

| | | |
|---|---|---|
|  <p>ISSN NO. 2320-5407</p> | <p>Journal Homepage: -www.journalijar.com</p> <h2>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)</h2> <p>Article DOI:10.21474/IJAR01/10625 DOI URL: http://dx.doi.org/10.21474/IJAR01/10625</p> |  <p>INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR) ISSN 2320-5407 Journal Homepage: http://www.journalijar.com Journal DOI:10.21474/IJAR01</p> |
|---|---|---|

RESEARCH ARTICLE

IMPLEMENTATION OF STAD TECHNIQUE BY USING ONLINE NEWSPAPER MEDIA IN IMPROVING STUDENTS' READING ACHIEVEMENT

Muhammad Arifin and Yuli Yunira

English of Education, University of Muhammadiyah Sumatera Utara, North Sumatera, Indonesia.

Manuscript Info

Manuscript History

Received: 07 January 2020

Final Accepted: 10 February 2020

Published: March 2020

Key words:-

Classroom Action Research, STAD Technique, Reading Achievement

Abstract

Comprehending reading material started from improving of student's and finding the detail information of the text. Therefore, applying an interesting strategy is needed to improve the students' ability to comprehend the reading material. Thus, this article is discussed about the implementation of STAD technique by using online newspaper media in improving student's reading achievement. That was conducted at SMK Taman Siswa Medan in 2019. The population of this research was the XIInd grade students which 30 students. This is conducted two cycles there were two meetings in the first is cycle I and the second meeting is cycle II. This is qualitative data showed that the mean score, in the Pre-test, the mean score was 32,67, in the first cycle test, the mean of students' score was 58,67, and in the second cycle test, the mean score was 85, the students who got score more than 75 in cycle I was 3 students and the percentage was 10%, the students who got score more than 75 in cycle II was 30 students and the percentage was 100%. The qualitative data got from observation sheet of students' activities and teacher's performance in learning process. Based on the results from quantitative and qualitative data proved that STAD Technique by using online newspaper media in improving students' reading achievement.

Copy Right, IJAR, 2020,. All rights reserved.

Introduction:-

Nowadays in Indonesia, English is instructed in every level of education with either in elementary, junior, or senior high school. In learning language like English there are four skills that should be mastered. They are listening, speaking, reading, and writing. These four abilities are ought to be included by teacher in the procedure of educating and learning in a classroom. Speaking and writing refers to productive skill while reading and listening refers to receptive skills. Reading is process to get meaning in text. Reading is the ability to draw from the printed page and interpret this information appropriately. (Grabe and stoller, 2011)

Learning achievement of the students is acknowledged as the score. In different words, the achievement of the students can be measured from their scores. Reading comprehension is a reading activity to get a good comprehension of the text, by comprehension the text they are easy to get extensive information and knowledge. Achievement is a thing done effectively particularly with effort and skill. (Hornby, 2011)

Corresponding Author:-Muhammad Arifin

Address:-English of Education, University of Muhammadiyah Sumatera Utara, North Sumatera, Indonesia.

Reading comprehension is thought as an interactive process. Reading comprehension means how the reader can find out the message and comprehend the text well. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. (Sweet and Snow, 2002)

Reading is a process to get meaning in text. Grabe and Stoller (2011) defined that reading is the ability to draw from the printed page and interpret this information appropriately. Hornby (in Sari, 2011) indicates that achievement is a thing done effectively particularly with effort and skill. Learning achievement of the students is acknowledged as the score. In different words, the achievement of the students can be measured from their scores. Reading comprehension is a reading activity to get a good comprehension of the text, by comprehension the text they are easy to get extensive information and knowledge. Reading comprehension is thought as an interactive process. Sweet and Snow (2002) indicate that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension means how the reader can find out the message and comprehend the text well. So, the teacher is not only teach the students' how to read, yet how to comprehend and discover the significance from the text. In reading comprehension, there are four levels of comprehension: interpretative comprehension, literal comprehension, critical comprehension, and creative comprehension. Each level of reading comprehension has its own difficulties for the students. The lowest level of comprehension is in the literal comprehension. Meanwhile the easiest of comprehension is in creative comprehension.

Reading is a complex active cognitive process of interacting with print and monitoring comprehension to establish meaning. The natural of reading process engages bottom-up and top-down process. Brown (2004) states that reading is also a skill that is expected by the teacher to be learned by students. This shows that reading is a process of obtaining extensive information and knowledge by reading text. In addition, information or knowledge will be obtained in many aspects, such as newspapers, textbooks, journals, e-mail, advertisements. So, reading can be considered a receptive skill of communication by connecting the reader experience and written information to produce comprehension. It means that reading was one of the communications to transfer information between the writer to the readers. Enighe (in Jenö, 2018) states that reading is a process by which information is obtained from print and which involves interaction or negotiation between the reader and the material being read. According to Harmer (in Jenö, 2018) indicates that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.

The teacher is not only teach the students' how to read, yet how to comprehend and discover the significance from the text. In reading comprehension, there are four levels of comprehension: interpretative comprehension, literal comprehension, critical comprehension, and creative comprehension. Each level of reading comprehension has its own difficulties for the students. The lowest level of comprehension is in the literal comprehension. Meanwhile the easiest of comprehension is in creative comprehension.

Student Team Achievement Divisions (STAD) is one of the simplest types of cooperative learning. Besides, this technique can be used very easily in class. Robert E. Slavin (2010) revealed that STAD is encouraging students to encourage each other and help each other to master the skills taught by the teacher. STAD is a simple technique to be applied to the curriculum, especially the 2013 curriculum where students who are more dominant think in learning. The STAD Technique is a group division consisting of 4-5 students, from different genders, tribes, smart or stupid, and collected into one group. Within the group fellow students have the right and must tell students who do not know about the text material. STAD Technique, in which it can help students monitor them in understanding and maintaining the details of the questions and answers they have found. STAD techniques are expected to solve problems and to bring good improvement to students' reading achievement.

Method:-

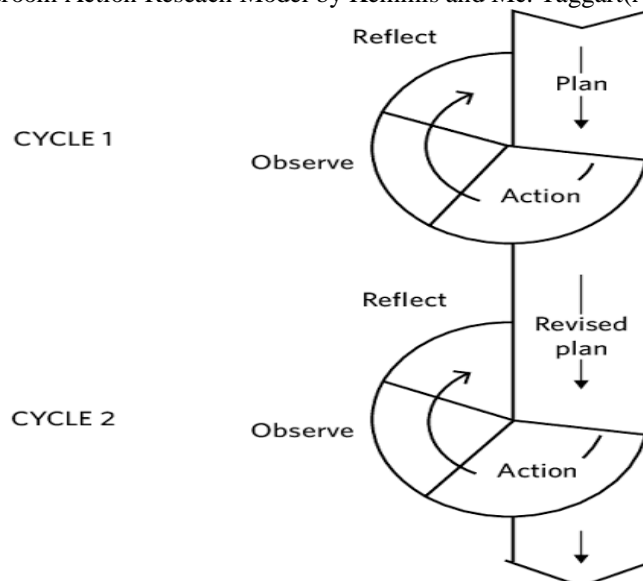
STAD is a type of cooperative learning methods, this technique was developed by Slavin R. E and friends at John Hopkin University. According to Slavin (2016) the STAD Technique is the variation of the most studied cooperative learning. This model has been widely used in mathematics, IPA, IPS, English. Ibrahim (in Rini Ekayati, 2015) indicates that type of cooperative learning model applied by students is divided into groups consisting of 4-5 heterogeneous students, educators using STAD refer to group learning that presents new academics to students using verbal presentations or texts.

Slavin explained that the main idea behind STAD was to encourage students to encourage and help each other to master the skills taught by the teacher. STAD Technique is group learning consisting of 4-5 students. The group consists of various abilities, gender, and tribes. The rules contained in the STAD Technique are that every student must know the material presented not only by one person in the group, but everyone who is in the group. Students collaborate and exchange answers, discuss inequality, and help each other, they can discuss approaches to solving the problem or they can provide questions about the content of the material they are learning. The students are given time to work together after the lesson is given by the teacher, but do not help each other when undergoing the quiz, so that each student must master the material.

Result And Discussion:-

Based on the data analysis, it showed that the students' in reading achievement had been improved by STAD Technique by online newspaper. It could be seen from the quantitative data. The mean score cycle I was 58,67, the mean score in cycle II was 85; the students who got score more than 75 in cycle I was 3 students, the students who got score more than 75 in cycle II was 20 students; and the percentage of the students who got score more than 75 in cycle I was 10%, the percentage of the students who got score more than 75 in cycle II was 100%. It also could be seen from qualitative data that was observation sheet. The means score of students' activity between the first cycle was 52,5% and second cycle was 70,63%. It could be explained that in the process of teaching and learning activities of students had showed a good development. The ability of teacher in implementation of STAD technique in teaching reading of news item already looked very good. This was evident from the means value of the observation of the teacher's activities in the first cycle was 52,5%, and the second cycle was 70,63%. Thus, it was concluded that the application of STAD Technique by online newspaper media in reading achievement can increase the ability and students activities in the learning process well, especially in the teaching news item. The research was conducted by two cycles. The design of the research will be described in detail as the following chart.

Chart 3.1:- Classroom Action Research Model by Kemmis and Mc. Taggart (Arikunto, 2016:132)



Cycle 1:-

Planning:-

The plan was arranged before conducting research. First of all, the researcher prepares a lesson plan that applies the student's time achievement division skills (STAD), and preparing the researcher instrument which was used in teaching English through the implementation of student time achievement divisions (STAD). They was observation and designing assessment of tasks: extensive reading. After instrument completed, the researcher also prepares to observe the situation in the temporary class the teaching and learning process was be carried out. The implementation of the second cycle is substantially similar to the implementation of the first cycle.

Action

In applying this technique, the researcher collaborated with the English teacher. Before applying the strategy, the teacher stood in front of the students and started to attract the students' attention, and asked their knowledge about news item. The teacher explained about how to apply STAD technique to improve their reading comprehension. and the teacher explains the media they were used is Online Newspaper media. The teacher integrated the news item text with the students' environment and other subject. The teacher told about some examples of news item texts. Then, the teacher analyzed the definition, generic structure, language features, newsworthy events, background events, sources that happened in the text. At the last, after explaining news item material to students, researchers distributed students according to the STAD technical rules. Researchers asked them to open the online newspaper website through their own cellphones, and they were choosed the news titles they wanted to do according to their group's wishes. And each students must understand the news they choose so they can explain to their friends.

Observation:-

Observation was done to collect data namely, teachers' and students' activity during teaching learning process. In this section, the researcher did the formal observation. The researcher was an observer for English teacher and the students of the class that consisted of 30 students.

Reflection

Reflection is a feedback process from an activity, reviewing, seeing and considering the process carried out in relation to the outcome or impact of the action. The teacher and researcher analyzed all recording information process by using a test in STAD tehique.

Cycle II

The researcher did cycle II if the result in cycle I was still needed improvement. In cycle II also had four stages; planning, action, observation, andreflection. Every weakness in cycle I was revised in cycle II.

Achievement is the success of getting something through skill and effort. Hornby (in Sari,2011) indicate that achievement is a thing done effectively particularly with effort and skill. Learning achievement of the students is acknowledged as the score. In different words, the achievement of the students can measured from their scores. Teacher measures of the students'achievement advance by observing their score. In view of Bloom's Taxonomy in Winkel (in Sari,2011) there are three part of learning achievement, for example, cognitive, affective, and psychomotor. Cognitive comprises of knowledge, understanding, application, investigation, synthetic and assessment. Learning, remember the information; Understanding, comprehend the meaning of something; Application incorporates the strategy on concrete cese. Analysis incorporates the ability to divine the little parts into whole; Synthetic including combing the new things into the new comprehension and evaluation justifies the capacity to play out a feeling about something.

Affective is the changing of behavior that impacts someone deceives something. These are acknowledgment, sign with the acknowledgment by usingtheir sense and respond. Choice, choose an issue with a basic up to complex. Psychomotor, the skill to do something, prepared to do it dependent on physic and feeling, self control and become a habit. Accordingly it is infer that the achievement is a reaching particular goal, statues or standard, particularly by effort , ability, courage, and etc. Based on explanation above, students' reading in news item are concerned with how a students has done successfully through skill and effort in relation to reading news item text.

Types of Reading

Brown (2004) states that the types of reading. In the case of reading,variety of performance is derived from more the multiplicity of types of the text than from the variety of evert types of performance. Never the less, several types of reading performance are typically identified as follows:

Perceptive

Perceptive reading task involved attending to the components of large stretches of discourse: letters, word, punctuation and other graphemic, symbols. Bottom-up processing is applied.

Selective

In order to know one's reading cognitive of lexical, grammatical, or discourse features of language with in a very short story, selective reading is applied.

Interactive

Included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics sense, interact with the text. That is reading is a process of negotiating meaning, the reader brings the text a set of schemata for understanding it and take in the product of interaction.

Extensive reading applies to text of more than a page, up to and including professional articles, essay, technical reports, short stories and books.

Steps of Reading

There are three main steps in reading comprehension, namely before reading, during reading and after reading.

Before reading

The teacher build up the students' prior knowledge and link to the book bring read. Sometimes teachers talk through the book or build up semantic webs to that the new vocabulary in the book can discussed and classified.

During reading

Teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print.

After reading

Teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it was important to know the steps of reading comprehension. They used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically. There were three steps in reading: before reading, during reading reading, and after reading which used in this research.

Comprehension

Rasinski and Padak (Tennent, 2015) defined that text comprehension could alludes to just retelling information, to giving information not explicitly expressed in the text, to applying the information that has been read to the completion of another task, or to capacity to make judgements about quality of a text. Level of comprehension refers to the degree in which a reader can be categories as good reader, poor reader or proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According Brown (2004) stated that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

Level of Comprehension

Level of comprehension refers to the degree in which a reader can be categories as good reader, poor reader, or proficiency reader. It means that how far the students understand information gotten from the text and which levels that has been achieve. According Brown (2004) states that there are four levels of comprehension, there are literal comprehension, interpretative comprehension, critical comprehension, and creative comprehension.

Literal Comprehension

Literal comprehension included the process to take in ideas or understanding the ideas and information explicitly in the passage. The basic of literal comprehension is recognizing stated main ideas, details, caused, effect and sequence. Mastering of the basic literal comprehension can be done through understanding the vocabulary, sentence meaning and paragraph meaning. The literal level is easiest level of reading comprehension because a reader is not required to go beyond what is actually said. In this level, the reader known the words meaning or to recall detail directly in own words.

Interpretative Comprehension

Interpretative comprehension refers to the ability to go beyond what is stated directly, to understand what the researcher means by looking for the inside meaning. Readers identify and derive ideas and meaning from a text they are explicitly stated. It can be said that interpretative comprehension the ability to get inference or implied meaning from the text, understand of ideas and information not explicitly stated in passage.

Critical Comprehension

The critical comprehension is the ability to make analysis, evaluation and personally reacting about the ideas of information the researcher offers in a passage. The critical comprehension must be active reader, questioning, searching for fact, and suspending judgement until students considered all of the materials.

Creative Comprehension

Creative comprehension refers to the ability of the reader to use his/her imagination when reading the passage. Skill for creative reading comprehension includes the understanding cause-effect relationship on a story solving problem and producing the creation.

So, from the explanation above it was concluded that all four of levels of reading comprehension are important, but in this research the researcher only focus on the one level namely interpretative comprehension.

Reading Comprehension

Ellen K.Closs (in Tennent,2015) indicate that reading comprehension as the process of readers cooperating and developing significance from text, executing the utilization of prior knowledge, and the information found in the text. In some paragraph, the topic sentence may not express the complete main idea. The topic might be state in one sentence, and writer's thought regarding the point might be communicated in another sentence or in a few sentence in the paragraph. For the situation, the reader must consolidate thoughts from a few sentence to infer the complete main idea.

Klingner and Vaughn (in Tennent,2015) express that reading comprehension is a multi-component, exceedingly complex process that includes many interaction between readers and what they convey to the text (previous knowledge, strategy use) just as factors identified with the text itself (enthusiasm for text, understanding of the text types). It alludes that reading comprehension includes significantly more than readers' reactions to the text and the readers knows which aptitudes and procedures are suitable for the type of text, and sees how to apply them to achieve the reading purpose.

Cain (in Tennent,2015) indicate that reading comprehension is recovering the feeling of individual words, combining clauses to make sentences and make importance from successive sentences and paragraph. Duke (in Tennent, 2015) states that reading comprehension is a process in which readers make significance by cooperating with content through the mix of earlier learning and past experience. It is important to remember that is not a 'unitary construct' it is not one thing. Rather, it is a mesh of inter-related component parts. According to Snow (2002) that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The two keywords here are the process of extracting and constructing meanings.

Based on some definitions of reading comprehension described above, it stated that reading comprehension is a very complicated process that includes many interactions between the reader and what they convey to the text, develops the significance of the text, executes the utilization of previous knowledge, and information found in the text. That reading comprehension includes more than just the reaction of the reader to the text and the reader knows which talents and procedures are suitable for the type of text, and sees how to apply them to achieve the purpose of reading.

Newspaper

A newspaper is a periodical distribution containing written information about recent developments and is regularly composed in dark ink with a white or gray background. Newspaper can over a wide assortment of fields, for example, governmental issues, business, sports and workmanship, and frequently incorporate materials, for example, assessment sections, climate conjectures, audits of neighborhood administrations, eulogies, birth sees, crosswords, article kid's shows, funny cartoons, and counsel columns. Most Newspaper are Businesses, and they pay their costs with a blend of membership income, news stand deals, and publicizing income. The journalism that distribute paper are themselves regularly metonymically called newspaper. Newspaper have traditionally been distributed in print. However, today most newspaper are likewise distributed on sites as online newspaper, and some have even relinquished their print versions.

Online Newspaper

Relating to the internet and journalism is rooted and determined by the world wide web (www) standard. When CERN, the Geneva-based research institute, was released in 1991, no one realized how extraordinary its impact on journalism. This impact was so real for a time, an online newspaper "The Nando Times" stated "all the news that is bits we print" Lapham (K.Septiawan,2005). Deuze states that technological components are the determining factor for their definitions. He stated that the difference between online journalists and traditional colleagues lies in the decisions of new types faced by cyber journalists. Online journalists must make decisions about the format of the media that is most appropriate for revealing a particular story, and must allow space for public choices to respond to, interact with, or even compile certain stories and must put clear sources. Pavlik (K.Septiawan,2001) calls this new type of journalism "contextualized journalism" because it integrates three unique communication features; multimedia capabilities based on digital platforms, online quality interactive communication, and neatly customizable features. Another pattern in newspaper distributing is the introduction of personalization through with online news from like Google news, customized newspaper enable reader to make their individual paper through the determination of individual pages from numerous productions. Customized newspapers online have been offered by Google, CRAYON, MyYahoo, Twitter and many others. With these online newspaper, the reader can select of each section news. National or International, Politics, Sport, Arts, etc.

Conclusion:-

Based on the finding of research the conclusion is implementing STAD technique was improvement of students' reading achievement. It means that STAD Technique by using online newspapermedia was a good way in teaching reading comprehension. The improvementof students' achievement was shown from the quantitative data. The meanscore in cycle I was 58,57%, the mean score in cycle II was 85%; the studentswho got score more than 75 in cycle I was 3 students, the students who got morethan 75 in cycle II was 30 students; and the percentage of the students who gotscore more than 75 in cycle I was 10%, the percentage of the students who gotscore more than 75 in cycle II was 100%. The results of the students' activities observation shown there was an increasein students' activities in teaching and learning process from the first cycle tothe second cycle, the means value of 52,5% in cycle I to 70,63% in the secondcycle by the differences in number 18,13%.

References:-

1. Arikunto, P. D. 2016. ProsedurPenelitianSuatuPendidikanPraktik. Jakarta: PT. Rineka Cipta.
2. Brown, H. D. 2004. Language Assessment: Principles and Classroom Practices. New York: Pearson Education.
3. Dr. Rusman, M. 2010. Model-Model PembelajaranMengembangkanProfesionalisme Guru. Jakarta: PT. RajaGrafindoPersada.
4. Sholihah, H. 2012. The Use of Students Teams-Achievement Divisions toImprove Students' Reading Comprehension. A Thesis .
5. Jen Mary Enighe, M. E. 2018. Developing Reading Skills in BeginningReaders in Nigerian Primary Schools towards the Millennium
6. Development Goals. Journal , 9, No. 6, pp. 1160-1167 (1798-4769), 1162.K., S. S. 2005. JurnalismeKontemporer. Jakarta: YayasanObor Indonesia.
7. Ridwan Abdullah Sani, S. 2012. MeningkatkanProfesionalisme Guru MelaluiPenelitian TindakanKelas. Bandung: Citapustaka Media Perintis.
8. Slavin, R. E. 2016. Cooperative Learning Teori, RisetdanPraktik. Bandung:Nusa Media.
9. Snow, C. E. 2002. Reading for Understanding Toward an R&D Program inReading Comprehension. Santa Monica: RAND Education.
10. Tampubolon, S. 2014. PenelitianTindakanKelasSebagaiPengembanganProfesi Pendidikan Dan Keilmuan. Ciracas: Erlangga.
11. Tennent, W. 2015. Understanding Reading Comprehension Processes andPractices. In W. Tennent, Reading Comprehension. California: SAGE.