

THE EFFECTIVENESS OF USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) AS STRATEGY TO INCREASE STUDENTS COMPETENCE TO READING COMPREHENSION TO THE THIRD GRADE AT SMP SWASTA HANGTUAH STABAT IN ACADEMIC YEAR 2021/2022

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ABSTRACT

This research deals with the effect of Student Team Achievement Division (STAD) as strategy to increase student competence in students' reading comprehension. The objectives of this research was to find out if there was a significant effect of Student Team Achievement Division (STAD) strategy to increase students competence in students' reading comprehension. It was conducted by using experimental research. The population of this research was the third year students of SMP Swasta Hangtuh Stabat consists of two classes. Two classes were taken as the sample of this research, IX-1 and IX-2. The class of IX-1 was an experimental class and IX-2 was a control class. The number of sample was 62 students. The experimental class was taught by Student Team Achievement Division (STAD) as strategy, otherwise the control class was did not got treatment. The instrument for collecting the data was reading comprehension test. The calculation revealed that the hypothesis about significant difference on reading comprehension between students classes who were taught Student Team Achievement Division (STAD) and those who are did not got treatment. It means that there was a significant effect of Student Team Achievement Division (STAD) strategy to increase students competence in students' reading comprehension of the third grade students of SMP Swasta Hangtuh Stabat in academic year 2021-2022.

Keywords: *STAD, Reading Comprehension.*

I. INTRODUCTION

Reading is the process of understanding text. This requires students' competence to understand the meaning of the text they read. Grabe and Stoller (2002:9) state that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. This means not only wanting them to read the full text, but also to understand the meaning of the text and understand what will happen to tecte the text. Moreover, Silberstein (1987:7) defines reading an active cognitive process of interacting with printed symbol to establish meaning.

Moreover, he interpreted reading as a meaningful interpretation of printed or written symbols. Therefore, readers should be able to get things such as ideas from the text they read. Reading is the immediate association of these symbols with existing knowledge, as well as the understanding of the information or ideas conveyed. Pang et al (2003:6) states that

learning to read is an important educational goal. For children and adults, reading ability opens up new worlds and opportunities for them. It enables readers to acquire new knowledge, enjoy literature and do daily tasks that are indispensable in modern life, such as reading newspapers, work lists, instruction manuals, maps, etc.

According to Nuttal (1985:9), there are five reading aspects which help the students to comprehend the English text well, they are: main idea, specific information, references, inference, and vocabulary. Reading with comprehension

will not only understand the surface meaning of the text, but also recognize the purpose and focus of the text. Comprehending a text is an interactive process between the readers' background knowledge and the text itself. Bondaza et al (1998:8) who argues that reading comprehension refers to the act of thinking or processing in which the reader construct

meaning before, during, after reading by incorporating the text information with the prior knowledge. Reading comprehension is the ultimate goal of learning to read, and it is also the foundation of education.

Overall, the researcher found that students still have difficulty understanding the concepts of the text. In fact, it isn't few students still haven't can understand the meaning not even understand the word or sentence being read in english. This means that reading comprehension skills in their english is still lacking and vocabulary they are good at still very limited. And the students had difficulties in understanding english words, phrases and sentences especially with the word/phrases/sentences they never knew before. Students' interest in reading makes students have low abilities in understanding the content of reading material. The students thought that reading was a boring activity, because of reading a longer text.

The researcher found that students still had difficulty understanding the concept of the text. Reading activities and the teaching and learning process in the reading class have always been lead by the teacher, while students tend to be passive. Based on the researcher's experience before working on chapter 1, there are several factors that cause students' difficulties in understanding the text (1) students' lack of vocabulary and grammar, (2) students' interest in reading texts, (3) inappropriate reading strategies.

Therefore, in order to minimize the above problems, the researcher tries to create a situation where students can be active in the reading process. Cooperative learning is a successful teaching strategy in which students in each groups have different competence levels, and they use various learning activities to improve their understanding of the subject. Each member of the team is not only responsible for learning what is taught, but also responsible for helping their teammates learn, there by creating a sense of accomplishment. One of the cooperative learning strategies that are expected to be useful in teaching reading is Student Team Achievement Division (STAD). STAD is the simplest method of cooperative

learning method. The main idea of STAD is to motivate the students in order to they can support and help each other (Slavin, 2009:12).

Increase student competence in reading comprehension is not always easy for students. There are many factors that oppose the success of teaching reading such as learners, teacher, method, facilities, and material. Making reading classes a fun and beneficial activity is a very important part of the language experience. Teachers should be aware of the main approaches to the teaching of reading and models that underlie them. To overcome this problem, teachers use several methods which are suitable with junior high school students. Cooperative learning methods can be good methods in teaching learning process. Slavin (1995), states that cooperative learning is a variety of teaching.

Methods in which students work in small groups to help each other learn academic contents. Cooperative learning gives an opportunity for students to question each other and to share their comprehension with their peers in the effect of improving their comprehension. The cooperative learning model was developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. One of the most versatile forms of cooperative learning is Student team achievement and division (STAD) (Kindsvatter, 1986: 295). Student team achievement and division (STAD) is one of the simplest types of cooperative learning. Students are placed in a four person in group with which are a mixture according to their performance level, gender and ethnicity.

Based on the explanation, the researcher is corrious to conduct the research to minimize the problems above. So, the researchers interested to do research under the title "The Effectiveness of Using Student Team Achievement Division (STAD) as Strategy to Increase Student's Competence to Reading Comprehension at the Third Grade Students of SMP Swasta Hangtuh Stabat in Academic Year 2021-2022".

2. REVIEW OF LITERATURE

According to Harrison (2004:3), he argued the importance of reading in relation to human development. It means the human development is depended on their reading competence. He considered that it has a fundamental effect on the development of imagination, and thus exerts a powerfull influence on the development of emotional and moral as well as verbal intelligence and therefore on the kind of person we are capable of becoming. The more we read, the more we get the informations. Our knowledge will increase from a reading process so it needs a good skill in comprehend the text. On the other hand, Johnson (2008:3) have three definitions of reading. First, Reading is a process to create meaning through the text. It can conclude that if meaning can not create, there will be a reading process on it. Second, Reading is a constantly developing skill. Like any skill, we get better at reading by practicing. And conversely, if we do not practice, we will not get better and our skills may deteriorate. Third, Reading is a process to connect visual and nonvisual information. During the act of reading, the visual information found on the page combines with the nonvisual information contained in your head to create meaning. In that way, what's in your head is just as important as what's on the page in the process of creating meaning.

Based on the experts' definition above, the researchers concluded that reading is a combination of certain components that lead to an action called reading. In addition, reading is done through knowledge, and the reader's internal and external factors are involved in obtaining meaning. Internal factors refer to everything from the reader, and they may cause

interaction during the reading process. External factors refer to all things related to the reading material and the reading environment, and the influence of reading depends on these factors.

According to Wolley (2016:15), reading comprehension is the process of making meaning from text. It means that if the reader could understand what the text wants to convey, or understand what the researcher's mean is, the reader comprehends the text.

Acording to Slavin (2005: 245), Student Teams Achievement Division (STAD) is the students work together in groups, help each other in completing academic tasks, and provide each other with feedback in order to improve their reading comprehension performances. In teaching reading comprehension needed the right strategy . The strategy in teaching and learning is one of the main factors that determine the success of a teaching and learning process and also is one of the determining factors in learning achievement goals. Therefore, it is reasonable to think that choosing the right strategy in teaching is very important. Teachers must be creative to make their teaching and learning process more active, interesting, fun, and make students easy to understand about the material. STAD is an alternative among various language teaching strategies.

Text Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. Anderson and Anderson (2003), explain that narrative is a text that tells a story and entertains the audience. It has characters, the setting, and action. According to Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors.

3. RESEARCH METHODOLOGY

A. The Time And Place Of Research

The researcher has done the research at SMP Swasta Hangtuh Stabat. In this research, the researcher did the research at first semester in academic year 2021/2022.

B. Research Design

This research applied quasi experimental method with pre-test and post-test design. It is involve two classes; there are experimental class and the control class. Experimental class is the class that got

treatment and the control class is class that did not get the treatment.

This research use a type of quasi experimental research type pretest-posttest non-equivalent control group design (Cohen, Manion, & Morrison, 2007: 283).

In simple terms, the research design used can be described as follows:

$$(O_2 - O_1) - (O_4 - O_3)$$

If the result is greater than 0, then there is a difference in treatment (Campbell & Stanley, in Cohen, 2007: 283). This research design image can be described as follows (Cohen, 2007: 283).

Information:

O_1 = Pretest mean score of experimental class

O_2 = Posttest mean score of experimental class

X = Treatment

O_3 = Pretest mean score of control class

O_4 = Posttest mean score of control class

C. Population and Sample

Table 1 Population and Sample

No	Class	Students
1	IX-1	30
2	IX-2	32
Total		62

D. Instrument of the Research

The instrument of the research is reading comprehension test. The reading comprehension test in this research used a multiple choice test. There are 10 multiple choice tests in the posttest and pretest. in this test for pretest and posttest use narrative text on multiple choices.

E. The Data Collection

To collect the data, the researcher used some procedures as follow:

1) Pretest

Before doing treatment, the researcher give pretest to the students which aimed to know and to identify the students competence of reading before treatment.

2) Treatment

The treatment is done the class in meeting.

3) Posttest

After doing treatments, the researcher give posttest which aimed to know and identify the students' reading competence.

4. DATA AND DATA ANALYSIS

A. Data

Table 2 The score of Pre-test and Post-test Control Class

No	Initial	Pre-Test	Post-test
1	AF	60	60
2	AH	70	70
3	AP	40	50
4	AR	40	40
5	AS	40	40
6	DA	60	50

7	DA	50	50
8	DF	30	40
9	DI	50	50
10	EP	50	60
11	FA	40	30
12	FH	40	40
13	FK	50	60
14	FR	60	60
15	FS	70	60
16	GK	70	70
17	HF	70	70
18	HS	70	70
19	JO	50	50
20	KF	30	30
21	KH	50	60
22	MA	50	50
23	MD	60	50
24	MN	70	60
25	MR	50	50
26	NP	40	40
27	NZ	40	40
28	RA	40	40
29	RF	60	60
30	YA	70	80
Lowest Score		30	30
Higher Score		70	80

Then, the researcher calculated the mean of score in experimental and control class based on the obtained data.

Mean :

• Pre-test

$$\begin{aligned} \text{Mean Score } (x_1) &= \frac{\sum fi \cdot xi}{\sum fi} \\ &= \frac{1600,5}{30} \\ &= 53 \end{aligned}$$

• Post Test

$$\begin{aligned} \text{Mean Score } (x_1) &= \frac{\sum fi \cdot xi}{\sum fi} \\ &= \frac{1583,5}{30} \\ &= 52 \end{aligned}$$

Table 3 The score of Pre-test and Post-test Experimental Class

No	Initial	Pre-Test	Post-test
1	AC	60	80
2	AD	60	70
3	AL	60	70
4	AM	80	80
5	AP	50	80
6	AR	70	80
7	AW	80	90

8	CR	80	90
9	EA	40	70
10	FA	50	80
11	FR	80	90
12	IH	70	80
13	JF	60	80
14	KM	80	80
15	MA	70	80
16	MD	50	60
17	MI	80	80
18	MK	80	80
19	MR	30	70
20	MS	60	70
21	MT	50	60
22	MU	60	60
23	NE	60	70
24	NS	60	80
25	PN	50	80
26	PR	30	70
27	PS	80	90
28	RA	60	70
29	RH	50	70
30	TA	70	80
31	TC	60	80
32	WT	60	80
Lowest Score		30	60
Higher Score		80	90

Mean :

• Pre-test

• Post Test

$$\text{Mean Score } (x_1) = \frac{\sum fi \cdot xi}{\sum fi}$$

$$\text{Mean Score } (x_1) = \frac{\sum fi \cdot xi}{\sum fi}$$

$$= \frac{1.926}{32}$$

$$= \frac{2.496}{32}$$

$$= 60$$

$$= 78$$

B. Data Analysis

When compared with the results of the pretest, there was an increase in students' reading comprehension competence after participating in the Student Team Achievement Division (STAD) as strategy learning model.

Treatment effect formulas

$$\begin{aligned}
 &= (O_2 - O_1) - (O_4 - O_3) \\
 &= (78 - 60) - (53 - 52) \\
 &= 18 - 1 \\
 &= 17
 \end{aligned}$$

If the result is greater than 0, then there is a difference in treatment (Campbell & Stanley, in Cohen, 2007: 283).

The improvement could be shown from the students' achievement score. From the analysis of the test, found that all of the students' reading comprehension increased such as scores, students' interest and attendance list. It based on the result of the pre-test and the post-test in experimental class where students' mean scores were improved from 60 in pre-test to 78 in post-test. In addition, based on score standardization used by English teacher at that school, in the pre-test, 3 students got worst score, 17 students got fair score, 4 students got good score and only 8 students got very good score. Whereas in the

post-test, there were 4 students got highest score, 16 students got very good score, and 12 students got good score. It can be concluded that the students' scores after treatment by using (STAD) strategy in teaching of reading comprehension were higher than without the use of STAD strategy. From these calculations, it can be inferred that there was difference of students' scores before and after getting the treatment. The total students who had improved their competence in reading comprehension were 32 students in experimental class.

C. Test Result

Frequency of Pre-test and Post-test in Experimental Class

Standard	Number of Students	
	Pre-Test	Post-Test
Excellent	0	4
Very Good	8	16
Good	4	9
Fair	17	3
Failure	3	0

The differences between the score before and after giving treatment were showed in the data. The result showed that 3 got failure in the pre-test, 17 students got fair score, 4 students got good, 8 students got very good and no student got excellent. It means that 9% students failed in the pre-test, 53% almost passed the pre-test, 13% got good score and 25% got very good score. On the other hand, in the post-test 4 students got excellent score, 16 students got very good, 9 students got good

score and 3 students got fair score. It shows that, 14% students got excellent score, 50% got very good score, 28% got good score and 8% students almost passed in the post-test. To sum up, it shows that students' competence in reading comprehension got a better result after the researcher gave the treatment by using Student Teams Achievement Divisions (STAD) strategy in teaching reading comprehension to the students.

as it can help the students to increase their reading comprehension competence by employing new habits to read frequently in English.

Students Team Achievement Division (STAD) strategy can increase the students' competence in learning reading comprehension for the junior high school especially in SMP Swasta Hangtuh Stabat. The students who learn reading comprehension by using Students Team Achievement Division (STAD) strategy get more understanding about the reading

5. CONCLUSION AND SUGGESTION

1. Conclusion

After conducting the research and analyzing the data, the researcher draws some conclusions as follows:

the students' post-test scores (78) were higher than pre-test (53). It means that the use of Students Team Achievement Division (STAD) strategy can be applied in teaching reading skill

comprehension material.

The students had positive responses toward the use of Students Team Achievement Division (STAD) strategy during teaching and learning process. Based on test result, using Students Team Achievement Division (STAD) strategy in teaching reading skill encouraged the students to learn reading attractively.

2. Suggestion

Based After conducting this research, the researcher proposed some suggestions that would be useful for teachers and other researchers who are interested in applying Students Team Achievement Division (STAD) strategy to increase reading comprehension in their study or teaching :

1. For the teachers

a. The English teacher should make the situation of teaching and learning process interesting and enjoyable, so that the students learn at easy and comfortably in their class. Select and present material according to the students' level and need. Therefore, need assessment is needed before deciding to what sort of material will be given.

b. In using Student Teams Achievement Division (STAD) as strategy to teach the students, the teacher must follow the suggested steps in Student Team Achievement Divisions (STAD) strategy. It can give the optimal result.

2. For the Students

a. Students must learn to read more often to increase reading comprehension.

b. The STAD strategy will help students to understand the material. Students can participate and discuss with their friends, teachers and also, they can use this strategy by themselves.

c. Students must have high motivation to follow the teaching and learning process.

d. Students must ask the teacher if there is something they do not understand.

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