THE EFFECT OF USING STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) ON STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT AT THE TENTH GRADE OF MAS MIFTAHUL 'ULUMI SYAR'IYYAH CANDUANG

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ABSTRACT

This research was due to discover the effect of using Student Team Achievement Divisions (STAD) towards students' reading comprehension on narrative text. There were some problems that researcher found during the preliminary research. The students have a low reading comprehension ability, low reading interest, the students felt that reading is a boring activity and the teacher applied a monotonous method. This research was a quasi-experimental design by using pre-test and post-test control grup design. The population was the tenth grade students consisted of 41 students. The sample was X.1 consisted of 20 students as the experiment class and X.2 consisted of 21 students as the control class. The reading test was used as the research instrument. The researcher utilized SPSS version 26 to analyze the data. The result showed the significant effect of using STAD method towards students' reading comprehension on narrative text. It has presented by using statistical of paired sample t-test where Sig. (2-tailed) was 0,000 < 0,05 it means that Ha is accepted. In addition, there was significant difference of using STAD and without using STAD. It can be seen from the statistical of independent sample t-test, where Sig. (2-tailed) was 0,025 < 0,05 it means that H0 not accept. Furthermore, it can be concluded that the use of STAD method is more effective than using lecture method to improve students' reading comprehension.

Keywords: *Effect, Student Team Achievement Divisions (STAD), reading comprehension.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh Student Team Achievement Divisions (STAD) terhadap pemahaman membaca siswa pada teks naratif. Ada beberapa masalah yang peneliti temukan selama observasi awal yaitu, siswa memiliki kemampuan pemahaman membaca yang rendah dan minat membaca yang rendah, siswa merasa bahwa membaca adalah kegiatan yang membosankan serta guru menerapkan metode mengajar yang monoton. Penelitian ini merupakan desain quasi-eksperimental dengan menggunakan pre-test dan post-test kelompok kontrol. Populasi penelitian ini adalah siswa kelas sepuluh yang terdiri dari 41 siswa. Sampelnya adalah kelas X.1 yang terdiri dari 20 siswa sebagai kelas eksperimen dan kelas X.2 yang terdiri dari 21 siswa sebagai kelas kontrol. Tes membaca digunakan sebagai instrumen penelitian.

Peneliti menggunakan SPSS versi 26 untuk menganalisis data. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan dari penggunaan metode STAD terhadap pemahaman membaca siswa pada teks naratif. Disajikan dengan menggunakan statistik uji-t sampel berpasangan dimana Sig. (2-tailed) adalah 0,000 < 0,05 yang berarti Ha diterima. Selain itu, terdapat perbedaan yang signifikan antara menggunakan STAD dan tanpa STAD. Hal ini dapat dilihat dari statistik uji-t sampel independen, dengan Sig. (2-tailed) sebesar 0,025 < 0,05. Dapat disimpulkan, H0 ditolak. Selanjutnya, dapat disimpulkan bahwa penggunaan metode STAD lebih efektif daripada metode ceramah untuk meningkatkan pemahaman membaca siswa.

Kata Kunci: Pengaruh, Student Team Achievement Divisions (STAD), Pemahaman membaca.

A. Introduction

Reading is a crucial skill for English learners. By improving reading skills, learners will make more progress and develop in all other areas of learning.

Reading is an important factor that can support the process of learning and improving knowledge. According to Nunan et al., (2003), reading is the activity to combine information and knowledge from the text to build meaning by the readers, and the purpose of reading is comprehension. It means that, the readers combine information from the text with their own background knowledge to understand the content being read. Meanwhile, Patel and Jain (2008) argued that reading is an ability that is most important and useful for all of the people, and more important than writing and speaking.

Reading means of strengthening and expanding knowledge about the language.

Furthermore, when reading students need comprehension, so that they understand what they read. Reading and comprehension have a close relationship. Reading is the act of parsing words and sentence in text, while comprehension is the ability to understand the meaning of the text. The main purpose of reading comprehension is to understand the entire content of the text, not just understand the meaning of words or sentences Woolley (2011). As argued by Melani (2014), reading is a process of comprehending the meaning that the writer communicates in a text. Students with good comprehension abilities will have greater access to knowledge (Reflinda, 2024)

Improving reading comprehension is not always easy for the students. Because of that, when teaching reading comprehension the teacher can make the reading activity fun and beneficial activities. Then, the students can enjoy and understand when teaching and learning process.

Teaching reading means the students mentally focus on their thought in the text that they read to get knowledge and information from the authors (Dini Maisarah et al., 2023).

To overcome this problem, the teacher can use several ways that are suitable for the students. One of the ways is cooperative learning. Cooperative learning can be good ways that can be used by the teacher in teaching and learning process. According to Kagan cooperative learning is an approach to teaching that have simple structure, not have special material and preparation (Kagan & Kagan, 2009).

Moreover, cooperative learning has several types, one of the types is Student Team Achievement Divisions (STAD). STAD is one method of cooperative learning. STAD is a method that has been developed by Robert Slavin. According to Slavin (Slavin, 2018), STAD is an effective cooperative learning method, involving class presentation, teams, quizzes, individual improvement and team recognition to teams that demonstrate exceptional performance. In STAD method the students are grouped into teams of four members, which are mixed in performance level, gender and ethnicity. After the teacher presents the lesson, students work in their teams to ensure that all teams member have mastered the lessons. Finally, all students were given a quiz about the material, and they are not alowed to help each other (David W. Johnson, Roger T. Johnson, 2013). Sitorus and Harvey in Gillies et al., (2023) explained that STAD can improve students' reading comprehension and strengthen their attitudes towards working in Cooperative Learning groups.

This research is motivated by problems found in the English learning of the tenth grade. The problems are the students have a low reading comprehension ability, low reading interest, the students felt that reading is a boring activity and the teacher applied a monotonous method.

Based on the problem above, the researcher thought that all problems above could be covered by applying Student Team Achievement Divisions (STAD). It lines with the advantages of STAD that could be increasing students' creativity, that could be improving students' interest and activating students' mentality (Nurdin et al., 2022). In this case, the researcher want to apply Student Team Achievement Divisions (STAD) in increasing student's reading comprehension on Narrative text at The tenth grade of MAS Miftahul 'Ulumi Syar'iyyah Canduang.

Based on the explanation above, there is a few purpose to conduct this research:

1. To find out whether there is any significant effect of using STAD method on students' reading comprehension.

2. To find out whether there is any significant difference of the students' reading comprehension between the students who will be taught by using STAD method with the students who will be taught by lecture method.

3. To find out whether STAD method better than using lecture method.

B. Research Method

This research is a kind of quantitative research. In other word this research conducted under experimental design research. This research conducted by experimental research because this research tested a theory about using Student Team Achievement Divisions (STAD) in students reading comprehension. Gay explained that experimental research is a research that used to test hypotheses and determine cause and effect relationship between independent variable (STAD) and dependent variable (students' reading comprehension) (Gay et al., 2012).

This research used reading comprehension test by applying narrative text to assess students reading comprehension. The type of test is multiple choice test with 20 items. In this research, the researcher used pre-test and post-test. Cresswell (2012) explained that pre-test is given to measure the characteristics of the participants before they receive a treatment, and post-test is given to measure the characteristics of the participants in an experiment after receiving a treatment.

The population of this research is the tenth grade of MAS Miftahul

'Ulumi Syar'iyyah Canduang. Two classes (X.1 and X.2) with total students 41.

In this study, the researcher employed a total sampling technique. According to Sugiyono (2013), total sampling is a sampling technique in which all members of a population are used as research samples. This technique is used when the population is relatively small.

The data gathering method or technique used in this research was test. The data was collected using a reading test as the instrument. After collecting the data, the researcher analyzes the data. The technique of data analysis in this research is used t-test and calculated by using SPSS 26 to get the data.

C. Result and Discussion
Result
The Description of Research Data

The sample in this research was divided into two classes, namely X.2 as the control class (consist of 21 students) and X.1 as the experimental class (consist of 20 students). The data of this research was the score of students' pre-test and post-test in reading. Pre-test which was conducted at the beginning of the research whille post-test which was conducted at the end of the research after given treatment.

The data collected was then processed using SPSS version 26 and the analysis of pre-test scores gained by the experimental and control class can be explained in the table 1:

Table 1 Descriptive Analysis of Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	20	20	80	49,75	16,341
Pre-Test Control	21	30	75	50,71	12,378
Valid N (listwise)	20				

Based on the descriptive statistics Table 1, it can be seen that the number of students in the experimental class was 20 and in the control class 21. The minimum pre-test scores in both classes were 20 and 30, and the maximum pre-test score in the control class was higher than the maximum pre-test score in the experiment class with a difference of 10 points. The average score for the two classes is 49,75 for the experimental class and 50,71 for the control class.

The analysis of post-test scores gained by the experimental and control class can be explained in the table 2:

Table 2 Descriptive Analysis of Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post-test Experiment	20	55	95	74,25	9,904
Post-Test Control	21	45	85	66,19	12,032
Valid N (listwise)	20				

Based on the descriptive statistics Table 2, it can be seen that the number of students in experimental class was 20 students and in the control class was 21 students. The minimum post-test score in both classes were 55 and 45. The maximum post-test score in the experimental class was also higher than the maximum post-test score, with a difference of 10 points. The average score in both classes shows that the experimental class has a higher average score, that is 74,25, while the control class has an average score is 66,19.

Testing Hypothesis

The hypothesis can be seen as follows:

First Hypothesis

The reseracher used a paired sample t-test to find the significant effect of using STAD method towards students' reading comprehension. The calculation can be seen in the table 3:

Table 3 Paired sample t-test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pre-Test Experiment - Post-Test Experiment	-24,750	8,807	1,969	-28,872	-20,628	-12,568	19	,000
Pair 2	Pre-Test Control - Post-Test Control	-15,476	9,988	2,180	-20,023	-10,930	-7,101	20	,000

From the table 3, the score of Sig. (2-tailed) was 0,000 that score is lower than 0,05. Indicating a significant effect of using Student Team Achievement Divisions (STAD) on students' reading comprehension

Second Hypothesis

The researcher used the Independent Sample t-test to find significant difference between students who were taught by using STAD method and without using STAD method. The calculation were explained in table 4:

Table 4 Independent sample t-test

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	2,822	,101	2,335	39	,025	8,060	3,451	1,078	15,041
Equal variances not assumed			2,346	38,219	,024	8,060	3,435	1,107	15,012

From the table 4, the score of Sig. (2-tailed) was 0,025 < 0,05. Indicates that there is a significant difference between students who were taught by using STAD and without using STAD.

Third Hypothesis

In the third hypothesis, the researcher compare the post-test of experimental class and control class after the researcher using Student Team Achievement Divisions (STAD) method in experimental class. The calculation can be seen in table 5:

Table 5 Group Statistics

Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Experiment	20	74,25	9,904	2,215
Post-Test Control	21	66,19	12,032	2,626

Based on the Table 5, it was found that the mean score of the post-test experiment class and control class was 74,25 > 66,19. It can be concluded, there is a better use of Student Team Achievement Divisions (STAD) than without using STAD method.

Discussion

The result of the research shows that there is any significant effect of using STAD method towards students reading comprehension on narrative text. Based on the result above, it showed that the use of Student Team Achievement Division gave valuable contribution in students reading comprehension. Furthermore, the researcher found advantages that can be taken by using STAD it lines with the problems of the research. First, STAD has the potential to enhance students' creativity in understanding reading materials. Second, students help each other to learn the material being discussed so that, can improve students' interest and activate students' mentality. Third, STAD has the potential to enhance students' creativity in understanding reading materials (Nurdin et al., 2022). Trying to find problem solving in groups also develop skills, especially in reading

comprehension, as well as the advantages of this method, students have two forms of learning responsibility, namely students' learning alone and helping the group members to learn.

Student Team Achievement Divisions (STAD) is one method in a simple cooperative learning, it is for teachers who are just beginning to use cooperative approach in the classroom. The STAD method is a form of cooperative learning that emphasizes team study, sharing responsibility, and help each other to understand the material. In a team study, the students are placed in small groups that consist of 4 to 5 members who are mixed in performance level, gender, and ethnicity. Students are invited to help each other, discuss, and argue to understand the reading text and material. This process makes students active and not only receive passive information as in the lecture method (Slavin in Johnson, 2013).

In addition, in STAD there is a team recognition and individual improvement score. This motivates students to improve themselves, and their reading skills. The passive students become active because they feel supported by the team and want to contribute, and also feel involved and appreciated (Kagan & Kagan, 2009).

D. Conclusion

Based on finding and discussion previously about the effect of Student Team Achievement Divisions (STAD) towards students' reading comprehension on narrative text. The researcher will explain several crucial points that can be concluded, there are:

First, there is a significant effect of using STAD method on students' reading comprehension. This is known from the result showed that Sig. (2-tailed) was $0,000 < 0,05$.

Second, there is a significant difference of the students who were taught by using STAD method and without using STAD method. The result showed that Sig. (2-tailed) was 0,025 the score is lower than 0,05.

Third, using STAD method better than without using STAD. It was found that the mean score of the post-test experiment class and control class was $74,25 > 66,19$. The score of the mean score of experimental class was higher that the control class.

Based on the research findings, the researcher would like to make several suggestion: First, the students suggest to use Student Team Achievement Divisions (STAD), so the students can improve their reading comprehension and also enjoy in learning reading. Second, English teacher suggest to using Student Team Achievement Divisions (STAD) as a learning method to improve students reading comprehension, and increase their interest in reading. Third, for further research it is hoped that they can improve this research to other skill, such as in speaking, listening, or writing.

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