

**IMPROVING STUDENTS' READING COMPREHENSION  
ABILITY IN RECOUNT TEXT BY USING STUDENT TEAM  
ACHIEVEMENT DIVISON (STAD):**

**A Classroom Action Research at SMPN 2 Lumbang Pasuruan**

**SCIENTIFIC PAPER**

**BY  
AFFAN MAS HABIBURROHIM  
NIM 125110507111003**



**ENGLISH LANGUAGE EDUCATION PROGRAM  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2016**

**LEMBAR PENGESAHAN**

**ARTIKEL ILMIAH**

**IMPROVING STUDENTS' READING COMPREHENSION ABILITY IN  
RECOUNT TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISON  
(STAD): A Classroom Action Research at SMPN 2 Lumbang Pasuruan**

**Nama** : Affan Mas Habiburrohim  
**NIM** : 125110507111003  
**Program Studi** : English Language Education Program  
**Alamat** : Perumahan Puskopad Jl. Simpang KH Yusuf, Malang  
**No.Telpn** : 085755114486  
**Email** : affanmas@ymail.com

Mengetahui,  
Ketua Program Studi  
Pendidikan Bahasa Inggris

Menyetujui,  
Pembimbing

Dr. Esti Junining, M.Pd  
NIP.19720604 200212 2 001

Dian Inayati, M.Ed  
NIP.201309780722 2 001



**IMPROVING STUDENTS' READING COMPREHENSION ABILITY IN  
RECOUNT TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISON  
(STAD): A Classroom Action Research at SMPN 2 Lumbang Pasuruan**

**Affan Mas Habiburrohim**

Universitas Brawijaya Malang, Indonesia

affanmas@gmail.com

**Abstract**

In teaching English, reading is one of the four important skills that must be learned by the students in Junior High School. In reading, students must understand the content of the recount text well. Eight grade at SMPN 2 Lumbang had some problems to understand the recount text well. This research is aimed at improving the students' understanding to recount text. Based on the observation results the students had some problems in learning process. First, the students are difficult to learn about the structure of sentences. Next, they also have difficulty to determine the generic struture. Last, the students feel bored during the teaching and learning process. From those problems, the researcher tried to overcome it by using STAD method to improve their understanding of recount text. STAD method consists of five major components, they are class presentations, team work, quiz, individual improvement score, and team recognition.

This research was done at SMPN 2 Lumbang. This research used Classroom Action Research (CAR) that involves the activities among teacher and students. This research was done in one cycle. The cycle consists of three meetings and a test in the end of each cycle to measure the results and show the improvement in reading comprehension of recount text. Based on the students' score in preliminary study, it showed that the percentage of students' scores from 28 students in 8A class of SMPN 2 Lumbang who passed the KKM was 2.50% or only 7 students, while the students' score improved significantly in the post test, reaching to 88% or there were 24 students. This research could be concluded that using STAD method could improve the students' reading copenhension in recount text at the eight grade of SMPN 2 Lumbang. Based on the results, the researcher suggested to the teacher and other researchers to be more effective in using STAD in reading comprehension. The teacher can do some actions namely monitoring, giving the easy example, and paying attention the students' condition. Besides, the teacher could use STAD method in other objects with various skills.

**Keywords:** Reading comprehension, Recount text, Student Team Achievement Division (STAD)

## **INTRODUCTION**

Reading is one of the four skills which should be mastered in learning English. According to Linse (2005), reading is a set of skills that involves making sense and deriving meaning from the printed word. It means that readers are expected to understand and feel what roughly happens about the things they read in the book. Similarly, Anderson (2003) defines reading as an interaction between the reader and the text. Thus, for the interaction to be succesful, readers are required to be able to understand the text they read.

The problems in teaching and learning of reading comprehension are also faced by eight grade students of SMPN 2 Lumbang. From their interview and observation result with the English teacher and students of class VIII A SMPN 2 Lumbang, it was found that the problems in recount text faced by the students were less understanding in long texts, difficulties in learning the structure of simple past tense used in recount text, and difficulties in arranging the generic structure of recount text. It is not surprising that the results of their reading test scores have not fulfilled the standard minimum adequacy criteria (KKM) that is 70. Meanwhile, when they read descriptive text and procedure text which use present tense, they are still able to understand those texts.

## **LITERATURE REVIEW**

### **Reading Comprehension**

According to Fachrurrazy (2002), reading comprehension components are divided into three types. First, literal comprehension which has purposes for identification of main ideas, supporting ideas, and vocabulary meaning in a text. Next is inferential comprehension which has purposes for identification of interpreting themes, character, and inferring cause effect and relationship in a text. In addition,



evaluational comprehension has purposes for identification of emotional reactions to content or subjects in a text.

### **Recount Text**

Recount text is a text that tells the author's experience. This text retells event in past experience by focusing on chronological sequence of past events. Language features in recount text use simple past tense sentences and sometimes use past continuous tense sentences (Bestiana and Achyani, 2015). In addition, according to Wardiman (2008), recount text is a text that tell the reader about one story, action or activity. The goal is to entertain or inform the reader.

### **Student Team Achievement Division (STAD)**

According to Slavin (2005) states that (STAD) is one method or approach in cooperative learning that is simple and good for teachers who are just beginning to use a cooperative approach in the classroom and also an effective method of cooperative learning. He explains that cooperative learning using STAD consists of five major components, they are class presentations, team work, quiz, individual improvement score, and team recognition. First, the subject matter is presented in class presentations. The method used is usually by direct instruction or teacher-guided class discussions. During class presentations, students should really pay attention because it can help them in individual quiz that will determine the score of the group. Next is team work in which each group consists of 4-5 students who are heterogeneous, two or three men and women, from different tribes with different abilities. The main function of the group is to prepare members of the group so that they can conduct the quiz well. After the teacher explains the material, each member of the group learns and discusses worksheets, compares answers with a group of friends, and gives mutual help between members if there is a problem. Every time, the teacher reminds and emphasizes to each group so that each member does their best for their groups.

In addition to group quizzes, students are given individual quiz after the teacher gives a presentation,. Students are not allowed to help each other during the last quiz. Each student is responsible for learning and understanding the material that has been submitted. Fourth is individual improvement score which explains individual's increase in value made to provide performance goals to be achieved if students can strive and get better performance results than those obtained previously. Each student can contribute maximum value to the group and each student has a basic score obtained from the average of previous tests or quizzes. Furthermore, students donate to groups based on the increase in value of the individual values obtained. The last is team recognition to get a group certificate or other award if the average score of the group exceeds certain criteria. It is based on students team score that holds the twenty percent portion in determining their individual rank. It is related with Brown (2007) who states that external motivation consists of reward from outside and motivation beyond of environment. In addition reward can be divided into tangible and intangible reward. In this research, the researcher gives tangible reward to the students. The rewards in form of goods, such as snack and stationary.

### **Previous studies**

The first study was conducted by Rossalini (2015) who used STAD method to improve students' reading comprehension in report text at XI MIA SMAN 7 Malang. The class consists of 34 students. She used report text because it is one of the materials covered in National Examination. By using collaborative action research, the researcher did collaboration with the teacher in implementing the use of STAD in the classroom. The result showed that students' reading comprehension of recount text was improved after successfully conducting it in one cycle.

Similar research has been conducted by Purwandani (2015) who used summarizing activities to improve students' reading comprehension. This research analyzed how the procedures of summarizing activities improve students' reading comprehension of eighth grade of SMA Muhammadiyah 8 Yogyakarta in academic year 2013/2014 that consist of twenty students. Funny pictures with related to recount



and narrative texts were used to increase students' reading comprehension because it was entertaining and interesting to read. This research used classroom action research that was successfully done by two cycles. The result showed the implementations of summarizing activities were successful to promote the students to be participated in the teaching and learning process of reading.

Next, Ningrum (2011) focused on comparing between pre test and post test scores of recount text and descriptive texts in two classes, they are VIII E and VII D class. VIII E class consists of 40 students and VII D class consists of 40 students. She used experimental research in her research design. One class in VIII E used Student Team Achievement Division (STAD) to improve students' reading comprehension in recount, narrative, and descriptive texts, and the other did not use STAD. The result showed average or mean score of posttest from the experimental class is 77.6 and the control class is 72.55. Based on the data result of the average score above, it can be concluded STAD technique helps the students improve their reading comprehension.

## METHOD

This research applies CAR (Classroom Action Research) because it has aims to solve students' reading comprehension problem in recount text. According to Supardi (2009), CAR is an approach to improve education by making changes towards improving on results and learning. This statement is supported by Arikunto (2009) that CAR is learning activities analysis in the form of an action and occurs in a class at the same time. Those actions are given by teacher or guidance from the teachers which are conducted by students.

### Setting of the Study

This classroom action research was conducted at SMPN 2 Lumbang. It is located in Desa Watulumbang Kecamatan Lumbang Kabupaten Pasuruan. This school was chosen because based on the observation result it was found that the students were having problems in reading texts particularly in recount texts.

### **Participant of the Study**

The subject of the research is the 8<sup>th</sup> grade students of class A at SMPN 2 Lumbang in the second semester of the academic year 2016/2017. There are 28 students participating in this study. It consists of 21 girls and 7 boys. This class was chosen because from the preliminary study, it was found that students had difficulty in reading comprehension of recount text.

### **Data Collection Technique**

Data collection technique is the way to collect the information and data about this research in the process of improving students' reading comprehension in recount text by using STAD strategy. Observation checklist, interview guide, field notes, test instruments were used to collect the data.

### **CAR Procedures**

The research procedure is an important thing to conduct the action research by which activity of the investigation can be done systematically. The simple action research model that was developed by Kemmis and Mc Taggart (2007) explained four phases, namely planning, implementing, observing, and reflecting.

### **Data analysis**

The researcher analyzed the data after the data were collected from all respondents or other data sources. This research has two kinds of data that were analyzed, namely qualitative data and quantitative data.

## **FINDING AND DISCUSSION**

### **Research Finding**



In this study, the researcher used classroom action research. The findings of the research presented here are the data gained from one cycle which had three meetings. Each meeting have four steps namely BKOF (Building Knowledge of Field), MOT (Modeling of Text), JCOT (Joint Construction of Text), and ICOT (Independent Construction of Text). The findings of the cycles explained the process of using STAD method to improve the students' reading comprehension in recount text and response toward the implementation of the STAD.

### **Acting**

The researcher used one cycle. Each cycle consisted of three meetings to implement STAD method. Each cycle was ended with a test called a quiz to know the students' development in learning activity. In the implementation of STAD, the researcher was helped by the English teacher to give materials and knowledge about recount text to the students'.

The first meeting was held on October 29<sup>th</sup>, 2016 with 28 students that consisted of 21 girls and 7 boys. All students (28 students) came in this meeting. This research was done in class 8A room in the second semester of 2016/2017 academic year. It was allocated for 2x30 minutes. There were two recount texts used by the researcher in the first meeting, they are *A Hiking Trip* and *New Year*. There were several activities used by the teacher in applying recount text. First, the teacher presented the material about recount text, how to arrange the generic structure of recount text, and main idea from the text. Then, the teacher formed the students into six groups and each group consisted of four and five members with different achievement and gender so that each group consisted of various students with various capabilities in English especially in reading comprehension. The teacher divided the class by mentioning each group member and showed each group's seats. Then they gathered to their own groups based on with the teacher's design grouping.

The teacher was helped by the observer or researcher distributing group work exercises to each group and asked them to discuss and finish the exercise (see appendix 8). The teacher asked two student from two group to presented the results

from their discussion about the text. In order to check the students' understanding, the teacher gave assessment to the students'. The assessment was started by explaining the generic structure of the text. After the students did their presentation, the teacher gave tangible reward. The tangible reward were in form of goods namely snack and stationary. Besides, the teacher also gave applause to raise the students' spirit. Each leader had to manage the members. If there were students who didn't understand, they could ask to the leader in each group. Then, the teacher instructed the students to do the quiz individually in 15 minutes. The teacher gave quiz at the end of the first meeting in term of the students' exercise. The quiz consists of 10 essay questions. After the students did the the quiz, the teacher asked them to check with the other groups (cross check).

The second meeting was done on November 1<sup>st</sup> 2016. There were 28 students who attended the class. Then, the teacher started to stimulate to remind again about recount text which they learned in the previous day about recount text, the generic structure, and the use of verbs. The teacher recalled the students' memory about generic structure of recount text by showing the text again and giving questions to remind them. The teacher used two recount texts from those in the previous meeting. The texts were *Shopping Time*, *Vacation to Surabaya*. and *Grandpa's Birthday*. Then, the teacher assigned again the students based on the previous group. The teacher did not want to change the group to make the efficient time so that when the researcher instructed them, they quickly followed and did not make noise. After that, the teacher gave worksheet to them in each group to be discussed and analyzed and finished in 17 minutes (see appendix 7). Next, the teacher and students discussed the group worksheet together.

The teacher asked two student from two group to presented the results from their discussion about the text. In order to check the students' understanding, the teacher gave assessment to the students'. The assessment was started by explaining the generic structure of the text. After the students did their presentation, the teacher gave tangible reward. The tangible reward were in form of goods namely snack and stationary. Besides, the teacher also gave applause to raise the students' spirit. After



that, the teacher gave an individual quiz with 10 multiple choice questions to know the students' ability to understand the text individually. At last, the teacher and students discussed the individual quiz together.

The third meeting was held on November 3<sup>rd</sup> 2016 at the second and third academic hours and was attended by 28 students. Then, the researcher implemented STAD method which was applied as in the previous meeting. The texts used in this meeting were *My Birthday Present* and *Sunday The Terrible*. After that, the teacher reviewed again the material about recount text, focusing on the generic structure, the use of verbs, and divided the students into groups, gave the exercises, and gave the individual quiz. Next, the teacher and students discussed the group worksheet together. The teacher asked two student from two group to presented the results from their discussion about the text with explained the generic structure of the text, in term to know the students understanding the texts.

This individual quiz was used as a final test for students' reading comprehension. The test consisted of 10 essay questions which were different with those in the previous meetings (see appendix 7). After all of the students had finished the test, the researcher gave the reward for the group who got the highest score and the result of the third individual quiz.

## Discussion

This research can be called successful in one cycle from the analysis during the implementation of STAD. It is because almost all students' score in reading test met the criteria of success which was 70% of the students' score reaches Standard Minimum Score or *Kriteria Ketuntasan Minimal (KKM)*. Based on this finding, the students' post-test percentage score was 85%. Based on students' score test in reading comprehension in recount text before and after the implementation of STAD method, the score result comparison showed that there was improvement from students'

scores before the cycle and students' reading test. This shown that the implementation of STAD can improve students' reading comprehension of recount text. It is also supported with the several previous studies that have been conducted before. For example, Ningrum (2011) states the use of STAD can improve students' reading comprehension of recount, narrative, and descriptive texts in one cycle.

### **Conclusion**

Based on the findings in the previous chapter, the researcher found that STAD could improve students' reading comprehension on Recount text at the eighth grade students of SMPN 2 Lumbang. The successful of implementation of STAD method can be seen from the several factors below.

The feature of STAD in teaching done by the researcher in the class was that the students became active because previously the teacher only used conventional teaching method that made them bored. Moreover, each student got chance to discuss, give opinions, learn how to teach one another and explain the materials. Another was that the students were enthused to compete to improve the individual score in their teams. Each of the students' activity was always provided with the researcher's rewards to enhance their enthusiastic in improving their abilities. Besides, by the cooperative learning, they could improve the social skill and the cooperative skill to work with others to get mutual benefits for everyone.

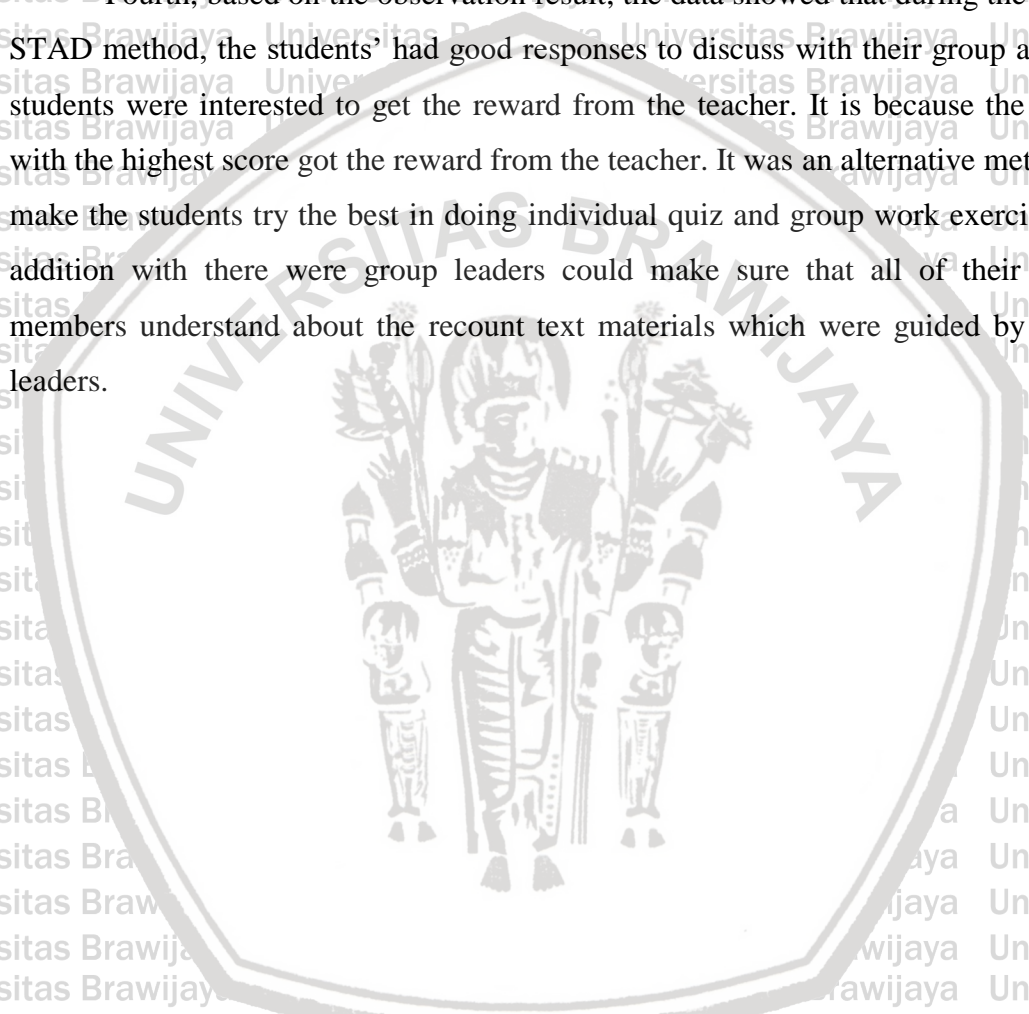
Second, the students' score in the post-test was achieved Standard Minimum Score (KKM) that had been set before from the school regulation. The criteria of successes in this research was 70% of students achieved Minimum Standard Score or KKM in SMPN 2 Lumbang which was 70. The students' score in the post-test showed that there were 88% students' who passed the KKM. While, based on the students' score before the implementation of STAD, the students' percentage showed that there were 2.50% of students who passed the KKM.

Next, the implementation of STAD method in this research was increased students' reading comprehension of recount text. It can be known from the result of interview with English teacher and students, they gave positive and good responses after the use



of STAD method. The teacher responses that STAD can be an effective method that can be used by teacher in improving students' reading recount text. While, some students also argued that the use of STAD helped them in understanding the meaning from the recount text, knowing more the vocabulary, and easier to answer the questions sheet.

Fourth, based on the observation result, the data showed that during the use of STAD method, the students' had good responses to discuss with their group and the students were interested to get the reward from the teacher. It is because the group with the highest score got the reward from the teacher. It was an alternative method to make the students try the best in doing individual quiz and group work exercises. In addition with there were group leaders could make sure that all of their group members understand about the recount text materials which were guided by group leaders.



## REFERENCES

- Arikunto, S. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi aksara
- Anderson, N. (2003). Reading. In D. Nunan. *Practical English Language Teaching*. New York, NY: McGraw Hill.
- Bestiana, Y &, Achyani, M. (2015). *Big Bool Bahasa Inggris SMP Kelas 1,2,&3*. Jakarta: Cmedia Imprint Kawan Pustaka.
- Brown, H.D. (2007). *Teaching by principles: An integrative approach to language pedagogy (3<sup>rd</sup> edition)*, New York: Pearson Education.
- Cahyono, B.Y. (2010). *Second Language Acquisition and English Language Teaching*. Malang: State University of Malang Press.
- Carol, (2013). *Cooperative Learning*. (Online), ([http://giftedkids.about.com/od/glossary/gcoop\\_learning.htm](http://giftedkids.about.com/od/glossary/gcoop_learning.htm)), accessed March 5, 2014.
- Creswell, J. W. (2009). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. California: Sage Publications Inc.
- Fachrurrazy. (2002). *Teaching English as a Foreign Language*. Malang: State University of Malang Press.
- Hock, & Mellard. (2005). *Reading Comprehension Strategies for Adult Literacy Outcomes. Manuscript in preparation*. (Online), (<http://www.ncbi.nlm.nih.gov/pmc/articles>), accessed March 4, 2016.
- Huda, M. (2015). *Cooperative Learning*. Yogyakarta: Pustaka Pelajar.
- Kemendikbud. (2013). *Standar Kompetensi dan Kompetensi Dasar SMP/MTs 2006*. (Online), (<http://litbang.kemdikbud.go.id/index.php/standar-pendidikan/2013-07-08-08-24-43>), accessed December 15, 2015.
- Kemmis & Taggart, M.C. (2007). *Participatory Action Research communicative Action And The Public Sphere*. Australia: Deakin University.
- Kurniasih, I & Sani, B. (2015). *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*. Jakarta: Kata Pena.
- Linse, T. C. (2005). *Practical English Language Teaching Young Learners*. New York: McGraw – Hill. (Online), (<http://www.scrib.com/doc/39065995/practical-English-Language-Teaching>), accessed December 5, 2015.



- Newman, F.M., & Thompson, J. (1987). *Effects of Cooperative Learning on Achievement in Secondary Schools: A Summary of Research*. Madison, WI: Wisconsin Center for Education Research.
- Namara, D.S. (2009). *The Importance of Teaching Reading Strategies*. (Online), Retrieved from ( [http://129.219.222.66/pdf/Teaching Reading Strategies - McNamara.pdf](http://129.219.222.66/pdf/Teaching%20Reading%20Strategies-McNamara.pdf)), accessed March 3, 2014.
- Ningrum, T.N. (2011). *"The effectiveness of student team achievement division (STAD) technique in teaching reading comprehension of the eighth grade students of smp negeri 03 wanasari in the academic year 2010/2011"*. unpublished thesis. Semarang: IKIP PGRI Semarang.
- Ontario, (2004). *Literacy for learning the report of the expert panel on literacy in grades 4 to 6*. Canada: Ontario education.
- Petel, & Jain M.F. (2008). *English Language Teaching*. Jaipur: Sunrise Publisher and Distributors.
- Purwandani, M. E. (2015). *Improving reading comprehension through summarizing activities to the eight grade students of smp muhammadiyah 8 yogyakarta in the academic year of 2013/2014*. unpublished thesis: Yogyakarta. Universitas Negeri Yogyakarta.
- Roiz, M. (2014). *Recount Text Explanation and examples*. (Online), (<http://roiz.pun.bz/pengertian-dan-contoh-recount-text-bahas.xhtml>), accessed December 20, 2015.
- Rossalini, V. (2015). *Using STAD strategy to improve the 11<sup>th</sup> graders' reading ability to comprehend report text*. unpublished thesis: Malang. State University of Malang.
- Scharlach, T. D. (2008). *START Comprehending: Students and Teachers Actively Reading Text*. (Online), ([http://tccl.rit.albany.edu/kmt/images/a/a2/START\\_Comprehending.pdf](http://tccl.rit.albany.edu/kmt/images/a/a2/START_Comprehending.pdf)), accessed December 1, 2015.
- Shindler, John. (2009). *Effectively Managing the Cooperative Classroom*. (Online), ([http://www.calstatela.edu/faculty/jshindl/cm/Chapter12Cooperative Learning-final.htm](http://www.calstatela.edu/faculty/jshindl/cm/Chapter12Cooperative%20Learning-final.htm)), accessed April 2, 2014.
- Slavin, R.E. (2005). *Cooperative Learning*. Bandung: Nusa Media.
- Sudijono, A. (2008). *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada.

Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta

Suhardjono, (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

Supardi. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi aksara.

Suryanto, Kasihani K. E. (2007). *English for Young Learners*. Jakarta: Bumi Aksara.

Supriyono. (1998). *Kontribusi Pustakawan Dalam Meningkatkan Minat Baca*. Yogyakarta: Media Pustakawan.

Suprijono, A. (2012). *Cooperative Learning Teori dan Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.

Unesco. (2011). *Increasing Literacy in Indonesia*. (Online), (<https://www.unesco-ih.org/research>), accessed December 15, 2015

Wardiman, A. (2008). *English in Focus for Grade VIII Junior High School (SMP/MTS)*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Wijaya, B. (2012). *Improving students' reading comprehension of narrative text through numbered head together technique*. Unpublished thesis. Pontianak: Tanjungpura University

Winten, K. (2013). *Improving reading comprehension through jigsaw technique to the eighth Grade Students of SMPN Satu Atap Jungutan*. Unpublished thesis. Denpasar: Mahasaraswati Denpasar University.

Arikunto, S. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

Petel, & Jain, M. F. (2008). *English Language Teaching*. Jaipur: Sunrise Publisher and Distributors.