

## **STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE IN TEACHING READING COMPREHENSION**

**Ilma Anami Mufidah**  
*STAIN Tulungagung, East Java*

**Abstract:** Due to students' problems and difficulties to learn English text, it is the teachers' job to choose a suitable method in teaching reading comprehension. Student Team Achievement Division (STAD) is one method that is considered appropriate in making the students feel happy and enjoy their learning. When they are taught by using an enjoyable method, they will be able to enrich their reading comprehension easily and, in turn, they are expected to be able to master reading comprehension well. The problem and difficulties in learning reading comprehension were faced by the students at MTs Aswaja Tunggangri Kalidawir, and, thus, a study aimed at knowing the effectiveness of student team achievement division (STAD) technique in teaching reading comprehension was conducted in this school. The research design of this research was Pre-experimental design. The research finding in this research showed the difference between the averages of students' score reading comprehension when they were taught without student team achievement division (STAD) technique (72,55 %) and when they were taught using student team achievement division (STAD) technique (77,6 %). Statistical calculation using T-test showed that the score of T count (10.254) was greater than that of T table (1.725) with significant level 5 % and degree of freedom of 32. It was concluded that student team achievement division (STAD) technique is an effective method in teaching reading comprehension to junior high school, especially for eight grade at MTs Aswaja Tunggangri Kalidawir.

**Keywords:** STAD Technique, Reading Comprehension

English is a foreign language that is taught at school in Indonesia. Nowadays, English is needed for everyone because information, scientific books and other reference are written in English language. Because of that reason, English is very important and becomes a subject for elementary school, junior high school, senior high school and also university.

Choosing English subject to be taught in junior high school is good decision, because the students can learn English sooner and they will have strong memory about English. So, the students can be able to enrich their knowledge about English lesson when they continue their study to the higher education. By introducing English lesson in junior high school, the Indonesia

government shows that English lesson is important to be taught and every student must master English language in this era (globalization era).

In learning English, students should master the language skills and components. The language skills are listening, speaking, reading and writing. The language components are; vocabulary, structure, pronunciation and etc. the language skills should be taught in interesting way and the language component such as vocabulary should be mastered, so the students can use English language.

Helping the students to learn English in interesting method is an important aspect. In general, the big problems that students face in English are the lack of reading text correctly even to arrange the word into good sentence. So, it is the teachers' duty to help them. We know that the teachers in junior high school should have the unique or more interesting technique and method that make the students enthusiasm and enjoy to learning English.

However, most teachers are still confused to have one interesting method for their students. The same case also happened to English teachers in MTs Aswaja Tunggangri Kalidawir. Usually, they only introduced English reading text by using work sheet and answer sheet and asked the students to do the text. In fact, it should be avoided because it has several disadvantages, such as student will get bored and not all the mean of words can be understood. So, many students feel bored and uninterested in learning reading comprehension, and the effect is the students just have limited comprehension. Teaching using student team achievement division (STAD) method is used to make the students easier to learn the text. Student team achievement division (STAD) is suitable for students in junior high school, because student team achievement division (STAD) method is built around the coordination of speech and action (motor activity) and that is suitable with the children's character. The students can learn new word by listening and speaking. Student team achievement division (STAD) method is very easy to make the students understand about the text. Slavin (1995 : 33) explain that "Student team achievement division (STAD) system is one of the simplest and most flexible of the cooperative learning method, having will be used in second grade up to twelve graders and in such diverse subject area as math, language art, social studies, and science. In the cooperative learning type, students are assigned to three or four members in groups, with each mirroring the others to make up the class in terms of ability, background, and gender".

The technique does not make students feel bored, they can understand the words and feel enjoy to study in the classroom. Student team achievement division (STAD) makes students easier to know and understand the words. In teaching reading, it is very important. The learners must be interested in following the lesson. It is the teachers' responsibility to provide a variety of activities that keep them interested in the lesson. Teacher should also help the learner to understand the material.

Based on the above advantages of student team achievement division (STAD) method, this study was conducted to know whether there is a significant difference in the students' mastery of reading comprehension between students when they were taught without using student team achievement division (STAD) and when they were taught using student team achievement division (STAD).

## **METHOD**

This study uses pre-experimental design. In this study, the researcher used experimental design with a single subject. Single subject experiment design was the experimenter used the same subject as control group and experimental group. Experimental design was used by comparing between the experimental group and the control group. The class before taught using student team achievement division (STAD) was indicated as a control group the class after taught using student team achievement division (STAD) was indicated as experimental group. Both experimental group and control group in this study were taken from the same students.

The procedures of experiment in this study consisted of Pre-test treatment and Post-test. The Pre-test and Post-test are given to take the score of the students achievement before and after being taught by using student team achievement division (STAD) method. Then both the scores were computed by using T-test to find out if there is significant influence of teaching reading comprehension by using student team achievement division (STAD) method.

In this study the population was the eight grade of MTs Aswaja Tunggangri Kalidawir that consist of 21 students and all were used as sample of this study. The researcher selected this class because according to English teacher of MTs Aswaja Tunggangri Kalidawir, this class was one of class that had highest motivation to study English.

The Null Hypothesis (Ho) used in this study was “Teaching using student team achievement division (STAD) method to improve students’ reading comprehension in mastering reading comprehension in eight grade students’ of MTs Aswaja Tunggangri Kalidawir ineffective”, while the alternative Hypothesis (Ha) was “Teaching using student team achievement division (STAD) method to improve students’ reading comprehension in mastering English in eight grade students’ of MTs Aswaja Tunggangri Kalidawir is effective”.

The primary data in this research were students’ score reading comprehension. In this study, to obtain the require scores of the students’ reading comprehension in mastering reading, the researchers used two kinds of test. They were Pre-test and Post-test.

Pre-test was taken before doing treatment process. This test was done to measure the students’ ability in the first time. The researcher took the value to get the first information. The group got one Pre-test. Pre-test was given to the students at the first meeting on 01 May 2013. The form of Pre-test was consisted of 30 items consisting of: ten questions in the form of true or false, ten questions for multiple choices and ten questions in the form of easy. And the time allocation was about 70 minute. The Pre-test design can be seen in appendix 2.

Post-test was done after treatment process. The group got one Post-test. Post-test was given to the students at the third meeting on 10 May 2013. The form of Post-test was consisted of 30 items consisting of: ten questions in the form of true or false, ten questions for multiple choices and ten questions in the form of easy. And the time allocation was about 70 minute.

The two variables investigated in this research are student team achievement division (STAD) and reading mastery. To know whether there is any different mastery on reading of the students before and after being taught by using

student team achievement division (STAD) method, the writer analyses the collected data by using T-test.

## FINDINGS

To know the students' achievement of reading comprehension, the researcher gave Pre-test and Post-test in order to know their reading mastery before and after teaching reading comprehension by using student team achievement division (STAD) method. As mentioned before, the researcher used the test as the instrument in collecting data. It was given to eight grade students of MTs Aswaja Tunggangri Kalidawir as control group and experiment group.

The number of question given by researcher was 30 questions. It was consisted of ten questions in the form of true or false, ten questions for multiple choices and ten questions in the form of easy. There were 21 students as respondent or subject at the research.

To know the difference students' reading in the score taught without using student team achievement division (STAD) technique and taught using student team achievement division (STAD) technique, the researcher tested the hypothesis to the computation.

Table 1. The students' reading comprehension score taught without using STAD technique and taught using STAD.

No	Subject	Pre-test (X)	Post-test (Y)	d (Y-X)	d2
1.	A	58	86	28	784
2.	B	58	86	28	784
3.	C	45	68	23	529
4.	D	79	100	21	441
5.	E	86	100	14	196
6.	F	41	86	45	2025
7.	G	58	98	40	1600
8.	H	72	98	26	676
9.	I	45	98	53	2809
10.	J	79	86	7	49
11.	K	79	100	21	441
12.	L	86	100	14	196
13.	M	44	79	35	1225
14.	N	58	79	21	441
15.	O	55	86	31	961
16.	P	86	100	14	196
17.	Q	79	100	21	441
18.	R	58	79	21	441
19.	S	58	98	40	1600
20.	T	79	98	19	361
21.	U	41	86	45	2025
		$\Sigma X= 1344$	$\Sigma Y= 1911$	$\Sigma d= 567$	$\Sigma d2= 18221$

After the researcher found the difference score between Pre-test and Post-test, than the researcher has to find the average of the different score. Here, the researcher using the formula of Mean of deviation (Md) to found the Xd.

Table 2. Computation of Standard Deviation

No	D (Y-X)	d <sup>2</sup>	Xd (d-Md)	X <sup>2</sup> d
1	28	784	1	1
2	28	784	1	1
3	23	529	-4	16
4	21	441	-6	36
5	14	196	-13	169
6	45	2025	18	324
7	40	1600	13	169
8	26	676	-1	1
9	53	2809	26	679
10	7	49	-20	400
11	21	441	-6	36
12	14	196	-13	169
13	35	1225	8	64
14	21	441	-6	36
15	31	961	4	16
16	14	196	-13	169
17	21	441	-6	36
18	21	441	-6	36
19	40	1600	13	169
20	19	361	-8	64
21	45	2025	18	324
$\Sigma d = 567$		$\Sigma d^2 = 18221$	$\Sigma Xd = -26$	$\Sigma X^2d = 2912$

After finding the  $\Sigma X^2d$ , then the next step is finding the "T-test". The value of T-test is **10.254**. After knowing the T-test, the writer consulted the critical value on the T table to check whether the difference was significant or not. For this experiment, the writer used the 5% (0,05) alpha level of significance as usually used in educational research. The number of subject in this experiment was 21 with the degree of freedom (df) 20.

From the computation above, it can be seen that the value of T count is 10.254 with df is 20. The mean score taught without using student team achievement division (STAD) technique is 64 and taught using student team achievement division (STAD) technique is 91. It improved, with the T-test analysis that is used by the researcher, the result of T count is 10.254. The different which is appear in T count above mean that the mean taught before treatment is lower than the mean after treatment. Therefore, student team achievement division (STAD) technique improved the students reading comprehension.

Then the researcher gives interpretation to  $t_0$ . First the researcher considered the  $df = N-1$  with the  $df$  is 20. The researcher consulted to the score in the "T table". At the significant level of 0.05, the score of T table is 1.725. By comparing the "T" that the researcher has got in calculation T count = (10.254)

and the value of "T" on the T table  $t_{0, 05} = (1.725)$ . It is known that T count is bigger than T table  $(10.254 > 1.725)$ .

Because the T count is bigger than T table the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis is rejected, it means that there is different score of the reading achievement taught without using student team achievement division (STAD) technique and taught using student team achievement division (STAD) technique.

## DISCUSSION

The result of the test from teaching reading comprehension using student team achievement division (STAD) method make the students understand the text easily. Some mean of text are difficult for the students. So, the students feel bored to study. Using student team achievement division (STAD) method in teaching reading is an alternative to make the students feel enjoy and more interested. It is suitable with the Setiyadi's explanations (2006 : 128). He said that language learning is more effective and interested when it is fun.

Based on the research, it can be said that student team achievement division (STAD) method was effective way in teaching reading at junior high school, especially at eight grade students at MTs Aswaja Tunggangri Kalidawir. It also could be seen in the treatment process, the students more interested when the researcher applied this method. And they felt enthusiastic and also answered the researcher's questions actively.

## CONCLUSION AND SUGGESTION

From the previous and discussion, it can be concluded that there is a significant difference between students' mastery on reading before and after being taught by using student team achievement division (STAD) method. This means that student team achievement division (STAD) method is effective in teaching reading comprehension of the eight grade students at MTs Aswaja Tunggangri Kalidawir.

Based on the above conclusion, it is suggested that the English teachers, especially in junior high school, use student team achievement division (STAD) method because it's effective when applied in junior high school. And teachers must make the teaching activities as interesting as possible in order to make the students will not get bored and can get all of the materials. Besides, the students in reading class should also pay attention to the teacher's explanations since student team achievement division (STAD) method emphasizes on the students' physical responses according to teachers' instruction. Finally, for the researcher, it is expected that the result of this study can be used as reference to conduct a further research that is related student team achievement division (STAD) method.

## REFERENCES

- Arikunto, Suharsimi.. *Prosedure Penelitian: Suatu Pendekatan Praktik*. (Jakarta: Bina Aksara. 1997)
- A. Perfetti, Charles, *Learning Research and Development Center*, University of Pittsburgh

- Bond, Guy. L, Miles A. Tinker, Barbara B. Wasson, John B. Wasson. 1979. *Reading Difficulties: Their Diagnosis and Correction*. New York: Cambridge University Press.
- Brown; J. W; Lewis R. B: Harclerod, F. F. 1988. *AV Instruction: Technology, Media, and Method*. New York. Mc. Grow Hill Company
- Burn, A. and Roe. 1980. *Development Reading Skills*. London: Macmillan Publishing Company
- Carnie, Douglas. *Direct Instruction Reading*: Ohio Merrill Publishing Company. 1990
- Finnochiaro, Marry. 1974. *English as a Second Language from Theory to Practice*. New York: Regent Publishing Company Ltd.
- Fraenkle & Wallen. *How to Design and Evaluate Research in Education*. New York. 1993
- Freeman, Diane. 1994. *Techniques and Principles in Language Teaching*. New York: Oxford
- Grabe, William and Fredericka L. Stattler. 2002. *Teaching and Researching Reading*. England: Longman
- Harmer, Jeremy. 1998. *How To Teach English*. London: Longman
- Harris and Sipay. *How to Increase Reading Ability*. Longman Inc. 1980
- Harrys, J. Albertt and Edward R. Sippay. 1975. *How to Increase Reading Ability*. New York: Longman
- <http://www.nclrc.org/essentials/reading/reindex.htm>
- <http://karya-ilmiah.um.ac.id/index.php/disertasi/article/view/1049>
- <http://bigfkipunirow2008c.wordpress.com/2011/07/03/>
- <http://homeworkktips.about.com/od/studymethods/qt/stad.htm>
- <http://homeworkktips.about.com/od/studymethods/qt/stad.htm>
- <http://www.collegeboard.com/student/plan/college-success/26666.html/whatarereadingskills.htm>
- [http://www.sil.org/linualinks/literacy/referencematerials/glossaryofliteracyterms/w\\_hatarereadingskills.htm](http://www.sil.org/linualinks/literacy/referencematerials/glossaryofliteracyterms/w_hatarereadingskills.htm)
- <http://www.valrc.org/publications/pdf/teachingreading.pdf>
- Margono, *Metodology Penelitian Pendidikan*, Rineka Cipta, Jakarta, 2004
- Mc Whother, Kathleen T. 2005. *Reading Across the Disciplines, College Reading and Beyond*. Pearson Longman
- Olson, J. P. and M. H Dillner. 1982. *Learning to Teach Reading in Elementary School*. London: Macmillan Publishing Company
- P. Harris, David, *Testing English as a Second Language*, Mc Grew Hill Publishing Company, New Delhi, 1985
- Slavin, E. Robert. 1995. *Cooperative Learning Theory, Research and Practice*. England: John Hopkins University
- Suryabarata, Sunardi, *Metodologi Penelitian*, Jakarta 2004
- Thirion, Vincent, *The Technique of Teaching English*: Addison Wesley Longman Ltd. Publisher, 2003