A STUDY ON TEACHING READING COMPREHENSION RECOUNT TEXT USING STUDENT TEAMS ACHIEVEMENT DIVISIONS (STAD) TECHNIQUE TO THE EIGHTH GRADE STUDENTS OF SMPN 8 KEDIRI IN ACADEMIC YEAR 2014/2015

THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain the Sarjana Degree of Education of English Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri

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APPROVAL PAGE

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Kediri, October 12, 2015

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Approved and Accepted by all its qualification
by the Examination Committee of
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ABSTRACT

Based on the syllabus, recount text is one of materials for the eighth grade students. The problem is the students still find difficulties in understanding recount text. That is why the teacher should use a suitable technique to present materials, the technique is Student Team Achievement Divisions (STAD). It is a simple technique that can brought into the classroom. The research design used in this research is descriptive qualitative. The instruments are observation checklist that is done during the teaching learning process, interview to the teacher, and questionnaire for the students. It aims to know how to teach reading recount text using STAD, how the students’ response during the teaching learning process of reading recount text using STAD, and to know the advantages and disadvantages of STAD in teaching reading recount text. The result of the research shows that STAD is effective to improve the student’s reading recount text comprehension. It can be seen from the observation that the low achieving students are helped by high achieving students in discussing. So, some low achieving students become active in teaching learning process and quizzes. During discussion stage, each group also seemed work together to solve the problem. From the interview with the teacher, the researcher knew that the students are able to understand the recount text fast after they learnt reading recount text using STAD. It means that STAD technique is useful and it helps the students in order to facilitate them in learning reading comprehension.

Key words: Teaching, Reading Comprehension, Recount Text, STAD
I. BACKGROUND

English is important and needed by learners, because English is an international language. It is most used by people in the world. So, the students need to learn English in order to communicate and compete with the people in the world. There are four skills in English, they are listening, speaking, reading, and writing. Each skills should be mastered by the students.

Reading is one of the language skills that important for the students. This skill is necessary to be learnt, because the students will be able to understand the content of a text by reading. It appropriates with the statement from Schwartz (1994; 68) who states that:
"Reading comprehension is not about memorizing and remembering what you read, rather it’s about understanding the ideas conveyed and following the author’s train of thought and reasoning.’ (Cited in Anggraeny, 2011;10)

From the statement above it is clear that reading does not only need ability in memorizing and remembering, but also ability in understanding about what the students read and following the author’s mind.

Reading provides some advantages for the students. It does not only give more information and new knowledge, but it also gives them advantages such as: the students can understand the text well, and they will have good ability in understanding the content, because they are already trained by reading a lot of books. Therefore, they can improve their ability in reading comprehension. So, it will make them easier in learning reading comprehension and reaching their reading achievement.

In addition, Nunan (2003; 69) states “With strengthened reading skills, learners will make greater progress and development in all other areas of learning”. The statement means that reading skill should be mastered by learners because it can help learners in improving and developing their reading skill and their ability in other areas of learning.

Based on the researcher’s experience in teaching English at SMPN 8 Kediri, there are still many students who didn’t realize that reading skill is important for them. Most of them didn’t care with their ability in reading comprehension. But in fact, there are some students who feel that English is difficult subject. Although they already learn English since Elementary School, but they still have difficulties in mastering each skills of English, especially reading skill. It can be proved by the researcher, when the researcher asked the eighth grade students to read a text, there are some students that didn’t know how to pronounce words and didn’t know the meaning of the words. It means that generally they are lack of reading and lazy to read. But in this case, their reading ability is necessary, because they
should learn some kinds of text at eighth grade, they are recount text, and narrative text.

According to the researcher’s experience, students have difficulties in comprehend monolog text especially recount text. It is caused by some factors. The first is they don’t have ability in mastering vocabulary, so they feel difficult in understanding the meaning of words or content of a text. The second factor is they don’t have good concentration or exactly they don’t want to focus on the material. Most of the students are busy with their own activities that not related with the material for example playing their mobile phone and talking with their friend. The last factor is they felt difficult in identifying the generic structure of recount text. So, based on some problems above the students need to learn more in reading recount text.

Teachers can increase the student’s interest in learning reading skill by using some techniques. There are many kind of techniques that can be used by teachers. These techniques will help the teacher in teaching language skill, especially reading skill. By these techniques, it is hoped that students will not feel bored and lose interest during teaching learning process.

Kagan (2009:460) explaines that there are some kinds of techniques in student team learning, one of them is Student Team Achievement Divisions (STAD). STAD is a simple technique of cooperative learning which consists of five major components, namely class presentation, teams, quizzes, individual improvement score and team recognition. This technique is focus on team work. So, the students can discuss and learn together with their team. In addition, they can also share knowledge each other.

Previous research conducted by Fran Siska Mardinasari, she investigated the implementation of STAD in teaching reading recount text to the eighth grade students of SMPN 1 Sukomoro. She found that the implementation of STAD is effective to motivate the students in improving their reading ability, to make a good interaction with their friends and to make the teaching and learning more fun. The result of the test in every meeting was different, but it showed the improvement in every meeting.

Previous researcher shows that STAD is a successful technique in learning because it is very useful to improve students reading achievement. So, the researcher is interested to conduct a qualitative research dealing with: “A Study On Teaching Reading Recount Text Using Student Team Achievement Division (STAD) Technique at the Eighth Grade Students of SMP Negeri 8 Kediri in Academic Year 2014/2015”
II. METHOD

In this research, the researcher uses descriptive qualitative. In this case, the researcher wants to observe the process of teaching and learning in English subject to know the student’s reading ability and the student’s activity when they are taught using STAD technique.

According to Arikunto (2010: 172), “Yang di maksud dengan sumber data dalam penelitian adalah subjek dari mana data dapat diperoleh”. It means that data source is subject that gives the researcher spoken or written data. The researcher gets data from interview, questionnaire and observation. In interview, the researcher gives structured interview based on several criteria, such as teacher’s background, students’ difficulties, and STAD application. Then, in questionnaire, the researcher arranges 20 questions in the form of multiple-choice. There are four choices of answer, A, B, C, and D. The last, in observation, the researcher uses observation checklist and gets the data by sitting at the back row. The researcher observes and takes field note about everything happened during the teaching and learning process.

The researcher observes the eighth grade students in this research. The eighth grade is consist of eleven classes, they are class VIII-A until VIII-K. In this case, the researcher takes one class as the sample of this research. This class is VIII-H. The researcher chooses this class because the researcher already knows about the students’ reading ability in this class and has experience in teaching this class before. So, researcher wants to know the result when they are taught reading using STAD technique.

III. RESEARCH FINDING AND CONCLUSION

A. RESEARCH FINDING

The researcher divided the research finding into three parts; they are based on interview, observation, and questionnaire.

The result of interview shows that the students of class VIII-H have different motivation in learning English subject, but generally, they have the same problem. Firstly, they have difficulties in understanding the material. Usually, the teacher should explain the material again until they can understand it. Secondly, they are weak in listening and reading skill. In this case, the students are difficult in pronounce the words. While their comprehension is good enough, it means that their problem in comprehension can be solved by guiding them. So, the teacher still often guides them when they comprehend a text.

The result of observation shows that during forming the group, most of students
rejected the group and could not work together with their group. Because, they usually chose their close friend to be their partner. But finally, the students could compromise and worked together with their group. Even, some high achieving students wanted to explain or help their member in discussing the exercise. So, each group were able to finish the exercise. Generally, the students of VIII-H had good comprehension in reading. They could answer each questions correctly in quizzes stage.

Based on the result of questionnaire which consist of 20 questions in the form of multiple – choices, it can be concluded that teacher always gives instruction to make a group of four toward the students. It means that the teacher always using group discussion in teaching and learning process. But, in the process of group discussion, the teacher does not always tell them about their team score. So, the students do not know their improvement in teamwork. On the other hand, the teacher often tells their individual score in class VIII-H. So, the students know and can compare their individual score in each meeting. Generally, the students could understand or comprehend the text faster through the implementation of STAD technique.

B. CONCLUSION

Based on the result of interviewing the English teacher, class observation, and questionnaire that had been answered by the students, the researcher made a conclusion that:

Teaching reading comprehension recount text using Student Team Achievement Division technique made the students interested and they participated during the teaching learning process. The students showed good responses during the teaching and learning process when the teacher taught them using STAD technique. The researcher concluded it by looking the result of class observation. From the result of observation, it was known that the students were interested and enjoyed the teaching learning process. They were also active during the teaching learning process. So, it can be concluded that teaching reading comprehension recount text using STAD technique could make the students more active, the students could comprehend the text easily, and they could improve their cooperation with their team.

The teacher taught the students based on the lesson plan and steps of STAD technique that have been made. The steps of STAD is divided into five parts, they are class presentation, teams, quizzes, individual improvement scoring, and team recognition. Class presentation was aimed to introduce the material to the students. Teams was aimed to make the students easier in
discussing the material and solving the problem. Quizzes has purpose to know the student’s knowledge about the material. While individual improvement scoring was aimed to make the students know their score, so they can improve their score to get better.

STAD technique was suitable to teach the students. Because by using this technique, the students can improve their reading comprehension ability. It can be seen from the result of observation and interview that the low achieving students are helped by high achieving students in discussing the material. So, low achieving students can understand the text easily and they also become active in teaching learning process. But, there are some disadvantages of this technique. Such as: low achieving students don’t want to do their exercise by themselves or they don’t want to take part in discussion. In other word, low achieving students always depend on high achieving students. So, sometimes they can not do their job by themselves. But, generally this technique is effective and helpful to teach reading comprehension.

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