sehingga kita bisa tambah ngerti. Trus disuruh belajar berkelompok itu rasanya lebih asik dan tidak bosanin. (good, the delivery of material is easier to understand. Because we have been taught by teachers before that is not good. If this teacher, he can give questions so we can understand more. Then being told to study in groups it feels more fun and not bored.)*

Interviewer : *trus apakah dengan teknik yang ibu guru gunakan dapat memudahkan kamu belajar ? kayak tadi disuruh belajar berkelompok seperti itu. (then*

whether the technique that teacher used can make you easy to learn? like you were told to study in groups like that.)

Respondent 2 : *Ya, lebih memudahkan.* (yes, easier)

Interviewer : *Lebih memudahkannya gimana ?* (make it easier like what?)

Respondent 2 : *Ya kalau ada temennya yang gak ngerti bisa kita bantu gitu. Trus kalau kita gak tau bisa gantian dibantu teman yang lain.* (if there is a friend who doesn't understand, we can help. Then if we don't know, it can be replaced by another friend)

(based on student's interview August, 1th 2019)

Respondent 3

Interviewer : *Trus apa kamu senang ibu guru menggunakan teknik mengajar ini ?* (Then, are you happy that the teacher used this teaching technique?)

Respondent 3 : *Senang.* (happy)

Interviewer : *kenapa senang ?* (why you feel happy?)

Respondent 3 : *Mengerjakannya bisa bekerjasama.* (can work together)

(based on student's interview August, 1th 2019)

Respondent 4

Interviewer : *Aku mau tanya ya.. pertanyaannya sama kok kayak yang kakak tanyain ke temen-temenmu tadi. Bagaimana menurutmu tentang teknik mengajar yang digunakan oleh ibu guru tadi ?* (I want to ask, yeah ... the question is the same as what I asked your friends earlier. What do you think about the teaching technique used by the teacher?)

Respondent 4 : *Ya sangat asyik.* (so fun)

Interviewer : *Asyiknya gimana ?* (how it was so fun?)

Respondent 4 : *kita jadinya gak bosan soalnya kita bisa belajarnya bareng-bareng dalam satu kelompok.* (we are not bored because we can learn together in a group)

Interviewer : *Apakah dengan teknik yang ibu guru gunakan dapat memudahkan kamu belajar?*(Do the technique that teacher used make it easier for you to learn?)

Respondent 4 : *Ya memudahkan, kan kalo misalnya gak tau bisa tanya sama temennya yang bisa atau lebih pinter bahasa inggris.* (Yes makes it easy, for example if I don't know I can ask my friends who can or better in English.)

Interviewer : *Lalu apa kamu senang dengan teknik mengajar yang digunakan ibu guru tadi?* (Then, are you happy with the teaching technique used by the teacher?)

Respondent 4 : *Senang. Karena tidak membosankan.* (happy. Because it's not bored)

(based on student's interview August, 1th 2019)

Respondent 5

Interviewer : *Bagaimana menurutmu tentang teknik yang digunakan ibu guru untuk mengajar ?*(What do you think about the technique used by the teacher to teach?)

Respondent 5 : *Bagus karena bisa mudah dipahami.*(Good, because it can be easily understood)

Interviewer : *Apakah dengan teknik yang ibu guru gunakan bisa memudahkan kamu belajar ?*(Does the technique that teacher used make it easier for you to study?)

Respondent 5 : *Iya, karena kalau berkelompok kita bisa berdiskusi.*(Yes, because if we are in a group we can discuss.)

(based on student's interview August, 1th 2019)

According the interviews above, the researcher can conclude that the strenghts of using STAD technique in teaching reading

comprehension to the second grade students of SMP N 2 Banyudono are this classroom technique can make students more active, kreatif, innovative, and fun when studying reading comprehension.

Besides find the strenghts in teaching reading comprehension by using STAD technique, the researcher also found the weaknesses of STAD technique.

Here are the weaknesses of STAD technique based on teacher and students's interview :

a. Teacher statement

Interviewer : *nah kalau kendalanya menggunakan teknik ini apa bu ?(So, what are the obstacles when using this technique mom?)*

Respondent : *kalau ada anak yang kurang paham atau yang yo malah ngikut-ngikut temennya aja. Kadang-kadang ada yang ramai sendiri.(If there is a student who does not understand, they will just follow their friends. Sometimes there are children who are busy themselves.)*

(Based on teacher's interview July, 30th2019)

3.2.3 The way teacher resolves the weaknesses of STAD technique.

Here the researcher found a solution to resolve the weaknesses of the STAD technique based on the results of interviews with the teacher.

Interviewer : *Lalu bagaimana cara ibu mengatasi kendala-kendala tersebut ? (Then how do you resolve these obstacles?)*

Respondent : *Saya membimbingnya mbak. Anak-anak yang kurang pinter, saya beri motivasi. Motivasi seperti "ayo kamu yang aktif". Trus kalau ada anak yang ramai saya tegur anaknya. (I guide them sis. I give motivation to students who are less clever. Motivation such as "let's active". Then if there are students who are noisy, I reprimanded them.)*

(Based on teacher's interview July, 30th2019)

3.3 Discussion

In this teaching and learning process the researcher concludes that the teacher used three steps of the activity, namely teach, team study, and test. Based on interview and observation, there were strengths and weaknesses of using this STAD technique. The strengths of using this technique to the second grade students of SMP N 2 Banyudono as the first is students become more active. Students not only listen quietly to the teacher when she was teaching, but here students become active because they are required to be active in their groups. They are free to issue opinions. Second, students become creative and innovative. When they are in groups, they are all free to exchange ideas. Third, by using this technique students feel happy. Researchers can see when observations take place, some of them feel happy and they did not feel bored when the teaching and learning process. Besides the strengths of this STAD technique, the researcher also found the weaknesses when this technique was applied to the second grade students of SMP N 2 Banyudono. First, there were some students who did not understand, they will just follow their friends. Second, because the teacher divided students into several groups, there were students who are noisy themselves. To resolves the weaknesses of this technique, the teacher guides the students. She gave motivation to students who were less understand. The teacher reprimanded them when they were noisy.

4. CONCLUSION

This study focuses on the use of STAD technique on teaching reading comprehension at the second grade students of SMP N 2 Banyudono. Based on observation in the class, interview with teacher and some second grade students in the class, the result of this research can be concludes that the teacher used three steps of the activity, namely teach, team study, and test in implementing STAD technique. This technique is a cooperative learning technique that makes second grade students of SMP N 2 Banyudono become active and not lazy in learning reading comprehension. The teacher used this technique so that students do not

feel bored in the learning process. This technique is a good technique applied in learning reading comprehension.

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