THE EFFECTIVENESS OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENTS' READING ABILITY AT THE 8TH GRADE OF SMP N 3 SURAKARTA

Submitted as a Partial Fulfillment of the Requirements for

Getting Bachelor Degree of Education

in English Department

by

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UNIVERSITAS MUHAMMADIYAH SURAKARTA

2018

APPROVAL

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PUBLICATION ARTICLE

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THE EFFECTIVENESS OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENTS' READING ABILITY AT THE 8$^{\text{TH}}$ GRADE OF SMP N 3 SURAKARTA

ABSTRACT

This study aims at describing the effectiveness of STAD on students' Reading ability of the Eight Grade students at SMP N 3 Surakarta and describing the application of STAD strategy in teaching reading ability. In this research, the writer decides to use a quasy-experimental design. The reason why the writer uses this type of method is because the setting does not allow the control and the manipulation of all relevant variables. The subject of the research is the English teachers and the eight grade students at SMP N 3 Surakarta. In the eight grade, there are nine classes. The researcher observes in two classes of the eight grade students in SMP N 3 Surakarta and total students in the eight grade are 288 students. Informants who will be the source of data in this study are 8$^{\text{th}}$ grade English teachers and 8$^{\text{th}}$ grade students of SMP N 3 Surakarta. They were interviewed to obtain data related to the learning methods used by teachers and students in the learning process of reading. The result of this research is that there is influence of STAD to reading ability to the eight grade students of SMP N 3 Surakarta. It is proved by the calculation of mean score on Post- test that was 91 and Pre-test was 61. In percentage of the average achievement in reading ability, the Pre-test had 72,55 % and the Post-test had 77,6 %. So, we can say that there was 5,05 % difference. It can be concluded that the difference is statistically significant. The calculation of hypothesis test indicated T count > T table. Therefore, the null hypothesis, "there is a significant difference in achievement of students' reading comprehension between those taught using STAD strategy and students who are taught without using (STAD)". STAD procedures in reading comprehension generally involve teacher presentation, team study, individual quizzes, determination of team scores, and team reward or recognition. From these results can be concluded that the application of STAD can improve students' reading ability compared to learning outcomes in the class that did not use STAD method.

Keywords: STAD, reading ability, effectiveness

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pengaruh STAD terhadap kemampuan Membaca Siswa Kelas Delapan di SMP N 3 Surakarta dan menggambarkan penerapan strategi STAD dalam mengajarkan kemampuan membaca. Dalam penelitian ini, penulis memutuskan untuk menggunakan desain eksperimen quasy- eksperimental. Alasan mengapa penulis menggunakan jenis metode ini karena settingnya tidak memungkinkan kontrol dan manipulasi semua variabel yang relevan. Subyek penelitian adalah guru bahasa Inggris dan siswa kelas delapan di SMP N 3 Surakarta. Di kelas delapan ada sembilan kelas. Peneliti mengamati dua kelas siswa kelas delapan di SMP N 3 Surakarta dan total siswa

kelas VII adalah 288 siswa. Informan yang akan menjadi sumber data dalam penelitian ini adalah guru bahasa Inggris kelas 8 dan siswa kelas 8 SMP N 3 Surakarta. Mereka diwawancarai untuk mendapatkan data yang berkaitan dengan metode pembelajaran yang digunakan oleh guru dan siswa dalam proses pembelajaran membaca. Hasil penelitian ini adalah bahwa ada pengaruh STAD terhadap pemahaman bacaan terhadap siswa kelas delapan SMP N 3 Surakarta. Terbukti dengan perhitungan mean score pada Post-test adalah 91 dan Pre-test adalah 61. Dalam persentase pencapaian rata-rata dalam pemahaman bacaan, Pre-test memiliki 72,55% dan Post-test memiliki 77,6 %. Jadi, kita bisa mengatakan bahwa ada perbedaan 5,05%. Dapat disimpulkan bahwa perbedaannya secara statistik signifikan. Perhitungan uji hipotesis menunjukkan T hitung> T tabel. Oleh karena itu, hipotesis 0 , " ada perbedaan yang signifikan dalam prestasi pemahaman bacaan siswa antara mereka yang diajarkan menggunakan strategi STAD dan siswa yang diajar tanpa menggunakan (STAD)". Langkah-langkah STAD dalam pemahaman membaca melibatkan presentasi guru , tim belajar, dan tim tambahan. Dari hasil ini dapat disimpulkan bahwa penerapan STAD dapat meningkatkan kemampuan membaca siswa dibandingkan dengan hasil belajar pada kelas yang tidak menggunakan metode STAD.

Kata kunci: STAD, kemampuan membaca, keefektipan

1. INTRODUCTION

Reading is one of the four language skills taught in language teaching. According to Davies (1995: 1), reading is private. It is a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.

Based on curriculum 2013, teaching reading to Junior High School' students is directed to help them to understand meaning of functional written texts and simple essays in the form of descriptive, narrative, report, recount, and procedures text related to the environment. From the reading text, students are expected to be able to identify generic structure of the text and their language features and also understand the texts by applying various teaching strategy in learning activities, particulary in the reading activities.

As a key person in the teaching-learning process, the teacher also plays an important role as a facilitator. As facilitator, teachers must be able to facilitate learners to learn. One of them is facilitating the learners with appropriate teaching-learning strategy so that they can easily learn. Teaching strategy is a plan, method, or series of activities designed to achieve a particular educational

goal (David (1995) in Sanjaya (2004:124). Considering that all teaching strategies have their own strengths and weaknesses, a teacher should be able to choose the appropriate teaching strategy in teaching learning process. Expository teaching strategy and STAD are kinds of teaching strategy that can be applied in teaching reading.

Expository teaching strategy is a strategy which is a widely used by teachers in the classroom until now. Expository teaching strategy is also known as direct instruction. According to Borrich (1996:224), expository teaching strategy is a teacher-centered strategy in which teachers are the major information providers. This strategy is focused on providing verbal explanation by the teacher to large group of students in order to make them understand the material optimally. Here the students have a little chance to use the language. Besides in this strategy, students are generally concerned with improving their own grade, and goals that are individualistic rather than group-wide.

Student Teams Achievement Division (STAD) is one of the strategies of cooperative learning developed at Hopkins University based on years of research on cooperative learning. Slavin (1988:399) defines STAD as a method of cooperative learning consisting of mixed ability groups, a regular cycle of teaching cooperative study and quiz with recognition or other rewards to teams whose members most exceed their own past records. By using STAD, students get benefit from sharing ideas rather than working alone. Students help one another so that all can reach some measure of success, so the students not only learn from the teacher but also learn from their friends. Besides, this strategy provides more opportunity to the students to use the language so that the students are expected to be more active in the teaching-learning process.

From the previous condition and considering the characteristics of cooperative learning, the writer chooses Student Teams Achievement Division (STAD) to teach reading in order to improve the students'reading ability. The writer hopes through this strategy, the students will get better learning by which they will be able to improve their reading ability.

2. **RESEARCH METHOD**

In this research, the writer decides to use a quasy-experimental design. The reason why the writer uses this type of method is because the setting does not allow the control and the manipulation of all relevant variables. It is in line with Budiyono (2003: 83) who states that the purpose of quasy experiment is to get information which the informant has predicted with experiment that it is impossible to control and manipulate all relevant factors.

There are two variables, STAD and reading ability, STAD represents the independent variable and reading ability as the dependent variable. The ultimate purpose of the research is to determine the effect of the independent variable upon the dependent variable. In this research the writer wants to know whether or not there is a significant difference in reading ability between the students who are taught using STAD and those who are taught using expository and to know whether or not STAD is more effective than expository in teaching reading at the second year students of SMP N 3 Surakarta. So there are two groups, namely experimental group and control group. Experimental group is the class taught using STAD while control group is the class taught using expository teaching strategy.

3. **FINDING AND DISCUSSION**

3.1 Description of students' reading comprehension score taught using Student Team Achievement Division (STAD)

Initial learning activities using the STAD (Student Team Achievement Division) in the experimental class begins with preparing the learning as usual, the teacher performs apperception and the initial test by making an individual argumentation discourse to the students. Teacher requesting paired students to analyze descriptive text with focus on social function, structure, and linguistic element. Students Pairs of learners analyze each other descriptive text with a focus on social functions, structure, and language elements. Then the teacher asked students to describe their peer to introduce in English in accordance with the context. At the end of the learning the teacher asks learners to create a learning journal (learning

journal) to find out how far students understand the lesson. Students conclude lessons and teachers provide reinforcement.

In the initial test the number of students who received a good predicate as many as 3 students, who received predicate enough as many as 24 students, who received predicate less as much as 5 students, who got very good predicate and less once nothing. The highest score on this preliminary test is 78 and the lowest score is 55. The final test results are held after the learning, the number of students who got the predicate very good as much as 4 students, which got the good predicate as many as 15 students, which gets predicate enough as 13 students, which gets less and less predicate nothing. The highest score on this test is 90 and the lowest is

Tabel 1 Frequency Distribution Values of Experiment Group

No	Test Value Interval	Frequency Absolute
1	> 88	3
2	88-85	3
3	84-81	7
4	80-77	7
5	76-73	12
6	72-69	
	< 68	
Amount		32
Mean (X)		78,5
Standart Devisiation (Sd)		5,27079

3.2 Description of students' reading comprehension score taught without using Student Team Achievement Division (STAD)

Initial learning activities begin by preparing the learning as usual, teachers perform apperception and preliminary tests by making an individual argumentation discourse to the students. The teacher explains the discourse of the argument and the students listen, after which the teacher gives the final test of writing the argumentation discourse with a predetermined theme. Students have lessons and teachers provide reinforcement as reflection activities.

In the control class (Post test) the number of students who get a good predicate as much as 1 student, who gets predicate enough as many as 19 students, who got predicate less 9 and less once as many as 3 student. The highest score on this initial test is 78 and the lowest score is 55. And the average value of this control class is 67.8

Tabel 2 Frequency Distribution of Initial Test of Group Control Values

No	Test Value Interval	Frequency Absolute
1	78-76	1
2	75-73	5
3	72-70	7
4	69-67	7
5	66-64	8
6	63-61	2
	< 60	3
Amount		32
Mean (X)		67,8
Standart Deviatiation (Sd)		5,10811

Normality test is conducted to determine whether the study population is normal distribution or not. For this test use the kolmogorov-smirnov Test formula. The Normality test was performed on experimental class data and control class including preliminary and final test results of each group. From the calculation of normality test results obtained in the table below.

Tabel 3.3. Test Data Normality

Class	N	Mean	D_{maks}	D_{tabel}
Exsperiment		78,5	-0,09536	
Control	64	67,8	-0,1585	0,2540

The analysis of this research was made from the students' score of test. As explained in previous that the instrument used in this research was test, including Pre-test and Post-test. The analysis was made to find out whether or not there is significant difference in the score reading comprehension between the students taught without using Student Team Achievement Division (STAD) and those taught using Student

Team Achievement Division (STAD). It is also to find out the effectiveness of Student Team Achievement Division (STAD) in teaching reading comprehension to the eight grade students SMP N 3 Surakarta.

The conclusion that can be taken from the result of analysis and discussion shows that the achievement of student learning result by STAD is higher than the lecture method. Application of STAD (Student Team Achievement Division) can improve learning result of English student of SMPN 3 Surakarta, especially in reading skill. This can be seen from the difference in the mean value of the learning outcomes of the groups in the experimental group 78.5 while in the control group the average score is 67.8 and the final test is 75.53. Standard 1.00 initial test division to test the hypothesis using t-test. The result of t-test on preliminary test result is obtained tcount $\leq$ t table (-0,33$\leq$ 1,000) at α = 0,05 with dk = 26, which means there is no difference so it can be concluded that both groups depart from the same initial ability. While the result of t-test toward final test result is obtained t count > t table (3,31> 1,000) at α = 0,05 with dk = 26, which mean there is difference of learning result between experiment group and control group according to hypothesis proposed in research this. This indicates that the students 'learning outcomes in the experimental group applying STAD (Student Team Achievement Division) methods are better than the students' learning outcomes in the control class that apply the lecture method.

4. **CONCLUSION**

Teaching reading comprehension using Student Team Achievement Division (STAD) make the classroom climate interesting for the students to study and learn more. Students feel comfortable to learn and teacher will also teach well.

As weknow from the research findings, the students which are taught using Student Team Achievement Division (STAD) have higher score than teaching without Student Team Achievement Division (STAD). It is proved by the calculation of mean score on Post- test was 91 and Pre-test was 61. In

percentage of the average achievement in reading comprehension, the Pre-test had 72,55% and the Post-test had 77,6%. So, we can say that there was 5,05% difference. It can be concluded that the difference is statistically significant. The calculation of hypothesis test indicated $T_{count} > T_{table}$. Therefore, the null hypothesis, "there is a significant difference in achievement of students' reading comprehension between those taught using STAD and students who are taught without using (STAD)". From these results can be concluded that the application of STAD can improve students' reading ability compared to learning outcomes at a class that does not use STAD.

From the research results obtained then suggested things as follows:

1) Learning method is one component that influence student learning outcomes, because it is suggested to teachers to be able to choose the appropriate learning method in accordance with the learning objectives to be achieved.

2) Teachers are expected to use STAD (Student Team Achivement Division) on learning Indonesian, especially on reading skill. Because the STAD (Student Team Achivement Division) affects the student's learning outcomes and is able to re-engage students' memories during the final test.

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