

The Use of STAD Cooperative Learning Model to Improve Reading Comprehension Skills of Junior High School Students

Rinny S. Rorimpandey^{1*}, Kartini², Adolfina M. S. Moybeka³

^{1*}English Education Department, Faculty of Languages and Arts, Universitas Negeri Manado, Tondano, Indonesia

Email: rinnyrorimpandey@unima.ac.id

²Program Studi Gizi, Fakultas Ilmu keolahragaan dan kesehatan, Universitas Negeri Makassar, Makassar, Indonesia

Email: kartini@unm.ac.id

³English Education Department, Faculty of Teacher Training and Education, Universitas Tribuana Kalabahi, NTT, Indonesia

Email: adolfinamoybeka@gmail.com

ARTICLE HISTORY

Receive: 12 September 2024

Accepted: 09 December 2024

Published: 20 December 2024

KEYWORDS

STAD

Cooperative Learning

Reading Comprehension

High School Students

LICENSE

Copyright © 2024 Rinny S. Rorimpandey, Kartini, Adolfina M. S. Moybeka



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

ABSTRACT

This study investigates the importance of English language learning in Indonesia, particularly focusing on reading comprehension among students at Kakaskasen Christian Junior High School. As English has become a global lingua franca, mastering it is essential for students to enhance their communication skills and improve their employability in an increasingly interconnected world. However, many students struggle with reading comprehension, as evidenced by assessments showing that only 7 out of 25 students met the minimum required score. The challenges identified include limited vocabulary, lack of engagement with reading materials, and ineffective teaching methods. To address these issues, the research advocates for the implementation of cooperative learning strategies, specifically the Student Teams Achievement Divisions (STAD) model. This approach encourages collaboration among students and fosters an interactive learning environment that can enhance their reading skills. The findings suggest that employing cooperative learning techniques can significantly boost student motivation and performance in reading comprehension, ultimately preparing them for future academic and career opportunities while promoting a deeper understanding of cultural diversity through language learning.

*Corresponding Author:

Rinny S. Rorimpandey

Universitas Negeri Manado

Email: rinnyrorimpandey@unima.ac.id

INTRODUCTION

English is a universal language because it has been used to communicate for most countries in the world as the main language (Wenas et al., 2023). In addition, English is also one of the important international languages to master or learn, including in Indonesia. English has become an international language used in various

fields, such as business, technology, tourism and global communication (Liando et al., 2023). Therefore, it is important for students to learn English at school. English is a global communication language that is used all over the world. By learning English, students will have the ability to communicate with people from different countries and cultures (Rorimpandey, 2023). This allows students to engage in international exchanges, increase opportunities to work in multinational companies, and expand their social networks globally. English language skills can give students a competitive advantage in the world of work. Many companies and industries require employees who have good English language skills. The ability to communicate fluently in English can open doors to career opportunities in internationally-orientated companies, as well as increase opportunities to work abroad.

In this era of globalisation, with the development of technology and the internet, access to resources and information in English has become more widespread. Many literature, journals and educational resources are available in English (Rorimpandey & Andries, 2023). By learning English, students can access the latest information, learn about current research, and expand their knowledge in various fields. English language learning can also help in the development of critical and creative thinking skills. As students learn to understand and use English, they must also learn to analyse, interpret, and express ideas effectively. This process involves critical thinking skills to solve problems, make strong arguments, and develop creative thinking in English.

Language is not only a means of communication, but also reflects the culture and identity of a nation (Lengkoan et al., 2022). When Students learn English, they also learn about the culture and traditions associated with it. This helps to increase cultural awareness and appreciation of diversity in the world. Through learning English, students can develop a deeper understanding of cultural diversity and broaden their horizons about the world (Lengkoan et al., 2024). Learning English at school provides many important benefits for students. In this era of globalisation and advanced technology, understanding and using English is very important.

Learning English is very complex because English consists of four skills, namely reading, writing, speaking, and listening. One of the skills that must be considered in language is reading. Reading according to Haryadi (2010: 77) is an interaction between readers and writers. Reading is a language skill that is very useful for everyone to master, because by reading a person can have broad insights, gain new knowledge, and have a lot of information so that it can affect the quality of education and the quality of life as well as those conveyed by Nunan: 2003 reading can help students obtain information or verify existing knowledge.

Reading is an essential skill for students of English whether it is a second language or a foreign language. However, for English students, reading is not an easy task because reading in English is complicated and difficult in understanding the meaning of the text or passage. It needs deep understanding when reading to grasp the meaning or to get the information conveyed by the writer. This can be caused by

the English language system which is different from the students' own language (Nurteteng et al., 2024).

The dissemination of information and messages in this modern world is mostly presented in written form, so to get it only by reading. Someone who is unable to read will not understand a written instruction or announcement and that person will be left behind, misguided, or unable to adjust to his environment (Lengkoan & Rombepajung, 2022). Until recently, most students had difficulty in understanding reading texts in English. They find English confusing and difficult to distinguish between the spoken and written forms of the language they are learning, lack of vocabulary and there is an unpleasant attitude of the teacher, the teacher's teaching method that is less interactive or passive makes it difficult for students to understand the learner and they are not passionate about learning. In fact, to achieve optimal English proficiency, professional language teachers/instructors are needed in order to produce quality learners. In addition, mastery of material and practice must be given with a balanced portion (Megawati, 2016).

From the data that researchers found through interviews with 8th grade English teachers at Kakaskasen Christian Junior High School Tomohon, students experience difficulties in mastering Reading Comprehension. It is proven that out of 25 students, only 7 students are able to reach the minimum completion criteria with a score of 75. This shows that the ability of Reading Comprehension narrative text is not optimal. Students who have not reached the minimum criteria are generally caused by various difficulties, including: 1) students are less skilled in reading a text, 2) students still lack vocabulary so that they quickly feel bored with long reading texts, and 3) students are not passionate about reading, 4) students feel bored quickly in learning English as a foreign language because the methods and learning media used by teachers are less interesting.

In dealing with students' difficulties in learning English, it is the task of a teacher. One of the roles of the teacher is to foster the motivation of students to be able to arouse the interest and passion of students in learning. Every English subject teacher should be able to make students have an interest or willingness to learn English, especially Reading Comprehension. Teachers can create a new way or atmosphere in learning Reading Comprehension with the hope of increasing students' enthusiasm for learning and reading comprehension skills. One of them is by choosing a cooperative learning model to increase students' enthusiasm in learning Reading Comprehension.

One of the learning models that can be used to increase interest in learning is the co-operative learning model, STAD (Student Team Achievement Division). The co-operative learning model is in accordance with human nature as social living beings who are fully dependent on others. With this learning concept, people can help each other construct concepts, solve problems, or conduct inquiry in learning activities. In learning, various learning models are known. One of them is cooperative learning. This learning method prioritises cooperation in solving problems. The

reason for using the STAD type cooperative method is because it can create active, innovative, creative and fun learning for students. This will make learning activities in Quoting from the book Cooperative Learning Model Type Number Head Together (NHT), Maryono, S.Pd (2023: 2), cooperative learning is an arrangement that allows students to work together in a mixed group with different skills, and will get an award if the group achieves a success. This learning model encourages students to increase the spirit of cooperation. The Student Teams Achievement Divisions (STAD) cooperative learning model is a learning model with its application, which is to form groups of students to carry out learning activities together with the learning sun before being quizzed individually. The aim of this learning model is to improve students' skills in working together and discussing the subject matter.

REVIEW OF LITERATURE

Reading

Abidin, Yunus (2012:147) says that reading is simply associated as the process of sounding the symbols of written language. Where reading is sometimes referred to as reading aloud or beginning reading. Reading is a process to obtain information contained in a reading text and to gain an understanding of the reading, this is reading comprehension. Reading is an activity that is done to criticise reading, it is called critical reading. In addition to these three definitions, reading is also said to be a process of obtaining information as material for developing post-reading creative products. Reading like this can be said to be creative reading. Reading is a process carried out and used by readers to obtain messages to be conveyed by the author through the medium of written words or language (Henry Guntur Tarigan, 2008: 7). This opinion is supported by Sabarti Akhadiyah, et al (1992/1993: 22), reading is an integrated unit of activity that includes several activities such as recognising letters and words, connecting them with sound and meaning, and drawing conclusions about the purpose of reading. According to Soedarso (2005: 4) reading is a complex activity by exerting a large number of separate actions, for example readers must use understanding and imagination, observe, and remember to obtain information in reading. In line with this opinion, Anderson, et al, 1985 (Sabarti Akhadiyah, et al (1992/1993: 22) explain reading is a process to understand the meaning of a writing. Reading ability is a complex ability that requires cooperation between a number of abilities. To be able to read a passage, a person must be able to use the knowledge he already has.

Types of reading

Henry Guntur Tarigan (2008: 13) distinguishes the types of reading in two kinds, namely:

- 1) read aloud, and
- 2) reading silently.

For comprehension skills, the most appropriate is silent reading, which consists of:

1) Extensive reading, Extensive reading means reading widely. The object covers as much text as possible in the shortest possible time. The demand for extensive reading activities is to understand the important content quickly so that efficient reading can be carried out (Henry Guntur Tarigan, 2008: 32).

2) intensive reading. Extensive reading includes survey, skim, and superficial reading. Intensive reading prioritises understanding, deep understanding and detail (Henry Guntur Tarigan, 2008: 37). Intensive reading is divided into content analysis and language analysis. Content analysis reading includes careful reading, comprehension, critical reading, and reading ideas while language analysis reading consists of reading language and literature.

Reading Comprehension

Reading comprehension is a complex intellectual process that includes two main abilities, namely the ability to master meaning and the ability to think about verbal concepts (Samsu, 2011). Turner in Dalman revealed that a reader is said to understand reading well if the reader can: (1) recognise the words or sentences in the reading and know their meaning, (2) connect the meaning of the experience they have with the meaning in the reading, (3) understand the whole meaning contextually, and (4) make considerations of the value of reading content based on reading experience. Pearson and Jhonson in Dalman state that reading comprehension is the reconstruction of messages contained in the text read so that in the reading process there is an interaction of language and thought (Dalman, 2013). Alex in Ahmad states that reading comprehension is one of the reading strategies that aims to provide an assessment of written works by involving themselves as well as possible in the reading and making analyses that can be used to evaluate the content of the text.

Alex in Ahmad defines reading comprehension as a reading activity whose emphasis is no longer on letters or pronunciation and understanding sentences but on the ability to draw conclusions about the content of reading (Harjasujana, 2000). Sujanto in Oktaviani states that reading comprehension is an activity or activity carried out by the reader to connect new information with old information with the intention of gaining new knowledge. Based on some of the above definitions, it can be simply concluded that reading comprehension is a reading activity to understand the content of reading as a whole, both explicit and implicit from the reading material (Oktaviani, 2017). Anderson in Dalman states that reading comprehension has the aim of understanding the content of reading in the text (Dalman, 2013). These objectives include:

- 1) to obtain details and facts,
- 2) get the main idea,
- 3) get the order of text organisation,
- 4) get a conclusion,

- 5) get classification,
- 6) make comparisons or contrasts.

Based on this explanation, it can be concluded that the purpose of the reading comprehension is being able to capture messages, information, facts, or ideas the point of reading well. More clearly, reading comprehension is needed when we want to learn and understand the issues we read about to the point of very detailed things.

Co-operative learning model

According to Kunandar (2007:359), cooperative learning is learning that consciously and deliberately develops fostering interactions between students to avoid irritation and misunderstanding that can lead to hostility. Slavin and Karuu in Wina Sanjaya (2008; 244-255) state that cooperative learning is a variety of teaching methods in which students work in small groups to help each other understand a subject group. Students are expected to help each other, discuss and argue with others, so as to reduce differences in understanding and knowledge in learning a subject matter. Stahl, cited by Tukiran Taniredja, et al (2011), states that the cooperative learning model has several characteristics or characteristics as below:

1. Learning activities are done together with friends.
2. During the learning process, there is face to face interaction with friends.
3. Students listen to each other's opinions among group members.
4. Students can learn from their group mates.
5. Students are put in small groups to learn together.
6. Students have the opportunity to actively speak or express opinions.
7. Decision-making depends on the students themselves.
8. Students are required to be active in every learning activity in their groups.

Objectives of Cooperative Learning

The cooperative learning model in its application in the classroom has the following objectives:

1. Improving the quality of learning outcomes and student character building, especially in co-operation or collaboration.
2. Creating a one-to-one interaction, so that students' learning resources are not only from teachers and textbooks, but also fellow students.
3. Improving student academic outcomes including improving student performance in academic tasks.
4. Train students to be able to be a resource person for their peers.
5. Provides opportunities for students to accept the diversity of their peers, such as differences in background, ethnicity, religion, academic ability and social level.
6. Develop students' social skills, such as sharing tasks, actively asking questions, expressing opinions and so on.

Cooperative Learning Strategies

The following are the main steps in co-operative learning according to Arends:

1. Teacher Pintar conveys the learning objectives and motivates the students.
2. Smart teachers present information to students. Smart teachers can utilise supporting media.
3. Teacher Pintar divides students into the learning groups that have been formed then motivates each group to play an active role in the group so that it can make changes.
4. Teacher Pintar provides guidance or assistance to the study groups as they work on the tasks.
5. Teacher Pintar tests the material learnt by giving each group to present the results of their work.
6. Finally, Smart Teachers can reward students for their efforts and learning outcomes individually and in groups.

Student Team Achievement Divisions (STAD) Co-operative Learning Model

According to Robert E. Slavinn, STAD or Student Team Achievement Divisions is one of several co-operative learning methods that are known to be simple so it can be a good start if you have not previously applied a co-operative approach. Meanwhile, the author Miftahul Huda, M.Pd. in his book entitled Models of Teaching and Learning calls STAD a cooperative learning process involving small groups. The groups contain several students with different academic abilities and work together to meet the learning objectives. Based on the explanation above, it can be concluded that Student Team Achievement Divisions (STAD) is a learning strategy that emphasises students to work together in groups.

The main goal is to make it easier for each member to understand the material and ultimately improve learning outcomes. In applying the STAD method, there are several principles that need to be considered. These are the 5 principles of co-operative learning explained by Roger and David Johnson.

1. Positive Interdependence: is the principle of positive dependence which states that the success of completing a task depends on the effort given.
2. Individual Accountability: is individual responsibility or in other words, each individual has a responsibility to achieve group success.
3. Face to Face Promotion Interaction: this is a face-to-face activity that aims to allow each student to interact to discuss to get the information needed.
4. Participacion Communication: the process of training students to be able to communicate and be active during teaching and learning activities.
5. Group Process Evaluation: This is an evaluation process to find out the successes and shortcomings that exist during group learning.

STAD Learning Method Developer

STAD is a learning method designed by an American psychologist named Robert E. Slavin and his colleagues at John Hopkins University. Slavin even

published a book entitled Cooperative Learning: Theory, Research, and Practice which was first published in 1983. There are actually many creative learning methods out there that you can apply in the classroom. But, the STAD learning method can be one of the options that is worth applying. Robert Slavin explains that STAD is the simplest learning strategy that applies cooperative learning. This simplicity can be seen from the concise steps of STAD implementation.

In addition, the STAD method can also have a positive impact on students. This is in line with Robert Slavin's explanation which states that STAD has positive goals such as:

- * Encourage students to help each other master and understand the skills and learning materials presented by the teacher.
- * Meanwhile, STAD can also provide good benefits for students, including:
- * Each student can motivate each other to be more enthusiastic during learning.
- * Each student will share knowledge with each other so as to minimise knowledge inequality.
- * Discussion can build mutual communication.
- * Foster several positive traits such as critical thinking, mutual respect, responsibility, co-operation, and discipline.

Advantages & Disadvantages of STAD Learning Method

As with any system, each has its positive and negative sides. Even so with STAD learning which also has disadvantages and advantages as below:

Pros

1. Through the STAD method, students can learn to socialise and strengthen good relationships with their classmates.
2. Co-operative learning will help students learn how to debate healthily, learn to listen to others' opinions, and learn to communicate.
3. Learning groups in the STAD method will hone togetherness and mutual cooperation between group members.
4. Make it easy for teachers to monitor during the learning process
5. If there are students who are less capable in thinking, their group members will help them so that every student has the same understanding.
6. The existence of rewards will encourage students to achieve better results.

Disadvantages

1. If the teacher does not give full attention during the teaching-learning process, students may become passive.
2. The STAD learning situation can become unfavourable if there is talk outside the lesson.
3. There is a possibility of students copying their friends' answers just to chase points. Whereas in addition to providing answers, this method is expected to be able to produce creative individual output.

According to Robert Slavin, here are some steps of the STAD learning model that teachers can practice in class.

1. Objectives and Motivation Presentation

In the first stage, the teacher needs to explain the learning objectives or what material will be learnt. In the process, you can use the lecture method to explain the objectives. After stating the learning target, you also need to provide motivation so that students are more enthusiastic during the teaching-learning process.

2. Division of Study Groups

Furthermore, the teacher will direct students to form groups of 4-5 people who are heterogeneous or diverse. According to a study, learning together in small groups with diverse academic abilities can increase students' motivation and learning achievement. Once the learning groups have been formed, educators also need to guide group participants so that they can work well together in solving each problem given.

3. Tests and Quizzes

Once you feel that the learning groups are cohesive, you can give quizzes or individual tests. Later, participants who successfully complete the quiz correctly will receive a score and the scores will be summed up to determine which group is the winner.

4. Individual and Team Rewards

The group with the highest quiz score will be the winner. Next, don't forget to give rewards, both team and individual. In teaching and learning activities, giving awards can help increase student motivation.

Implementation & Development of STAD Learning in the Classroom

To apply the STAD method is very simple, teachers can directly apply the strategy in the classroom. The teacher can start by presenting the material to be learnt. And can explain the material according to the learning curriculum or according to the interests of the students then the process of presenting the material can be done by lecture or discussion methods. Then, the teacher divides the students into small groups of 4-5 members. At this stage the teacher will act as a facilitator and motivator for each group. Then an evaluation is made to find out the extent of learning success by giving individual tests to students. Assess and reward those who achieve the highest score. Evaluation of the success of STAD learning can be done by giving individual tests to students. Thus, teachers can get answers related to whether or not the STAD method is effective in helping students understand the existing subject matter.

RESEARCH METHOD

Researchers used Classroom Action Research (PTK) to improve students' Reading Comprehension mastery skills. According to (Kunandar, 2008) there are three principles of classroom action research, namely:

- a. Researcher participation in a programme or activity

- b. The aim to improve the quality of a programme or activity through action research, and
- c. A treatment to improve the quality of a programme or activity.

Arikunto et al (2006) revealed that there are four main aspects in class action research that must be considered, namely planning, implementation, observation and reflection. The research subject used in this study was class VIII-A SMP Kriesten Kakaskasen Tomohon odd semester 2023/2024 which totalled 25 students. The research was conducted in this class, with the consideration that there were still low learning outcomes in reading comprehension, especially narrative text. In this study, researchers used several stages, including the first and second cycles.

a. Cycle I

Cycle I consists of several stages, including; planning, where researchers prepare lesson plans, student worksheets, and observation sheets for the implementation of the STAD type cooperative learning model, the second stage is action, where the implementation of action in the first cycle is carried out in two meetings. The action stage is carried out by the teacher by applying the STAD type cooperative learning model. The material to be given is material about Narrative text. The actions taken in this cycle include; introduction, core activities, and closing. The next stage is observation which is carried out during the learning process by recording things observed during learning activities and teacher and student activities during the implementation of learning, the last stage is where this stage is carried out as an evaluation of the implementation of actions in cycle I which is used as a consideration for planning the next cycle of learning. If the expected results have not been achieved, improvements are made which are carried out in the second cycle and so on.

b. Cycle II

Cycle II will be implemented based on the results of the reflection in the previous cycle. If cycle I has reached the target of success indicators, then cycle II will be carried out as an effort to confirm the results of the first cycle reflection. However, if the target success indicator has not been achieved, then treatment/action will be carried out in cycle II to achieve the target success indicator. The stages in cycle II consist of planning, action, observation, and reflection.

This study uses qualitative and quantitative data collection techniques. Researchers used qualitative data through observation sheets, while quantitative data used tests on the results of improving Reading Comprehension mastery skills. The data analysis techniques used by researchers in this study are qualitative and quantitative data analysis techniques.

In qualitative data, researchers use the results of observations during this class action research. Data will be collected based on the results of observations during the learning process and will be explained through a brief description. After the data evaluation is carried out, the researcher can find out whether the learning model used can improve students' English Reading Comprehension skills in each cycle conducted.

In quantitative data, researchers used the results of Daily Test III on reading text to find out how much improvement occurred in the STAD type cooperative learning model in improving students' English Reading Comprehension skills. The formula in determining the percentage of improvement in the ability of students in the class is as follows:

Description:

P = Percentage

F = Number of students who reach KKM (Minimum Completeness Criteria)

N = Number of students in the class

In this class action research, if the STAD type cooperative learning model is applied in the learning process to improve students' English Reading Comprehension skills, there will be an increase in improving students' English Reading Comprehension skills until 75% of students in the class can reach the expected KKM (Minimum Completeness Criteria).

FINDINGS AND DISCUSSION

Findings

Value This study used the STAD type cooperative learning model which consisted of two cycles. This study showed significant results in improving students' English Reading Comprehension skills. Through this type of STAD, in small groups given narrative reading material, interaction between students to work together and help each other in mastering and understanding the content of the material from the reading text given. Data obtained by the author from the results of the students' Daily Test I by answering questions related to the content of the reading text. In this section more than 72% of students in the class have not yet reached the Minimum Kentuntasan Criteria (KKM) score of 70.

The formula for determining the percentage of improvement in the ability of students in the class is as follows:

Description:

P = Percentage

F = Number of students who reach KKM (Minimum Completeness Criteria)

N = Number of students in the class

From the results of Daily Test I with Reading Text "The Ugly Duckling", those who understood this reading text were only 28% of the 25 participants who reached the Minimum Criteria Completion (KKM) score of 70. During the learning process, the observation stage was carried out by recording the things observed during learning activities and the activities of teachers and students during the implementation of learning. This observation stage was carried out to determine the students' reading comprehension ability when the STAD type cooperative learning model was applied in English subjects. At this stage, the observation process was carried out on the implementation of the action by using the observation sheet that had been made with the aim of seeing the effectiveness of the application of learning media that had been used.

From the results of observations made by researchers that learning using the STAD type cooperative learning model has been running but not optimal, including because; there is still a lack of student participation in the class because this is the first meeting for material that is new to students, students are less active in asking questions, there are still some students who still have difficulty in understanding the subject matter, there are some students who do not respond when the researcher assigns to follow the learning process because students are still not ready to learn.

Learning with the STAD type cooperative learning model provides benefits for students in the ability to master reading comprehension on narrative reading texts, including the following; the creation of an active and fun class because of the learning model that attracts students to learn to understand reading texts, improve mastery of the content of reading texts for participants, improve student learning outcomes so that scores reach KKM (Minimum Completeness Criteria). The results of the improvement in students' reading comprehension skills on reading narrative text can be seen in the table below:

Table. 1: List of students' reading comprehension narrative text score

No	Students	KKM Value	Initial Value	Cycle 1	Cycle 2
1.	STUDENT 1.	70	50	60	80
2.	STUDENT 2.	70	70	70	80
3.	STUDENT 3.	70	60	70	80
4.	STUDENT 4.	70	65	70	75
5.	STUDENT 5.	70	60	75	85
6.	STUDENT 6.	70	40	60	80
7.	STUDENT 7.	70	40	60	75
8.	STUDENT 8.	70	50	60	70
9.	STUDENT 9.	70	60	75	80
10.	STUDENT 10.	70	70	80	80
11.	STUDENT 11.	70	60	80	85
12.	STUDENT 12.	70	50	50	65
13.	STUDENT 13.	70	70	80	90

14.	STUDENT 14.	70	80	80	90
15.	STUDENT 15.	70	60	75	85
16.	STUDENT 16.	70	60	70	80
17.	STUDENT 17.	70	65	80	80
18.	STUDENT 18.	70	70	75	80
19.	STUDENT 19.	70	65	75	85
20.	STUDENT 20.	70	40	65	85
21.	STUDENT 21.	70	50	65	80
22.	STUDENT 22.	70	60	75	80
23.	STUDENT 23.	70	60	70	85
24.	STUDENT 24.	70	80	90	90
25.	STUDENT 25	70	70	80	90
Total		1505	1700	2035	
Average		60.2	68	81.6	
Completed		7	18	24	
Not Completed		18	7	1	

Table 2. Report of students' reading comprehension narrative text ability results

No.	Assessment	Number of completions		Percentage		Average	
		Completed	Not completed	Completed	Not completed		
1.	Pre-Cycle	7	18	28%	72%	60.2	
2.	Cyclus 1	18	7	72%	28%	68	
3.	Cyclus 2	24	1	96%	4	81.4	

Based on table 2 above cycle II, students who can reach the Minimum Completeness Criteria (KKM) are 24 learners and only 1 student who has not reached the Minimum Completeness Criteria (KKM), from the overall class average score obtained 81.4 while the KKM set for English subjects is 70. Thus, it can be concluded that 68% of the number of students experienced an increase in reading comprehension skills. Based on the table above, it can be understood that before the implementation of learning using the STAD type cooperative learning model in improving students' reading comprehension skills, initially the value of students' reading comprehension skills was still very low. This data was obtained by students

with a total of 25 students, of which 7 students (28%) had reached the KKM score and the other students (72%) had not reached the KKM score.

After applying the STAD type cooperative learning model in cycle I through the stages of planning, implementation, observation and reflection, it was found that students experienced an increase in reading comprehension on narrative reading, namely from a total of 25 students who reached the KKM score of 18 students (72%) while those who had not reached the KKM score were 7 people (28%). From these data, there has been an increase in learning outcomes when the STAD type cooperative learning model is used to improve students' reading comprehension skills, but the results obtained have not reached the expected target of 75% so that improvements need to be made in the next cycle. Furthermore, in cycle II after improvements were made in terms of planning, implementation, observation and reflection, there was a significant increase in the number of students totalling 25 people, 24 students (96%) were able to reach the KKM score, while there was still 1 person (4%) left from the total students who had not reached the KKM score. Based on these data, it can be concluded that the use of the STAD type cooperative learning model in reading comprehension can increase students by 68% from the average ability of 28% who reached the KKM at the initial score to 96% at the post test score in cycle II.

Discussion

The findings of the study on the use of the STAD (Student Teams Achievement Division) cooperative learning model to enhance reading comprehension skills among junior high school students reveal significant implications for educational practice and theory. The results indicate that the STAD model effectively addresses the challenges faced by students in mastering reading comprehension, particularly in a second language context such as English.

Impact of Cooperative Learning on Reading Comprehension

The implementation of the STAD model fosters an interactive learning environment that encourages collaboration among students. This approach aligns with Vygotsky's social constructivist theory, which posits that learning is inherently a social process. By working in teams, students are not only able to share their insights and strategies but also engage in peer teaching, which has been shown to enhance understanding and retention of material. The cooperative aspect of this model is particularly beneficial for students who may struggle with reading comprehension due to limited vocabulary or lack of motivation.

Moreover, the findings suggest that cooperative learning can mitigate feelings of isolation that often accompany language learning. Students reported increased engagement and enthusiasm for reading tasks when they were able to collaborate

with peers. This is consistent with previous research indicating that cooperative learning strategies can lead to higher levels of student motivation and achievement.

Addressing Reading Difficulties

The study highlights several common difficulties faced by students in reading comprehension, including limited vocabulary, lack of interest, and ineffective teaching methods. By employing the STAD model, teachers can create a more dynamic classroom atmosphere that addresses these issues directly. For instance, through group discussions and collaborative tasks, students are encouraged to expand their vocabulary in context, thus enhancing their ability to comprehend texts more effectively.

Additionally, the findings underscore the importance of teacher involvement in fostering a positive learning environment. Teachers who adopt cooperative learning strategies must also be proactive in motivating students and selecting appropriate texts that resonate with their interests. This dual focus on pedagogical technique and content relevance is crucial for improving reading comprehension outcomes.

Cultural Considerations in Language Learning

The study also touches upon the cultural dimensions of language acquisition. Learning English as a foreign language involves not only mastering linguistic skills but also understanding cultural contexts. The STAD model provides an opportunity for students to explore diverse perspectives through collaborative projects, thereby enriching their cultural awareness and appreciation. This aspect is vital in today's globalized world where intercultural communication is increasingly important.

Furthermore, integrating cultural content into reading materials can enhance engagement and make learning more relevant to students' lives. Educators are encouraged to select texts that reflect a variety of cultures and experiences, which can help students connect more deeply with the material and improve their comprehension skills.

Future Directions for Research

While the findings are promising, further research is needed to explore the long-term effects of the STAD model on reading comprehension across different age groups and educational contexts. Future studies could examine how variations in group composition (e.g., mixed-ability vs. homogeneous groups) impact student outcomes or investigate the role of technology in facilitating cooperative learning environments. Additionally, it would be beneficial to conduct qualitative research that captures student experiences and perceptions regarding cooperative learning. Understanding how students feel about their learning processes can provide valuable insights for educators seeking to refine their instructional strategies.

CONCLUSION

The application of the STAD cooperative learning model presents a viable solution for enhancing reading comprehension skills among junior high school students. By fostering collaboration, addressing individual challenges, incorporating cultural elements, and encouraging further research, educators can significantly improve language learning outcomes in diverse classrooms.

Based on the results and discussion of this study, it can be concluded that in general, the STAD type cooperative learning model can improve students' reading comprehension ability on students' English narrative reading text, the initial average score of students only reached 60.2. In cycle I, the average score increased to 68, in the second cycle there was another increase in the students' average to 81.4 in cycle II, the overall result of the increase in students' comprehensive reading ability after the teacher used the STAD type cooperative learning model in reading learning was 68% with details of the percentage of students' initial scores that reached KKM (Minimum Completeness Criteria) was 28% which increased to 82.35% after two cycles of research. Thus, the use of the STAD type cooperative learning model can improve students' Reading Comprehension skills successfully because it has reached the success indicator of 96% of the number of students in the class reaching KKM (Minimum Completion Criteria). The suggestion that can be given in this study is that teachers can use the STAD type cooperative learning model in the learning process to improve students' Reading Comprehension skills, so that it is expected to be able to create an effective and enjoyable learning atmosphere.

REFERENCES

- Abidin, Yunus. (2012). *Reading Learning Based on Character Education*. Bandung: PT Refika Aditama
- Ahmad Susanto (2011) *Early Childhood Development: An Introduction to Its Various Aspects*. Jakarta: Prenada Media Group.
- Faridatuunnisa, I. (2020) '*Policy and Implementation of English Language Learning for Elementary School in Indonesia*', *National Seminar on Education*, Pp. 191-199. Available At: <https://Jurnal.Ustjogja.Ac.Id/Index.Php/Semnas2020/Article/View/7510>.
- Fitriyani, E. And Nulanda, P. Z. (2017) '*Effectiveness of Flash Cards Media in Improving English Vocabulary*', *Psymphatic: Scientific Journal of Psychology*, 4(2), Pp. 167-182. Doi: [10.15575/Psy.V4i2.1744](https://doi.org/10.15575/Psy.V4i2.1744).
- Isjoni. (2013). *Cooperative Learning Effectiveness of Group Learning*, Jakarta: Alfabeta
- Kunandar, (2007) *Professional Teacher Implementation of KTSP*, Jakarta: PT Raja Grafindo Persada.

- Lengkoan, F., Andries, F. A., & Tatipang, D. P. (2022). A study on listening problems faced by students of higher education. *Globish: An English-Indonesian Journal for English, Education, and Culture*, 11(1), 41-50.
- Lengkoan, F., & Rombepajung, P. A. (2022). Teachers' Perception of Online Learning in The Pandemic Era. *Jurnal Lingua Idea*, 13(1), 1-11.
- Lengkoan, F., Basri, M., Nur, S., Ali, N. N., & Maru, M. G. (2024). Higher Education Teachers' Perception and Use of Project-Based Learning in Teaching English. *Jurnal Lingua Idea*, 15(1), 1-15.
- Liando, N. V., Katiandagho, C. W., & Rorimpandey, R. (2023). Improving Students' Reading Comprehension Using Paired Reading Method. *Jurnal Ilmiah Universitas Batanghari Jambi*, 23(1), 698-704.
- Maryanto, R. I. P. and Wulanata, I. A. (2018) 'The Use of Flashcard Media to Improve Letter Shape Recognition of First Grade Students in Indonesian Language Subjects at Abc Manado School', *Pedagogia*, 16(3), P. 305. [Doi: 10.17509/Pdgia.V16i3.12073](https://doi.org/10.17509/Pdgia.V16i3.12073).
- Megawati F (2016). *Students' Difficulties in Achieving Effective English Learning*. Journal of Paedagogia 5(2) 147-156 <https://kampunginggrispare.info/materi-dasar-bahasa-inggris-untuk-pemula>
- Nasution, D., Harahap, S., Siregar, S., & Hasibuan, A. (2021) 'English Language Assistance for Elementary School Children in Pagaran Gala Tourism Village, Mandailing Natal, North Sumatra, in Facing the Asean Economic Community (Mea) Through Drilling and Repetition Methods', *Journal of Community Service*, 1(2), 63-72. Retrieved from <https://stp-mataram.e-journal.id/Amal/article/view/573>.
- Nurhadi. (2004). *Contextual Learning and Implementation in KBK*, Malang: State University of Malang.
- Nurteteng, N., Nursalim, N., & Lengkoan, F. (2024). Overcoming initial deficiencies in confidence and classroom management of English education students at teaching practicum. *Journal of English Culture, Language, Literature and Education*, 12(1), 26-45.
- Nurul, iftitah. (2021). *How to Learn English Easy for Beginners*. Katadata.co.id. 2021. Web. 21 December 2021 <https://katadata.co.id/safrezi/berita/61c16e13a6821/7-cara-belajar-bahasa-inggris-mudah-untuk-pemula>
- Purwanto. (2011). *Education Evaluation*, Yogyakarta: Student Library.
- Results, M. Et Al. (2012) 'Indonesian Journal of Science Education Media-Assisted Science-Edutainment Learning', 1(2), Pp. 192-197.
- Rorimpandey, R. (2023). Application of visual media pop-up book in english learning in elementary school. *Journal of English Culture, Language, Literature and Education*, 11(1), 106-124.

- Rorimpandey, R., & Andries, F. (2023). Utilization of the Talking Stick Learning Model in Improving English Vocabulary Mastery. In *Unima International Conference on Social Sciences and Humanities (UNICSSH 2022)* (pp. 1345-1353). Atlantis Press.
- Rusman. (2011). *Learning Models*, Jakarta: PT Raja Grafindo.
- Santosa, P. P. P. (2017) 'The Ability To Read Text United Kingdom Language Grade Persuasive X Smk Negeri 2 Depok Students', *Deiksis*, 09(02), Pp. 170-181.
- Sekarini, W. (2018) *The Use of Flash Card Media to Improve the Ability to Memorise Arabic Vocabulary of Madrasah Ibtidaiyah Terpadu Muhammadiyah 01 Sukarama Students*. Lampung: Raden Intan State Islamic University.
- Sholichah, A. S. (2018) 'Theories of Education in the Qur'an', *Islamic Education: Journal of Islamic Education*, 7(01), P. 23. [Doi: 10.30868/Ei.V7i01.209](https://doi.org/10.30868/Ei.V7i01.209).
- Slavin, Robert.E. (2015). *Cooperative Learning*. Bandung: Nusa Media Publisher.
- Sudjana. (2003). *Assessment of the Results of the Teaching and Learning Process*, (Bandung: PT. Remaja Rosdakarya,
- Syaiful Bahri Djamarah and Aswan Zain. (2002) *Teaching and Learning Strategies*, (Jakarta: PT Rineka Cipta,
- Syaiful Sagala. (2009). *The Concept and Meaning of Learning: To Help Solve Learning and Teaching Problems*, (Bandung: Alfabeta,)
- Takiran, Taniredja, et al 2011, *Innovative Learning Models*. Bandung: Alfabeta
- Usman. (2012). *Learning Models: Developing Teacher Professionalism*, Depok: PT.Raja Grafindo Persada.
- Wenas, I., Liando, N. V., & Rorimpandey, R. (2023). Task Based Learning as an Active Retrieval Approach in the Perception of EFL Students: A Case Study at Bridge Education Manado. *Journal of English Culture, Language, Literature and Education*, 11(2), 189-209.
- Wina Sanjaya. (2011), *Learning and Implementation*, Jakarta: Kencana.
- Yatim Riyanto (2009). *New Paradigm of Learning as a Reference for Educators in the Implementation of Effective and Quality Learning*, (Jakarta: Kencana Prenada Group.
- Zainal Arifin (2010). *Learning Evaluation*, Bandung: Remaja Rosdakaria.
- Zikri Neni Iska. (2006)). *Introductory Psychology for Understanding Self and Environment*, Jakarta: Brother's lattice.