

Improving Students' Reading Comprehension Through the Student Team Achievement Division (STAD) method.

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Abstrak : Penelitian ini bertujuan untuk mengetahui keefektifan dan persepsi siswa terhadap penggunaan metode Student Team Achievement Division (STAD) dalam meningkatkan kemampuan membaca pemahaman siswa. Penelitian ini menggunakan metode kuantitatif dengan pendekatan penelitian tindakan kelas (PTK). Penelitian ini dilakukan di kelas VIII.7 MTsN 2 Makassar dengan melibatkan 35 siswa sebagai sampel penelitian. Peneliti menggunakan observasi, angket, dan tes membaca yang terdiri dari pre-test, post-test I dan post-test II sebagai instrumen dalam pengumpulan data. Hasil penelitian menunjukkan bahwa penggunaan metode STAD dapat meningkatkan keterampilan membaca pemahaman siswa secara signifikan. Nilai rata-rata siswa pada pre-test adalah 58,86. Setelah dua siklus penerapan metode STAD, nilai rata-rata siswa pada post test II meningkat menjadi 88,57. Terjadi peningkatan sebesar 50,47% dari pre test ke post test II. Adapun persepsi siswa terhadap metode STAD yaitu mayoritas siswa menyukai metode tersebut berdasarkan respon siswa pada angket sebesar 68,6% siswa berpendapat bahwa metode STAD menyenangkan dan tidak membosankan, 62,8% siswa merasa terbantu dengan penjelasan teman kelompok, dan 60% berpendapat bahwa mereka menjadi lebih aktif selama proses pembelajaran dengan menggunakan metode STAD.

Kata kunci: *Student Team Achievement Division, Peningkatan, Pemahaman Membaca, Persepsi*

Absract : *This study aims to determine the effectiveness and students' perceptions of the use of the Student Team Achievement Division (STAD) method in improving students' reading comprehension skills. This study used a quantitative method with a class action research approach (CAR). This research was conducted in class VIII.7 MTsN 2 Makassar involving 35 students as the research sample. Researcher used observation, questionnaires, and reading tests consisting of pre-test, post-test I and post-test II as instruments in data collection. The results showed that the used of the STAD method could improve students' reading comprehension skills significantly. The students' average score on the pre-test was 58.86. After two cycles of applying the STAD method, the students' average score in the post test II increased to 88.57. There was an increase of 50.47% from pre-test to post-test II. As for students' perceptions of the STAD method, that the majority of students liked the method based on student responses to the questionnaire, 68.6% of students thought that the STAD method was fun and not boring, 62.8% of students felt helped by group mates'*

explanations, and 60% thought that they become more active during the learning process by using the STAD method.

Keywords: *Student Team Achievement Division, Improve, Reading Comprehension, Perception*

INTRODUCTION

Reading is one of the important skills in learning English. A student's reading ability is an important thing to improve, because by reading students will get more knowledge and information. In the process, reading activities are not only able to hide letters into sentences, but also must be able to understand the contents of the reading. As Flood and Saul explain (in Nihwan, 2020) that reading without understanding is a wasted activity. But improving students' reading skills is not an easy thing, especially in learning English. Many factors impede the success of teaching reading.

As the researcher observed in class activities during the Praktik Pengalaman Lapangan (PPL) in the eighth grade of MTsN 2 Makassar. Most students have a limited vocabulary, so it is difficult for them to understand the text. As for students who have a good English vocabulary, they are only able to understand the word but are unable to draw conclusions from the contents of the reading. Higher level students also tend to be more active during the learning process, while students with average and lower level tend to be passive and silent. This causes a significant difference between higher level students and students with average and low levels.

To overcome this problem, teachers can use several methods that are suitable for students, such as cooperative learning. According to Slavin (in Ariyanti, 2015) that the Student Team Achievement Division (STAD) is the simplest type of cooperative learning. This method requires students to work in groups, but in determining group success depends on individual success, so that each group member cannot only depend on other members because there are individual quizzes that determine group success.

The use of this method will be considered successful if there is a significant difference in improving student learning outcomes before using the STAD method and after using the STAD method. The success of the learning process carried out by the teacher can be seen from the increase in students' mastery and understanding of the subject matter (Sari, 2014). Somadayo (2011) states that a person is said to understand reading well if he has the ability to grasp the meaning of the words and expressions used by the author, the ability to understand explicit and implied meanings, the ability to make inferences.

Not only the use of appropriate learning methods, students' perceptions of learning methods are also very influential with learning outcomes because, if the learning method is fun, and appropriate so, it will affect the stability of conducive learning and students can understand the lessons properly and correctly. If a student has a good perception of an object, it will affect the attitude of students to like the object (Yahya, 2018).

METHOD

This research used a quantitative method with Classroom Action Research (CAR) approach. This approach is carried out as an effort to improving the efficiency and quality of education, especially the process and student learning outcomes at the class level (Hanifah, 2014). Researchers used Classroom Action Research designed by Kemmis and Mc Taggart which consisted of two cycles where each cycle consisted of four stages: planning, action, observation, and reflection. The population of this research was students at the eighth grade of MTsN 2 Makassar which consist of one class. The sample of this research was the eighth grade students of MTsN 2 Makassar, especially class VIII 7 which consists of 35 students. The instrument of this research was reading test to find out students' reading ability, questionnaire to find out students perceptions of the method used, and observation sheets. This research was done in 2 cycle, the researcher also did a pre-test on pre-cycle it aims to determine students' initial abilities.

FINDINGS AND DISCUSSION

Findings

Table 1
Pre-test score in Pre-Cycle

Students Initial	Students Score (Pre-Test)
AMA	70
ANA	50
ANW	20
BS	40
IMD	50
IR	60
KAN	50
MYS	60
M	60
MMI	60
MRM	80
MRA	50
MAA	50
MAAS	60
MAP	60
MA	40
MS	80
MM	60
ND	80
NK	50
NAC	60
NAN	90
NNK	70
NSR	60
NB	60

NA	40
PA	80
RAM	40
RAD	80
RS	60
SHP	80
SMR	20
SZO	80
SNS	50
ZAL	60
Mean: $\bar{X} = \frac{\sum X}{N}$	58.86

Based on the results of the pre-test above, it can be identified that there were only 8 students passed the KKM, while 24 of them did not passed the KKM standard. The highest score obtained was 90 and the lowest was 20. The class average score was 58,86. From the data above it can be concluded that most students in class VIII.7 needed an increase in reading comprehension of narrative texts.

Table 2
Comparison of Students' Mean Scores on the Pre-test and Post-test I

Students Initial	Pre-Test Score	Post-Test I Score
AMA	70	60
ANA	50	70
ANW	20	40
BS	40	50
IMD	50	80
IR	60	70
KAN	50	80
MYS	60	60
M	60	80
MMI	60	60
MRM	80	90
MRA	50	80
MAA	50	70
MAAS	60	80
MAP	60	70
MA	40	70
MS	80	90
MM	60	60
ND	80	80
NK	50	70
NAC	60	70
NAN	90	80

NNK	70	90
NSR	60	80
NB	60	70
NA	40	60
PA	80	90
RAM	40	40
RAD	80	80
RS	60	60
SHP	80	80
SMR	20	60
SZO	80	80
SNS	50	80
ZAL	60	80
Mean: $X = \frac{\sum X}{N}$	58.86	71.71

From the table above, it showed that the mean score of students Pre-Test was 58.86 and the mean score of students in Post-Test I was 71.71, and 17 students achieved KKM scores. It clearly showed there was an improving of students reading ability. In calculating the percentage of students' reading comprehension ability, the researcher used a formula and the result of increasing students' reading comprehension ability was 21.83%.

Table 3
Comparison of Students' Mean Scores on the Pre-test, Post-test I and Post-test II

Students Initial	Students Score		
	Pre-Test	Post-Test I	Post-Test II
AMA	70	60	80
ANA	50	70	100
ANW	20	40	70
BS	40	50	70
IMD	50	80	80
IR	60	70	100
KAN	50	80	100
MYS	60	60	90
M	60	80	100
MMI	60	60	80
MRM	80	90	100
MRA	50	80	80
MAA	50	70	80
MAAS	60	80	100
MAP	60	70	80
MA	40	70	80

MS	80	90	100
MM	60	60	70
ND	80	80	100
NK	50	70	90
NAC	60	70	90
NAN	90	80	100
NNK	70	90	100
NSR	60	80	90
NB	60	70	100
NA	40	60	80
PA	80	90	90
RAM	40	40	70
RAD	80	80	100
RS	60	60	80
SHP	80	80	100
SMR	20	60	80
SZO	80	80	90
SNS	50	80	80
ZAL	60	80	100
Mean: $X = \frac{\sum X}{N}$	58.86	71.71	88.57

From the table above it can be seen that the average student result in the Pre-Test was 58.86, the student average result in Post-Test I was 71.71, while the student average result in Post-Test II was 88.57. It really shows a significant improvement from the Pre-Test. Students showed that their reading comprehension ability were improving day by day, until at the Post-Test II stage, the average student score reached 88.57 with a total increase of 50.47% from the students' average score in Pre -Test. When compared between cycle 1 and cycle 2, the total increase obtained was 23.51%. In this cycle II from the 35 students, only 4 students did not passed the KKM score standard, and if it is calculated the percentage of classes that passed the KKM is 88.6%. Based on this, the researcher decided to stop the research at the second meeting in Cycle 2 with a total increase in students' reading ability of 50.47% from the Pre-test.

Table 4
The Result of Questionnaire

No	Statement	Response									
		1	%	2	%	3	%	4	%	5	%
1	Group learning inspires me to study more actively.	0	-	0	-	7	20%	7	20%	21	60%

2	Group discussions help me understand more of the main ideas from the text.	0	-	0	-	8	22.9%	13	37.1%	14	40%
3	Group discussions help me focus on key points that are overlooked in the text.	0	-	1	2.9%	0	-	15	42.8%	19	54.3%
4	Group discussion helps me to have a broader understanding of the text.	0	-	0	-	6	17.2%	7	20%	22	62.8%
5	Group discussions help me pinpoint parts I don't quite understand.	0	-	1	2.9%	3	8.6%	16	45.7%	15	42.9%
6	Group discussions help me improve my grades.	0	-	0	-	11	31.4%	8	22.9%	16	45.7%
7	Cooperative learning brings more fun to learning.	0	-	0	-	7	20%	4	11.4%	24	68.6%
8	Group study increases my class participation.	0	-	2	5.7%	8	22.9%	12	34.4%	13	37.1%
9	Group learning allows me to share knowledge	0	-	0	-	9	25.7%	10	28.6%	16	45.7%

	and help friends who have difficulty understanding the material, with the abilities I have.											
10	During group learning, I feel satisfied with the cooperation of my group members.	0	-	1	2.9%	0	-	15	42.8%	19	54.3%	
11	Group gift giving makes me excited to get good grades.	0	-	0	-	3	8.6%	7	20%	25	71.4%	

The results of the questionnaire above show that the STAD type of cooperative learning method has a positive impact on students in learning reading comprehension. Based on the data, most students are motivated in group learning using the STAD method, because there is a reward for the group that has the highest average score (71.4%). Students also thought that group learning with the STAD method was fun and not boring (68.6%). Students also thought that they felt very helped by group mates' explanations of material they had not understood (62.8%) and with this method students became more active during the learning process (60%).

Discussion

In Ariyanti (2015) categorized students' reading comprehension as said to increase the student's ability to achieve the individual mastery learning (learning passing grade) if 85% of students in the class were able to achieve individual learning mastery set at school, and based on the above data out of 35 students only 4 students who did not pass the KKM standard were used (75), in other words the proportion of students who passed the KKM standard was 88.6%. This improvement is in line with students' ability to answer questions given during the learning process and in the tests given in each cycle to test their reading comprehension. Almost all students who took the test in cycle II experienced a significant increase, when compared to cycle I where the proportion of class completeness was only 48.6% with an average student score of 71.71 in other words there was an increase with a percentage ratio of 23.51% between average score in cycle II and cycle I.

Hartanto (2018) in his research suggested that students felt very interested in the STAD method because they had the opportunity to exchange ideas with their peers and were motivated to do well on quizzes in order to get group rewards. Based on student responses to the questionnaire given in this study, it shows that most students are motivated to study in groups using the STAD method because of the reward system indicates that this method is effective in fostering a sense of healthy competition among students. In addition, the finding that students consider group learning with the STAD method fun and not boring indicates that this method is an interesting and fun way of learning for students. This study also revealed that students benefited from the STAD method in terms of peer explanations and became more active during the learning process. These findings indicate that the STAD method is effective in promoting collaborative learning and encouraging students to take an active role in their own learning.

CONCLUSION

Based on the results of data analysis and findings in this study, the increase in students' reading comprehension skills from the Pre-test to Post-Test II was 50.47%, with an initial average score in the Pre-test of 58.86 and then increased in Post-Test II to 88.57. In cycle I the average student score was 71.71 with 18 students not passed the KKM, while in cycle II the average student score was 88.57 and only 4 students who did not passed the KKM. So it can be concluded that by using the STAD method, students can improve their reading comprehension skills.

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