



THE IMPLEMENTATION OF STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) IN TEACHING READING COMPREHENSION IN DISCUSSION TEXT FOR SENIOR HIGH SCHOOL STUDENT

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Abstract

This paper is aimed to discuss about the use of Student Teams-Achievement Division (STAD) technique in teaching reading comprehension in discussion text for senior high student. This strategy is expected to help the student to understand the text. The activity done by the teacher and students can be classified into four steps. First, the teacher presents a lesson via textbook, picture, or using laptop or in focus. Second, the teamwork consists of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. Each teamwork presents their material. Third, students take quiz. Fourth, the teacher gives the score for each group from their discussion in front of the class and members' individual quiz scores. Finally, the teacher gives the reward, such as certificate for the group who get the highest score. After applying this strategy, the students are expected to comprehend the discussion text.

Keywords: *STAD technique, reading comprehension, discussion text.*

A. INTRODUCTION

Nowadays, learning English as a foreign language in the school becomes an important skill to the learners because English subject plays major roles in many aspects in our life such as science and technology, business and economics, politics and education. English teaching and learning have four major language skills; listening, speaking, reading, and writing. These skills have two categories; the productive skill and receptive skill. Listening and speaking are included in 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.

According to curriculum 2013 “foreign language especially English is an international language which the utility in comprehending it is very important in the globalization era”. It means that being able to read English test is also

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important to succeed in the study. Fitrawati (2009) states that many learners face difficulty in understanding the text. Many senior high school students get difficulty to comprehend the text. So, the teacher should have a good method for teaching English at senior high school in order to improve students' reading comprehension.

According to Mega, Rusdi et al (2016), state that reading is more important than other skills. Because all activity at school based on reading. However, learning reading is not easy for senior high school student. So, it means that learning reading in school should become intensively.

Moreover, reading skill for senior high school has to deal with many kinds of text, and one kinds of text that should be learnt is discussion text. Discussion text is kind of text that has the for and against, the positive and negative, and good and bad point (Anderson). The purpose of this text is to present reader opinion about issue.

Discussion text can make the students think more critically because this text presents students' opinion students can see many sides of the text. For example, the students do not only see from positive effect, but also from negative effect. Then, the students become more responsible to know more about the text, because they will discuss it with their group. Last, the students give their opinion or conclusion at the end of learning based on text. So, discussion text can help the students to comprehend the text.

Concerning about the important of the reading, there are still many obstacles faced in learning reading at school. Generally, the problem in teaching reading in the school is about teaching and learning process. Mostly, teaching and learning process are still less interesting to the students, and tend to be teacher centered. First, the most common problem in learning reading is they do not have enough vocabulary, so they always face a difficulty in comprehending the text. Second, students just can extract the meaning of one word, not what the author extends. Third, the students are lazy to answer the question individually, so they decide to cheat from their friend. Fourth, the students are less interesting in reading, so they make noise in the class. So, the teacher technique is the very important to make the students interested in reading comprehension.

Reading is a critical skill to the students, which is they can obtain knowledge from the text. In contrast, not all of students can understand the text. Considering from facts above, there is strategy need to be improved to solve that problem. The teacher can use cooperative learning to improve their ability in reading comprehension. There are many activities that can be used for teacher. One of which is Student Team-Achievement Division (STAD) technique from cooperative learning strategy.

Technique of Student Team Achievement division (STAD) is one of the cooperative learning that learn in group. The students should make a group and solve the problem together in group. And the group also consist of four or five students with different characteristic, such as diligent, gender, and critical. Slavin (1978) states that STAD is cooperative teaching method as a part student learning approach program along with other cooperative methods such as Teams-Games-

Tournaments, Jigsaw II (Slavin 1980) and team Assisted individualization (Slavin et al. 1981).

Therefore, dealing with students' problem, Student Team Achievement Division (STAD) is the technique that one of good solutions because it has main idea to motivate students and they can help each other to master reading skill. In other words, this technique could make students more relax and active, have self-confidence, and motivation when they do the task. And they will try to be the best team in reading comprehension. Actually, groupwork will get the best result than individual. The students can work together to get information in high level reading task. In conclusion, in teaching by using STAD technique focuses on learners or students to solve problem together in group.

B. DISCUSSION

1. Teacher's preparation

In order to have a good preparation, the important thing that teacher should prepare is the lesson plan which consists of core competence, basic competence, indicators, objectives, learning material, learning model, teaching and learning activity, media and evaluation.

2. The Implementation of timeline and concept questions to teach simple past, simple present and simple future tense.

In this stage, the teacher can divide the teaching and learning process into three stages that are: pre-teaching, whilst-teaching and post-teaching. These stages will help the teacher to manage the learning process.

a. Pre-teaching Activity

In this stage, the first thing that should be done by the teacher is preparing the students, and then the teacher should create a good atmosphere in the classroom. And also, the teacher should give smiles to the students, because it makes the students feel happy and feel enjoyable in the learning process. The teacher can start by greeting and asking about the student's condition. After that the teacher asks the chairman to prayer. Then, the teacher checks the student's attendance.

After that, students are divided into several heterogeneous team. Teams consist of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. After divided the student into several group, the teacher also motivates them by telling them the goals or the objectives that the students should achieve at the end of the lesson.

b. Whilst-teaching Activity

1) Observing

In this activity, the students listen/watch video about various kinds of discussion text about people, animals, objects, symptoms and natural and social events from various sources. The teacher shows discussion text in the video. After that, students pay attention to the social function, text structure, language elements, or format of discussion text in the video.

2) Questioning

In this activity, students can ask questions that are not understood from text they have observed before. The students may ask about the unfamiliar word

in discussion text which are found in the video given. Then, the teacher leads the students to do a discussion related to the video given.

3) Experimenting

In this stage, students find out information about discussion text from text book, the internet and other sources which can help them to understand the topic. After collecting the information, teacher guide the students to mention the definition of discussion text, social functions, structure of the text also the elements of the language.

4) Associating

In this phase, the teacher will distribute different topics to each team. The team will work with the text which is dealing with the five sorts of reading comprehension: determine the main ideas, specific information, references, and vocabulary of the text. The team then discusses the material with their group and make sure all members of the team understand the text. To make it clear, one member of each team will write down points from the text and discuss it together with his/her team. Then, students together with their team try to analyze and evaluate their own discussion text. In addition, in doing this activity, smarter student in a team will help his/her friends who have a lower ability in understanding the text well, so it will increase students' motivation and enthusiasm, and it can develop their responsibility in their own group.

5) Networking

In this stage, the teacher asks the students to present the text in front of the class. The volunteer of each group presents the material that they have got when comprehending the text. After the students present the material, another student can ask some questions and critics about the material. After that, the teacher also adds some information from the text.

As soon as they finish discussing, the teacher gives them individual quizzes. In doing quizzes, the students should work individually and they are not allowed to help each other. After the individual quiz is done, the teacher asks them to change the answer with backside friend. And the teacher gives them points.

After the students get scores in individual quizzes, the teacher asks the students to return to their group. The teacher gives the score for each group from their discussion in front of the class and members' individual quiz scores. Finally, the teacher gives the reward, such as certificate for the group who get the highest score.

c. Post Teaching Activity

At the end of the class, the teacher gives appreciation to the students and thanks them because of their enthusiasm in learning process. Then, the teacher gives the students homework in group, because it can help the student to comprehend more. Finally, the teacher ends up the lesson by greeting them.

C. CONCLUSION

Reading is one of the important skills in English that should be mastered by the student. In order to teach reading, the teacher should be able to choose strategy that is suitable to be implemented in the classroom. "STAD" technique is

an effective strategy that can be used by the teacher in teaching reading a discussion text which help the students think critically and the students could become more responsible in group.

STAD technique is one of the cooperative learning in which the students learn in group. The students should make a group and solve the problem together in group. The group consists of four of five students with different characteristic, such as diligent, gender, and critical. There are five major components of STAD technique, namely class presentation, teams, quizzes, individual improvement score, and team recognitions.

Based on the discussion in previous chapter, it can be concluded that discussion text can be taught by applying STAD technique. It means that the teacher can use student teams-achievement division in teaching reading discussion text in the teaching and learning process. By applying this strategy, the students can get interested and understanding to comprehend the text.

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