

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH STUDENT TEAM ACHIEVEMENT
DIVISION OF VIII GRADE
AT SMPN 1 GALANG**

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ABSTRACT

The objective of the research is to prove whether the use of STAD is effective or not to improve students' reading comprehension in narrative text. This pre – experimental research use 27 students as a sample. They are Grade VIII^A of SMP NEGERI 1 Galang. The procedure of this research consist of pretest, treatment, and posttest. Pretest and posttest are given to know the use of STAD can improve students' reading comprehension or not. The result of the analysis data show that STAD contribute greatly to the students' comprehension in narrative text. It can be seen by the difference of the mean score between pretest and posttest. The mean score of pretest is 57.93 while in the posttest improved up to 80.69. the data of this research are analyzed by SPSS Program 16.0. Moreover, the Minimum Mastery Criterion of English lesson is 75. Then the data of both tests are analyzed by using T-test, and the result showed that the T-test value 41.062 is high than T-table value 2.056. It can be inferred that STAD method is very effective to improve students' reading comprehension in narrative text.

Keywords: Student, Team Achievement Division, Reading

ABSTRAK

Tujuan dari penelitian ini adalah untuk membuktikan apakah penggunaan metode STAD efektif untuk meningkatkan pemahaman membaca siswa dalam teks narative. Ini adalah pre-experimental desain yang menggunakan 27 siswa sebagai contoh. Mereka adalah kelas VIII^A dari SMP NEGERI 1 Galang. Prosedur penelitian ini terdiri dari pretest, treatment, dan posttest. Hasil dadi analisis menunjukkan bahwa metode STAD berkontribusi besar untuk pemahaman siswa dalam narrative teks. Itu dapat dilihat dari perbedaan skor mean antara pretest dan posttest. Mean skor pretest adalah 57.93 sedangkan mean skor posttest meningkat menjadi 80.69. Data penelitian ini dianalisa dengan menggunakan SPSS Program versi 16.0. kemudian data dari kedua test dianalisis menggunakan T-test, dan hasilnya mnunjukkan bawa nilai T-test 41.062 lebih besar dari pada nilai T-table 2.056. dapat disimpulkan bahwa teknik scanning sangat efektif untuk meningkatkan pemahaman membaca siswa dalam narrative text.

Kata kunci: siswa, pencapaian tim, pembagian, membaca

1. Introduction

Reading is one of the four basic skills which should be mastered by the student. Reading is a process of getting information from written words. Reading helps students to develop their critical thinking and finally it influences the success of their academic achievement.

However, reading is not simply a process of getting the meaning of what the readers read because readers have to interpret what they have read and comprehended. A reader needs comprehension to catch the content of message or information from the text. Therefore, the first point to be made about reading process is reading comprehension.

Reading is process of negotiation of meaning. In this process the readers bring their early thought to the text parts of reading process to finally reach their understanding about the meaning of text they read. Grellet (1998: 7) defines that reading is constant process of guessing, and what one brings to the text is often more important than one find in it. Further, Grellet defines that reading is an active skill that constantly involves guessing and predicting.

Another definition of reading is given by Nunan (1998: 33) that reading is view as a process of decoding written symbols. To work from a smaller unit (individual letters) to larger ones (words, clauses, and sentences). The similar definition is stated by Aebersold and Field (1997: 15) that reading is what happens when people look at a text and assign meaning to the written symbols in that text.

Based on the theories above, it can be defined that reading an active process of constructing a set of meanings by the reader toward the text to involve the ability to find what the writer's purpose. According to Nuttal (1996: 38) there are four kinds of reading : skimming, scanning, extensive reading, and intensive reading.

The students must have a good reading ability because in English final examination most of the question is about reading especially reading comprehension. Grellete (1998: 3) present that reading comprehension is an understanding a written text means extracting the required information from it as efficiently as possible

In addition, reading comprehension is about relating background knowledge to new knowledge contained in the written text. Nunan (1998: 33) define that the term comprehension as facts, meanings or knowledge gained from reading. They add that comprehension is the end of comprehending. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, and relating idea into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally, evaluating the significance of the message.

To improve the students' reading comprehension, they usually face problems related to the component of reading comprehension such as determining mean idea, finding specific information, inference, and vocabulary. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader.

There are some levels of reading comprehension that can be used to discover the meaning of a text. According to Carnine (1990) "Reading comprehension is divided into four levels namely: literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension". Literal reading is the teacher can ask students to find information and ideas that are explicitly stated in the text. Interpretive reading is the readers must be able to read

critically and analyze what has been read. Critical reading is an active reader in questioning, searching for facts, and suspending judgment until all of the materials are considered. And creative Reading is concerned with the production of new ideas, the development of new insights, fresh approaches, and original construct. However, in this research, focus on literal reading.

In addition, to improve students' reading comprehension is not easy. According to Alder (2001: 49) there are some strategies to teach reading comprehension: monitoring comprehension, meta cognition, graphic and semantic organizers, answering questions, generating questions, recognizing story structure, and summarizing. The students need another treatment or method to improve their reading comprehension. Therefore, the researcher uses STAD method to improve students' reading comprehension.

Student Teams Achievement Division (STAD) is one of the simplest and straightest forward of the cooperative learning approaches". Slavin (1995: 71) also states that Student Team Achievement division (STAD) is one of the simplest of all cooperative learning method, and is a good model to begin with for teachers who are new to cooperative approach.

Moreover, the main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the student wants their team to get team rewards, they must help their teammates to learn the material, they learning is important, valuable, and fun.

On the other hand, most of the students have problems about reading. The researcher found that most of students in SMPN 1 Galang faced problem on reading especially reading comprehension. Students have difficulties in identifying the information of reading passage, students cannot find specific information which is included in the text that given by the teacher. This problem can be solved by answering the research question *Can the use of Student Team Achievement Division improve student reading comprehension or not?* To solved that question we will use pre-experimental research by McMillan & Schumacher (2006: 278). Pre-experimental research is the only method of research that can truly test hypotheses concerning cause and effect relationship. The result of this research is expected can give contributions to the students, teachers, and further researcher.

2. Method of the Research

The researcher employed pre-experimental research design that involved one group pre-test and post-test. The pre-test was conduct before giving treatment. Then the researcher treated the students for several meeting by using STAD method. After conducting several meetings, the students were tested again in post-test to measure the students' reading comprehension achievement after conducting the treatment. The sample of this research was grade VIII^A students of SMP N 1 Galang, in academic year 2016/2017. It was determined by applying purposive sampling. The total numbers of sample were 27 students

3. Finding and Discussion

3.1 The Result of Pretest

Pretest was given to know the students' reading comprehension before treatment. Pretest was conducted on April, 11th 2015. To know the result of students score in reading comprehension, it could be seen on the table below:

Table 1. The Result of Pretest

NO	INITIAL NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	NRS	21	47	Failed
2	ASY	31	69	Failed
3	NLS	21	47	Failed
4	RHM	21	47	Failed
5	RTA	31	69	Failed
6	PRS	23	53	Failed
7	NRH	23	53	Failed
8	SRY	24	55	Failed
9	AMD	24	55	Failed
10	NRD	24	55	Failed
11	PRN	25	56	Failed
12	MNF	25	56	Failed
13	DWC	24	55	Failed
14	NSR	24	55	Failed
15	DDR	27	60	Failed
16	RFM	27	60	Failed
17	RHF	28	62	Failed
18	MSW	28	62	Failed
19	ADC	27	60	Failed
20	ASJ	28	62	Failed
21	MAF	29	64	Failed
22	SYH	29	64	Failed
23	RND	29	64	Failed
24	GMD	22	49	Failed
25	AKB	21	47	Failed
26	FFD	31	69	Failed
27	TMT	31	69	Failed
AVERAGE SCORE			57.93	

Based on the table above, the researcher found that all of the students got failed score. Total of the student who got failed score was 27 students. The researcher concluded that students of grade VIII of SMP N 1 Galang still had less of reading comprehension in narrative text.

3.2 The Result of Posttest

Posttest was given to know the effect of the treatment, whether the treatment was successful or not. Posttest was conducted on Mei, 9th 2015. To know the result of the students score in reading comprehension, it can be seen on the table below

Table 2. The Result of Posttest

NO	INITIAL NAME	OBTAIN SCORE	TOTAL SCORE (X)	RATE
1	NRS	32	71	Failed
2	ASY	39	87	Successful
3	NLS	32	71	Failed
4	RHM	34	76	Successful

5	RTA	41	91	Successful
6	PRS	34	76	Successful
7	NRH	34	76	Successful
8	SRY	35	78	Successful
9	AMD	34	76	Successful
10	NRD	34	76	Successful
11	PRN	34	76	Successful
12	MNF	34	76	Successful
13	DWC	34	76	Successful
14	NSR	37	82	Successful
15	DDR	37	82	Successful
16	RFM	37	82	Successful
17	RHF	39	87	Successful
18	MSW	39	87	Successful
19	ADC	39	87	Successful
20	ASJ	37	82	Successful
21	MAF	37	82	Successful
22	SYH	37	82	Successful
23	RND	39	87	Successful
24	GMD	32	71	Failed
25	AKB	34	76	Successful
26	FFD	41	91	Successful
27	TMT	41	91	Successful
AVERAGE SCORE			80,56	

Based on the table above, the researcher found that the most of the student got success score. Total of the students who got failed score was 3 students. And the student who got successful score was 24 students. The researcher concluded that students' reading comprehension in narrative text of grade VIII of SMP N 1 Galang could be improved through STAD method.

4. Discussion

In this part, the researcher discussed the result of the data analysis of the pre-test and post-test in accordance with the scope of this research. The discussion was intended to know whether using Students Team Achievement Division can improve students' reading comprehension of the second grade at SMP Negeri 1 Galang or not.

In the second meeting of this research, researcher conducted the treatment. It consisted of five meeting of treatment. Researcher taught the students as sample of this research by using Students Team Achievement Division. This strategy was applied in order to train the students comprehendnsion in reading text. The beginning of the pretest, the researcher explained to the students what is reading comprehension. After that the researcher asked some questions which related to the topic and gave narrative text in fable and legend kinds to the student, than the researcher asked the students to read the text and answer the questions independently.

In the next day, the researcher reviewed about the text to the students. The researcher helped the students when they got difficulties in understanding the text provided. After that the researcher gave the student narrative text which familiar with students, and guided them while they did the exercises.

During the treatments the researcher observed the students' progress in every meeting to know their enthusiasm while learning reading exercises through Students Team Achievement Division as a method. In the first meeting of the treatment, the students looked enthusiasm to know narrative text with Students Team Achievement Division. In the next meeting up to the last meeting students looked understand about how to answer the text. It can be seen from their enthusiasm when the researcher asked them to find out the answer from the narrative fable text. They looked interesting to do the exercises.

In the last meeting the researcher gave the students post-test in order to know the improvement of their knowledge and their ability in comprehend the reading texts. After conducted post-test, the researcher calculated and processed their scores. Based on the result was presented previously the mean score of post-test was 80.69. The students score in post-test was better than pre-test. It proved that the treatment through Students Team Achievement Division was effective to improve the students' reading comprehension.

There were several advantages through using STAD. First, students were easier to communicate among other students and teacher. Second, students were easier to find the information that need in the text. Third, time to answer the questions was more effective then by individual

5. Conclusion

Based on the result of the data analysis in the previous chapter, there is significance improvement between the result of pretest and posttest, where the mean score of posttest is 80.96. It is higher than the mean score of pretest that is 57.93. It also can be seen from the t-test, the result is $2.056 < 41.062$. It is caused by the application of STAD method as long the treatment time.

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