

AN ANALYSIS OF STUDENT'S READING COMPREHENSION THROUGH STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE

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Abstract: *This study consisted of two variables, namely the independent variable (STAD Technics) and the dependent variable (Reading Comprehension). The purpose of this study was to determine the usefulness of STAD on reading comprehension of class XI students at SMA Attaqwa 03 Bekasi. In addition, this research was conducted using qualitative data with a descriptive analysis approach. The subjects of this study were students of class XI SMA Attaqwa 03 in the 2020/2021 academic year, totaling 5 random students. Data collection was carried out through observation and interviews as instruments. The data analysis technique in this research is thematic analysis through answers to interview questions and then transcripts to get the topics that will be used as themes. The themes used were analyzed as a result of this study. Based on these data, the results showed that STAD can be used as a learning technique and improve students' reading comprehension. In addition, STAD can also be used by teachers as an effective learning technique to support teaching and learning activities.*

Keywords: *STAD technique, Reading Comprehension*

INTRODUCTION

Language is not just a matter of learning, but more importantly, we use this language to communicate with each other every day, which allows speakers not only to communicate information to each other, but also to maintain the social relationship between transactions and transactions interaction. Reading skills are a a very important part of the field of education, students must be trained to have good reading skills, in addition reading can also measure students learning ability. If students' have poor reading ability, they are likely to fail in learning, or at least have difficulties in improving.

Furthermore, the purpose of reading is to see the limits of students' reading comprehension abilities. By reading, teachers can see student achievement. One of them is the Student Team Achievement (STAD) technology in the cooperative learning strategy, which enables students to be active in the classroom and use group activities to improve their own and each other's learning ability. STAD technique is one of a set of instructional techniques developed and researched by Slavin at Johns Hopkins University. Slavin stated in his book, "Two of the oldest and most extensively researched forms of cooperative learning are Students Teams Achievement Division and Team-Games-Tournament.

According to the above explanation, it can be explained that by using STAD technology, students can learn effectively in small groups. The teacher can manage the time efficiently in explaining the material, since they will discuss the material deeper in their group. In addition, high-level students will promote and help others understand the material.

THEORETICAL UNDERPINNING

Reading is one of skill in the language that needs to be considered. Skilled reading makes students better understand all the material taught According to Harris (1980: 3-5), reading is a process involving meaning is self evident, but it can hardly be overemphasized that meaningful response is the very hard of the reading process. Reading is mainly concerned with learning to recognize the printed symbols which represent speech and to response intellectually and emotionally as he would if the material were spoken rather than printed.

As reading is a process, according to Patel and Jain, there are three stages of reading, as follows: The recognition stage. At this stage, the learner simply recognizes the graphic counterparts of the phonological items. For example, he / she recognizes the spoken words in this written form. The second stage is structuring stage. The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. The last stage is interpretation stage. The learner comprehends the significance of word, a phrase, or sentence in the overall context of discard.

In conclusion, reading can be perceived as the receptive skill of communication by relating the readers' experience and the written information to produce comprehension.

Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the information decoded from text. Successful comprehension requires students to coordinate many complex skills and to actively participate in their own learning. Wong (2004:252) says that reading comprehension is a necessary skill throughout schooling and a vital component of the successful to adult responsibilities. It is the complex outcome of the process of constructing meaning from print.

Reading of Teaching Technique. They are first of all, it should state some definition of the terms approach, method and technique. According to Harmer approach refers to “theories about the nature of language and language learning that serves as the source of practice and principle in language teaching However, a “Method” according to harmer is “the practical realization of an approach it includes various techniques and procedures”. Brown defines techniques as “any of a wide variety of exercises activities or tasks used in the language classroom for realization lesson objectives” (Richard and Rodgers,

STAD stands for student team achievement division, it is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a share learning goal. It was devised by Robert Slavin and his associates at Johns Hopkins University, students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, then students work together within their teams to make sure that all team members have mastered the lesson. Finally all students take individual quizzes on the material at which time they may not help one another. Students quiz scores are compared to their own past averages and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores as in figure 1, and teams that meet certain criteria may earn certificates or other reward.

In STAD, the knowledge is acquired by the students for building their own knowledge through interaction with teacher and other students. It is expected that the knowledge acquired would be more meaningful not just a rote. With the interaction between group members, the student have opportunity to express opinion or gain knowledge of the results of discussions with members of the group. It is also expected to raise awareness that each individual has different view. By working group also expected to improve the ability to solve the problems.

METHOD

In this research method is descriptive qualitative research. This research was conducted in SMA ATTAQWA 03 Bekasi, in class and school environment. The participants are students of grade 12 IPS which consisted of 5 students for observation and interviews. This research used two kind of instruments they are reading text and interview.

In the reader, the researcher will provide the text to the student to read and understand the content of the text. Then the researcher hands the reading text to the students and the researcher will interview the students and ask some questions about the content and function of the text.

FINDINGS AND DISCUSSION

Participants in this study were 5 students from the reading academy class. Participants have finished their reading using the Exposition Text and provide the reading results as an understanding of what has been read. For that, they can be included in the criteria for participants in this study.

Figure 4.1
The Demographic of Participant

No	Participants	Gender	Age	City
1	AR	M	19	Bekasi
2	AZ	M	18	Bekasi
3	RFA	M	19	Jakarta
4	YCP	M	19	Bekasi
5	AAS	M	19	Bekasi

The table above shows about there are 5 participants. They are all male and in range age 18-19 year old. They are selected as the frequency data.

Participants Narratives

1. What do you know about internet?

AR : The internet is a tool or network that makes it easier for a person to find information at home and abroad and makes it easier for people to communicate

AZ : The internet is a network that can access the entire network, of course, the internet will make it easier

RFA : The internet is a medium for finding information

YCP : Internet is a network where we can access and get anything easily

AAS : Internet an easy access to the network to various regions

2. Why does internet important on our daily life? why?

AR : Make it easy to find information and make everything easy

AZ : yes, because with the internet we can make it easier, but we have to be careful in using it. because many people also abuse it for crimes such as fraud, provocation, and etc.

RFA : important, because it is for searching for information and communicating over long distances

YCP : yes, because with the internet we can easily access anything from information, knowledge, and social

AAS : can be said to be important, because almost every time in everyday life can not be separated from the use of the internet

3. What do you like from the internet?

AR : Make it easy for students to obtain information related to the course

AZ : yes, I like the internet because it makes my learning easier

RFA : It's easy to learn everything in a quick process

YCP : I like the internet because it makes things easier for us to acquire knowledge, build social relationships and conduct business

AAS : what I like from the internet, can make it easier to get media information

4. What is the relationship between the internet and the world of education?

AR : Make it easier to find information and expand reach

AZ : there is a connection between the internet and education so that students get additional knowledge

RFA : very important because there are many things on the internet that we can find about the world of education

YCP : yes, because with the internet we can find knowledge more easily, at this time students are required to online learning

AAS : the relationship between the internet and the world of education is interrelated, because in education there is information that is not available in schools

5. What does the benefit of the internet on your life?

AR : yes, because knowledge in the world can be searched through the internet therefore it is very useful for students

AZ : With the help of the Internet, we can communicate more easily and obtain information more easily.

RFA : we can find out information at this country or abroad

YCP : social knowledge, information, and commerce

AAS : In everyday life, the Internet can make work or communication easier.

6. Do you think that internet makes you easier to learn?

AR : yes, because the knowledge in the world that is on the internet and students will easily get information.

AZ : yes, the internet nowadays is very helpful in the learning process

RFA : yes, because everything is on the internet

YCP : yes because with the internet we can find out by searching on goggle, and we can study at home during this pandemic

AAS : yes make it easier and help students in learning to get additional material

7. Do you like learning by using the internet?

AR : yes, I like it because it can easily get information

AZ : yes, I like the internet because it makes learning easier

RFA : yes I like it because it can easily get information

YCP : yes because we can find information directly on the subject matter without having to search through books

AAS : I like it, because learning from the internet does not make you bored and there are many interesting things that are not in textbooks

8. What information do you get from the internet while studying?

AR : of course you will get a broad insight

AZ : the information that I got from the internet while studying was that I could take practice questions to take the test to college

RFA : there are many, one of which is about history, biology, and progress in a country

YCP : starting from lessons such as theoretical theory to formulas and working on problems

AAS : I got a lot of information from the internet, from online learning, subject matter, to information about hobbies

9. Mention some negative impact of internet on learning?

AR : Besides the many benefits the internet also has a negative impact on health such as impaired vision

AZ : Of course there is, because the internet has a wide coverage so that anyone can access it. however, children must be accompanied by their parents in using the internet

RFA : makes someone lazy to seek detailed information

YCP : Yes, because the internet is so vast that it can make students forget about their obligations

AAS : There are negative impacts on the internet, including laziness in learning, and less understanding of detailed lessons

10. Should you study at school using the internet?

AR : may, if what is described in the textbook is not complete

AZ : yes because we can find out what I don't understand

RFA : not necessarily, because studying in school is better to use textbooks of course the theory in books is definitely true if there are still many shortcomings on

the internet

YCP : yes, because we can find out what is not known, and look for reference information on a matter to be a reference or discussion

AAS : The internet is just an addition to the curriculum, so anyone can go back to school

From question number one, It can be concluded that, on the basis of students' observations, the Internet is a network that can facilitate everything. From question number two, it can be concluded that based on students' opinions, that the internet is very important for everyday life, of course the internet can simplify work and more. Then from question number three, It can be seen that all students really like the internet, because the internet adds information about the subjects at the school. From question number four, The conclusion is that all students believe that there is a connection between the Internet and the world of education, because the Internet can provide help just like building a network in schools and increase learning media for students.

From question number five, it can be concluded that all students think that the internet is very useful in everyday life, such as making it easier to find information and communication, of course increasing knowledge by students.

Then from the sixth question number, it can be concluded that all students think that the internet can make it easier for students to learn and add knowledge that they have never learned before. Then from question number seven, it can be concluded that based on students' knowledge, all students like learning using the internet, starting from adding information, finding interesting things, and making learning easier.

From question number eight, it can be concluded that based on students' knowledge, many things can be obtained from the internet such as subject matter, information, and their hobbies. From question number nine, it can be concluded that based on students' knowledge, they said there were negative impacts from the internet, including making students feel lazy to study, disturbing their health if they used excessively, and being able to forget their obligations. From question number ten, it can be concluded that based on students' knowledge, and they think that the existence of the internet in schools will simplify the school system, get additional material and information on the internet, and then help teachers in learning.

Interview Narration

a. Do you often study in groups in class?

AR : “ yes, because I like study groups “

AZ : “ no, because I do not like it “

RFA : “ yeah, make learning easier “

YCP : “ Yes, because by studying in groups will add insight “

AAS : “ yes, almost often, because the teacher taught him in groups “

b. Do you easily understand the process of reading using STAD techniques ?

AR : “ yes I do, can be helped by this stad technique “

AZ : “ yeah, with the stad technique which is helpful in reading and understanding the text “

RFA : “ No, I think it's a bit difficult to understand reading with this technique “

YCP : “ don't really understand “

AAS : “ Yes, just a little I understand “

c. Do you confident in reading during the procces of reading using STAD techniques ?

AR : “ yes I do, because of the process of learning “

AZ : “ Yes, very helpful for me in understanding the text “

RFA : “ no, because a little difficult because you are not good at it

YCP : “ yes, stad techniques help a little in improving text comprehension “

AAS : “ very helpful in reading the text and understanding “

d. Did you feel that STAD techniques in English reading ?

AR : “ yes, from group learning can already be felt “

AZ : “ I feel the stad technique when the teacher gives easy and clear directions “

RFA : “ yeah, I feel Standard techniques can help teachers to understand reading in text “

YCP : “ I feel that using stad techniques is very effective in learning “

AAS : “ I don't feet because, I think the same in group study in general “

In this study, the authors used the technique of "in vivo codes" which identified the results of the answers from the interviews which were grouped into codes.

Figure 4.2 Data Coding

Transcript	Code	Tittle
Q : Do you often study in groups in class ? AR : “ yes, because I like study groups “ AZ : “ no, because I do not like it “ RFA : “ yeah, make learning easier “ YCP : “ Yes, because by studying in groups will add insight “ AAS : “ yes, almost often, because the teacher taught him in groups “	Often study group in class	Groups
Q : Do you easly understand the procces of reading using STAD techniques ? AR : “ yes I do, can be helped by this stad technique “ AZ : “ yeah, with the stad technique which is helpful in reading and understanding the text “ RFA : “ No, I think it's a bit difficult to understand reading with this technique “ YCP : “ don't really understand “ AAS : “ Yes, just a little I understand “	Understand the procces	Mastery

<p>Q : Do you confident in reading during the procces of reading using STAD techniques ?</p> <p>AR : “ yes I do, because of the process of learning “</p> <p>AZ : “ Yes, very helpful for me in understanding the text “</p> <p>RFA : “ no, because a little difficult because you are not good at it</p> <p>YCP : “ yes, stad techniques help a little in improving text comprehension “</p> <p>AAS : “ very helpful in reading the text and understanding “</p>	<p>A confident in reading</p>	<p>Interest</p>
<p>Q : Did you feel that STAD techniques in English reading?</p> <p>AR : “ yes, from group learning can already be felt “</p> <p>AZ : “ I feel the stad technique when the teacher gives easy and clear directions “</p> <p>RFA : “ yeah, I feel Standard techniques can help teachers to understand reading in text “</p> <p>YCP : “ I feel that using stad techniques is very effective in learning “</p> <p>AAS : “ I don’t feet because, I think the same in group study in general “</p>	<p>Feeling arise after reading</p>	<p>Hobby</p>

This data was collected through a transcript that was described to be coded and then made a title. From the results of this coding resulted in 5 titles which were the results of research that developed from meaning. These include: Group, mastery, interests, and hobbies.

From the coding results, all the titles that appear describe the core titles of interest and indicate the phenomena contained in this research. The core title is also related to students 'interest in reading and students' experiences of using STAD techniques for reading comprehension.

This research discussion focuses on the interpretation of research results related to the theoretical framework and relevant research. This includes discussion of student writings on analytic exposition texts and interview data. It contains data encoding, the relationship between code and data according to analytical procedures. This study analyzes students' reading comprehension through STAD techniques in learning, as we know that reading interest in Indonesia is very low.

This section presents findings that evolved from data collected through reading (observation) and interviews, with a total sample of 5 students. This study discusses and explores how students think about analytical textual exposition

entitled the benefits of the internet for education. This study is interested in analyzing the perceptions of opinions and experiences of participants in using the internet.

Interview data in this study were used to determine students' perceptions of the STAD method. This section is a discussion of finding interview data. From 5 participants with 4 interviews, the discussion was as follows: 1) Do you often study in groups in class? The answers from 5 participants were "interest". The reasons were varied but in essence they often studied in groups in class. 2) Do you easily understand the processes of reading using STAD techniques? The three participants answered yes, and 2 participants answered no. But for the same reason they only understand part of the process. 3) Do you confident in reading during the processes of reading using STAD techniques? 4 participants have a confident attitude in reading, 1 participant cannot. from the analysis they can understand reading with the stad technique. 4) Did you feel that STAD techniques in English reading ? All participants answered yes. STAD technique is effective in the classroom because it helps students understand reading. Participants were interviewed about their experiences with the method.

CONCLUSION

In the previous chapter, the study stated that STAD technology was used as a participatory reading comprehension method for students in the classroom. According to the context of the question, reading is the minimum requirement for English skills. Make students experience difficulties in the process of understanding in reading.

Based on the results of the study, namely analyzing the analytical exposition text using text learning procedures and interview data analysis. Student reading findings on internet topics. There are two steps to analyze the results of this text, the first is to select contextualization and data codification. Text selection and contextualization are highly correlated because this analysis analyzes and compares texts with techniques. The last stage is codification. It is data encoding for analyzing main ideas, general structures, and language features. This stage is determined from the student's writing. This is because data coding analyzes student writing. The result is that the student's analysis text conforms to the general structure, grammatical rules, and is the result of the student's thinking style, which is explained in the main idea. Therefore, using STAD is very helpful for students to read analytical texts. The results of the interview data explain perceptions about the STAD method. The six participants agreed that the STAD technique was effective in the classroom. They felt that there was a difference in their reading comprehension after knowing the STAD technique.

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