**TEACHING READING COMPREHENSION OF NARRATIVE TEXT USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)**

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**Abstract**

Reading is an activity to obtain information from a text. Reading a text is not easy, it requires an understanding to get a meaning. The objective of the research was to identify the implementation of the scenario in teaching reading comprehension of narrative text using the Student Team Achievement Division and to find out students’ responses. The researcher used a descriptive qualitative method. The subject of this research was tenth-grade students of Vocational High School in Cimahi. The data were collected by using observation, questionnaires, and documents. The results of the research were the implementation of STAD in teaching reading comprehension was appropriated with the learning scenario. In the implementation of STAD in teaching reading comprehension of narrative text got a good response from students. By using STAD on English study could increase students' reading comprehension, students were motivated and involved in the active learning process. In addition, students felt learning was fun and not boring. STAD (Student Team Achievement Division) was suitable in teaching reading comprehension of narrative text at the tenth-grade students. The students understood better in reading comprehension using STAD.

**Keywords**: Reading Comprehension, Narrative Text, STAD

**INTRODUCTION**

Reading is a very important skill for students, reading became one of the basic language skills to be learned especially by students. Reading is the process of knowing the information from the text. Through reading, students will get knowledge and information from a text such as books, articles, magazines, newspapers, and others. Reading can also make students skilled in finding new vocabulary.

Reading is the process to get, to understand, to catch the content of the reading (Nunan, 1991 in Dewi & Safitri, 2018). According to Patel and Jain (2008:113-114) in Aritonang et al (2018), reading is an important activity in life which someone can update the knowledge or reading is not only a source of information and pleasurable activity but also as a means of consolidating or extending one’ knowledge regarding the language. Furthermore, Mao (2012:2432) in Wahyuni et al (2018), in reading the reader has to understand the contents of a text to get a sense or meaning of the text. It means that reading will be useful especially for students to get information, increase knowledge, and find new ideas.

Reading comprehension is very necessary for reading a text. Because reading is not just reading but it is necessary to understand the contents of the text. Vaughn (2003) in Satriani (2018) states that reading comprehension refers to the understanding of a text that has been read, that is a complex skill that requires the use of various strategies to activate one’s prior knowledge, monitor understanding, self-question, distinguish between the main idea and supporting details, and summarize. Reading comprehension is the process of making meaning from text (Woolley, 2011 in Satriani, 2018). Indrayani (2014) in Aritonang et al (2018) state that reading comprehension as the process to get a precise understanding of the writer’s message through simultaneously extracting and build-up meaning by collaborating the reader’s background knowledge and interaction and involvement. By comprehension, the reader will get the meaning of a text that they read.

Based on the phenomenon, problems that are often found in reading English texts are lack of vocabulary, students will be confused about what the text means, so students have difficulty composing the text that they read in their language. Lack of motivation, students become less eager to read, and when a teacher asks students to read the text, students only read the text without trying to understand the text, and the last problem is from grammar. According to Mikulecky and Jeffries (1996:14) in Wahyuni et al (2018), there are some aspects of reading comprehension which are essential to be taught to help readers understand the text, namely the main idea, detail information, vocabulary, reference, and inference.

In the 2013 curriculum, English is one of the subjects that should be taught to students in Vocational High School. Meanwhile, reading is another skill besides listening, speaking, and writing which is considered important to be thoroughly taught so that the student will comprehend well. Based on this curriculum, there are different kinds of texts which have to be mastered by Vocational High School students. Among the texts taught in tenth grade is narrative text. The narrative is a piece of text which tells a story and entertains or informs the reader or listener (Anderson, 2003:8 in Wahyuni et al, 2018). By using narrative text through animation video, will make students it easier to understand the contents of the text. In the animation video, there are moving images, sounds, and English subtitles, then students will be interested in reading narrative text. The way that uses if it is not appropriate in teaching reading is also very influential in the learning process. In this research, the researcher used cooperative learning.

Cooperative learning is concentrating on changing the traditional classroom in order to improve learning and social relations among classmates (Slavin, 1980 in Ni’mah, 2018). This means that in the learning process students did a grouping to increase learning by exchange ideas. According to Cinelli (1994) in Aprella et al (2019) cooperative learning motivates the students to learn and encourages students to work together to maximize learning. One of which the type of cooperative learning namely STAD. According to Slavin in Hidayatullah (2018), STAD is cooperative learning is the simplest because learning activities are still so closely related to conventional learning and the STAD model is the model suggested in the 2013 curriculum.

In STAD, students work in small groups of four or five members. Robert E. Slavin (2005:143) in Deswarni (2018) stated that cooperative learning of the STAD type consists of five major components, namely class presentation, teams, quizzes, individual scores, and team recognitions. Ghaith (2007:282) in Aisyah et al (2020) found out, specifically, instruction in STAD is organized around the four stages of lesson planning: (1) teaching, (2) team study, (3) individual quizzes, and (4) team recognition. The students first listen to teacher explanation of material, following which they work in heterogeneous groups to complete exercises, take individual quizzes, and finally acknowledge their team achievements. STAD is one of the ways that could be used in the process of teaching reading to increase the students in reading comprehension.

**METHOD**

In this research, the researcher used descriptive qualitative. According to Gay, Mills, and Airasian (2006:399) in Satriani (2018), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insight into a particular phenomenon of interest. Based on Nana Syaodih Sukmadinata (2011:73) in Suwandayani (2018), descriptive qualitative research is addressed to describing phenomena, both natural and human engineering, which pay more attention to characteristics, quality, interrelationships between activities. Descriptive qualitative research focuses on describing phenomena in the field. The researcher collected data use observation sheets and questionnaires. The researcher conducted research in the learning process for three meetings.

**RESULTS AND DISCUSSION**

**Results**

In this section discuss research finding based on data collection, that is observation and the students’ response questionnaires.

**Table 1.** **The results of observation by the teacher**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Statement | Meeting 1 | | Meeting 2 | | Meeting 3 | |
| **I** | **II** | **I** | **II** | **I** | **II** |
| 1. | The teacher has implemented reading learning appropriate with the lesson plan and learning scenario. | √ | √ | √ | √ | √ | √ |
| 2. | The teacher can deliver the material correctly so that to reduce the mistakes received by students. | √ | √ | √ | √ | √ | √ |
| 3. | The teacher has given explanations and exercises that were easily understood by students. | √ | √ | √ | √ | √ | √ |
| 4. | Students understand and can apply the reading lessons that have been taught by the teacher. | √ | - | √ | √ | √ | √ |
| 5. | By using STAD (Student Team Achievement Division) used by teacher, students look enthusiastic, happy, interested, and not bored. | √ | √ | √ | √ | √ | √ |
| 6. | Students feel the time given by the teacher to understand the material takes place quickly. | √ | √ | - | √ | - | - |
| 7. | Students become motivated to get better value. | - | - | √ | √ | √ | √ |
| 8. | By using STAD (Student Team Achievement Division) students can increase students' critical thinking skills individually. | √ | - | √ | - | √ | √ |
| 9. | Students feel more valued when expressing opinions in front of the class. | √ | √ | √ | √ | √ | √ |
| 10. | Students become bolder in expressing their opinions in the teaching and learning process. | - | - | √ | √ | √ | √ |

|  |  |
| --- | --- |
| Note | |
| I | First Observer Teacher |
| II | Second Observer Teacher |
| √ | Yes |
| ─ | No |

Table 4.1 shows the use of STAD in learning reading comprehension in narrative text material. During the learning process, the first observer and second observer in the class observing the implementation of STAD in learning reading comprehension of narrative text through animated videos. Since the first meeting, second and third meetings, the two observers who are English teachers agree with the implementation of STAD which is implemented in English learning.

In the first meeting, second and third statement number one, both the observers said "Yes" was the implementation of learning in accordance with the lesson plan and learning scenario. Statement number two, the first and second observers said "Yes", that delivering the material it was corrected. Statement number three, both the observers said "Yes" was the teacher has given explanations and exercises easy to understand for students.

Statement number four, the second observer said "No" in the first meeting, because the students did not understand and can not to apply the reading lesson. In statement number five, the first observer and second observer said "Yes", that was in reading comprehension using STAD students look happy and not bored.

Statement number six, both the observers said "Yes" in the first meeting, that was the time to understand the material is too short. In the second meeting, the second observer teacher still said "Yes" because the time to understand the material still too short. In the third meeting, both the observers said "No" the time to understand narrative text material is enough, so students can understand narrative text material/stories.

Statement seven, the first and second observers said "No", because at the first meeting students were still not motivated to get better value. In the second and third meetings, both the observers said "Yes", that was reading comprehension using STAD students motivated to get better value.

Statement number eight, in the first and second meeting, the second observer said "No" because by working together there are students who are silent so that students do not think critically, but in the third meeting, the observers one and two said "Yes" students experience changes, namely students think more critically. Statement number nine, the first observer and second observer said "Yes", that students felt happy when expressing their opinions.

In the last statement question number ten, both the observer said "No" in the first meeting was students felt shy in expressing their opinions. In the second and third meetings, the first observer and second observer said "Yes" that was students become bolder in expressing their opinions. The general conclusion that both the observer agree with the teaching patterns implemented by the researcher by using STAD.

Student responses in learning reading comprehension of narrative text using STAD was very important. The researcher took data with a questionnaire filled by students, as listed in tables 4.2. The questionnaire was adapted from Muhlisin (2018). The questionnaires questioning there were four indicators namely attention, relevance, confidence, and satisfaction.

The following is the result of the students' responses:

**Table 4.2 The Result of Student Questionnaire**

|  |  |  |  |
| --- | --- | --- | --- |
| Indicators | No. | Questionnaires Students | Percentage |
|
| Attention | 1. | High desire to participate in learning | 100% |
| 2. | Reduce difficulty in reading comprehension of the narrative text. | 90% |
| 3. | Help remember the material being taught. | 87% |
| 4. | STAD help in reading comprehension of the narrative text. | 87% |
| Relevance | 5. | Reading comprehension of narrative text using STAD through animated video media interesting, fun, and not boring. | 93% |
| 6. | The time to reading comprehension of narrative text using STAD is very short. | 83% |
| Confidance | 7. | Motivated to get achievements after studying narrative text using the STAD. | 87% |
| 8. | Narrative text using STAD enhances your individual's critical thinking. | 70% |
| Satisfaction | 9. | STAD can increase understanding of reading the narrative text. | 93% |
| 10. | Feel more daring to express your opinion | 80% |

The above table describes students' responses to STAD in learning reading comprehension of narrative text. Indicators of attention were in questions number one, two, three, and four. Question number one shows 100% of students answered "Yes", namely students' willingness to follow the learning. Question number two 90% of students answered "Yes", STAD could reduce difficulty in learning narrative text of reading comprehension. Question number three students show 87% of students answered "Yes". And question number four 87% of students answered "Yes", STAD help remember the material and STAD can help the students in learning narrative text especially reading comprehension.

Questions number five and six were included in the indicator of relevance. In question number five 93% of students answered "Yes", students felt learning narrative text with video animation media was interesting, fun and not boring and question number six-show 83% answered "Yes", because the time for reading comprehension of narrative text using STAD was very short.

Indicators of confidence were in questions number seven and eight. Question number seven shows 87% of students answered "Yes", that was students motivated to get an achievement, and students’ response of question number eight 70% of students answered "Yes", individual critical thinking was an increase.

Questions number nine and ten were included in the indicator of satisfaction. In question number nine shows 93% of students answered "Yes", that was used STAD enhances the reading comprehension of narrative text, and question number ten 80% of students answered "Yes", students dare to express opinions.

Based on the explanation above, the implementation of STAD got responses from students. In the process of implementing the teaching reading comprehension of narrative text using STAD received a good response from students.

**Discussion**

Teacher as an educator must be able to change the mindset of students from less knowing to better knowing. Teaching in class is one of the things that must be done by the teacher so students can change their mindset. In teaching in the classroom, it is certainly not easy, the teacher needs to have special abilities in teaching so that the learning process is comfortable and enjoyable. Preparation in teaching in class is very necessary. Therefore the teacher must prepare a learning scenario before teaching in class. By preparing a learning scenario, teaching will also be easier. And the teacher must also have a way of learning in order to facilitate students in reading comprehension of narrative text. In this research, the researcher used the STAD (Students Team Achievement Division).

The learning scenario is prepared by a teacher so that the learning process occurs as desired. Before teaching, the researcher prepared a learning scenario. In the learning process, the scenario makes it easier for the researcher to teach. Learning scenarios help the researcher in teaching reading comprehension.

In the research results, the learning scenario was very important. By preparing a scenario, the learning process will happen as desired and on time. In this research, the researcher has implemented STAD in teaching reading comprehension of narrative text. The implementation of STAD (Student Team Achievement Division) in reading comprehension of narrative text was appropriated. First, the researcher delivered learning material to students. Second, the researcher gave a quiz to each student individually, to find out students' initial abilities.

Third, the researcher made several groups. Each group consists of 4-5 members, where group members have different abilities/scores (high, medium, and low). This score was taken from the quiz individually. Work in a group, students were able to exchange ideas, can increase confidence in learning, and can motivate students to learn. It is related to Slavin (1995) that said benefits in implementing cooperative learning type STAD in the class, namely motivate students to learn, gain confidence while learning as a result of peer support, improve student achievement.

Then the students were asked to watch the video animation, they watched while reading the subtitles on the video. Through reading, students' vocabulary will increase. It related with Hyde & Grabe (2008) advantages for reading namely increase our vocabulary, develop the intelligence of the learner, and trigger our imagination’s master in reading, students need to have the reading desire and must be tried to read something intensive and continually. And then by the animation video, students can have a better understanding of the narrative text, because animated videos consist of moving images, sounds, and English subtitles, so students get a better understanding of the contents of the story. The use of video animation also conducted by Purnomo (2017) said that using video animation will help the students understand the story easier and animation video can increase the students’ reading comprehension.

Fourth, the researcher gave assignments to each group and then asks students to discuss it. After that the researcher asked each group to present it briefly, to find out whether students understand the narrative text stories in the video. Fifth, the researcher gave a quiz again to students, to find out whether individual students understand the narrative text. Sixth, the researcher asked students to summarize the material and affirming the learning material they have learned. Seventh, the researcher gave the reward to the group that gets the highest score, which aims to motivate students in learning.

In teaching reading comprehension of narrative text using STAD, student responses were positive. Using STAD on English study could increase students' reading comprehension in narrative text material, the students were motivated, and involved in active learning also students felt learning fun and not boring. The same finding also research conducted by Al-Munawwarah (2013) who found the six benefits of STAD, as follows engaging students in reading activity, increasing students’ motivation to practice actively in the learning process, helps students to solve their problems in comprehending the text, developing students’ social skill, creating enjoyable learning atmosphere and enhancing students’ reading comprehension skills.

**CONCLUSION**

Based on the data explained in the previous chapter, it can be concluded that both the observer agree with teaching patterns the researcher in implementation teaching reading comprehension of narrative text using STAD.

In teaching reading comprehension of narrative text using STAD students' responses were good. By using STAD on an English study could increase students' reading comprehension of narrative text, students are motivated, and involve in active learning also students felt learning fun and not boring.

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