THE USE OF STUDENTS TEAMS ACHIEVEMENT DIVISIONS (STAD) METHOD TO IMPROVE STUDENTS' READING COMPREHENSION (A STUDY IS CONDUCTED AT SMP N 3 TOMOHON)

ROLAND MANDAGI, NOLDY PALENKAHU, JENNIE POSUMAH

Universitas Negeri Manado
Tondano, Indonesia
Correspondence author: jennieposumah@unima.ac.id

Abstract: The purpose of this study was to find out whether the use of the application of Students Teams Achievement Division (STAD) method is able to improve students' reading comprehension. The students at SMP N 3 Tomohon in academic year 2020/2021 were chosen as the subject of this study, specified to the seventh grade that consisted 30 students. This research used pre-experimental design with one group pre-test and post-test. This study consited in five meetings. First the researcher gave a pre-test. Second, treatment and the last posttest. This technique in collecting data used test as instrument in form of multiple choice test consisted with 30 numbers. The result of this study found that STAD was effective in improving students' reading comprehension posttest was higher than pretest. The mean score pretest was 40.5 and the mean score of posttest was 62.66. It can be stated that STAD is considered effective to increase students' vocabulary.

INTRODUCTION

In second or foreign language reading becomes one of the four basic skill in English which reading have important role in English, reading do not only talking about main idea or information from the text but in reading the learner should learn about structure, vocabulary and so on (Liando and Lumettu, 2017).

(Blachowick & Olge, 2008:15) elaborated that reading is the process by which people gain information and ideas from books, newspaper, manuals, letter, contracts, advertisements and a host of other material. It means reading is the complex process

to get information by people from printed and from social media to add their knowledge about everything in this world.

According from Terry Anderson, "Reading is a powerful means of putting language to use purposefully-whether it is to learn, to imagine, or to enjoy". (Lengkoan et al, 2022) and (Lengkoan & Hampp, 2022). It means reading is a means of language acquisition of communication, and of sharing information and ideas language.

According to (Space and Space, 1169: 460) reading comprehension is a process at the level literal meaning, implied meaning and possible application beyond the author's meanings. In addition, (Pang et all, 2003: 14) comprehension is the process of making sense of the words, sentences.

From two definition above reading comprehension is a process literary meaning which reader making sense of word in the task, evaluate the massage from the text and reader not only know or understanding word by word or sentence by sentence but reader know and understanding what taking about in the text and able to identifying the information from the text.

(Smith and Robinson, 1980:205) mentioned reading comprehension means the understanding, evaluating, utilizing of information and idea gained through interaction between reader and author. That is why students face a lot of problem with reading comprehension, students get stuck because some of problem, such as unfamiliar word, their inability to understand the content of the text. According to (Tatipang et al, 2021) reading comprehension is a process at the level literal meaning, implied meaning and possible application beyond the author's meanings

The main goal in teaching reading is teach understanding. To solve the problem face by student in reading comprehension. The teacher will need to focus on different goals at different times and to use a range of materials and tasks (Hedge, 2000:205)

(Paranduk et al, 2021) stated "A text is defined as a product that is expressed inside and through a system norm that is linguistic". And descriptive text is a kind types of text which based on curriculum 2013 descriptive text should be mastered by students. As explain before descriptive text is a kind of type text with the purpose give specific information like characteristic person, things, animal, or place.

In addition, Cane (2000:352) highlighted **"**descriptive text is about experience how something looks, sounds, taste. Based on cane definitions descriptive text is text explain about something like things, animal, and person". Mostly it is about the experience, but description something specially with kinds other perception (Karisi et al, 2021).

Student Team Achievement division (STAD) is one type of cooperative learning that developed by Robbet Slavin at John Hopskin university**.** STAD is one of the simplest of all cooperative learning strategy and is a goal model to begin with for teachers who are new to the cooperative approach. This is a kind of cooperative learning strategies and Cooperative learning activities (Liando, 2012). In this activity, students of the colleges get divided into groups and assign some activities. They have to achieve their targets by their own capabilities using the concept of team building and have to give their performance in positive terms (Slavin, 2008:200).

Trianto (2007: 52) states that, the Students' Team Achievement Divisions (STAD) students are placed with learning teams of 4-5 people who are a mixture according to the level of achievement, gender and ethnicity. STAD is a place for students with their learning teams which according to level of achievement, gender and ethnicity. However, this technique empathizes the use of team goal and team success. In addition, Suyatno (2009: 52) argues that "The STAD Type cooperative learning model is a cooperative learning model for grouping of intervening skills involving team recognition and group responsibility for individual member learning".

Based on statement above the writer summarize STAD is one type of cooperative learning and simplest and build in group which each group have 4-5 teams and in STAD students will help the other member who less knowledge and students get target or assignment from teacher to do so students will finish their assignment by work together and the end of activity teacher will guise to practice the skill being toughed reward to the best team.

This technique could help the students in solving the problem when they have difficulty in identifying the supporting details of text because they work and share ideas with their friends. Furthermore, they influence each other to achieve mutual goals, act

in trusting and trustworthy ways, become motivated, and feel less anxiety and stress and there is an interaction between students - students, and students- teacher. Based on previous background above, the writer wanted to conduct research at SMP Negeri 3 Tomohon with the title "The Use of Students Teams Achievement Division (STAD)" method to improve Students' Reading Comprehension.

RESEARCH METHOD

Research Design

This research clasified into quantitative research. According to (Hatch and Farhady, 1982:20) one group pre-test and post test design is similiar to the oneshot case study. There are two tests, T_1 is the pre-test and T_2 is the post-test and X is used to symbolize the treatment in the following resepresentation of the design:

Pre-test	Treatment	Post-test
T1	X	T2

Subject of the Study

The subject of this study is the seventh grade students of class VII[A] of SMP Negeri 3 Tomohon which consists of 30 students.

Instrument

The instrument of this research was a test. There were two tests. Pretest and posttest. The first test (pretest) gave before the treatment and the second test (posttest) gave after the treatment. The researcher used objective test in form of multiple choice consist of 30 numbers.

Data Collection

The writer got the data through test and the process as follows: first, Choosing one class as subject of the study. Second, The Students will devided to 6 groups, so each group will consist of 5 students according to suggestion given by the head master of school. Third, Making schedule and lesson plan in teaching learning process based on curriculum 2013 and sylabbus. Fourth, Giving pre-test to students before treatment. Fifth, Prepare the material about descriptive text and explain it to students. Sixth, Giving treatment to students by applying is STAD method and in order to motivate the students there will be prize for the group with the highest score. Eight, Giving post-test to students. The last one is doing the data analysis.

Data Analysis

In analyzing the obtained data, the writer used mean score formula:

$$\overline{X} = \frac{\Sigma x}{N}$$

(Moore, 1983:251)

Where :

$\overline{X}$ = Mean score of students

Σx = Sums of X

N = Total number of students

And the data is presented in table, frequency matrix distribution and frequency polygon.

FINDING

Presentation of the Data

This study was quantitative research and researcher use one group pre-test and post-test. The pre-test was given to the students before treatment and the post test was given after the treatment. The researcher use small group discussion as a

technique to increase students' reading comprehension. The test was multiple choice, consist of 20 numbers.

The researcher analyzes the data and this chapter explains about the information of collecting in research using frequency distribution. The data was presented graphically as a cumulative frequency distribution.

The student of class follow the pretest and posttest which divide on six group which include 5 student each group who took the pretest and post-test. Every student got higher score on the posttest. the result of student pretest and post test showed on table

Table 1. the data of students in T1 (Pre-test) and T2 (post-test)

Number of student	Pre-test	Post-test
1	45	65
2	50	70
3	50	70
4	30	60
5	20	55
6	20	60
7	40	70
8	35	65
9	60	75
10	60	80
11	55	75
12	40	55
13	30	55
14	30	40
15	25	40
16	45	60
17	25	45
18	65	90
19	55	70
20	40	65
21	35	60
22	30	45
23	60	80
24	65	90
25	20	40

26	30	55
27	35	50
28	25	45
29	40	70
30	55	80
Total	1215	1880

There were 30 students took part in pretest. From the 30 students the higher score was sixty five (65) achieve by two (2) students. The lowest was twenty (20) achieve by three (3) students, the result of frequently distribution matrix of pretest showed on table 2.

Table 2. frequency distribution matrix of pretest (T1)

Scores	Tally	Frequently	Freq%	Commulative propotion	Cummulative presentative
65	II	2	6.66 %	2	3.33%
60	III	3	10 %	5	16.66 %
55	III	3	10 %	8	26.66 %
50	II	2	6.66%	10	33.33%
45	II	2	6.66 %	12	40%
40	IV	4	13.33%	16	53.33%
35	III	3	10 %	19	63.33%
30	V	5	16.66 %	24	80 %
25	III	3	10 %	27	90%
20	III	3	10 %	30	100%

There were 30 students took part in post-test. From the 30 students the higher score was ninety (90) achieve by two (2) students. The lowest was forty (40) achieve by three (3) students, the result of frequently distribution matrix of post-test showed on table 2.

Table 2. frequency distribution matrix of post-test (T1)

Scores	Tally	Frequently	Freq%	Commulative propotion	Cummulative Presentative
90	II	2	6.66 %	2	6.66 %
80	III	3	10 %	5	16.66%
75	II	2	6.66 %	7	23.33 %
70	V	5	16.66%	12	40 %
65	III	3	10 %	15	50 %
60	IV	4	13.33%	19	63.33%
55	IV	4	13.33%	23	50 %
50	I	1	3.33%	24	80 %
45	III	3	10%	27	90 %
40	III	3	10%	30	100 %

In analyzing the obtained data the writer will use mean score formula as follows:

$\overline{X} = \frac{\sum X}{N}$ (Hatch and Farhady 1982:178).

Where

$\overline{X}$ = The symbols of mean

$\sum X$ = The total score Students

N = The number of Students

The mean score of computation pretest

N = 30

$\overline{X}$ = $\frac{\sum X}{N}$

= $\frac{1215}{30}$

= 40.5

The mean score of computation posttest

N = 30

$\overline{X}$ = $\frac{\sum X}{N}$

= $\frac{1880}{30}$

= 62.66

The result of computation mean score of pretest and posttest showed on table 4.

Table 4 the computation of mean score pretest and posttest.

MEAN SCORE	PRETEST	POSTTEST
	40.5	62.66

From the table 4 there was a differences between mean score of pretest and posttest. the mean Sscore of posttest is higher than pretest. it means students' reading comprehension was increase and the used of STAD strategy was effective.

The result of frequency polygon of pretest and posttest showed on figure 1
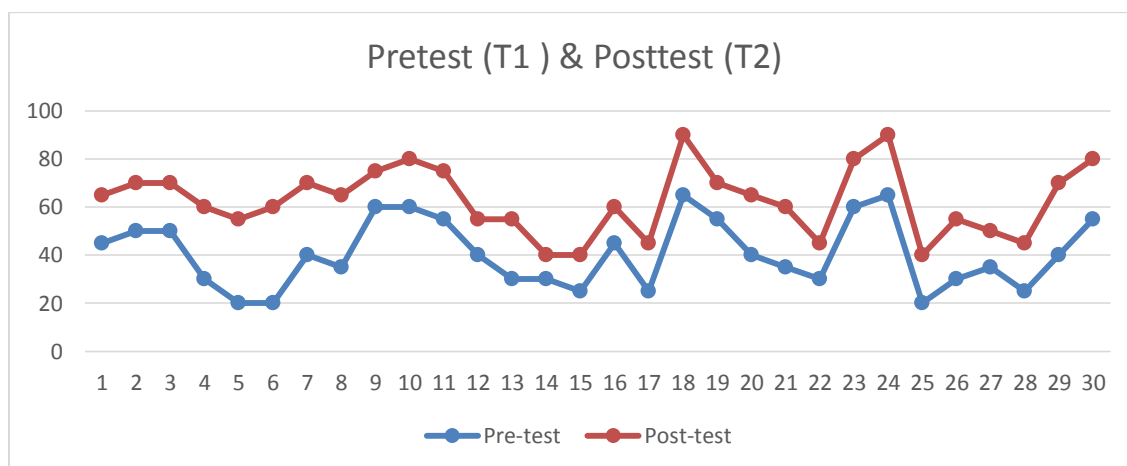
DISCUSSION

The students in SMP N 3 Tomohon was difficult to increase their reading comprehension based on researcher experience's that school. Each student has their own level in mastery their reading comprehension not all of them have a high level to understand the text.

So, researcher used STAD strategy to help them to understand the text. This technique made students become more enjoyable to learn because they solved or answered the question by their group.

The group divided into six group which every group consist into five students. The students helped each other because the researcher divided them by their level, for them who got the best level in reading comprehension was joined with them who lack

in reading comprehension based on researcher experience on observation that class before.

Through this technique the students were enjoy in class which all of students being active when they are discussing the text. They help each other to understand the text because each group have to presentation their result discussion to another group and then another group gave their another opinion about their result discussion (Liando et al, 2021).

The result of this research was the mean score of posttest was higher than pretest. Posttest mean score was 62.66 and pretest mean score was 40.5

In this research, researcher can conclude that STAD strategy was effective to increase students reading comprehension at seventh grade class at SMP N 3 TOMOHON.

CONCLUSION AND SUGGESTION

After analyzing the data, it found that the most of students' score in posttest is higher than pretest. It meant that students can increase their reading comprehension by using STAD method. It can be seen from the students' mean score which pretest score was 40.5 and posttest mean score was 62.66. Therefore, it could be concluded that STAD strategy is considered to effective increase reading comprehension. Based on the result of this research, there are two suggestion can be mentioned as follows first, looking at the result, it suggested for the teacher to use STAD as a method in teaching and learning activity to increase students' reading comprehension. Second, this study is applying STAD method to increase students' reading comprehension. It is expected that the result of this study can be reference for another research in different context that can give a contribution in teaching English.

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