The Impact of STAD on The Students' Reading Comprehension

Rifky Ardana Novendra A. P[1*], Khoiriyah[1], Sulistyani[1]

[1]Universitas Nusantara PGRI Kediri, Indonesia
*Corresponding Author: adityanovendra13@gmail.com

Article Info

ABSTRACT

Reading is the main key to get the knowledge and information. The solution is educator are requiring to design learning methods as innovation in teaching reading comprehension, one of them is Student Team Achievement Division (STAD), STAD can create fun and comfortable teaching and learning reading comprehension. The aim of this research is to know students reading comprehension before and after being taught using Student Team Achievement Division (STAD) and to find the impact of using Student Team Achievement Division (STAD) on the students' reading comprehension. This research used experimental research and quantitative approach with one group pre-test and post-test design. This research was conducted at SMK PGRI 2 Kediri. This subject was XI Culinary 2 class consisting of 30 students. The data analyses using t-test formula and counted using SPSS ver.20. The result of this research showed that there was any significant impact of using Student Team Achievement Division (STAD) on the students' reading comprehension.

1. INTRODUCTION

Reading is a language skill should be mastered by anyone interested to finding information in the text. Gusna, Rusdi et al (2016), states that reading is more important than other skills. By reading, students can improve their comprehension, knowledge, and insight. Reading comprehension develop the feel of words, sentences, and connected textual content in order to present written information facts. The basic purpose of the reading is to comprehension the text. Student's reading comprehension skill means how far they can understand what they are reading. In Fact, the students in the classroom Cannot acquire the aspect of language well. Most of them were still confused to comprehend an English text. It means that their reading comprehension is still low

From that statement, the researcher found some problems of students in reading. Moreover, in the field learning process was still monotone by the teacher center. The students were sometimes bored in English class, and several of them were tired. The student did not respond when teacher asked them a question. They only listened to the teacher explanation and memorizing the new words, read aloud. Therefore, researcher find variety of strategy that suitable for this research, one of them is Students Team Achievement Division (STAD). Teaching learning process should be varied to make students feel fun and comfortable during learning. Thus, the researcher used method of Students Team Achievement Division (STAD) in reading comprehension. We know that, STAD is a collaborative method that uses comprehension strategies while working cooperatively. In this learning method, students study by small group. Isjoni (2007) states that the benefit of the STAD learning model is to motivate students to encourage and help each other among students in mastering the skills or knowledge presented by the teacher.

STAD was developed by Johns Hopkins University. In STAD, students are assigned to four- or five-members learning teams. They may work problem one at a time pairs, or take turns quizzing each other, or discuss problems as a group, or use whatever means they wish to master the material. It is better and easier to teach students in a group because in the group students can learn the material together and they can share their knowledge each other in solving the problem. By working together in a group, students can feel safe, happy and interest because group work can help them become more active and creative in their learning. In STAD, no one is an automatic strikeout, and by the same taken no one is guaranteed success, because it is improvement that count, and anyone is capable of improvement (Slavin, 1995:9).

This research findings support several previous studies related to research. Aprella and Friends (2020) study showed that a statistically significant improvement of students reading comprehension and recommend STAD technique to be applied as a technique in teaching reading. It also supports Tohamba (2017), the result of study showed that STAD can improve students' to reading comprehension on narrative text.

The aim purpose of this research to know the students' reading comprehension before and after being taught using Student Team Achievement Division (STAD) and to find out whether there is any effect of using Student Teams Achievement Division (STAD) in learning reading comprehension.

2. RESEARCH METHOD

The approaches used in this study is a quantitative approach focused on the application of the Student Team Achievement Division (STAD) method in teaching Reading comprehension. The type of the research was experimental research with one group pre-test post-test design. The researcher used that method in order to know the effect of independent variable of Student Team Achievement Division (STAD) to dependent variable that is students reading comprehension. In this study, the researcher used 1 class to carry out the researcher. The researcher, give the student pre-test and post-test. The sample in this study were students XI Culinary 2 as many 30 students. There are not superior students at SMK PGRI 2 Kediri where students are divided or evenly distributed (normally). In this research, the process of analyzing the data used IBM SPPS ver. 20. To find out the result of the pretest and posttest, the researcher used a paired sample T-Test to determine whether or not the STAD methods has any effects or impact on students reading comprehension.

3. RESULTS AND ANALYSIS

In this section, the data are analyzed using T-Test. The purpose of T-test, is to know whether Student Team Achievement Division (STAD) affects to students' reading comprehension or not. To analyze the simple testing test, researcher analyze students reading comprehension data before being taught using Student Team Achievement Division (STAD) and students' reading comprehension after being taught using Student Team Achievement Division (STAD). After that, the researcher input the score into the SPPS ver. 20.

a. Mean

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	54.0000	30	8.03012	1.46609
	Post-Test	89.3333	30	7.84915	1.43305

From the paired sample statistic above, the mean score of pre-test is 54,00 and the standard deviation 80,30. The mean of post-test score is 89,33 with a standard deviation 78,49. Each test contains a total 30 participants (N).

b. T-test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test - Post-Test	-35.33333	12.45221	2.27345	-39.98306	-30.68360	-15.542	29	.000

Based on the paired sampled test table above, the mean presents the differences between pre-test and post-test using SPSS ver.20. The mean difference between pre-test and post-test is -35.333 and standard deviation error 2.273. the t-score is -15.542 with the degree freedom 29 and significance (2-tailed) 0.000<0,005.

Pre-Test

The researcher analyzed the data after knowing the pre-test and post-test score. In this section, the data are analyzed using T-Test. The purpose of T-test, is to know whether Student Team Achievement Division (STAD) affects to students' reading comprehension or not. To analyze the simple testing test, researcher analyze students reading comprehension data before being taught using Student Team Achievement Division (STAD) and students' reading comprehension after being taught using Student Team Achievement Division (STAD). After that, the researcher input the score into the SPPS ver. 20.

Students reading comprehension after being taught using the Student Team Achievement (STAD) method increased, and there was significant effect of the Student Team Achievement Division (STAD) method on students' reading comprehension. students' reading comprehension improved after the Student Team Achievement Division (STAD) method was applied. This can be shown by increasing each indicator (main idea, explicit and implicit information, synonym, antonym, social function and reference). Aside from that, students can be more active in learning English using Student Team Achievement Division (STAD).

4. CONCLUSION

The goal of this study is to know the effect of Student Team Achievement Division (STAD) on students' reading comprehension because the stages of STAD according to Slavin (2005) are five stages, namely a.) Material preparation, b.) Group working, c.) Individual Test, d.) Individual test, e.) Giving awards to students. STAD is methods carried out by to achieve goal. It was carried out in SMK PGRI 2 Kediri shown that increased after using STAD method in reading comprehension. It was conducted by experimental study that used pre-test, treatment, and post-test. Based on the statistical analysis of the data using SPSS ver.20, it was determined that the mean score of the post-test was higher than the mean score of the pre-test. The mean score of pre-test was 54.00 to be 89.33. Almost students can answer the questions on reading comprehension indicator such as identifying social function, identify the main idea, recognizing reference meaning, determining synonyms and antonyms, and identifying implied and explicit information. The treatment that was given has been effective in improving students reading comprehension in the class.

The result of Paired Sample t-test showed that the significance value was smaller than the significance level. So, the alternative hypothesis (Ha) was accepted, and the null hypothesis was rejected. It also means there was significant difference in achievement in reading comprehension before and after being taught using Student Team Achievement Division (STAD). For the explanation, the researcher conclude that Student Team Achievement Division (STAD) is give effect in teaching reading comprehension at XI grade of Culinary 2 at SMK PGRI 2 Kediri in academic year 2023/2024.

5. REFERENCES

Aprella, Rani, Tri. Patuan, Raja & Ari, Nurweni. (2020). *Improving Students Reading Comprehension Through Student Teams Achievement Division (STAD) Technique at SMAn 5 Bandar Lampung*. FKIP. University of Lampung.

Astiyandha, T. I., & Umar, A. (2021). *An Analysis of Student's Reading Comprehension through Student Team Achievement Division (STAD) Technique*. *Lingua*, 17(2), 199-208.

Deswarni, D. (2018). *the effect of using stad strategy toward students'reading comprehension*. Al-Ishlah: Jurnal Pendidikan, 10(1), 116-130.

Khoiriyah, et al. "Exploring Interactive Multimedia in Literal Reading Class." *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature* 4.2 (2021): 76-83.

Muslaini, M. (2017). *Strategies for teaching reading comprehension*. English Education Journal, 8(1), 66-77.

Norman Bagas, KHOIRIYAH, and AGUNG WICAKSONO. *SUMMARIZING TECHNIQUE IN TEACHING READING COMPREHENSION*. Diss. Universitas Nusantara PGRI Kediri, 2021.

NOVITASARI, KHOIRIYAH, and AGUNG WICAKSONO. "USING SHORT STORIES TO IMPROVE STUDENT'S READING COMPREHENSION." *USING SHORT STORIES TO IMPROVE STUDENT'S READING COMPREHENSION* (2021).

Oktarina, R., & Fitrawati, F. (2018). *The Implementation of Student Teams-Achievement Division (STAD) in Teaching Reading Comprehension in Discussion Text for Senior High School Student*. *Journal of English Language Teaching*, 7(1), 286-290.

Sari, Nofita Dwi, DIANI NURHAJATI, and SULISTYANI SULISTYANI. *THE EFFECTIVENESS OF TEACHING READING USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) AT SMK 3 PGRI KEDIRI IN YEAR 2019/2020*. Diss. Universitas Nusantara PGRI Kediri, 2020.

SUSANTI, Y., & KENCANAWATI, D. (2022). *the impact of reading guide strategy to the students' reading comprehension in online class of xii mipa 4 at sman 7 kediri* (Doctoral dissertation, Universitas Nusantara PGRI Kediri).

Tohamba, C. P. P. (2017). *The use of STAD technique to improve the students' reading achievement at class XI Ia1 of SMAN 7 Kendari. Journal of English Education*, 2(2), 105-112.

Wahyuningtias, Khoiriyah, and Sulistyani. "Does Cooperative Script affect the students' reading comprehension?." *The Proceedings of English Language Teaching, Literature, and Translation (ELTLT)* 12 (2023): 34-42.