The Effect of Student Team Achievement Division to Improve Students’ Reading Comprehension for the 10th Grade of SMAN 5 Kabupaten Tangerang

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Abstract: The purpose of this research is to find out the effect of using STAD (Student Team Achievement Division) to Improve Student’s Reading Comprehension for the tenth grade of SMAN 5 Kabupaten Tangerang. This research was quantitative and the method is quasi experimental with the qualitative data. In this research the total of population is 403 students in the tenth grade of SMAN 5 Kabupaten Tangerang. To choose the sample of this research the writer conducted by using the purposive sampling, and took 71 students of two classes, there are: the first is experimental class (X MIPA 1) and the second is control class (X MIPA 2). The STAD technique used in experimental class in teaching and learning process, while LM technique used in control class in teaching and learning process. To collect the data, the writer used the written test, and to counting the data of descriptive data of class experiment and control, normality, homogeneity, chi-square, rank, and mann whitney used SPSS 24. Then the result of this research showed the score of students’ reading comprehension that used STAD technique in the value of post-test was higher then the student’s score of reading comprehension that used LM technique in the value of post-test. In conclusion, in this research indicated that there is any significant effect of using STAD (Student Team Achievement Division) to improve student’s reading comprehension.

INTRODUCTION

In language learning, reading is one of the subject that have to be learned by students because reading is main factor to achieving success in learning all the written text and it helps the student to have more skills in comprehending and interpreting the content of an English text. Based on the writer’s observation at SMAN 5 Kabupaten Tangerang the averages of students found the difficulty in learning reading comprehension. Then these charts below explain about how many students which can exceed or not on the minimum mastery criteria score in learning outcome of students reading comprehension.

The introduction contains the purpose of the study and why you are conducting the study. The main section of an article should start with an introductory section which provides more details about the paper’s purposes, motivation, research methods and findings. The introduction should be relatively nontechnical, yet clear enough for an informed reader to understand the manuscript’s contribution. The explanation above, it can be problem for the
student’s reading comprehension. It was because the students still have difficulties in learning reading comprehension, especially in aspect of reading comprehension, such as identifying of main idea, understanding of vocabulary, supporting details, reference and inference. Therefore, the writer tried to solve the problem above using STAD (Student Team Achievement Division).

STAD (Student Team Achievement Division) can be used in teaching and learning reading comprehension. It can be able to practice students through grouping activities in learning process in the classroom. By grouping, the students are able to solve problem together on discussing main idea, vocabulary, supporting details, reference and inference in the text. Jalilifar (2010) states that “STAD (Student Team Achievement Division) technique is more effective to improve student’s reading comprehension”. It was because STAD considered on student center that makes student active in learning reading comprehension. Wiliam Grabe (2002) stated that reading comprehension is strategic process monitor when the readers read the text in context of education.” It means, when student observes the text then gets some information and knowledge. Therefore, student can understand a text that they read and do it in context of education

According to Rinda (2012) “Lecture Method is pedagogy where the teacher centered, orally demonstrate the material when student listen and take note passively. It makes effective to teach a large number of students understand the material through a limited time. Then the teacher translation passages can ensure most of students understand with a short time.” In conclusion, STAD technique is teaching student to respect toward classmate and sharing knowledge each other and Lecture Method more to student learn in individual to get knowledge as passive learners.

Based on the identification of the problems above, the writer used the experimental research with two classes there were; X MIPA 1 as an experimental class and X MIPA 2 as control class. Both of them using difference techniques, experimental class used STAD technique and control class used conventional technique. In addition, the writer focused the study and limited the problem as “The effect of using STAD (Student Team Achievement Division) to improve student’s reading comprehension for the 10th grade of SMA NEGERI 5 Kabupaten Tangerang”.

The research conducted at SMAN 5 Kabupaten Tangerang in academic year 2019/2020. Located in Jl. Raya Salembaran No 29 Kosambi Kabupaten Tangerang – Banten 15214. There are some problems that face in student’s reading comprehension. Therefore, the writer chose this school as a location to implement the research. It was conduct from July to August 2019. The writer took a Quantitative Method in this research. To find out the different between variable the writer seen from the result of variable X (Student Team Achievement Division) and variable Y (Student Reading Comprehension).

According to Fraenkel R.Jack, Norman E Wallen (2011) states that “experimental research is type of research that directly attempt to influence a particular variable, and when properly applied, it is type for testing hypotheses about cause-and-effect relationship.” In experimental research, at least a partial determination of what causes the writer unable go to beyond identification relationship between description and prediction.

According to Mackey & Gass (2005) states that experimental study investigated the research question by using comparison or control groups. The research involves a comparison between two or more groups in many second language researches.

Therefore, the writer used experimental/quantitative in this research, because the writer applied two methods in the different classes to teaching reading comprehension, there were; in experimental class used STAD (Student Team Achievement Division) and control class used LM (Lecture Method). The result of the research data should be counted with the statistical data or using SPSS 24.
The writer gave a treatment for each class around 4 meetings and last for 90 minutes every meeting as stipulate in the school. Before process in treatment and explaining the implementation of studied by the writer. The writer gave a pre-test to the students in the first meeting to see the first score and to know how far students understand about reading comprehension. After that, the writer applied the method there were; STAD and LM on the treatment, then gave exercise to students in order to more understanding of the lesson that given by the writer in teaching reading comprehension. The first treatment used STAD technique to experimental class and the second treatment used LM technique to control class on teaching and learning process. The last step, the writer gave post-test to know how far students understanding on reading comprehension and to investigate the effect of each method toward the students after treatment.

In addition, for teaching and learning process the research conducted in 10th grade students at SMAN 5 Kabupaten Tangerang in academic year 2019/2020. Then the process conducted on 4 x 45 minutes per meetings and did not include on pre-test and post-test meetings. in this school LM (Lecture Method) is more useful in teaching and learning in classroom by the English teacher. Therefore, the writer took STAD technique to present the material with refers to curriculum and syllabus in the school to prepare the material that will teach to students.

The writer selected the population from 10th grade students at SMAN 5 Kabupaten Tangerang in academic year 2019/2020 in this research which consisted of 403 students of the population. There were twelve classes in 10th grade, they are X MIPA 1,2,3,4,5 and X IPS 1,2,3,4,5,6,7. Therefore, the writer used purposive sampling in this research because it was the technique of choosing the sample based on previous knowledge which have been already known that the characters of sample have close criterias. To collect data, the writer took a test to find out the different achievement between student in experimental class and control class by used pre-test and post-test. Therefore, pre-test uses to know student’ reading comprehension that gave by teacher before giving the material and post-test to know how far student’ prior knowledge that given after student achieve treatment. It gave to know the result of student prior knowledge in reading comprehension of each group to categories into high and low.

Conceptually, STAD is one of the techniques from cooperative learning that emphasize on team work to master the material. After the teacher present the lesson, students making a group that consist of four or five members and they should manage the activity together by team in which different skill and genders. The strategies should help student to be more thinking critically and creatively in learning independent then with using five strategies to improve student’ reading comprehension by STAD, there are; class presentation, team study, quizzes, individual improvement score, and team recognition.

One of strategy in teaching reading is used LM (Lecture Method), this technique to help student in learning reading comprehension by teacher instruction and translated the lesson. Then, this technique emphasized student to learn individual in mastering the material. The lecture method (LM) is teacher oriented that purpose to make effective in teaching a large number of student in the class and student can understand the material with the limited time which emphasize on grammar skill. The operational Lecture Method there are; teaching, questioning, clarifying, quiz and summarizing. One of important activities in life which is good to be habit is reading. Then, to shown the measurement of student comprehension, there is reading process as the result from reading comprehension. The purpose of reading is to get knowledge, information, and an idea from the written text. Therefore, the student should be mastered in reading skill, especially in reading comprehension because it very useful to study of any materials.
The form of multiple-choice as a written test is given by the writer consists of 35 question, the correct answer gets (1) score and the false answer get (0) score. In this research, whether or not the data had normal data distribution it was determine from normality test. The data consider normal if the value of $T$-table is small and $X^2$ is bigger at value 0.05. To count the data, the writer used SPSS 24. If the value of $X^2$ is lower then, $X^2$ at critical value 0.05. Therefore, the data is normally. The other method which use for normality test is Liliefors. The writer used the homogeneity test to determine whether or not the data distributions were homogeneous. F-test is used by the writer to this test because there are two groups. The significance level is 0.05, therefore if the value of F-value $\leq$ F-table the data were said to be homogeneous. To count the data, the writer uses SPSS 24.

This research was using statistical calculation, by SPSS 24 program to analyze the data. The program which has already collecting by the writer, because this research type is quantitative or experimental research. The writer compared between the post-test of experimental class and the post-test of control class. To get the result of the research, the writer used $t$-test with the degree of significance 0.05.

**METHOD**

The research conducted at SMAN 5 Kabupaten Tangerang in academic year 2019/2020, Located in Jl. Raya Salesmaran No 29 Kosambi Kabupaten Tangerang – Banten 15214. There are some problems that face in student’ reading comprehension. Therefore, the writer chose this school as a location to implement the research. It was conduct from July to August 2019. The writer took a Quantitative Method in this research. To find out the different between variable the writer seen from the result of variable $X$ (Student Team Achievement Division) and variable $Y$ (Student Reading Comprehension).

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method toward the students after treatment. In addition, for teaching and learning process the researchers was conducted in 10th grade students at SMAN 1 Kabupaten Tangerang. Then the process conducted on 4 x 45 minutes per meetings and did not include on pre-test and post-test meetings. in this school LM (Lecture Method) is more useful in teaching and learning in classroom by the English teacher. Therefore, the writer took STAD technique to present the material with refers to curriculum and syllabus in the school that will teach to students.

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quantitative or experimental research. The writer compared between the post-test of experimental class and the post-test of control class. To get the result of the research, the writer used t-test with the degree of significance 0.05.

RESULT AND DISCUSSION

This research used quantitative method to get the data the writer gave a test to the students for each class in experimental class and control class by multiple choices as the instrument and the score ranged from 0 – 100. To measure the validity and reliability of the instrument, the writer used SPSS 24 in analyzing the instrument. The test was given to find out the effect of using STAD (Student Team Achievement Division) to improve student’ reading comprehension for the tenth grade of SMAN 5 Kabupaten, Tangerang. The pre-test and post-test were given to students. Before treatment the pre-test was given and after treatment the post-test was given. The result from the student’ scores as the data to be analyzed and processed by using statistical (SPSS 24). The test of reading comprehension in the form of multiple choices that was given to the tenth grade of SMAN 5 Kabupaten Tangerang. The data of the student’ score of reading comprehension had analyzed by the statistical result SPSS 24.

Experimental Class

Table 4.1 Descriptive Statistics of Experimental Class

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretets</td>
<td>36</td>
<td>28</td>
<td>65</td>
<td>45.25</td>
<td>11.505</td>
</tr>
<tr>
<td>Posttest</td>
<td>36</td>
<td>74</td>
<td>100</td>
<td>92.58</td>
<td>7.081</td>
</tr>
<tr>
<td>Different</td>
<td>36</td>
<td>15</td>
<td>72</td>
<td>47.33</td>
<td>12.908</td>
</tr>
</tbody>
</table>

Based on the data above, it showed the value of the experimental class by using STAD (Student Team Achievement Division) in improving students’ reading comprehension. The data was taken from students’ answer of the experimental class in pre-test. The mean was 45.25 with the minimum score was 28, the maximum score was 65, sum score was 1629 and standard deviation was 11,505 with variance was 132,364. While in the post-test, the mean was 92.58 with the minimum score was 74, the maximum score was 100, sum score was 3333 and standard deviation was 7,081 with variance was 50,136. Then different value of the minimum score was 15, the maximum score was 72, sum score was 1704 with standard deviation was 12,908 and variance was 166,129. It showed that students in experimental class could be improve their understanding in reading comprehension well and increase score significantly.

Control Class

Table 3 Descriptive Statistics of Control Class

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretets</td>
<td>35</td>
<td>20</td>
<td>54</td>
<td>38.34</td>
<td>9.019</td>
</tr>
<tr>
<td>Posttest</td>
<td>35</td>
<td>62</td>
<td>91</td>
<td>77.46</td>
<td>8.082</td>
</tr>
<tr>
<td>Different</td>
<td>35</td>
<td>22</td>
<td>57</td>
<td>39.11</td>
<td>8.313</td>
</tr>
</tbody>
</table>

Source: Statistical Result SPSS24
The data above clarify the result of the control class which used LM (Lecture Method) as technique for teaching in the class to improve student’ reading comprehension. The data was taken by students’ score in pre-test of control class, showed that the mean score was 38,34. The minimum score was 20, the maximum score was 54, the sum was 1342 with standard deviation was 9.019 and variance was 81,350. While in post-test the mean score was 77,46 with standard deviation was 8,082, variance was 65,314, the minimum score was 62, maximum was 91 and sum was 2711. Therefore, the mean of difference value was 39,11, standard deviation was 8,313, the minimum score was 22, the maximum score was 57 with sum was 1369 and variance was 69,104. It was mean in this technique could be increase student’ reading comprehension well.

Therefore, the writer concluded that both STAD (Student Team Achievement Division) and LM (Lecture Method) was able to improve student’ reading comprehension well.

**Table 4. Test of Mann Whitney U**

<table>
<thead>
<tr>
<th>Null Hypothesis</th>
<th>Test</th>
<th>Sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>The distribution of Reading Comprehension is the same across Mann-Whitney Test Groups</td>
<td>Independent Samples</td>
<td>.000</td>
<td>Reject the null hypothesis</td>
</tr>
</tbody>
</table>

Based on the table above, it showed that the result of Mann-Whitney U Asymp Sig. (2-tailed) was 0.000. According to the criteria in Mann-Whitney U testing :

1. If the significant value or Asymp. Sig. (2-tailed) < 0.05 , so Ha is accepted.
2. If the significant value or Asymp. Sig. (2-tailed) > 0.05 , so Ha is rejected.

With the criteria of hypotheses as followed by:

1. Ho : there is not any significant effect of using STAD (Student Team Achievement Division) to improve student’ reading comprehension
2. Ha : there is any significant effect of using STAD (Student Team Achievement Division) to improve student’ reading comprehension

Based on the test statistics above in Mann-Whitney formulated can be seen that the value of Asymp. Sig. (2-tailed) was 0.000 < 0.05, so Ha is accepted. Therefore, the writer concluded that there is any significant effect of using STAD (Student Team Achievement Division) to improve student’ reading comprehension. The purpose of this research is to find out the effect of using STAD (Student Team Achievement Division) on the improvement of students’ reading comprehension. The observation and interview was done, which has implemented in SMAN 5 Kab. Tangerang with the English teacher there, then the writer found the problems of the student that related in learning reading comprehension. Therefore, the writer conducted a study with the title “The Effect of Using STAD (Student Team Achievement Division) to Improve Student’ Reading Comprehension for the Tenth Grade of SMAN 5 Kab. Tangerang.

The research divided into two steps, the first was pre-test and the last was post-test which administered to student in SMAN 5 Kab. Tangerang. The pre-test given before the writer giving a treatment of STAD (Student Team Achievement Division) to experimental
class and LM (Lecture Method) to control class, while the post-test given after the writer giving treatment and used technique in learning process. In order to know the student improvement in reading comprehension, the writer gave test around 35 item of multiple choice. The question was obtained from the National Examination questions. Otherwise, the writer kept to did the validity and reliability to this test. The instrument was given to students of experimental class and control class. Those are X MIPA 1 as the experimental class and X MIPA 2 as the control class has to consultancy by the writer.

After the writer got the result, mean from pre-test in experimental class was 45.25, and control class is 38.34. Therefore, in the experimental class that used STAD as the technique in learning reading comprehension, it seen the response of students in experimental class was good, interested, active, independent, help each other in solve the matter and good a teamwork to their group. The student can be helper to their friend in understanding about the text. On the other hand, the result of post-test given by the writer are higher than used LM (Lecture Method) by the mean of LM was 77.46 and the mean value of STAD was 92.58.

CONCLUSION
Based on the discussion, suggestion, formulation of analysis, objective the research, hypothesis and analysis result, it can be concluded that STAD (Student Team Achievement Division) is more effective than using LM (Lecture Method) to improve students reading comprehension as the writer counted the mean value of STAD was higher (92.58) then the mean value of LM (77.46). In other words, there is significant effect of using STAD (Student Team Achievement Division) to improve student’ reading comprehension for the 10th grade of SMAN 5 Kab. Tangerang. The value of pre-test and post-test have been obtained from the experimental class and control class. Therefore, it can be concluded that STAD (Student Team Achievement Division) could improve student’ reading comprehension on narrative text in teaching and learning process in classroom.

REFERENCES