

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGHSTUDENT TEAMS ACHIEVEMENT DIVISIONS
(STAD) AT GRADE XII TKJ 1(TECHNOLOGYAND
COMPUTER NETWORK SKILL PROGRAM)
OF SMK NEGERI 1 KOTA SOLOK**

THESIS



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*This thesis is submitted to fulfill one of the degree requirements to obtain
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ABSTRAK

Netti Miharni, 2012. Meningkatkan Pemahaman Membaca Siswa Melalui Student Teams Achievement Divisions (STAD) Pada Siswa Kelas XII Teknik Computer Jaringan (TKJ 1) SMK Negeri 1 Kota Solok. Tesis. Program Pascasarjana. Universitas Negeri Padang.

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa melalui Student Teams Achievement Divisions (STAD) pada siswa kelas XII TKJ 1 (Teknik Computer Jaringan) SMK Negeri 1 Kota Solok. Di samping itu, penelitian ini juga untuk menemukan faktor-faktor yang mempengaruhi peningkatan pemahaman membaca siswa melalui Student Teams Achievement Divisions (STAD).

Penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan partisipan penelitian siswa kelas XII TKJ 1 (Teknik Computer Jaringan) yang terdiri dari dua puluh delapan siswa. Instrument yang digunakan dalam mengumpulkan data adalah hasil tugas, tes pemahaman bacaan, observasi (catatan lapangan), dan interview. Penelitian ini terdiri dari 10 kali pertemuan dalam 2 siklus. Masing-masing siklus menerapkan empat tahap yaitu perencanaan, pelaksanaan, pengamatan dan refleksi.

Hasil temuan dari dua siklus dalam penelitian ini menunjukkan bahwa pemahaman membaca siswa meningkat dengan menerapkan Student Teams Achievement Divisions (STAD). Peningkatannya dapat dilihat dari hasil rata-rata nilai tes siswa pada skor awal sebesar 59.64%, pada siklus pertama meningkat menjadi 65.17%, dan pada siklus kedua juga meningkat menjadi 79.28%. Penelitian ini juga menemukan beberapa faktor yang mendukung meningkatnya pemahaman membaca siswa melalui Student Teams Achievement Divisions (STAD) yakni materi yang relevan dengan pengetahuan siswa, media yang sesuai, aktifitas kelas, manajemen kelas, pendekatan mengajar, strategi guru, dan penghargaan yang diberikan guru kepada siswa.

Dari penjelasan diatas, dapat disimpulkan bahwa dengan menggunakan Student Teams Achievement Divisions (STAD) dapat meningkatkan pemahaman membaca siswa. Diharapkan penelitian ini dapat memberikan sumbangan dan masukan bagi guru-guru bahasa Inggris dalam pembelajaran membaca.

ABSTRACT

Netti Miharni, 2012. Improving Students' Reading Comprehension through Student Teams Achievement Divisions (STAD) at Grade XII Technology and Computer Network Skill Program (TKJ 1) of SMK Negeri 1 Kota Solok

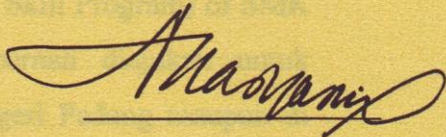
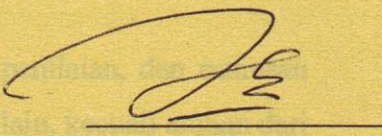

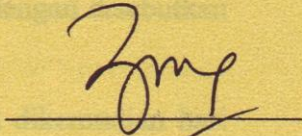

The purpose of this research is to improve the students' reading comprehension through Student Teams Achievement Divisions (STAD) at grade XII TKJ 1 of SMK Negeri 1 Kota Solok and to find out the factors that influence the changes of the students' reading comprehension through Student Teams Achievement Divisions (STAD)

This research was the Classroom Action Research (CAR). The participants were the students at grade XII TKJ 1 (Technology and Computer Network Skill Program) that consisted of 28 students. The instruments used to collect data in this research were task, test, observation sheet (field note), and interview which were used to see the development of students' reading comprehension through Student Teams Achievement Divisions (STAD). This research consisted of 10 meetings of 2 cycles. Each cycle applied plan, action, observation, and reflection.

The findings of this research showed that the students' reading comprehension at grade XII TKJ 1 of SMK Negeri 1 Kota Solok improved through Student Teams Achievement Divisions (STAD). The improvement could be seen from the result of semester test as base score was 59.64%, the students' reading comprehension at the first cycle was 65.17%. It increased on the second cycle 79.28%. The improvement was influenced by several factors such as material, media, classroom activities, classroom management, teacher's approach, teacher's strategy, and reward

From the explanation above, it can be concluded that by applying Student Teams Achievement Divisions (STAD), the students' reading comprehension could be improved. Hopefully, this research could be significant input for English teachers in teaching reading.

**PERSETUJUAN KOMISI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is one of language skills which is discussed in teaching and learning English at Vocational High School. The purpose of teaching reading is to make the students have good understanding in reading texts. Besides, they are also hoped to master other skills such as listening, speaking, and writing in order to have good understanding of English.

It is clearly stated in English Curriculum for Vocational High School, Competency-Based Curriculum which has been implemented since 2004 and was modified in 2006, the latter is called as School-Based Curriculum (KTSP) has some objectives. The mastery of the four languages skills: listening, speaking, reading, and writing skill are the objectives of teaching and learning process in the curriculum.

Learning to read is an important educational goal. Moreover, for both children and adults, the ability to read opens up new world and opportunities. Reading can also support the learners for cultural knowledge and awareness. It enables us to gain new knowledge and enjoy literature. In reading activity, students are required to be able to comprehend the reading texts and use them in many contexts. They need to comprehend what those words in a text mean as a whole. Moreover, in reading includes the ability to comprehend the texts which

are related to the students' need like job-related reading/short functional text at the Vocational High School.

Job-related reading is one kind of texts which is offered at Vocational High School. It is one of the three genres of reading which is presented by Brown (2010:225-226). It is similar to the text which is called short functional text. Short functional text is a short text that has social function to inform something. We call it short functional text because the text is short and has specific information. This text has a great deal of importance in a management business and technology school like SMK Negeri 1 Kota Solok, because it helps students to access knowledge and skills related to business and technology. Furthermore, there is no doubt that it is very important in this global era. Another fact about the importance of job-related reading/short function text is the English Curriculum for Vocational High School. Competency-Based Curriculum is dominated very much with these texts such as: messages, letters/e-mails, memos, reports, schedules, labels, signs, announcements, forms, applications, etc. In this case the students are expected to have good reading comprehension in order to get information from the reading texts. Students are obliged to have ability in understanding all of job-related reading/short functional text questions which are based on indicators given in the English Curriculum for Vocational High School.

In addition, the ability in reading can be achieved through teaching and learning process. To maximize teaching and learning process, teacher needs to observe, train and evaluate the reading process in the classroom. Furthermore,

the teacher also needs to monitor and gives improvement to achieve the optimal result of reading skill.

However, for many students, reading English is not an easy task. In reading comprehension, they do not only read the symbols but also be able to understand what they read. Based on the researcher's observation and experience in teaching reading comprehension at SMK Negeri 1 Kota Solok, specially at grade XI Technology and Computer Network Skill Program (TKJ): TKJ1 and TKJ 2 in academic year 2011/2012, in fact, most of the students had difficulties in achieving good reading comprehension from the texts given. The researcher concludes that it is caused by some problems. The first problem was the students unwillingness to read different kinds of texts. Some of the students were only interested in the texts related to their skill program. For example, the students of TKJ were interested to read text about e-mail. They thought that the other texts were not relevant to their skill program.

The second problem was most of the students did not have background knowledge about different kinds of texts, so they had difficulties in getting the idea and in answering the questions given. It could be seen from the result on daily task and the daily examination given by the teacher, the students' mark of reading comprehension was still under the minimum standard of KKM, that is 75. The researcher also gave the multiple-choice form of semester test that consisted of 20 items. The data was gotten from the test result of the students that was poor. The data showed unbalanced percentage. It was explained only 17.85 % or 5 from 28

students got marks above Minimum Achievement Criteria (KKM). The marks disappointed the students and the teacher.

The problems above were possible to be caused by some factors which affected the students' poor reading comprehension of texts. The first, it was from the students themselves. Most of the students were passive toward reading. It could be identified from their attitude toward the texts they read, such as they were not curious to read and look at more detailed information from the text. Only few students responded the texts. As a result, most of them did not catch what the author really wants to express. Then, some students complained about the difficulty of exploring and understanding the text because they had poor vocabulary and grammar mastery. They kept on looking at dictionary without predicting or guessing from the contextual clues or physical features of the text, such as from page, cover illustration, heading, subheading, characters, setting, etc. Moreover, in making prediction, students could not get general description about what was going on in the text but also on what the text told about.

The second factor was about the reading materials. The students were not interested in the materials that teacher gave to them because they were not related to the students' real lives and daily experience. In other words, the material which was given to them were not contextual so they were not interesting, suitable, and challenging for the students, it made them bored, lazy, uninterested, and unmotivated to read.

The last problem related to teacher. Generally, in teaching reading the teacher gave a text and asked the students to read it aloud or by heart, then she

gave some difficult words from the text and asked them to look for the meaning of the words in dictionary, after that, she asked some questions to the students and asked them to find the answers of the questions. The teacher's target was to finish the materials in curriculum but she ignored the students' difficulties during the process.

There had been some techniques implemented by the teacher to overcome the students' reading comprehension problem in reading such as guided questions, brainstorming, and having appropriate media but these techniques still did not work effectively. There was no continuously effort, only guided and stimulated the students in pre-reading. During the whilts and post-reading, the teacher asked students to read the texts, consulted dictionary where there were unknown words, then answered the questions about the texts. These activities were done individually. The teacher did not give the students opportunities to discuss the texts and the questions. Most of students even did not understand the questions at all. They did not understand whether the types of the questions are yes/no questions or information questions. These problems brought obstacle in answering the reading comprehension questions. As the result the students were passive and got the bad result.

Considering the problems faced by the students in comprehending the texts and the factors caused the problems, the researcher did something new in teaching reading at the researcher's classroom in order to overcome the problems and to activate the students in reading activities during teaching and learning process in her class. The researcher conducted a research, a classroom action

research about how to improve students' reading comprehension at SMK Negeri 1 Kota Solok.

Considering those problems, the researcher assumed that if the students were treated in right technique of learning, they would be motivated to practice the language so that they had good skill in reading. The researcher believed one of the methods that can be used to overcome the students' problem in reading is Cooperative Learning. Slavin (1995) states that Cooperative Learning refers to a variety of teaching method in which students work in small group to help one another learn academic content. He also states that in cooperative learning classroom, students are expected to help each other, to discuss and argue each other, to assess each other's current knowledge and fill in gap in each other understanding. All cooperative learning techniques share the idea that students work together to learn and are responsible for their teammates' learning as well as their own.

One of the types of cooperative learning is Student Teams Achievement Divisions (STAD). STAD is a simple cooperative learning method when applying in the classroom. Slavin (1995:60) explains STAD has positive effect in improving students' self-esteem, creating norms that support high achievement, increasing students' feeling that their outcomes depended on their performance rather than on luck, and improving social interaction. This type encourages students to have responsibility in improving their knowledge, because their contribution for their group work will influence their group's score. So, students are not only depending on smart students in their group.

Furthermore, STAD is team-learning technique that provides opportunities for students to solve the problem in learning, develop their skill, and help each in group. It may increase students' willingness to read and motivate students to improve their competence in reading. That is why, the researcher wanted to see the improvement of students' reading skill by using this technique. Thus, the researcher applied the research related to the use of STAD in her classroom at Vocational High School, entitled "Improving Students' Reading Comprehension through Student Teams Achievement Divisions (STAD) at Grade XII TKJ 1 (Technology and Computer Network Skill Program) of SMK Negeri 1 Kota Solok".

B. Identification of the Problem

Related to the description in the background above, there were some problems that make the students have difficulties to comprehend the reading texts well. The first problem came from the students. They did not master enough vocabulary to comprehend the reading texts, they did not have background knowledge to help them to understand the reading texts, they were lack of motivation to read the texts and also lack of grammar.

Then, the problems that came from the teacher might concern with the teaching, like teacher still used teacher-centered or conventional teaching learning process that unable to improve the reading comprehension. So the teacher must move on to the other method. One of useful technique that would be helpful in comprehending reading texts is Student Teams Achievement Divisions (STAD).

C. Limitation of the Problem

Referring to the background of the problem and the identification of the problems above, the researcher limited the problem on teaching technique of reading comprehension texts. This problem could be solved by applying Student Teams Achievement Divisions (STAD) in order to improve students' reading comprehension texts at grade XII TKJ 1 (Technology and Computer Network Skill Program).

D. Formulation of the Problem

The formulation of the problem could be stated as follows:

1. To what extent can Student Teams Achievement Divisions (STAD) improve the students' reading comprehension at grade XII TKJ 1 (Technology and Computer Network Skill Program) of SMK Negeri 1 Kota Solok?
2. What are the factors that influence the changes of the students' reading comprehension through Student Teams Achievement Divisions (STAD) at grade XII TKJ 1 (Technology and Computer Network Skill Program) of SMK Negeri 1 Kota Solok?

E. Purpose of the Research

The purposes of this research were:

1. To find out to what extent Student Teams Achievement Divisions (STAD) improves the students' reading comprehension at grade XII TKJ 1

(Technology and Computer Network Skill Program) of SMK Negeri 1 Kota Solok.

2. To find out what factors influence the changes of the students' reading comprehension by using Student Teams Achievement Divisions (STAD) at grade XII TKJ 1 (Technology and Computer Network Skill Program) of SMK N 1 Kota Solok.

F. Significance of the Research

This research is expected to give valuable contribution to both theoretical and practical values. Theoretically, the result of this research is expected as model of teaching and learning to find problem solution dealing with reading skill and by applying STAD in teaching learning process. This research will further acknowledge the effectiveness of a current technique introduced by Cooperative Learning. Teacher can take this as a new method in teaching reading in classroom.

Practically, the result of this research will be beneficial for the teacher to improve teaching learning process in general and learning English as a foreign language in particular and to improve the method used by English teacher in selecting an effective method or technique and appropriate condition especially in teaching reading. It can be useful for making the students interested in learning English. For the researcher, this research hopefully can increase the researcher's knowledge and the way of thinking scientifically through this research. For the students, this research hopefully can improve the students' skill in comprehending texts.

G. Definition of the Key Terms

Some terms used in this research are defined as follow:

1. Reading Comprehension is the ability to get the important ideas or points from the reading text.
2. STAD (Student Teams Achivement Divisions) is a type of cooperative learning in which the students work in team of four or five to finish the worksheet.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After applying the Student Teams Achievement Divisions (STAD) which was done in two cycles, by observing and analyzing the task and the test result and observation during the process of teaching and learning, there is the improvement of the students' reading comprehension of job-related reading/short functional text at grade XII Technology and Computer Network Skill Program (TKJ 1) of SMK Negeri 1 Kota Solok. It can be seen from the mean score of the students' reading comprehension and observations that continuously increased in every process of teaching and learning. Based on the findings on the data collected of this research, it can be concluded that:

1. The implementation of Student Teams Achievement Divisions (STAD) can improve the students' reading comprehension at grade XII Technology and Computer Network Skill Program (TKJ 1) of SMK Negeri 1 Kota Solok in 2012/2013 academic years. The improvement is shown by the increasing of average score of the students in every cycle and the process of teaching and learning which were collected from the observation sheets, field notes, and interview.
2. The improvement of the students' reading comprehension at grade XII Technology and Computer Network Skill Program (TKJ 1) of SMK

Negeri 1 Kota Solokby using Student Teams Achievement Divisions (STAD) is influenced by the following factors:

- a. The first factor is material. One of factors to make the succes of the students reading comprehension is materials, topics or texts given. The topics are related to students' real life, so they can easily understand the text well and the students can understand the topic or text when they have prior knowledge of the topic (text).
- b. The second factor is media. It is one of the important factors which influenced the students' reading comprehension. Teacher must be creative in finding the appropriate media that related to the material or the topic. The good media would attract the students' attention before the lesson began. It also gave motivation to the students to follow the next activities in the process of teaching and learning process.
- c. The third factor that influences the changes of students' reading comprehension is the classroom activities. The teacher taught reading comprehension through the procedures of the STAD activities, most of them were active and creative in doing the tasks, they could work together, help each other. The activities of STAD could maximize the students' involvement in the classroom. The activities gave them opportunity to comprehend the text easily step by step and built the students' confident in learning.

- d. The fourth factor that influences the changes of students' reading comprehension of is classroom management. The teacher should be able to control and manage the class well. The successful of learning depends on how well the teacher can organize and manage the class, whether monitor group work, using the time, and students' involvement of Student Teams Achievement Divisions (STAD) activities.
- e. The fifth factor is the teacher's approach. The students feel comfortable, enjoyable, and happy when the teacher approached them and helped them if they got difficulties in activity of STAD. The teacher often gave guidance when they had trouble in learning. So, they become more enjoyable, enthusiasm and be self-confident in practicing reading and answering the question.
- f. The sixth factor is the teacher's strategy. The teacher's strategy gives the more opportunities to students in doing activities to comprehend the text, so makes them more active and have self-good confident.
- g. The last factor is the reward that given to the best group makes the students more diligent to develop their ability.

B. Implication

Applying Student Teams Achievement Divisions (STAD) in teaching learning process gives some advantages both for the teacher and the students. The teacher

becomes more creative in teaching and the students become more motivated in learning English.

The implication of using Student Teams Achievement Divisions (STAD) in teaching reading comprehension can be chosen as a technique to solve learning problems in reading skills. It can be seen from the data findings which were found in this research. The findings of this research showed that the students' reading comprehension at grade XII TKJ 1 of SMK Negeri 1 Kota Solok improved through Student Teams Achievement Divisions (STAD). The improvement could be seen from the result of semester test as base score was 59.64%, the students' reading comprehension at the first cycle was 65.17%. It increased on the second cycle 79.28%. The improvement was also influenced by several factors such as material, media, classroom activities, classroom management, teacher's approach, teacher's strategy, and reward

So, it is expected for English teacher can implement the Student Teams Achievement Divisions (STAD) for the students in teaching and learning process. The result of this research can be considered by English teacher since it has been proved that STAD can improve the students' reading comprehension. By using STAD in comprehending the reading text, the students were easier to catch the idea or get the gist of each paragraph. Next, the students become creative and active in presenting and sharing their ideas to the other groups. Then, the students have good self- confident and motivation because STAD maximizes the students' involvement in classroom activities, so they enjoyed in learning English.

C. Suggestion

Related to the conclusion and implication, the suggestions can be given as follows:

1. The researcher herself as an English teacher should continue using and applying of STAD technique in teaching reading skill as an alternative technique in teaching since it has been proved that STAD technique can improve the students' reading comprehension.
2. Students may apply STAD in their reading skill activities to comprehend English reading texts, especially to make students be able to search the information.
3. Because of the limitation of the research, further and longer studies about the implication of STAD technique are highly recommended to investigate whether this strategy can be a solving problem at the other classes or other school.

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