

THE EFFECT OF USING STAD STRATEGY TOWARD STUDENTS' READING COMPREHENSION

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Abstrak

Dalam mengajar, guru harus mempunyai strategi-strategi sebagai upaya untuk membantu siswa memahami dan mengerti tentang pelajaran yang mereka pelajari. Penelitian ini bertujuan untuk mengetahui efek strategi STAD terhadap pemahaman siswa dalam membaca teks berbahasa Inggris. Untuk mendapatkan informasi dalam sebuah teks tidak cukup hanya dengan mengetahui arti kata yang digunakan dalam sebuah teks tetapi siswa harus memiliki kemampuan untuk memahami isi atau makna yang terkandung dalam sebuah teks sehingga mereka dapat memperoleh informasi-informasi yang terkandung dalam setiap teks yang mereka baca. Oleh karena itu dalam proses mengajar diperlukan strategi-strategi yang dapat meningkatkan kemampuan siswa dalam memahami teks dalam bahasa Inggris. Salah satu strategi yang dapat digunakan adalah strategi STAD. Strategi STAD ini dapat membantu meningkatkan kemampuan siswa dalam memahami teks bahasa Inggris siswa kelas tujuh di Madrasah Aliyah Hubbulwathan Duri, setelah dilakukan penelitian dengan rancangan penelitian eksperimen dengan populasi sebanyak 30 orang siswa dan pengambilan sampel menggunakan teknik populasi sampel. Berdasarkan data yang diperoleh dapat dilihat t_0 lebih besar dari T table $2,05 < 2,36 > 2,76$. Hasil ini menunjukkan bahwa H_a diterima dalam artian bahwa strategi STAD efektif dalam meningkatkan pemahaman membaca siswa dikelas Eksperimen.

In teaching process the teacher must used various strategies in order to make the students understand and comprehend the subject that they learned. One of the strategies that can be used especially in teaching reading is STAD. The study aimed to know The Effect of STAD Strategy toward Students' Reading Comprehension. To get the information in the reading text the students must have ability to comprehend the text in order to get the meaning of the text because to get the information not enough if the students only knows about the vocabularies from the text that they read. In teaching reading the teacher needs strategies to increase students' reading comprehension in order to comprehend the English reading text. One of strategies than can be used is STAD strategy. This strategy can help to find out the effect of STAD strategy toward Students' Reading Comprehension at the eleventh grade of Madrasah Aliyah Hubbulwathan Duri, after did the research with an experimental research design. The population of the reasearch are 30 students and the sample

technique is whole sampling technique. The techniques of collecting data in this research are observation and test, and then to analyze the data obtained, the researcher used T-test From the data, it can be seen t_0 is higher than t-table, it can be read that $2,05 < 2,36 > 2,76$. It means H_a is accepted and STAD strategy effective to increase students' reading comprehension in Experiment class.

Key Words : STAD Strategy, Reading Comprehension

INTRODUCTION

In order to realize the social skills, teachers should not only require students to memorize material conceptually, but also more students are able to apply their knowledge. Teachers also must be able to perform learning with multimedia, models, and techniques of complex learning, so that learning is not monotonous and can create active learning and fun for students. Learning techniques such as the selection of one or more of the teaching and learning strategies. Teaching and learning strategies are an activity chosen by the teacher in the learning process, which can provide facilities to the students towards the achievement of learning objectives.

One of the teaching and learning strategies that can be selected by teachers in implementing learning English at a high school that is using Cooperative Learning. Cooperative learning is a method of learning that emphasizes the cooperation between students in groups to achieve common goals. A Cooperative learning methods has several types, namely Think – Pair-share, Group Investigation, Students Teams Achievement Division (STAD), Teams-Games-Tournament (TGT), Team Assisted Individualizes (TAI) and Jigsaw. Cooperation among students in this group is considered more important than individual achievement. Cooperative Learning Method considered in this study is adequate STAD (Student Teams Achievement Division), by reason of STAD is a cooperative learning strategy that is simple than other cooperative strategies and it is a great model for teachers who are just starting to apply cooperative learning strategy. STAD is a strategy of cooperative learning method emphasizes teamwork and shared responsibility to achieve the objectives and the mutual interaction between the members of the study group. In STAD, no one is an automatic strike out and by the same taken no one is the guaranteed success, because it is improvement that counts and anyone is capable of improvement (Slavin,1995: 9)

Students work together in a spirit of cooperative learning situations such as requiring cooperation to achieve common goals, and coordinating of efforts to complete the task. Based on this, the researcher wanted to see the effectiveness of STAD strategy toward Students' Reading Comprehension at the eleventh grade of Madrasah Aliyah Hubbulwathan Duri. Reading is interactive process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skill and strategies to determine what the meaning is the meaning and information can be drawn.

Teaching reading should be conducted in an interactive, inspiring, fun, challenging, motivating, to actively participate, and provide enough space for innovation, creativity and independence in accordance with the talent, interest, and physical and psychological development of student. This strategy expected to improve student learning outcomes in the areas of English language study and determine the effectiveness of the implementation of the learning method. By applying the STAD strategy cooperative learning method on experimental and observational activities are expected to improve student learning outcomes and establish scientific attitude in students.

STAD (Student Teams Achievement Division) Strategy

STAD stands for student team achievement division, it is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a share learning goal. It was devised by Robert Slavin and his associates at Johns Hopkins University, students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, then students work together within their teams to make sure that all team members have mastered the lesson. Finally all students take individual quizzes on the material at which time they may not help one another. Students quiz scores are compared to their own past averages and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores as in figure 1, and teams that meet certain criteria may earn certificates or other reward.

Robert E. Slavin (2005:143) explained some components and process of STAD as belows:

1. The Components of STAD

Robert E. Slavin (2005:143) stated that cooperative learning of STAD type consists of five major components. They are: class presentation, teams, quizzes, individual scores, and team recognitions.

a. Class Presentation

Material in STAD is introduced in a class presentation. In class presentation, most often direct instruction or a lecture-discussion is conducted by the teacher, but could include audiovisual presentations. Class presentation in STAD is different from usual teaching; it must be clearly focusing in STAD unit. The students must understand about the presentation from the teacher so it will help them to do well in the quizzes. The quizzes score determine their team score.

b. Teams

After the teacher presents the material, the team meets to study worksheet or other material. Sometimes, the study involves students' discussion of the problems together, comparing answers and correction of any misconception if their teammates make mistakes. The team is the most important feature in STAD. At every point in STAD, emphasis is placed on the team members, doing their best for team and on the team doing its best to help its members.

The team provides the peer support for academic performance that is important for learning, and it provides the mutual concern and respect that are important for such outcomes as inter-group relation, self-esteem and acceptance of main stream students. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, race, and ethnicity. The major function of teams is to make sure that all in team members are learning and more specifically to prepare its members to do well on quizzes.

c. Quizzes

After approximately one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during quizzes. Thus, every student is individually responsible for knowing the material. So, the students are not permitted to help one another during the quizzes. Each student uses one copy of the quiz.

d. Individual Improvement Scores

The idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and perform better than in the past. Any student can attribute maximum points to his or her teams in this scoring system. Each student is given a ‘base’ score, derived from the student’s average past performance on similar quizzes. Students earn points for their team based on score. And the group improvement scores are got from the individual score of each member. The students earn points for their teams based on the degree to which their quizzes score (percentage correct) exceed their base score.

e. Team Recognition

Teams may earn certificates or other reward if their average score exceed a certain criterion. Student’s team score may also be used to determine up to twenty percent of their grade. The team that has improved the most is given most recognition.

2. Process of STAD Strategy in the Classroom

The process of using STAD Strategy in the classroom deals with the presentation and schedule of activities as the implementation of the STAD Strategy. Before using STAD Strategy, it needs some preparations in order to make the learning process run successfully. The preparations are as follows:

1. Materials

STAD can be used with curriculum material specifically design for students team learning or it can be used with material adopted from text books or other published source or with teacher.

2. Assigning students to teams

STAD represents a cross section of the class. A good team in the class is four to five persons that re-half male and half female.

a. Determining initial base score

Base score represent students’ average score on the past quizzes.

b. Team Building

Before starting any cooperative learning program, the writer started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

3. Schedule of activities

STAD consists of a regular cycle instructional activities, as follows:

a. Teaching

It means that the teacher present the lesson. The presentation should cover: opening, development, and guide practice and assessment respectively.

b. Team Study

1. Team study (half a class period)

2. Main Idea (Students study in their teams)

3. Material needs (the worksheet and answer sheet for every team)

c. Test

d. Team recognition.

(Yunita, 2017) stated that factors that influenced students' improvement by using STAD are collaboration in group, media, material that increases students' knowledge, activeness, self-confidence, and willingness to learn. Then, Reward that is given to the best group also the factor that makes them more diligent to develop their ability. The last factor is teacher's role as facilitator and source of information in learning. The teacher gives clear explanation and instruction for the students, more help and attention to the slow learners, increases students' motivation, and as partner in learning.

READING COMPREHENSION

Reading is a set of skill that involves making sense and deriviying meaning from the printed word (David Nunan, 2005:69). The goal of reading is comprehension. The purpose of the reading cannot be reached if there is no comprehension, while comprehension means the identification of the intended meaning of written and spoken communication (Jack. C Richard and Schmidt, 2010 :108). From these explanation it is clear that reading is a process in order to get some information from the reading text. Reading text is one of ways to get some information and knowledge where there is a communication between the reader and the writer through the words in the reading text.

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words sentences and paragraphs that encode meaning. The reader uses knowledge, skills and strategies to determine what the meaning is the meaning and information can be drawn if the students have many vocabularies to comprehend the content of reading textson the other hand

Caroline T. Linse (2006: 69) stated that reading is a set of skill that involves making sense and deriving meaning from the printed word. According to Grabe and Stoller (2002:9) reading is the ability to draw meaning from the printed page and interpret the information appropriately. From some of the statements it can be seen that reading is not merely as a process of reading words of the printed page but it more refers to get the meaning in order to get the information from the text.

Reading is one of the most important skills in learning language besides listening, speaking and writing. Reading is far for enjoyable when it is carried out seriously and efficiently. Reading is also the cognitive process of driving meaning from written or printed text. It is means of language acquisition, of or communication and of sharing information and ideas. Effective readers use decoding skills (to translate printed text into the sound language).

There are four categories of reading skill that commont used in reading activity, as stated by Brown (2001: 308) there are:

- a. Skimming: it gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas.
- b. Scanning: it purposes to extract specific information without read the whole text.
- c. Intensive reading: it is usually a classroom oriented activity in which students focus on the linguistics or semantics details of passages.
- d. Extensive reading: it is carried out to achieve a general understanding of a usually somewhat longer text.

The reading is the ability to draw meaning from the printed page and interpret the information appropriately. Reading can be taught as a way of drawing information of a text and forming and interpretation of that information. The meaning and information can be drawn if the students have many vocabularies to comprehend the content of the reading texts. In fact, human beings are preprogrammed to performance language acts such as listening, speaking, reading, and writing. The point to be made about the reading process is reading comprehension. Reading is one important skill to be mastered by the readers, because reading is one way to get knowledge from a written form, for example read a novel, a short story, a newspaper article, or a report of some type to understand the information in the text, to be entertained or to use the information for particular purpose. The overall goal is not to remember most of the specific details but to have a good group.

Mikulecky & Jeffries (2005: 24) offered some skills can be used by readers while reading the text reading skills they are:

- a. Previewing and making prediction, when you look for information before you read, this is called previewing and when you make guess about the passage, this is called making prediction.
- b. Scanning, scanning is very fast reading, when you scan, you look for information in the text to guess other things about the next.
- c. Making inferences, this mean you use the information new ways to think about words, learning thinking skills that will help build vocabulary, learn to guess the meaning of unknown words, learn how to use synonym and pronouns to help understand what you read.
- d. Learning to look the topic you will learn to look for the topic when you read, the topic is a key to understand what you read.
- e. Understanding paragraph, you will learn how to find the topic and main idea of a paragraph, they help you to understand quickly and help you remember what you read.
- f. Finding the pattern of organization, you will learn to recognize four basic pattern, finding the pattern helps you find main idea and remember the important details, looking for pattern is away to improve your comprehension while reading.

Reading comprehension is not learn immediately, it is a process that is learned over time. There are ten strategies that teachers can share with students to improve their comprehension of a text as explained by Brown (2001:306)

- a. Identify the purpose in reading.
- b. Use graphemic rules and patterns to aid in bottom-up reading.
- c. Use different silent reading techniques for relatively rapid reading.
- d. Skim the text for specific information.
- e. Scan the next for specific information.
- f. Use semantic mapping or clusterring.
- g. Guess when you are not certain.
- h. Analyze vocabulary.
- i. Distinguish between literal and implied meanings.
- j. Capitalize on discourse markers to process relationship.

Summarizing is the process of retelling the important parts of passage in a much shorter form Reading comprehension result when a reader knows which skill and strategies are appropriate for the type of text and understanding how to apply them to accomplish the reading purpose. In the case, the students must be able to read comprehensively thereby they can find out the main idea and character or plot development, draw inference and interpretation on what they have already read in the

text, generate question, identify and interpret vocabulary. Comprehension means the identification of the intended meaning of written or spoken communication (Jack.C.Richard & Richard Schmidt, 2010:108) in this study reading comprehension means a process of understanding the text in order to get the purposes of reading such to get the information and the meaning of the text.

METHOD

The design of this research is experimental research that used quantitative approach. The students' comprehend in reading a text will be tested using test. The writer uses experimental design, the research consists of two groups to be examined. The first is Experimental group. The Experimental group is treated by teaching them Reading activities using STAD strategy. However another group thought using conventional/traditional strategy. Both groups will be given pre-test and post-test. Pre-test is given before treatment which is presented six times as well as the presentation in control group. This design is called nonequivalent pre-test-post-test control group design as explained by Suharsimi Arikunto (2000: 276)

a. The Sampling Procedure

There are two classes at the eleventh grade of MA Hubbulwathan Duri. With total number are 30 persons. The sample technique that used is population sampling.

b. The Research Instrument

In order to get the data, the researcher gave the written test to the students to know about students' reading comprehension .

c. The Data Collection and Analysis

In this research, the data would be analyzed by using statistical method. Student's score at the experimental and control class would be used as the data of the research.

d. The Data Presentation

The researcher presented the data in order to know the students' reading comprehension at the eleventh grade of MA Hubbulwathan Duri. In the data presentation, the researcher attached the data of students' reading comprehension that different on control class and experiment class. The data was taken twice; they are pre-test before carrying out STAD Strategy and post-test after carrying out STAD Strategy.

Table 1. The Range Score and Classification of Students' Ability in Reading Comprehension

Score	Level of ability
81-100	Excellent
61-80	Good
41-60	Fair
21-41	Poor
0-20	Very Poor

FINDING AND DISCUSSION

The result of the research shows that the effect of STAD Strategy is effective to increase the students' reading comprehension, STAD helped the students to solve their problem in comprehend the text because they do some tasks and quizzes in the team and after that teams discussed to find the solution of the problems that they found in their teams. Based on statistical calculation in data analysis, the researcher gave interpretation of pre-test and post-test score in experimental class and control class. After the score obtained we need to consult to "t" (t table). While the degree of freedom is 28 on the table was not found, the researcher looked for the degree of freedom that closets to 28, that is 30. The t table at the table 5% significant level, it is 2,05. Meanwhile, in the level signed, significant 1% is 2,76. Thus, writer can analyze that students of t_o is higher that t-table in 5% or 1% it can be read that $2,05 < 2,36 > 2,76$. Based on the score obtained, it can be conclude that *Ha is accepted*. It means there is a significant effect of STAD to the student's reading comprehension at the eleventh grade of MA Hubbulwathan Duri.

The data is provide and seen in the following table:

Table 2. The Mean and Standard Deviation of Both Classes

Class	N	M	SD	t_{obs}	t-table
Experimental	15	7,46	8,39	2,36	2,76=1% 2,05=5%
Control	15	1,33	4,95		

Descriptive Analysis

Table 3. The Descriptive Statistics of The Students' Pre-Test in Experiment Class

N	Valid	15
	Missing	0
Mean		69.60
Std. Error of Mean		1.693
Median		72.00
Mode		72
Std. Deviation		6.555
Variance		42.971
Range		20
Minimum		56
Maximum		76
Sum		1044

Based on the table 3 above, the total of pre-test in experiment class from 15 Students was 1044 with minimum score was 56 and maximum score was 76. The mean of pre-test score 69.60 that considered to “Good” category. The median had value 72.00 and the mode had value 72 and the standard deviation from these score was 6.555.

Table 4. The Descriptive Statistics of The Students' Pre-Test in Control Class

N	Valid	15
	Missing	0
	Mean	68.80
	Std. Error of Mean	1.306
	Median	68.00
	Mode	68
	Std. Deviation	5.060
	Variance	25.600
	Range	20
	Minimum	60
	Maximum	80
	Sum	1032

Based on the table 4 above, the total of pre-test in control class from 15 Students was 1032 with minimum score was 60 and maximum score was 80. The mean of pre-test score 68.80 that considered to “Good” category. The median had value 68.00 and the mode had value 68 and the standard deviation from these score was 5.060.

Table 5. The Descriptive Statistics of The Students' Post-Test in Experiment Class

N	Valid	15
	Missing	0
Mean		77.07
Std. Error of Mean		.993
Median		76.00
Mode		76
Std. Deviation		3.845
Variance		14.781
Range		12
Minimum		72
Maximum		84
Sum		1156

Based on the table 5 above, the total of post-test in experiment class from 15 Students was 1156 with minimum score was 72 and maximum score was 84. The mean of post-test score 77.07 that considered to “Good” category. The median had value 76.00 and the mode had value 76 and the standard deviation from these score was 3.845.

Table 6. The Descriptive Statistics of The Students' Post-Test in Control Class

N	Valid	15
	Missing	0
Mean		70.13
Std. Error of Mean		.861
Median		72.00
Mode		72
Std. Deviation		3.335
Variance		11.124
Range		12
Minimum		64
Maximum		76
Sum		1052

Based on the table 6 above, the total of post-test in control class from 15 Students was 1052 with minimum score was 64 and maximum score was 76. The mean of post-test score 70.13 that considered to “Good” category. The median had value 72.00 and the mode had value 72 and the standard deviation from these score was 3.335.

CONCLUSION

Reading is one of the abilities that must be mastered by the students that is why in teaching reading the teachers must have creativities and strategies to teach the students especially to make the students comprehend the text and they can get the meaning of the text and get the information accurately from the text that they read.

STAD is one of strategies that can be used in the process of teaching reading at senior high school in order to increase the students' reading comprehension as implemented at Madrasah Aliyah Hubbulwathan Duri. This strategy helps the students to comprehend the text and do all the task and quizzes in a group and they will discuss about their problem with another groups. Doing a task and discussion make the students more active in the process of comprehending the reading text. It can be seen from the effect of this strategy in teaching reading at The Eleventh Grade

of Madrasah Aliyah Hubbulwathan Duri that the students' reading comprehension increased after teach by using STAD. It means this strategy effective in order to increase students' reading comprehension.

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