

Improving Students' Reading Comprehension in Narrative Text Through Students Team Achievement Division (Stad)

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ABSTRACT

The purpose of the study was to find out whether the use of the students who are taught English by using the Students Team Achievement Division and those who are taught English by using other methods is increasing reading skills. The writer used Student Team Achievement Division (STAD) to teach the students. The Design of the research was quantitative research. The instrument used Student Team Achievement Division (STAD) to collect data in this research was a set of tests, which consisted of test that are Pre-test and Post-test. A pre-test was given before the writer treated the students by using techniques, in order to find out the student's ability in mastering reading skills. Post-test was given after the writer did experimental teaching six times. It was aimed to find out the improvement of the student's ability in mastering speaking after teaching students with used classroom debate techniques. The result of the data analysis revealed that the experimental class had a total score of 832, whereas the control class had a total score of 173,377. The experimental class had a mean score of 20,133, while the control class had a mean score of 16,76. It was discovered that the experimental class's mean difference score was greater than the control class's (20,133>16,76). The outcome was, on the other hand, 0.99. Because of that, higher than (20,33 > 16,76). It means, was accepted. And the conclusion indicated that the ability of the students in mastering reading had increased after the writer Student Team Achievement Division (STAD) technique.

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1. INTRODUCTION

Language was a means of communication. It was essentially a system that was both oral and written. It was critical for us to learn languages, particularly English, because it was utilized as a medium of communication with nations around the world, making English the most significant language on the planet. Despite the fact that English did not have the largest number of native speakers of 'first' language speakers, it was widely used as a 'second' language by many individuals all over the world. Generally, there was no reason not to learn English, even though we have always argued there was no time to learn English due to the busyness of English as a foreign language. We need to know English as an international language and we can speak English means we can communicate with the billions of people in the world. Speaking, reading, writing, and listening are the four skills that must be learned in English. Reading was highly significant since mastering reading skills allows people to succeed in the educational area. In order to have a good reading talent, pupils must be exercised and coached. Reading is the process of recognizing or interpreting written materials, and it is idealized in the form of language. They can gain more experience, develop new concepts, solve problems, learn how words are used, how to apply grammatical rules, and acquire a wide range of knowledge through reading.

In mastering reading skill, students should be mastering the components meaning of new reading was found in a reading or information. The reading must of reading such as, pronunciation, grammar and vocabulary. When learning reading skill the students often find some problems. There are some problems usually students find in learning reading, because reading was not easy as we think (Awada et al., 2019). The problem Students have some difficulty when the teacher questions them about material that is not only mentioned in the text but is also mentioned in the context. Indonesian pupils lacked vocabulary, which made it difficult for them to grasp the material. Another challenge that the students had was determining the major theme of the book. Students should grasp those qualities in order to comprehend the book and respond to the well-served questions. Many factors can cause the problem of the students reading skills (Nikou et al., 2014)(Budiyo et al., 2019)(Elpisah & Bin-tahir, 2019). Of all, there was no single explanation why so many students struggled to read. Innate learning capacity, home environment, school quality, and so on are all important elements in determining how well a person learns to read. However, according to studies conducted by the National Institutes for Student Health and Development in the United States, there was one overarching explanation that was the core cause of the unacceptable high percentage of people who struggle with reading. These people have never received scientifically-based reading instruction that includes a complete and systematic phonics component (Glomo-narzoles & Ph, 2015).

Based on the problem mentions above, one of the best teaching method was Student team achievement division (STAD). STAD was very important to student Reading skill for the student to research to science knowledge and to learn discipline and application in life. So that the student can benefit of experience others people, like example of the isdom and intelligence was scholars(Wyk et al., 2010). According to Rai (2007), one of the numerous cooperative learning strategies that helps increase teamwork and self-regulating learning skills is cooperative learning. The reasons for choosing STAD were improved student engagement, a more positive attitude regarding the subject, enhanced self-esteem, and improved interpersonal skills. Because certain high performers function as tutors, STAD provides an additional source of learning inside the groups, resulting in high achievement.

Student team achievement division (STAD) was a collaborative learning technique developed by Robert Slavin (Jamaludin et al., 2018) in which small groups of learners with varying levels of ability work together to attain a common learning goal. Students are placed in four or five-person learning groups that are diverse in terms of ability, gender, and ethnicity. The teacher gives a lesson, and then students work together in groups to ensure that everyone in the group understands it(Khan, 2011).

There are steps to applying of Students Team Achievement Division technique in teaching English (Jamaludin et al., 2018). The first was STAD method of cooperative learning materials neatly prepared so that the learning process can as predicted the developed an activity sheet (sheet discussion) will be students cooperative groups and activity sheet answer sheets The second phase was for the kids to

establish a diverse group (Ghasemi & Baradaran, 2018)(Sirisrimangkorn & Suwanthep, 2013). Each group of 4-5 students consisting of students who are capable of high, medium and low. The third analyzing the student consists of five regular teaching activity, namely the delivery of the subject matter by the teacher, teamwork, appreciation test group and grade periodic reports.

Beside that, the writer choose Student Team Achievement Division in teaching learning process because this technique help the students to understand and remember the contents of the material. Its characteristics make students easier to understand about reading text (Alijanian, 2012)(Ishtiaq et al., 2017)(Jamaludin & Mokhtar, 2018)(Results et al., 2018). Therefore, writer will teach with Students Team Achievement Division. The teacher can help the students to translate the words who they not know and she will teach the way do text. Teacher cannot force students but teacher must give motivation to them so that they wish to learning.

In addition, one of the most significant issues is that research into the impact of Teaching and learning methods, particularly STAD, on the level of language performance attained by intermediate and advanced EFL students has received a very little amount of attention. In addition, the majority of instructors are tasked with managing big, diverse classrooms, which makes it challenging to meet the requirements of each individual student in the classroom. The research methods like as STAD make use of this diversity by encouraging students to learn from one another as well as from more and less knowledgeable classmates. Because of these factors, the researcher was inspired to look into how STAD affects the level of language accomplishment attained by intermediate students. To achieve the objective of the study the following hypothesis were developed.

- 1: (H⁰) = There is no difference between the achievement of control group and experimental group
- 2: (H_a) = There is discrepancy between the achievement of control group and experimental group

2. METHODS

The quasi-experimental design, also known as Quantitative research with the pretest-posttest control group design, was applied in this study. This provided a foundation for the impacts of the independent variable on the dependent variable, which consisted of the experimental groups and the control groupings. The STAD was used for the research study's experimental group, whereas the conventional instructional approach was used for the study's control group. This was solely limited to the selected subjects that were covered in the English reading Skills 2 course during the Preliminary Period of the Second Trimester of the Academic Year 2021/2022. The topic was delivered to the students in the experimental group by the instructor in the forms of a teacher, a demonstration, and a discussion. Following this, the pupils were divided up into five different teams that were intentionally diverse. The handouts, notes, and other resource materials were then subjected to in-depth examination by the groups. Following this, the instructor administered the questions, which may have been in the form of a test or seatwork tasks based on the previously covered material. After then, each student was responsible for providing a response on their own, with no assistance from the other members of their group. In order to calculate the team score, the mean scores of each of the competing teams had to be determined first. After that, the instructor chose to acknowledge the top three groups by bestowing a variety of accolades and incentives onto them. Following this, the instructor distributed follow-up activities to the class in the form of homework or assignments for the students to complete. In the case of the conventional instructional approach, the control group participated in the customary activities and exercises, including lectures, discussions, assignments, and seated-work tasks. Because there were no groups, pupils were forced to engage in solo study.

The population of this study is the first year students of SMAN 01 Simpang Tiga. There were 2 classes and each class consist about 30 to 30. It's mean the amount of the first year students all of classes about 60. The sample of this study was two classes. The writer will take two classes as sample by using randomly sampling. Simple random sampling is a sampling technique where every item in the population has an even chance and likelihood of being selected in the sample. Here the selection of items completely depends on chance or by probability and therefore this sampling technique is also

sometimes known as a method of chances. Class X1 as an experimental class, consist about 30 students including 10 boys and 20 girls. The writer will apply Students Team Achievement Division (STAD) technique to teach the students in experimental class. The control class was X2. The class consist about 30 students including 10 boys and 20 girls., which is teach apply another technique.

Following the completion of the pre- and post-tests, the results of all tests are compiled into a frequency distribution, which is then analyzed using the mean. In the experimental, the mean is used to get the average score of all students on the pre-test and post-test. Arikunto (2021:281) proposes the following formula as follow:

a. Mean

Mean is average from divisi between sums of students' scoring a total number of respondent. The formula is:

$$M_x = \frac{\sum}{N}$$

Where:

M_x : Mean

X : Number of Score

$\sum$: Sum or Add

b. Calculate t Test Score

The research used Arikunto Suharsimi's formula to calculate the statistical significance of the ratio observed (2021: 356)

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

In other to know how far group discussion technique could improved student's reading comprehension, the writer determined the whole score obtained. In order to determine the writer formulated the criteria that suggested by Arikunto (2009: 272) as follow:

1. Excellent : 81-100
2. Good : 61-80
3. Sufficient : 41-60
4. Insufficient : 21-40
5. Bad : 0-1

The Result of study

The study used the t statistic to determine the statistical significance of the observed ratio. The researcher created a table of students' scores from both classes to learn the results of the tests (pre-test and post-test) (experimental class and controlled class). These are the results of the researcher's investigation:

The Students' Results in Controlled and Experimental Classes

No	Students' Number	Controlled class				Students' Number	Experimental Class			
		Post-test (X1)	Post-test (X2)	Gain (X1)	Gain (X1) ²		Post-test (Y ₁)	Post-test (Y ₂)	Gain (dy)	Gain (dy) ²
1	4705	56	64	8	64	4729	76	84	8	64
2	4706	56	64	8	64	4730	56	88	32	1024
3	4707	80	76	-4	16	4731	80	76	-4	16
4	4708	32	76	44	1936	4732	76	92	16	256
5	4709	76	64	-12	144	4733	64	76	12	144
6	4710	72	68	4	16	4734	80	84	4	16
7	4711	32	52	20	400	4735	32	92	60	3600
8	4712	60	64	4	16	4736	32	76	44	1936
9	4713	72	64	-8	64	4737	72	84	12	144
10	4714	28	58	28	784	4738	56	80	24	576
11	4715	52	64	12	144	4739	76	76	0	0
12	4716	32	44	12	144	4740	68	80	12	144
13	4757	24	72	48	2304	4741	64	76	12	144
14	4717	48	64	16	256	4742	56	64	8	64
15	4759	72	76	4	16	4743	72	76	4	16
16	4718	48	72	24	576	4744	56	92	36	1296
17	4719	28	76	48	2304	4745	32	76	44	1936
18	4720	28	76	48	2304	4746	32	76	44	1936
19	4764	36	69	33	1089	4747	76	80	4	16
20	4765	36	84	48	2304	4748	48	84	36	1296
21	4721	60	76	16	256	4749	60	76	16	256
22	4757	48	76	28	784	4750	52	76	24	576
23	4722	64	56	-8	64	4751	68	72	4	16
24	4723	64	92	28	784	4752	32	92	60	3600
25	4768	64	60	-4	16	4753	68	84	16	256
26	4768	80	64	-16	256	4754	80	84	4	16
27	4724	76	84	8	64	4755	84	84	0	0
28	4725	84	84	0	0	4756	84	84	0	0
29	4726	32	88	56	3136	4757	32	88	56	3136
30	4772	56	76	20	400	4758	76	92	16	256
N=30		Σx ₁ =17 3.377	Σx ₂ =20 25	Σd=50 3	Σdx=253 .009	N=30	ΣY ₁ =1 832	ΣY ₂ =2 444	Σdy=6 04	Σdy ² = 364.81 6

The scores above show that 60 first-year students at SMAN 01 Simpang Tiga received a variety of scores, demonstrating their ability to read in a variety of ways.

Following that, the researcher obtains the following computation from the table above, using Arikunto's (2002:281) formula:

- a. Determining mean controlled class score with the formula:

$$M_x = \frac{\sum d_x}{N} = \frac{503}{30} = 16,76$$

- b. Determining mean experimental class score with the formula:

$$M_y = \frac{\sum d_x}{N} = \frac{604}{30} = 20,133$$

- c. Determining the deviation of controlled class:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

- d. Determining the deviation of experimental class:

$$My = \frac{\sum d_x}{N} = \frac{604}{30} = 20,133$$

Hypothesis testing

The Steps will be continued by calculating or comparing both the calculation results of the previous calculation result. It is obtained by mean and deviation score each class as follows:

$$M_x = -16,76 \quad \sum x^2 = 253.0093$$

$$My = 20,133 \quad \sum y^2 = 364.816$$

the value of t-test obtained:

$$\begin{aligned} t &= \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \\ &= \frac{16.76 - 20.133}{\sqrt{\left(\frac{252,520.97 + 352,655.47}{30 + 30 - 2}\right) \left(\frac{1}{30} + \frac{1}{30}\right)}} \\ &= \frac{+18,457}{\sqrt{\left(\frac{605.17644}{58}\right) \times \left(\frac{2}{60}\right)}} \\ &= 10.434,08 \times 0,03 \\ &= \frac{+18,457}{\sqrt{10244,08 \times 0,33}} \\ &= \frac{+18,457}{\sqrt{347,803}} \\ &= \frac{18,457}{18,65} \\ &= 0,99 \end{aligned}$$

Based on a significance level of 0.05 degrees of freedom, d.f = (Nx+ Ny - 2) = (30 + 30 - 2) = 58, then interpolate t 0,95(38) = 16,45 from the distribution list t with probability 0.99 and df = 58. Hypothesis testing is carried out at a significant level of 0.05 degrees of freedom d.f = (Nx+ Ny - 2) = (30 + 30 - 2) = 58, with probabilities (1 - α).

To test the hypothesis that the statistics used are the t-test, and for the formula that will be tested as follow:

$$H_a : \mu_1 > \mu_2$$

$$H_o : \mu_1 = \mu_2$$

It mean that sounds:

(Ha): There were significant differences between students who were taught English using the Student Team Achievement Division (STAD) strategy and those who were taught English using other methods in gaining reading skill.

(Ho): There were no significance differences between the application of the students achievement Division (STAD) technique in teaching English increase the students who are taught English by using students team achievement division and those who are taught English by using others methods in increasing reading skill.

Based on the results above, it is obtained t = 10,50 and ttable = 16,45, so t0 > ttable (0,99 > 16,45). Ha is accepted with significant level α = 0,05. It can be concluded that "Improving Students, Reading Comprehension In Narrative Text Trhough Students Team Achievement Division (STAD) at SMAN 01 Simpang Tiga " was accepted and the null hypothesis (H0) was rejected.

3. FINDINGS AND DISCUSSION

Based on the research finding above the whole scores in understanding English narrative text in reading comprehension is 100 point. Each correct answer was scored 4 and each wrong answer was scored 0 from 20 multiple choices questions was given. In order to determine the scores, the writer formulated level of scores in some criteria that was excellent, good, sufficient, insufficient, and bad. The lowest score for the test was 100 and the lower score was 0. The students score in understanding English narrative text was varieties in pre-test and post-test. It means "was there any significant different between the students who are taught English by using Student Team Achievement Division and those who are taught English by using others methods in increasing reading skill". In accordance with the research finding, the students' ability in experimental class in understanding English narrative text was more better than control class and their scores of the English narrative text test was higher than control class. The results of this research indicated that the first year students of SMA Negeri 1 Simpang Tiga in understanding English narrative text in reading comprehension. In accordance with the calculation showed in the previous sub chapter, we could see that in control class the mean of pre-test score (O_1) was 2025, The mean of post-test score (O_2) was 1832, and the different mean with t-test was 0,99. Furthermore in experimental class the mean of pre-test score (O_1) was 503, the mean of post-test score (O_2) was 2.444, and the different mean with t-test was 0,99

To end this study and to harmony with the conclusions mentioned above, the writer would like to set up some suggestions. After the writer conducted experimental research at SMA Negeri 1 Simpang Tiga, the writer found that were significant differences between students and ability students in understanding English narrative text in reading comprehension. There were only 16 students got excellent, they got score between 84 and 92, 32 students got score good, they got score between 38 and 83, 15 students got sufficient, they got score between 52 and 67, and only 1 students who failed to do the test because they got score below 52. Based on data analysis, the writer suggest to the English teacher to give some reading material in reading comprehension which related with students understanding and students environment. The teacher should give the familiar material there were around them so that the student understanding by themselves when reading comprehension implemented in teaching learning process at school.

To improve students' reading comprehension in reading, teacher should be more creative to create fun reading material in order to interest students to learn English especially narrative text. After it hoped the students can find many information from reading material, able to create English text type in various contexts and adjust themselves to new communication demands and they could implemented it in their everyday life. Also, enable students to engage in wider reading for enjoyment, self development, understanding other societies, cultures, values, and traditions will contribute to their emotional and spiritual growth. In teaching reading comprehension, the teacher should have good technique, strategy, approach, and method that suitable with students' condition has many characteristic and background because student background is very important thing to make teaching learning process fluently. Good technique, strategy, approach, and method will help teacher in teaching leaning process in order to help students in understanding reading comprehension. It is all depends on the teacher. During there are many good strategy and technique that teacher use in teaching learning process, the teaching learning process will fluently and interesting like teacher hope in reach teaching target in curriculum.

The hypothesis of study that there is no statistically significant gender difference in language achievement of students who learnt through STAD, was therefore retained. This implied that, students who learnt through STAD performed equally well in English while students who learnt through the conventional methods performed differently.

4. CONCLUSION

In short, a STAD technique based on organized cooperative learning embraces increased instructor participation, team rotation responsibilities, beneficial peer contact, and a welcoming learning

atmosphere. In the SMA Negeri 1 Simpang Tiga, both teachers and students praised, supported, and encouraged STAD cooperative learning. Students become more focused and self-motivated when their contributions to the group are appreciated by their peers. As a result, educators require additional training and ongoing professional development. Collaboration among instructors is extremely beneficial for improving in-class activities. Teachers should be encouraged to apply this strategy in the classroom. To summarise, STAD has a favourable impact on the language competency of EFL learners. As a result, future researchers may attempt to discover the impacts of STAD on other aspects of language acquisition, such as writing, grammar, listening, and speaking.

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