

# THE EFFECTIVENESS STUDENT READING COMPREHENSION OF NARRATIVE TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD) METHOD

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## ABSTRACT

The aims of the study are to know if Student Team Achievement Division (STAD) method effective for improving students' reading comprehension on narrative text. And also, to know if the student like being taught in reading on narrative text through Student Team Achievement Division (STAD) method of the second-grade student of SMP PEMUDA BANJARAN. The sample of the research is 30 students. The method that was used in this research was pre-experimental design. The instrument are pre-test, post-test and questionnaire. The questionnaire is distributed to get students opinion the use of Student Team Achievement Division (STAD) method in teaching reading comprehension on narrative text. From this research, it was found that the value of  $t$ - that was higher than the  $t$  table ( $2.608 > 2.045$ ) so that the Null Hypotheses ( $H_0$ ) is rejected and the Alternative Hypotheses ( $H_a$ ) is accepted. It means that Student Team Achievement Division (STAD) method is effective to improvement students reading comprehension on narrative text. Besides that, from the result of the questionnaire, students gave positive response and valuable contribution toward the use of STAD method in learning Narrative Text. It can be seen from the questionnaire given to them; they felt fun, like being taught using STAD method, they enjoyable, insightful, helpful, understandable, energetic and they could visualize aspect of the text easily by STAD method. And they agreed that STAD method has detailed scoring system.

**Keywords:** *Reading Comprehension, Student Team Achievement Division (STAD) method, Narrative Text.*

## INTRODUCTION

In 2015, the data of Program for Students Assessment (PISA) released by Organization for Economic Co-operation and Development (OECD) shocked Indonesia. Because the level of reading comprehension in Indonesia is low. Reading is not really loved in Indonesia.

Indonesian School sets reading as a part of the topic for English Subjects in the learning process. Reading is one of the skills besides writing, listening, and speaking. Based on that thing there are some texts need to be mastered by junior high school students. One of the texts taught in school is narrative text. Anderson (1997:8) states that "Narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener".

The students usually feel difficult to comprehend the text in narrative text. They faced several obstacles when they are reading narrative text. One the problem is the use of method or strategies that the teacher use. One of the problems is the use of learning technique that teacher used because the teacher using a monotowns way to teach. It makes students bored and less active in a learning process. As people may know some teachers only focus to give the material straight, the teacher just explains and give an assignment in the learning process, not involving students in activities, and it will make students feel bored in the learning process.

One of the cooperative learning methods is the Student Team Achievement Division (STAD). Robert Slavin revealed that "the STAD learning model is a learning strategy carried out by teachers to create a multi-ability team practicing to learn concepts and skills together." (Slavin

The learning process must be effective to get optimal results for students. If the teacher doesn't use the right technique for students, it will make learning less effective, in this case the Student Team Achievement Division (STAD) method can help students in the effectiveness reading comprehension of narrative text.

Based on the background above, the researcher conducted research entitled "THE EFFECTIVENESS STUDENT READING COMPREHENSION OF NARRATIVE TEXT BY USING STUDENT TEAM ACHIEVEMENT DIVISION (STAD)"

## **RESEARCH QUESTION**

The research question of this research will be arranged as follows:

1. Is Student Team Achievement Division (STAD) method effective for improving students' reading comprehension on narrative text?
2. Do the student like being taught in reading on narrative text through Student Team Achievement Division (STAD) method?

## **RESEARCH DESIGN**

Pre-experimental design is an effective way to explore whether a potential intervention merits further investigation. (Salkind 2010:1082). To obtain the data, the method in this research is pre-experimental design by forming an experimental group because pre-Experimental design to achieve the goals. The researcher gives the pre-test, treatments, and post-test.

The researcher uses quantitative methods to determine whether the use of the effectiveness students' reading comprehension of narrative text by using Student Team Achievement Division (STAD).

### **Research Subject**

The subject of the research is the second grade of SMP PEMUDA BANJARAN.

- Population : The population of this research is VIII-A, VIII-B, VIII-C, VIII-D, VIII-E, VIII-F, VIII-G, VIII-H, VIII-I, VIII-J. Each class has 30 students. So, the total is 300 students.
- Sample : The sample of this research falls into one class out of ten classes, suppose the sample falls into class VIII-J. The class is chosen randomly by using lottery.

## **LITERATURE REVIEW**

### **Reading**

Reading is very important skill that students need to master. It helps student to understand the meaning of the text. In reference to Anderson et al. (1985 cited in Abbas 2016:230), reading is the process of making meaning from written text. While Johnson (2008:4 cited in Pokharel 2018:76) has defined that reading as the process of a practice of using text to establish meaning. It enables the readers to learn many things because reading is the gateway of knowledge.

One of the key characteristics of reading is that we have a clear purpose of doing it. Grellet (1981:4 cited in Watkins 2017:3) identified two main reasons for reading: reading for pleasure and reading for information.

Both reading for pleasure and reading for information are important. Reading for pleasure will entertain the reader and give them the information they want to know such as teenager reader are curious about the trending topic in social media. Reading for information will give the reader a specific information such as academic reading and reading a newspaper. In this research, it will focus on reading for information: narrative text.

### **Reading Comprehension**

According to McNamara (2007:10), reading comprehension is a critical process of designing and implementing, extracting and constructing meaning from text. It contains a variety of activities such as students have to be creative to get the inference of the written text.

Gilakjani (2016: 2) says that reading comprehension is an interactive process of finding meanings from a text. Reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways to improve it among learners. Understanding reading is a series of cognitive activities that cover many dimensions such as understanding words and their meanings, conscious reactions, and integration. Understanding is more than just recognizing and understanding words. True understanding means understanding what you read and connecting ideas in the text with what you already know. This also means remembering what you have read. In other words, understanding means thinking while reading. (Mikulecky and Jeffries, 2007: 72).

The important strategies in reading comprehension are they readers have to activating their background knowledge, knowing the purpose of the text that they read,

generating question during reading and summarizing the important thing and put in into their own words.

### **Narrative Text**

According to Anderson (1997:8), Narrative is a piece of text which tells a story and, in doing so. Narrative has purposes to entertain or inform the reader or listener.

Then, Rebecca (2003) states that a narrative text is a text which relates a series of logically and chronologically related events that are caused or experienced by factors. A key to comprehending a narrative is a sense of plot, of theme, of characters, of events, and of how they relate. In addition, she explains that a narrative is a text that has character, setting, and action. It can be interpreted that narrative text is a text that tells a story or experience.

From the definition above, it said that narrative text is a story tells about something interesting that has purpose to amuse and to entertain for the readers or listener.

Feature of language is important to know. It is the way to understand grammatical feature of a text (Bowers 2011:31). According to Davidovich (1986:51), language feature is language community that may be described as a group of social interacting that revealing a certain identity of a text. But Richards (2000:10) states that language feature is structure of a text which described characters and purposes of the text. Among the most important language feature of a particular text types are those which contribute to guide the reader through the text (Palmer 2003:3).

The generic structures of narrative text are orientation, complication, sequence of events, resolution and coda.

### **Student Team Achievement Division (STAD) Method**

Narzoles (2015:2) advanced that STAD is one of cooperative learning method that enhance collaboration and independent learning. It is a cooperative type of class management that divides students into four or five members of teams learning (Yusuf, Natsir and Hanum 2015:106).

According to Gross (1991:56 cited in Yusuf, Natsir and Hanum 2015:101), STAD is a method in the process of teaching and learning that is effective to enhance students' motivation and enthusiasm. It develops students responsibility in their own group and helps students to complete a task by working together and ensuring all that team members have mastered the lesson so that students learning from each other in group because the purpose of STAD is to accomplish students' learning as a team and to capitulate that a task would not be completed if not all members understand the content. As such, Slavin (1995 cited in Narzoles 2015:2) defined the three STAD precepts which are responsibility, teamwork and equality among the students.

So, based on the descriptions, STAD is one type of cooperative learning that is effective to improving students' motivation, enthusiasm and it develops students' teamwork and responsibility in their own group.

According to Narzoles (2015:2), the advantage of Student Team Achievement Divisions (STAD) method is foster good interaction among students, enhance positive

attitude towards the course, boost self-confidence, improve academic performance and increase interpersonal skills of EFL learners.

While Cooper (2010:260) defined STAD method as a promoted by Slavin has a lot of benefits. Those are:

- a. STAD is appropriate to use in almost all skill and area.
- b. STAD focuses on task structure, team composition and reward system.
- c. reward systems for teamwork recognize progress of individual members.
- d. Grades of individual achievement are completely determined by individual performance.
- e. STAD has the most detailed scoring systems.

### **Teaching of Reading**

Teaching is developmental process that the action is inquiry and reflection in which the teacher guide and facilitate learning, give a chance to the learners to learn and sets the condition for learning (Kroll 2005:10).

A lot of teachers find that teaching reading to English as a Foreign Language (EFL) learners is not as easy as they think. The problem is that some students give up on trying to learn how to read and get the information of English text. They are confusing about unfamiliar words, sentence or paragraph. Some of them are believe that reading is a boring activity (Farell 2008:1).

Teaching reading can be a pleasure activity to students by divided them to group. Students will find it pleasure because they think that they do not read alone and they have partner to discuss.

### **The Teaching Reading on Narrative Text through Student Team Achievement Division (STAD) Method**

According to Slavin (1995 cited in Rakhman and Syatroh 2015:73), the implementation of STAD method in teaching reading are:

1. Students are placed with learning teams of 4-5 people who are a mixture according to the level of achievement, gender and ethnicity.
2. The teacher presents the lesson: narrative text.
3. Students work on their team to read about the example of narrative text and make sure that all team members have mastered the content of narrative text.
4. Each group present their presentation in front of the class about the content of the narrative text.
5. Students work on their team to answer a group test about the material they have presented.
6. All students are given an individual test on the material. At the time of this test, they should not help each other.
7. Teacher announces the highest score of the best team of the week based on the presentation and the group test.

8. Teacher announces the highest score of the best student of the week based on individual test.
9. Conclusion.

## **FINDINGS**

The research was held on Friday, 27<sup>th</sup> May 2022. The research was held in SMP PEMUDA BANJARAN. The researcher chose 30 students as the sample. The researcher used pre-test, treatment, post-test and questionnaire as the instrument.

### **The Pre-test Data Result**

The pre-test was used to know the students' score on narrative text before the treatment given. The test was given on Friday, 27<sup>th</sup> May 2022 began at 07.30 a.m-08.30 a.m. the pre-test applied reading test, the students were assigned to do the exercises. In the test, they should answer ten questions of narrative text in form of multiple choice. When the test held, students looked confused because they didn't understand well about narrative text.

The highest score of the students in the pre-test was 50 which was got by four students and lowest score is 10 which was got by four students. The mean score of the students was 28. It showed that students' score result pre-test was lower than KKM score. The KKM score of reading in English subject in SMP PEMUDA BANJARAN is 70. It means that students' understanding on narrative text needed to be improved. Therefore, the researcher gave the treatment to the students.

### **Treatment**

The treatments were implemented in four meetings, those are the first treatment was held on Friday, 3<sup>rd</sup> June 2022, the second treatment was implemented on Tuesday, 7<sup>th</sup> June 2022, the third treatment was held on Friday, 10<sup>th</sup> June 2022, and the last treatment was implemented on Tuesday, 14<sup>th</sup> June 2022.

In the treatment, the researcher did some steps, those are:

- a. The researcher explained in detail about narrative text such as the definitions of narrative text, the generic structure of narrative text, the type of narrative text, the characteristic of narrative text, the language feature of narrative text and the purpose of narrative text.
- b. The researcher asked student to make group consist of 5 persons in group.
- c. Each group discussed the material of the meeting. The first meeting discussed about Snow White, the second meeting discussed about Toba Lake, the third meeting discussed about the lion and the mouse and the last meeting discussed about the silent love.
- d. Each group presented their understanding on the material in front of class.
- e. Each group should answer 5 questions in form of essay and the researcher checked it and concludes the highest score of the group.
- f. Students understanding on narrative text are examined in individuals' quiz. There were 5 questions that students needed to answer in form of multiple choice. The highest score of the quiz would be the best student of the week.

- g. In the end of the meeting, the researcher announced the best group of the week and the best students of the week. Then the researcher gave the conclusion of the meeting.

### **The Post-test Data Result**

The post-test used to know the students score reading after the treatment given. The post-test was given on Friday, 17<sup>th</sup> June 2022 at 07.30-08.30 a.m. The post-test applied reading test. The students were assigned to do exercise. The post-test was the same as the pre-test.

The highest score of the students in the post-test was 100 which was got by twelve students and the score that fits the KKM is 70, which is obtained by six students. The mean score of the students was 88. It showed that students' score result of post-test was same as KKM score. The KKM score of English subjects in SMP PEMUDA BANJARAN is 70. It means that students understanding on the narrative text was improved.

From the data above, the researcher did some steps to compute the data, the step are:

1. Computing the mean score of the pre-test

$$\bar{X}_1 = \frac{\sum X_1}{N}$$

$$\bar{X}_1 = \frac{840}{30} = 28$$

**The mean score of pre-test is 28.**

2. Computing the mean score of the post-test

$$\bar{X}_2 = \frac{\sum X_2}{N}$$

$$\bar{X}_2 = \frac{2640}{30} = 88$$

**The mean score of post-test is 80.**

3. Computing the amount of difference score of the pre-test and post-test

$$\sum D = \sum X_2 - \sum X_1$$

$$= 2640 - 840$$

$$= 88 - 28$$

$$= 60$$

**The amount of the difference score of the pre-test and post-test is 60.**

4. Computing the score of degree of freedom

$$Df = N-1$$

$$= 30-1$$

$$= 29$$

**The score of degree of freedom is 29.**

5. Computing the t-observed

From the data above, the researcher computed out the dependent t-Test using formula as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left( \frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)} \right)}}$$

$$t = \frac{28 - 88}{\frac{112600 - \frac{3240000}{30}}{30(30-1) - 60}}$$

$$t = \frac{112600 - 108000}{30(29) - 60}$$

$$t = \frac{-4600}{\sqrt{\frac{870}{5,28}}}$$

$$t = \frac{-60}{2,3} = 2.608$$

**The t-observed value is 2.608**

The obtained the value after computing the t-observed is 2.608. The value of t-table is gained from Degree of freedom (Df), the formula used is Df = N-1, which is N is the total number of respondents. So, Df = 30 – 1 = 29 at the level significance of 05 for two tailed test is 2.045. It is clear that t-observed is higher than t-table (2.608 > 2.045). It means that there is significance difference in students score before and after the treatment. It also means that teaching reading of narrative text through Student Team Achievement Division (STAD) method is effective.

### The Questionnaire

The questionnaires were distributed in the end of the last treatment to find students responses toward the use Student Team Achievement Division (STAD) method in learning narrative text. The questionnaire was given on Tuesday, 14<sup>th</sup> June 2022.

No	Question	Yes (Agree)	No (Disagree)
1.	Is learning narrative text through STAD method fun?	100 %	–
2.	Do you like being taught by STAD method?	100 %	–
3.	Do you think time seemed to go by quickly during this class session?	100 %	–



4.	Do I gave a deeper taught into the content of today's lesson through STAD method?	100 %	–
5.	Is the quiz section complete your attention?	90 %	10 %
6.	Did the group discussion section gave you more understanding by classmate's viewpoints?	100 %	–
7.	Will you be able to apply what you learn in today's lesson?	100 %	–
8.	Does reward system in STAD method gave you more energy to be the best?	94 %	6 %
9.	Can you could visualize aspect of the text easily by STAD method?	20 %	80 %
10.	Does STAD method has detailed scoring systems so it is fair enough to students?	100 %	–

**Table The result of the questionnaire**

## **THE DISCUSSION**

The result of the research shows that there is any significant difference between before and after the students who thought using Student Team Achievement Division (STAD) method.

Based on the result above, it showed that the use of Student Team Achievement Division (STAD) method gave valuable contribution in teaching reading comprehension on Narrative text.

The result of the questionnaire showed that 30 students (100%) liked being taught by Student Team Achievement Division (STAD) method. It can be concluded that the students gave positive response and valuable contribution toward the use of Student Team Achievement Division (STAD) method in learning Narrative Text.

From the explanation above, it can be concluded that Students Team Achievement Division (STAD) is more effective. Because, the results of the reading comprehension learning test using the Student Team Achievement Division (STAD) method show that students are able to understand the text. After the Student Team Achievement Division

(STAD) treatment, the students' scores were better than before the treatment. This means that the Student Team Achievement Division (STAD) technique can increase student grades. Based on the results of the study, there was an effective use of the Student Team Achievement Division (STAD) in Teaching Reading Comprehension in class VIII-J Students of SMP PEMUDA BANJARAN.

## CONCLUSION

Based on the findings and discussion mentioned in the previous chapter, it can be concluded that the use of Student Team Achievement Division (STAD) method in learning reading comprehension of narrative text is effective. It can be seen from the results of students' reading comprehension scores that students who learn to reading comprehension using Student Team Achievement Division (STAD) method. The results showed that the obtained the value after computing the t-observed is 2.608. The value of t-table is gained from Degree of freedom (Df), the formula used is  $Df = N - 1$ , which is N is the total number of respondents. So,  $Df = 30 - 1 = 29$  at the level significance of 05 for two tailed test is 2.045. It is clear that t-observed is higher that t-table ( $2.608 > 2,045$ ).

Meanwhile, based on the result above, as the conclusion of the questionnaire students gave positive response and valuable contribution toward the use of Student Team Achievement Division (STAD) method in learning Narrative Text. It can be seen from the questionnaire given to them; they felt fun, like being taught using Student Team Achievement Division (STAD) method, they enjoyable, insightful, helpful, understandable, energetic and they could visualize aspect of the text easily by Student Team Achievement Division (STAD) method. And they agreed that Student Team Achievement Division (STAD) method has detailed scoring system. So, it was fair enough to the students.