

Implementing STAD Learning Model to Improve Children's Spelling Ability

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ABSTRACT

Reading is a basic skill that must be mastered by everyone. But in reality, there are still a lot of children who have difficulty in reading. These children have difficulty reading because they still do not understand how to spell a word. This study aims to improve students' spelling skills by using the STAD model in the classroom. The data was taken from the first grade for the 2021/2022 academic year in one of the public schools in Central Java, Indonesia. By applying the classroom action research method and using t-score for data processing, it is known that there is a significant improvement in spelling for the first graders.

Keywords: *Reading, Spelling, STAD, Childrens.*

1. INTRODUCTION

There are four language skills which are: reading, writing, listening, and speaking [1]. Reading is a process of seeing and understanding the contents of a text by voicing it or just thinking it in the mind [2]. Reading is one of the language skills that must be mastered by students because, by reading, students can gain knowledge and important information. Another purpose of reading is to improve students' thinking ability and could see the world in wider perspective [3].

In having the ability to read, children must be good enough to spell. There are a few processes to spell. This process begins with recognizing written symbols. Then these symbols will be received in the brain and processed in it [4]. By assembling these various symbols, comes the ability to spell.

By the explanation above of reading skills, the ability to read must be owned by every child [5]. But in reality, not all children are good at reading. There are some students in public school in Indonesia that can't read. The fact that there are some students can't read is such a bad thing.

Based on the observations that have been made by authors before, not all of the first-grade students in the class can read fluently. Some students still have difficulty in reading and tend to lose their enthusiasm for learning to read. Especially when students distracted by something loud outside the class.

When teaching children how to read, the most important thing that should be taken care of is to increase their motivation to study, not just focusing on improving reading skills by their spelling ability. This is because if children start to feel lazy to read, they will try to avoid reading text. However, if children have high motivation to read, the children will like to read anything [6].

Based on observation by authors in on of public school in Central Java, Indonesia, not all first-grade students can read fluently, an in-class observation was carried out for two days on 5 -6 August 2021. During the teaching and learning activities in the classroom, the teacher tends to teach students to read using the conventional model, which by spelling it letter by letter. Then, students will be asked to repeat all the words letter by letter. Teaching and learning activities in the classroom are teacher-centred so that students often feel bored and lose motivation to learn. In addition, the learning resources or learning media used in class are less varied, Teacher only uses a blackboard and chalk. From the observations, data was obtained showing that almost half the population of the class was not fluent in reading. By the 11 students in total, which were divided into 6 male students and 5 female students, 5 of them (45.4%) could not read fluently, and 6 other students (54.6%) were quite good at reading skills.

From the description above, it is necessary to make changes in teaching and learning activities in the

classroom to increase student motivation. One thing that can be done is to use different learning model and use interactive media so that students can play an active role in teaching and learning activities. The learning model that can be used is the Student Team Achievement Division (STAD). This is in line with some research before that says the application of STAD in teaching and learning activities in the classroom can improve student learning abilities [7]. Other research said that the use of STAD for learning model is better than other learning model [8].

STAD is a cooperative learning model strategy and can increase not only collaboration but also independence at the same time [9]. In STAD, students are grouped based on ability, interest, talent, gender, race, etc. [10]. This can happen because, in STAD, students will become peer tutors, improve positive attitudes, and are forced to be collaborative with others [11]. Seeing the various advantages possessed by this STAD learning model strategy, it is believed that applying this model can improve students' reading skills.

2. METHOD

The method used in this research is classroom action research (CAR). Classroom action research is research conducted by a teacher to get the best results in systematic, documented, and detailed teaching and learning activities [12]. From this statement, it can be concluded that the role of the teacher is very important in this study. In carrying out this research, it requires several cycles that must be passed in stages. These cycles include planning, implementing, observing, and reflecting [13].

In the first stage which is planning stage, something that has to be done is to determine the material that will be used during the research and teaching media that will be used to facilitate the STAD strategy. The teaching media that being used is a scrabble with standing board. The use of this card or scrabble could improve the student's ability of spelling and reading [14]. This scrabble consists of a hundred pieces of letters. These letters written in capital and non-capital. In the second stage, namely implementation, the implementation is carried out according to the plan that has been prepared previously. All the steps must be followed with no exception. The observation and evaluation stages are used to assess and measure the level of success of students in learning how to spell. The last stage is reflection. At this stage, contemplate and evaluate the results of the actions in the cycle is carried out. The results of this reflection are used as a reference for the next cycle.

The data was collected by observing and collecting an assesment from student. The data that was already

obtained were processed using t-score. The result of t-score will be as reference for conclusion. In determining the success of the actions taken, the establishment of criteria or indicators of success must be carried out. The indicator of student can read is when student got 75 or above on their assessment. The indicator of success in this study is when there is a significant improvement on students ability to read a word.

3. RESULT AND DISCUSSION

This research started from August 5, 2020, to August 20, 2020, at one of public school in Central Java, Indonesia for the 2020/2021 academic year. The subjects in this study were first-grade students, in total 11 students, 5 of them were female and 6 of them were male.

Before starting cycle one, an observation was made on August 5-6, 2021. From this observation the author got the results in the form of 11 students in the class, only 5 students (45.4%) could read a word that had been given. The rest, 6 students (54.6%) still have difficulty in spelling a word that has been given.

Cycle one was from August 9, 2021, to August 13, 2021, with three face-to-face meetings. The first meeting was held on August 9, 2021. In this meeting, teacher asked to write a word with four letters. There are four words that need to be learned by students. These four words are "budi", "beli", "baju", and "baru". All the words are written in the blackboard by teacher. All of these words are being spelled by teacher letter by letter, then all of the students were following teacher on how to spell those words. After that, one by one student spell the word so that it could be concluded who was not reading fluently. The second meeting was on August 11, 2021. The in-class model is as same as the first meeting with the same words. At the last meeting which on August 13, 2021, special treatment was carried out. Beside teacher write the four words which as the same as the last meeting, students were asked to rewrite the words they had just read without looking at the blackboard. From this first cycle, almost the same data were obtained in the first pretest, form 11 students, only five students (45.4%) managed to rewrite the words they had just learned. This indicates that there has been no improvement in students' reading ability in the treatment in the first cycle which indicates that a second cycle is needed to improve the situation.

From the observations during the first cycle of treatment, there were several obstacles experienced by students and teachers. The existing constraints are used as a reference to determine the treatment of the next cycle. One of the obstacles found was some students had not been able to take lessons as expected, teaching and learning activities were carried out individually so

some students who could not afford the pace, did not get help from their peers, and students had lost their motivation to learn so what they wanted at that time was to go home. On the other hand, the effect of pandemic should be the other reason [15] because students used learn by themselves online while all of them are having difficulty to use a smartphone.

Based on these obstacles, several actions were taken to overcome the obstacles so that they do not recur. One of the actions taken is to motivate at the beginning of learning with an enthusiastic and encouraging face, in teaching and learning activities students are asked to make a group, and increase student enthusiasm by providing learning media that support teaching and learning activities in the classroom. The various actions above are expected to be able to eliminate the obstacles found in the previous cycle.

The implementation of the second cycle is carried out from August 16, 2021, to August 20, 2021, with three meetings. At each meeting, the STAD model was applied. In STAD, five stages must be passed, which are the stage of presenting the material, the stage of group division, the stage of individual tests, the stage of calculating individual development scores, and the last stage is the stage of giving appreciation [16].

The first stage is presenting the material; the teacher conveys the activities to be carried out in the meeting to students in a simple way. At the group division stage, students are divided into three groups, each group consisting of a boy and a girl, one of them has a fairly high reading ability, and there are quiet and active students in the group. Because all students have the same belief and race, there is no special treatment regarding this in each group. Each group gets one auxiliary learning media to facilitate learning activities. The media is a scrabble with a hundred pieces of words. This media can be seen in Figure 1. At the individual test stage, students are asked to compose a word from letter pieces one by one. In the score calculation stage, if students can arrange correctly, they get a high score, but if students cannot arrange them correctly, the score is reduced based on the level of error. In the last stage, namely the appreciation stage, prizes were given to the best group. The best group is determined from the accumulated total individual scores of each group member. The group with the highest score is the best in this study.

First meeting on cycle two was on August 16, 2021. The teacher told the students on how the class will go on. The first thing that teacher do was giving a strong motivation with some ice breaking to motivate students. Author expectation with this activity is student have strong motivation to learn in this meeting. After in-class activity, students were asked to go outside the class to get extra fresh air and give them another new experience on teaching and learning. In the school garden, all

students were being grouped. As mentioned before, all group consist of male and female with different reading ability. Each group were given the scrabble. On this meeting, students were asked to make a “kuku”, “kaki”, “kiki”, and “kaku” words with scrabble. Even they work as a team, each student will be making those words all by themself one by one. This activity is to know their ability and to collect some data. Groups with highest score have been given some traditional snacks from Java to appreciate their team work. The second and third meeting was as the same as the first meeting. Second meeting was held on August 18, 2021. The difference between it, is the given motivation and the ice breaking. Data was collected from student’s ability to arrange the words in scrabble.



Figure 1 Auxiliary Media

At the last meeting which was on August 20, 2021 of this cycle, a post-test was conducted. The post-test was students were asked to rewrite some words they had just learned. From this post-data, the author got data that obtained all students in the class (100%) can rewrite the words correctly. The following table is the result after processed with T-Score.

Table 1. T-Score Result

	Pretest	Cycle One	Cycle Two
<i>Min x</i>	60	60	90
<i>Max x</i>	85	85	100
\bar{x}	69.09	70	98.63
<i>Sd</i>	76.44	81.81	9.5

Based on T-Score result of students’ assessment, there are no significant improvement between pretest and cycle one of classroom action research. There is a significant improvement from cycle one of classroom action research into cycle two of classroom action research. Because all students had improved in their spelling and reading skills, the classroom action research. was stopped only in cycle two. The following are the results of the recapitulation of cycle two and the comparison of the results of the pre-test and post-test:

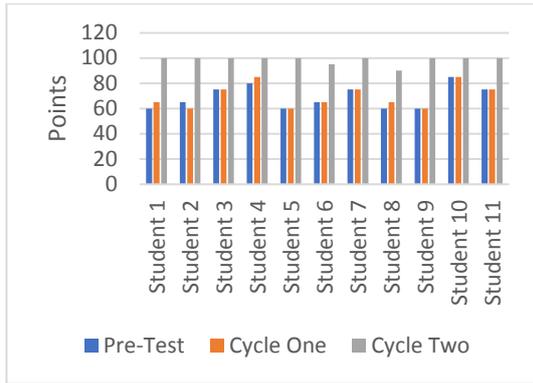


Figure 2 Student Achievement Chart

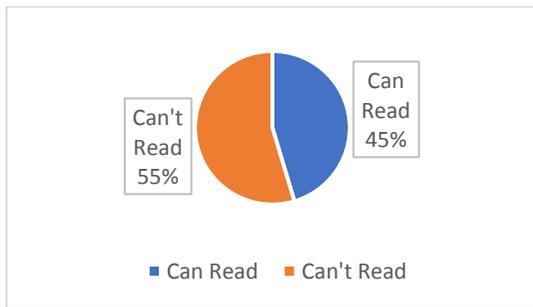


Figure 3 Pre-Test

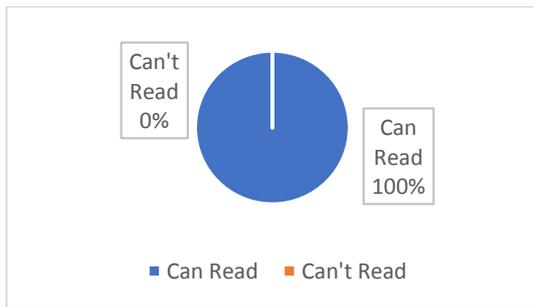


Figure 4 Post-Test

STAD learning model strategy is a strategy that is quite effective to improve students' reading skill by the spelling ability. This is in line with the research before which says that the application of STAD in teaching and learning activities in the classroom can improve student learning abilities [7]. In this study, the increase in students' learning abilities was evidenced by the increase in results from cycle one to cycle two. On the cycle one, there are 45,4% students having difficulty on spelling, and 54,6% students are quite good on spelling a word. But in cycle two, all of them (100%) were good at reading and spelling a word that already taught.

4. CONCLUSION

STAD learning model strategy is a strategy that is quite effective to improve students' reading skill by the spelling ability. In this study, the increase in students' learning abilities was evidenced by the increase in

results from cycle one to cycle two. On the cycle one, there are 45,4% students having difficulty on spelling, and 54,6% students are quite good on spelling a word. But in cycle two, all of them (100%) were good at reading and spelling a word that already taught.

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