

Implementation of the Cooperative Learning Model of the Stad Type to Improve Reading Literacy Skills and Comprehension of Recount Texts in Indonesian Language Learning for Grade VI Students of SDN 101901

Alvina Eka Hayati¹, Desi Noviari², Morita Simbolon³
¹⁻³ SDN 101901

Article Info

Article history:

Received Aug, 2026
Revised Aug, 2026
Accepted Aug, 2026

Keywords:

Reading Literacy
Learning Model
STAD
Recount Text
Classroom Action Research

ABSTRACT

This study aims to improve the reading literacy skills of sixth grade students of SDN 101901 on recount text material in Indonesian Language subjects through the application of the Student Teams Achievement Division (STAD) Cooperative Learning model. This type of research is Classroom Action Research (CAR) which refers to the Kemmis and Mc Taggart model, implemented in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The subjects of the study were 20 sixth grade students of SDN 101901. Data were collected through reading comprehension ability tests, observation sheets of student and teacher activities, and documentation. The results of the study indicate that the application of the STAD model can improve the reading literacy skills of recount text comprehension, marked by an increase in the average value from the pre-cycle condition to cycle I and cycle II, as well as an increase in the percentage of student learning completeness that reaches the minimum completeness criteria (KKM). In addition, student learning activities and motivation in group activities also increased. Based on these results, the STAD type Cooperative Learning learning model has proven to be effective and can be recommended as an alternative learning model to improve reading literacy and understanding of recount texts in elementary schools.

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Corresponding Author:

Name: Alvina Eka Hayati
Institution: SDN 101901
Email: alvinahayati52@guru.sd.belajar.id

1. INTRODUCTION

Reading literacy is a fundamental skill that elementary school students must master, as it serves as the foundation for mastery of various other subjects. Reading comprehension encompasses not only word recognition but also the ability to grasp the meaning, sequence of events, and message contained within a text. Poor reading literacy

skills impact students' difficulty comprehending various types of texts, including recount texts in Indonesian language learning [1].

Based on initial observations conducted in grade VI of SDN 101901, it was found that most students still had difficulty understanding the sequence of events, characters, time, and place of events in

recount texts. This was evident from the low average scores of students on reading comprehension tests and the low percentage of students who achieved the Minimum Completion Criteria (KKM). One of the causes was the teacher-centered and monotonous learning process, resulting in students being less active and less motivated in reading activities [1], [2].

One alternative to address these issues is to implement the Student Teams Achievement Division (STAD) cooperative learning model. This model emphasizes collaboration among students in small, heterogeneous groups to help each other understand the material, before each student is evaluated individually. The STAD model was chosen because it is considered appropriate for the characteristics of elementary school students who enjoy learning with peers and require gradual guidance in understanding recount texts in Indonesian language subjects [3][4].

Based on this background, this study aims to describe the application of the STAD type Cooperative Learning model in improving reading literacy skills in understanding recount texts, as well as measuring the improvement in learning outcomes of grade VI students of SDN 101901 after the application of the model.

Formulation of the problem

Based on the background above, the problem formulation in this research is:

- 1) How is the application of the STAD type Cooperative Learning model in learning to read and understand recount texts for grade VI students at SDN 101901?
- 2) Can the application of the STAD type Cooperative Learning model improve the reading literacy skills of sixth grade students of SDN 101901 in understanding recount texts?

Research purposes

- 1) Describe the application of the STAD type Cooperative

Learning model in learning to read and understand recount texts.

- 2) To determine the increase in reading literacy skills in understanding recount texts of grade VI students at SDN 101901 after implementing the STAD type Cooperative Learning model.

2. LITERATURE REVIEW

2.1 Reading Literacy

Reading literacy is a person's ability to understand, use, reflect on, and engage with written texts to achieve goals, develop knowledge and potential, and participate in society. In the context of elementary school learning, reading literacy encompasses the ability to comprehend explicit and implicit information in a reading, including the ability to identify main ideas, sequences of events, and cause-and-effect relationships within a text [1], [5].

2.2 Recount Text

A recount text is a type of text that retells an event or experience that has occurred chronologically. The structure of a recount text generally consists of an orientation (introduction of characters, time, and place), events (a series of events in sequence), and a reorientation (closing or conclusion). Understanding the structure and linguistic elements of a recount text is key for students to fully comprehend the reading content [4]–[6].

2.3 STAD Type Cooperative Learning Model

Student Teams Achievement Division (STAD) is one of the simplest and most widely used

cooperative learning models in elementary schools. The steps in the STAD learning model include: (1) conveying objectives and motivation; (2) dividing students into heterogeneous groups; (3) presenting material by the teacher; (4) learning activities in teams/groups; (5) quizzes or individual evaluations; and (6) awarding group awards based on individual improvement scores. Through these stages, students are trained to help each other understand the reading in groups before being evaluated independently, so that it is hoped that this will improve reading comprehension and student self-confidence [3], [6].

The advantage of the STAD model over conventional models lies in the element of individual accountability within group work. Each group member is not only responsible for their own understanding, but also helps their groupmates understand the material, because the group score is determined by the average improvement score of all members. This kind of reward structure encourages a cooperative learning atmosphere, rather than a competitive one, so that lower-ability students do not feel left behind and remain motivated to actively participate in group discussions [7].

2.4 Characteristics of Elementary School Students in Indonesian Language Learning

Sixth grade elementary school students are at the stage of cognitive development from concrete operational to early formal operational, so the learning process will be more meaningful if it is linked to real

experiences and social activities. In learning Indonesian, especially in recount text material, students at this level generally still have limitations in sequencing events and understanding vocabulary and sentence structure in the text they read, so they need a learning strategy that provides opportunities for repeated practice through interaction with peers [2], [6]. The STAD type cooperative learning model is considered appropriate to these characteristics because it provides space for students to explain difficult vocabulary to each other, discuss the sequence of events in the text, and build understanding collaboratively before being evaluated individually [7], [8].

2.5 Relevant Research

Several previous studies have shown that the application of the STAD cooperative learning model effectively improves students' learning outcomes and reading comprehension skills at various levels and subjects. These studies generally report an increase in average grades, an increase in the percentage of learning completion, and an increase in student participation and motivation during the learning process. However, research that specifically examines the application of the STAD model to recount text material at the elementary school level is still limited, so this study is expected to provide additional contributions to this field. [Complete this section with at least 3 relevant research references and their findings, accompanied by citations according to the target journal's environmental style.]

2.6 Framework of thinking

The low literacy ability of students in reading comprehension in recount texts is thought to be caused by learning that is still centered on the teacher and the lack of opportunities for students to discuss actively. The implementation of the STAD type of Cooperative Learning model is expected to change this condition through the formation of heterogeneous learning groups that allow for peer tutoring, so that students who have not yet understood the material can get help from group members. This process is ultimately expected to have an impact on improving the literacy ability of reading comprehension in recount texts, which is shown through an increase in test scores and the percentage of learning completion from pre-cycle to cycle I and cycle II.

2.7 Action Hypothesis

Based on the theoretical study and framework of thinking above, the action hypothesis in this study is: the application of the STAD type Cooperative Learning learning model can improve the reading literacy skills of recount text comprehension of grade VI students at SDN 101901.

3. METHODS

3.1 Types and Design of Research

This research is a Classroom Action Research (CAR) model based on the Kemmis and McTaggart model, implemented in two cycles. Each cycle consists of four stages: planning, acting, observing, and reflecting.

3.2 Research Subjects and Locations

The subjects of this study were 20 sixth-grade students of SDN 101901 in the academic year [fill in the academic year], consisting of [fill in the number of] male students and [fill in the number of] female students. The study was conducted at SDN 101901 in the semester [fill in the semester].

3.3 Research Procedures

Cycle I

a. Planning: preparing a Learning Implementation Plan (RPP) with the STAD model on recount text material, preparing reading texts, group worksheets, observation sheets, and reading comprehension test questions.

b. Implementation: the teacher conveys the learning objectives, forms heterogeneous groups of 4-5 students, presents recount text material, guides group discussions, and gives individual quizzes at the end of the lesson.

c. Observation: carried out by observers/colleagues using observation sheets of teacher and student activities during the learning process.

d. Reflection: analyzing the results of the tests and observations of cycle I to identify deficiencies as a basis for improvement in cycle II.

Cycle II

The implementation of cycle II follows the same stages as cycle I with improvements based on the results of cycle I reflection, for example strengthening group guidance, managing discussion time, and variations in the recount texts used.

3.4 Data Collection Technique

Data was collected through: (1) written tests of reading comprehension skills of recount texts at the end of each cycle; (2) observation sheets of teacher and student activities during the learning process; and (3) documentation of learning activities.

3.5 Research Instruments

The instruments used in this study consisted of three types. First, a reading comprehension test in the form of multiple-choice questions and short essays arranged based on a grid that includes indicators for determining the main idea, sequencing events, identifying characters and settings, and summarizing the contents of the recount text. Second, a student activity observation sheet containing aspects of participation in group discussions, cooperation, and active questioning/answering. Third, a teacher activity observation sheet containing the conformity of learning steps with the syntax of the STAD model. The complete test instrument grid and observation sheet are presented in the appendix. [Attach the question grid and assessment rubric used.]

3.6 Validity and Reliability of Instruments

Before use, the test instrument is validated through a content validity test by asking experts/colleagues to assess the suitability of the test items to the indicators and Core Competencies being taught. The instrument is also tested on a limited basis to determine the level of difficulty and the discriminatory power of the test items before being used in research data collection. [Adjust this description to the instrument validation procedures actually carried out.]

3.7 Data Analysis Techniques

Quantitative data in the form of test scores were analyzed descriptively by calculating the average class score and the percentage of student learning completion using the percentage completion formula, namely the number of students who achieved the KKM divided by the total number of students multiplied by 100%. Qualitative data from the observation results were analyzed descriptively to describe the activities of teachers and students during the learning process, then categorized into the criteria of less, sufficient, good, or very good based on the established scoring guidelines.

3.8 Success Indicators

This research is declared successful if at least 80% of students achieve the Minimum Completion Criteria ($KKM \geq 70$) in the reading comprehension test of recount texts, and student and teacher activities during learning are in the minimum good category based on observation results.

4. RESULTS AND DISCUSSION

4.1 Pre-Cycle Conditions

Before the intervention, a pre-test was conducted to determine students' reading comprehension skills in recount texts. The pre-cycle results showed that the average student score was still below the Minimum Competency (KKM), with most students unable to correctly identify the sequence of events and detailed information in the recount text. This condition became the basis for the researcher to design learning actions using the STAD type Cooperative Learning model in cycle I.[9]

4.2 Description of Cycle I Implementation

4.2.1 Planning

At this stage, the researcher prepared a Learning Implementation Plan (RPP) with the STAD model, selected a simple recount text that was appropriate to the ability level of grade VI students, prepared group worksheets, observation sheets for teacher and student activities, and reading comprehension test questions for cycle I. Students were divided into several heterogeneous groups of 4-5 people based on the results of the pre-cycle test, paying attention to the balance of academic abilities in each group.[4], [6], [9]

4.2.2 Implementation

The lesson begins with students conveying the learning objectives and motivating them about the importance of understanding recount texts. The teacher then presents material on the structure of recount texts (orientation, events, reorientation) along with examples. Students then discuss in groups to complete a worksheet containing

comprehension questions regarding the recount texts provided. The teacher circulates to guide groups experiencing difficulties. At the end of the lesson, students take individual quizzes to assess their understanding.[5], [7], [8]

4.2.3 Observation

Observers noted that some students still appeared passive in group discussions and tended to rely on more skilled peers. The teacher's management of discussion time was also suboptimal, resulting in some groups not having time to complete all the questions on the worksheet. Despite this, students generally showed greater enthusiasm compared to previous conventional learning sessions.

4.2.4 Reflection

The results of the first cycle test showed an improvement compared to the pre-cycle, but the percentage of learning completion had not yet reached the established success indicator (80%). Based on the observation results, several shortcomings were found that needed to be corrected in the second cycle, including: the need to strengthen guidance for less active groups, improve discussion time management, and add variations in recount texts to provide students with more practice.[2], [8]

4.3 Description of Cycle II Implementation

4.3.1 Planning

Based on the results of the reflection on cycle I, the researcher prepared improvements to the lesson plan by adding time allocation for group discussions,

preparing recount texts with varying levels of difficulty, and preparing additional guidance strategies for groups that showed low activity in cycle I.

4.3.2 Implementation

Cycle II followed the same STAD syntax as Cycle I, with an emphasis on strengthening the role of group leaders in guiding discussions and providing direct feedback to each group. The teacher also awarded groups based on individual score increases from Cycle I to Cycle II to increase student motivation.[4], [6]

4.3.3 Observation

Observations from cycle II showed increased student activity in group discussions. Students were more confident in expressing their opinions, helped each other explain parts of the text that their groupmates had difficulty understanding, and the teacher managed learning time better than in cycle I.

4.3.5 Reflection

The results of the second cycle test showed significant improvement, with the learning completion percentage exceeding the established success indicator. Therefore, the study was stopped in the second cycle because the success indicator had been achieved.

4.4 Results of Cycle I and Cycle II

Data on students' reading comprehension scores in pre-cycle, cycle I, and cycle II conditions are presented in Table 1 below.

Table 1. Summary of Students' Reading Comprehension Scores for Recount Texts

No	Student Initials	Pre-Cycle	Cycle I	Cycle II	Information
1	Albert	55	65	78	Completed
2	Alven	60	70	82	Completed
3	Anggraini	50	62	75	Completed
4	Aisha	65	72	85	Completed
5	Calvin	58	68	80	Completed
6	Diva	62	70	83	Completed
7	Grace	48	58	72	Completed
8	Kintania	70	78	88	Completed

No	Student Initials	Pre-Cycle	Cycle I	Cycle II	Information
9	Luther	55	65	78	Completed
10	Rifki	60	70	82	Completed
11	Nevan	52	63	76	Completed
12	November	68	75	86	Completed
13	Rere	45	55	70	Completed
14	Risk	72	80	90	Completed
15	Ruslan	58	68	80	Completed
16	Shalom	63	72	84	Completed
17	Tiara	50	60	74	Completed
18	Umar	66	74	86	Completed
19	Yolanda	54	64	77	Completed
20	Zetsu	61	71	83	Completed

A recapitulation of the average value and percentage of student learning

completion at each stage is presented in Table 2 below.

Table 2. Summary of Average Values and Learning Completion

Aspect	Pre-Cycle	Cycle I	Cycle II
Average Value	58.6	68.0	80.5
Number of Students Completing (KKM $\geq$ 70)	2	10	20
Completion Percentage	10.0%	50.0%	100.0%

Based on the data in Table 1 and Table 2, it can be seen that the average student score increased from 58.6 in the pre-cycle to 68.0 in cycle I, and increased again to 80.5 in cycle II. The percentage of student learning completion also increased from 10.0% in the pre-cycle to 50.0% in cycle I, and reached 100.0% in cycle II, thus exceeding the success indicator set at 80%.

4.5 Observation Results of Student and Teacher Activities

Observation results show that student activity in group discussions increased from cycle I to cycle II, as seen from the increased student participation in asking, answering, and helping group members understand the content of the recount text. The teacher's learning management also improved, particularly in terms of managing discussion time and providing guidance to groups experiencing difficulties. [Describe the observation findings in more detail according to your field notes.]

Discussion

The improvement in reading literacy skills in understanding recount texts in this study is in line with the characteristics of the

STAD Cooperative Learning model, which provides students with the opportunity to discuss and help each other in understanding the reading before being evaluated individually. Interaction between students in heterogeneous groups allows students who have not yet understood the material to receive additional explanations from their peers, so that their understanding of the structure and content of the recount text becomes deeper. In addition, providing group rewards also increases students' learning motivation in reading activities[1], [7].

These findings reinforce theoretical studies that suggest cooperative learning effectively improves students' learning outcomes and social skills. Therefore, the STAD cooperative learning model can be an effective alternative learning model for improving elementary school students' reading comprehension, particularly in recount texts [2], [8].

In addition to its impact on cognitive aspects, the implementation of the STAD model also has a positive impact on students' affective and social aspects. Group discussion activities train students to respect each other's opinions, build a sense of responsibility for the group's success, and increase students'

confidence in conveying their understanding of recount texts, both orally and in writing. This is in line with the essence of reading literacy, which emphasizes not only the aspect of understanding the text's content, but also the students' ability to reflect on and communicate that understanding.

Research Limitations

This study has several limitations that require attention in interpreting the results and conducting further research. First, the study was conducted in only two cycles in one class with a limited number of subjects, so the results cannot be widely generalized. Second, the test instrument used was designed by the researcher herself, so its level of objectivity needs to be continuously tested through further research using instruments that have been more comprehensively validated. Third, external factors such as classroom conditions, implementation time, and individual student characteristics also influenced the results but were not strictly controlled in this classroom action research. [Adjust this section to the limitations actually experienced during the study.]

Research Implications

The results of this study provide practical implications for teachers in designing more varied and student-centered reading comprehension lessons. The application of the STAD cooperative learning model can be adapted not only to recount texts, but also to other types of texts such as descriptive and narrative texts, with adjustments to the learning steps and assessment instruments. Furthermore, the results of this study can also provide input for

schools in developing programs to improve reading literacy through the continuous optimization of cooperative learning models.

5. CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that the application of the STAD type Cooperative Learning learning model can improve the reading literacy skills of recount text comprehension of grade VI students of SDN 101901. This is shown by the increase in the average value and percentage of student learning completion from pre-cycle conditions, cycle I, to cycle II, as well as the increase in student learning activities and motivation during the learning process.

SUGGESTION

- 1) For teachers, the STAD type Cooperative Learning model can be used as an alternative learning model in teaching reading comprehension material, especially recount texts.
- 2) For schools, the results of this study can be used as consideration in encouraging the implementation of cooperative learning models to improve students' reading literacy more broadly.
- 3) For future researchers, it is recommended to study the application of the STAD model to other types of text or compare it with other types of cooperative learning models.

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