



**THE EFFECTIVENESS OF STUDENTS TEAM ACHIEVEMENT
DIVISION (STAD) IN READING HORTATORY EXPOSITION TEXT
AT ELEVENTH GRADE STUDENTS OF SMAN 1 PURWOASRI
IN ACADEMIC YEAR 2014/2015**

ARTICLE

Presented as a Partial Fulfillment of the Requirements to obtain
the Sarjana Degree (S.Pd) of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



By:

ARIE RISTANTO
10.1.01.08.0036

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**

APPROVAL PAGE

SKRIPSI

By:
ARIE RISTANTO
NPM: 10.1.01.08.0036

ENTITLED:

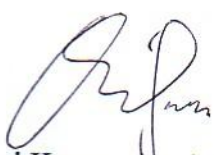
**THE EFFECTIVENESS OF STUDENTS TEAM ACHIEVEMENT
DIVISION (STAD) IN READING HORTATORY EXPOSITION TEXT AT
ELEVENTH GRADE STUDENTS OF SMAN 1 PURWOASRI IN
ACADEMIC YEAR 2014/2015**

Approved by the Advisors to be proposed to
the English Education Department Examination Committee of
University of Nusantara PGRI Kediri


Kediri, June 8th, 2014

The Advisors,

Advisor I,


Dewi Kencanawati, M.Pd
NIDN. 0707097102

Advisor II,


Moh. Kusen, M.Pd

APPROVAL SHEET

SKRIPSI

By:

ARIE RISTANTO
NPM: 10.1.01.08.0036

ENTITLED:

**THE EFFECTIVENESS OF STUDENTS TEAM ACHIEVEMENT
DIVISION (STAD) IN READING HORTATORY EXPOSITION TEXT
AT ELEVENTH GRADE STUDENTS OF SMAN 1 PURWOASRI
IN ACADEMIC YEAR 2014/2015**

Approved and Accepted by all its qualification
by the Examination Committee of
University of Nusantara PGRI Kediri

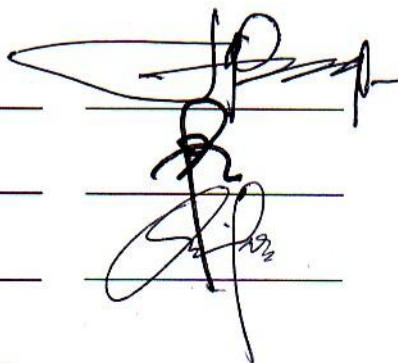
Kediri, May 27th, 2015

Board of Examiners,

Chairman : Drs. Setya Adi Sancaya, M.Pd

First Examiner : Moh. Kusen, M.Pd

Second Examiner : Dewi Kencanawati, M.Pd



The Dean of the Faculty of Teacher
Training and Education

Dr. Hj. Sri Panca Setyawati, M.Pd
NIDN. 0716046202

THE EFFECTIVENESS OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) IN READING HORTATORY EXPOSITION TEXT AT ELEVENTH GRADE STUDENTS OF SMAN 1 PURWOASRI IN ACADEMIC YEAR 2014/2015

Arie Ristanto

NPM. 10.1.01.08.0036

The Faculty of Teacher Training and Education – English Education Department

1st advisor : Dewi Kencanawati, M.Pd.

2nd advisor : Moh. Kusen, M.Pd.

UNIVERSITAS NUSANTARA PGRI KEDIRI

ABSTRACT

Reading is a process of acquiring information or knowledge from a certain written text by involving brain emotion and belief. Concerning to the students' difficulty to learn reading comprehension, in this case, STAD comes as the simplest method of cooperative learning method can be used to direct and motivate the students in order to they can support and help each other by assigning them in group of four or five members as a team in proceeding information in a text. Therefore, the purpose of conducting this research is to investigate the students' reading comprehension before and after being taught using students teams achievement divisions (STAD) in hortatory exposition text, and to know the effectiveness of teaching reading comprehension using STAD to 11th grade senior high school students of SMAN 1 Purwoasri.

In holding this research, the researcher applied quantitative as research approach with one-group pretest-posttest as experimental design. The sample of this study was all the 23 students at the eleventh grade students of SMAN 1 Purwoasri in academic year 2014/2015. This research was held in four meetings involving pre-test, first treatment, second treatment, and post-test. The researcher used multiple-choice test as the instrument to collect the data. It can be categorized as interactive reading assessment, and the type of assessment task is impromptu reading plus comprehension question. To analyze the data, the researcher focused on using t-table.

The statistical data in the research result data showed that the mean of pre-test was 52.61, while the mean of post-test was 67.39, and t-score (5.132) > t-table 5% (2.074) or 1% (2.819). It can be concluded that the Null Hypothesis (H₀) was rejected and the Alternative Hypothesis was accepted.

Based on the data analysis during the research, The students of eleventh grade at SMAN 1 Purwoasri in academic year 2014/2015 before being taught using STAD technique has low ability in reading comprehension of hortatory exposition text. While the condition of students after being taught using STAD technique shows the improvement to their ability in reading comprehension of hortatory exposition text. The researcher also states that there is a very significant effect of teaching reading comprehension using STAD technique. the researcher suggests that English teacher should use STAD as the appropriate technique to be applied in teaching writing recount text. For the other researchers are expected to be able to conduct a better research about STAD technique to find out its effectiveness in teaching other skills, other genres of text, and other level of education.

Key Words: Reading, STAD, Hortatory Exposition Text

I. BACKGROUND

Studying English is dealing much with reading skill. Reading is active skill to acquire information from printed page. According to Pang (2006:5), reading is about understanding written texts. It is complex activity that involves perception and thought. She also divides reading into two related processes: word recognition and comprehension. Another definition from Weaver (2009: 13) “Reading is a process very much determined by what the reader’s brain and emotions and beliefs bring to the reading: the knowledge or information (or misinformation, absence of information), strategies for processing text, moods, fears and joys—all of it”. Based on the experts’ explanation above, it can be concluded that reading is a process of acquiring information or knowledge from a certain written text by involving brain emotion and belief.

Somehow, there is a pro and contra of reading as a natural skill to learn. As it is stated by Brown (2004:185), “Is reading so natural and normal that learners should simply be exposed to written text with no particular instruction?” Further he argues if reading came naturally, teaching reading would be a much easier job. Students would learn to read as readily as they learn to speak. Teachers would only need to give students the chance to practice their skill. In fact, reading is not natural skill to learn. They do not learn to read just from being

exposed to books. They must be taught to understand the information of the books and how to get the information when they are reading. Therefore, reading is important to be taught systematically.

In line with the explanation about reading above, it is essential to know that reading has multifarious of importance in learning English. Pang et al (2006:5) states that reading opens up new worlds and opportunities. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Another opinion is stated by Harmer (2000:68) that many of readers want to be able to read text in English either for their careers, for study purposes or simply for pleasure. It means that the skill of reading is needed for every English learner to have good proficiency in learning English.

Knowing Indonesian senior high school students has difficulty in reading, it is needed to analyze the caused that affect reading problem. Pressley & Afflerbach in Haris (2007:4) describes that poor readers use few effective strategies to understand and remember what they read. They are often less interested in reading, their motivation is often low, and they prepare minimally. if at all, prior to reading, they use few metacognitive strategies to monitor their

learning from text, and they have inadequate vocabulary and background knowledge with which to connect and link new ideas to previous learning. In line to that idea Snow et al (2002:13) states to comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analyticability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Referring to the explanations above, it can be stated that the major problems here are the students poor in reading comprehension because they have less in motivation, less in using metacognitive strategy, less background knowledge, and limited vocabulary. One way to help their comprehension better are by increasing their motivation. Therefore, by choosing motivated teaching technique in reading will give opportunity for the teacher to get the students become good reader.

STAD is the simplest method of cooperative learning method. The main idea of STAD is to motivate the students in order to they can support and help each other (Slavin, 2009:12). Further, he explains that in STAD method students are assigned to four or five member learning teams that are

mixed in performance level, gender, and ethnicity. Then the teacher presents a lesson, and the students work within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, which they may not help one another. Students quiz scores are compared to their own past averages, and point are awarded on the basis of the degree to which students meet or exceed their own earlier performance. Through STAD all of students have equal chance to reach good achievement. The scoring system that uses individual improvement score motivates the students to learn harder than before. So an English teacher is able to make sure the development of the student's skill in reading by comparing the first score and the last score by creating some criterias to measure the student's development.

Hence, to know the effectiveness of this kind of technique in teaching reading, the researcher would like to conduct a research study entitled "The Effectiveness of Students Team Achievement Division (STAD) in Reading Hortatory Exposition of Eleventh Grade at SMAN 1 Purwasri in Academic Year 2014/2015".

II. METHOD OF RESEARCH

Due to the researcher used sample in the research, thus the researcher used technique of inferential statistic to analyze

the data taken from the sample. The researcher wanted to make the result of this study was obtained not only to the sample but also to the population. To analyze the significance, the researcher used statistic analysis by using t-test single sample because only one class examined.

The scoring systems that use in this research were scoring the data taken from pre-test to measure the initial writing ability of all samples. The result of the pre-test was expected to be the same (normal distribution). It means, there was no significant difference to the students' earlier writing ability. Then, posttest score was compared to the pretest score to know the effect of the variable X. To measure the score in pretest and posttest, there were two assessors using rubric of scoring scale as described before.

To examine the hypothesis proposed by the researcher about the effect of STAD technique, the research used t- test by calculating the difference score between pretest and posttest. According to Arikunto (2010: 349) the formulation described as follow:

$$t - score = \frac{Md}{\frac{\sum d^2}{N(N-1)}}$$

Notes:

t-score : The score which want to find (t-score)

$\sum X^2 d$: The total of deviation quadrate

Md : The total mean score differences between pre- test and post-test

N : The number of sample

d.f. : (N – 1)

To start the process of analysing, the researcher calculated the score of writing product of each sample both in pretest and posttest by using rubric of writing score. Then, the researcher calculated the mean score of both pretest score and posttest score. The mean of pretest could be found by calculating the total scores of pretest then divided by the total number of students/samples. The same calculation could be used to score the mean in posttest described as follow:

$$M_{pre} = \frac{\sum pre}{N}$$

$$M_{post} = \frac{\sum post}{N}$$

Note:

M pre : Mean of pretest

M post : Mean of posttest

$\sum Pre$: Total of students' score

$\sum Post$: Total of students' score

N : Total of samples

Md score is the total mean score difference between pretest and posttest. To find it, the total mean of posttest minus the total mean of pretest, described below:

$$Md = M_{post} - M_{pre}$$

Then, the researcher calculated the total of deviation quadrate from the single data of pretest and posttest. To find it, the researcher firstly had to find the score difference between pretest and posttest of each sample with the notation (D) described with the formulation as follow:

$$D = \text{post} - \text{pre}$$

Note:

D : The score difference of pretest and posttest of each sample

pre : Pretest

post : Posttest

After the D score was calculated, the next step the researcher calculated the score of d^2 by quadrating D in each score. Then, to get the deviation quadrate ($\sum Xd^2$), the researcher used the following formulation:

$$\sum Xd^2 = \sum d^2 - \frac{(\sum d)^2}{N}$$

Note:

$\sum Xd^2$: The deviation quadrate

d : The score difference

N : The total of samples

Finally, the researcher found the t-score and compared it to the t-table to examine the hypothesis.

Norm Decision

To know the level of significance of the t-test, the researcher compared it to the t-table. The standard of significance 1% and

5% were used by the researcher, then t-score was compared to the t-table based on the level of significance to get the hypothesis judgement. There were three judgements to analyse the hypothesis based on the level of significance, such as:

- If the t- score \geq t- table, and the level of significance is 1 %. It means that it is very significant, so the H_0 is rejected.
- If the t- score \geq t- table, and the level of significance is 5 %. It means that it is significant, so the H_0 is rejected.
- If the t- score $<$ t- table, and the level of significance is 1 % or 5%. It means that it is not significant, so the H_0 is accepted.

III. RESULT AND CONCLUSION

A. Result

In this part the writer discusses about data analysis, testing of hypothesis, and discussion.

1. The Data Analysis

In this part the writer will describe about the pre-test and post test score and data analysis.

- The data analysis of student's reading comprehension before being taught using STAD.

In this case, the writer uses a written test in pre-test and post test. The result of pre-test can be seen in table 1.

Table 1
The score of data frequency of pre test

No	Class limited	Class Boundaries	Mid Point	F	P
1	30-39	29.5-39.5	34.5	3	13.0%
2	40-49	39.5-49.5	44.5	6	26.0%
3	50-59	49.5-59.5	54.5	5	21.7%
4	60-69	59.5-69.5	64.5	7	30.4%
5	70-79	69.5-79.5	74.5	2	8.7%
Total				23	100%

From the diagram frequency of pre-test above, it can be seen that there are 3 students who get 30-39, 6 student who get score 40-49, 5 who get score 50-59, 7 students who get score 60-69, and 2 students who get score 70-79. There are so many students who get score less than 70. It means that most of the students got poor score in the pre-test. The following is the graphic of students' pre-test score:

From the graphic of the pre-test, the researcher calculated the mean score of pre-test described as follow:

$$\begin{aligned}
 M \text{ pre-test} &= \frac{\sum \text{pre - test}}{N} \\
 &= \frac{1210}{23} \\
 &= 52.61
 \end{aligned}$$

As the first purpose from this research is looking for the answer of the research question,

1. How is students' reading comprehension before being taught using students teams achievement divisions (STAD) in hortatory exposition text?

The students before being taught using STAD technique has low ability in reading

comprehension of hortatory exposition text, the data described that the total score of 23 students before being taught using STAD technique is 1210.00, while the mean of pre-test was 52.61.

- b. The data analysis of student's reading comprehension after being taught using STAD.

From the data frequency of post test, it can be seen that there are 1 student who get score 40-49, 6 students who get 50-59, 5 student who get score 60-69, 5 students who get score 70-79, 6 students who get score 80-89. By seeing this frequency table, it can be conclude that post test score is better than pre-test score. From the graphic of the post-test above, the researcher calculated the mean score of post-test described as follow:

$$\begin{aligned}
 M \text{ pre-test} &= \frac{\sum \text{post-test}}{N} \\
 &= \frac{1550}{23} \\
 &= 67.39
 \end{aligned}$$

As the first purpose from this research is looking for the answer of the research question,

2. How is students' reading comprehension after being taught using students teams achievement divisions (STAD) in hortatory exposition text?

The condition of students after being taught using STAD technique shows the improvement to their ability in reading comprehension of hortatory exposition text.

The data described that the total score of 23 students after being taught using STAD is 1550.00, while the mean of post-test was 67.39.

c. The Score Different Between Pre-test and Post-test

In this part, the writer shows that the score different of pre-test and post test is in the form of table. The Score Different of Pre-test and Post test can be seen in table.

Table The Score Different between Pre-test and Post-test

No	Name	Pre-test Score	Post-test Score	d	d ²
1	IFA	40.00	80.00	40.00	1600.00
2	TP	60.00	66.67	6.67	44.49
3	ON	36.67	63.33	36.67	711.2889
4	PAL	40.00	56.67	16.67	277.89
5	PWD	43.33	76.67	33.33	1110.89
6	PD	50.00	66.67	16.67	277.89
7	RCD	66.67	70.00	3.33	11.09
8	RDN	30.00	56.67	26.67	711.29
9	RMW	50.00	80.00	30.00	900
10	RBS	46.67	73.33	26.67	711.29
11	RRS	76.67	83.33	6.67	900
12	RRA	56.67	60.00	3.33	11.09
13	SMD	60.00	50.00	-10.00	100.00
14	SEE	33.33	56.67	23.33	544.29
15	SDC	63.33	66.67	3.33	11.09
16	SN	66.67	76.67	10.00	100.00
17	TAP	70.00	86.67	16.67	277.89
18	VA	56.67	53.33	-3.33	11.09
19	WPP	46.67	80.00	33.33	1110.89
20	YIP	40.00	43.33	3.33	11.09
21	YAAP	63.33	80.00	16.67	277.89
22	YFT	53.33	50.00	-3.33	11.09
23	YS	60.00	73.33	13.33	177.69
Σ		1210.00	1550.00	340.00	9044.69
x		52.61	67.39	14.78	393.25

Finally, the researcher had to calculate the total of t-score. From the data research result in the previous explanation, it can be formulated that:

- The Number of Samples = 23
- The Mean of Pre-test = 52.61
- The Mean of Post-test = 67.39
- The degree of freedom (d.f)

$$\begin{aligned} \text{d.f} &= (N - 1) \\ &= 23 - 1 \\ &= 22 \end{aligned}$$

e. The Mean Difference of Pre-test and Post-test.

$$\begin{aligned} \text{Md} &= M \text{ post-test} - M \text{ pre-test} \\ &= 67.39 - 52.61 \\ &= 14.78 \end{aligned}$$

f. The total of Deviation Quadrat

$$\begin{aligned} \Sigma X^2 d &= \Sigma d^2 - \frac{(\Sigma d)^2}{N} \\ &= 9,044.69 - \frac{(340)^2}{23} \\ &= 9,044.69 - \frac{(115,600)}{23} \\ &= 9,044.69 - 5,026 \\ &= 4,018.69 \end{aligned}$$

Based on the data formulation above, the result of the data could be analyzed by using the following formulation of t-test:

$$t = \frac{\text{Md}}{\sqrt{\frac{\Sigma X^2 d}{N(N-1)}}}$$

Note:

t : The score which wanted to find (t-score)

Md : The total mean score differences between pre- test and post-test

$\Sigma X^2 d$: The total of deviation quadrate

N : The number of sample

d.f. : Degree of freedom (N – 1)

From the formulation above, the t-score could be found and the calculation was described as follows:

$$\begin{aligned} \text{t-score} &= \frac{Md}{\sqrt{\frac{\sum X^2 d}{N(N-1)}}} \\ &= \frac{14.78}{\sqrt{\frac{4,018.69}{23(22-1)}}} \\ &= \frac{14.8}{\sqrt{\frac{4,018.69}{483}}} \\ &= \frac{14.78}{\sqrt{8.32}} \\ &= \frac{14.78}{2.88} \\ &= 5.132 \end{aligned}$$

From the data analysis above, the researcher found that the t- score was 5.132. After the t- score found, it compared to the t-table. Then, the researcher used the level of significance (1% and 5%) to assert whether the null hypothesis was rejected or accepted.

Based on the data analysis, the result of the research showed that the t- score was 5.132 at the degree of freedom 22 and the t-table was 2.074 at the level of significance 5%, 2.819 at the level of significance 1%. And it was compared to the t-table, the t-score (5.132) > t-table at the level of significance 5% (2.074) or very significant 1% (2.819).

As the first purpose from this research is looking for the answer of the research question,

3. Is teaching reading comprehension using STAD to 11th grade senior high school students of SMAN 1 Purwoasri effective?

There are significant differences between pre test and post test. It can be concluded that teaching reading narrative text using STAD has significant effectiveness. Before the students are taught by using STAD, their total score of reading test is 1210.00 and after being taught using STAD their score is 1550.00. The total deviation is 340.00 and mean deviation is 14.78. Based on the data analysis, the result of the research showed that the t- score was 5.132 at the degree of freedom 22 and the t-table was 2.074 at the level of significance 5%, 2.819 at the level of significance 1%. And it was compared to the t-table, the t-score (5.132) > t-table at the level of significance 5% (2.074) or very significant 1% (2.819). The t-test said that STAD had a very significant effect to student's reading comprehension to hortatory exposition text at SMAN 1 Purwoasri. Hence it can be concluded that teaching reading comprehension using STAD to 11th grade senior high school students of SMAN 1 Purwoasri is effective.

Testing of Hypothesis

According to the result of data analysis, the t-score was (5.132) while t-table was (2.074) at the level of significance 5% or (2.819) at the level of significance 1%. It means that the t-score was higher than the t-table in the significance 5% and 1%.

B. Conclusion

The conclusion deals briefly about the result of the research based on the formulation of the problem. Reading is a process of acquiring information or knowledge from a certain written text by involving brain emotion and belief. Concerning to the students' difficulty to learn reading comprehension, STAD comes as a teaching technique which motivate the students in order to they can support and help each other. It begins with class presentation by the teacher to introduce the student's to certain topic, team or group studying will give the chance for the students to work together, support, and help each other in their group, individual quizzes to test the student's ability after studying in group, individual improvement scores will describe the student's improvement score in each treatment, and the last team recognition was given as reward in order to keep or enhance student's motivation.

Based on the data analysis during the research, The students of eleventh grade at SMAN 1 Purwoasri in academic year

2014/2015 before being taught using STAD technique has low ability in reading comprehension of hortatory exposition text, it shows by the students' mean of pre-test (52.61). While the condition of students after being taught using STAD technique shows the improvement to their ability in reading comprehension of hortatory exposition text, it shows by the students' mean of post-test (67.39). The researcher also states that there is a very significant effect of teaching reading comprehension using STAD technique. It is proved by the result of t-score (5.132) is higher than t-table in the level of significance 5% (2.074) and 1% (2.819).

IV. BIBLIOGRAPHY

- Anderson, N. 1999. *Exploring Second Language Reading: Issues and Strategies*. Boston: Heinle & Heinle
- Arikunto, S. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Ary, D., Jacobs, L. C., Sorensen, C. & Razavieh, A. 2010. *Introduction to Research in Education (Eight Edition)*. Wadsworth: Cengage Learning.
- Brown, D. 2003. *Language Assessment: Principles and Classroom Practices*. London: Longman.
- Caldwell, J. S. 2008. *Reading Assessment: A Primer for Teachers and Coaches*. New York: The Guilford Press.
- Cline, F., Johnstone, C. & King, T. 2006. *Focus Group Reactions to Three*

- Definitions of Reading (As Originally Developed in Support of NARAP Goal 1)*. Minneapolis, MN: National Accessible Reading Assessment Projects.
- Creswell, J. W. 2003. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: SAGE.
- Departemen Pendidikan Nasional. 2006. *Standar Isi dan Standar Kompetensi Lulusan Tingkat SMA dan MA*. Jakarta: PT. Binatama Raya.
- Djiwandono, S. 2011. *Tes Bahasa: Pegangan Bagi Pengajar Bahasa*. Jakarta: Indeks.
- Grabe, W. 2009. *Reading in Second Language: Moving from Theory to Practice*. Cambridge: Cambridge University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman.
- Harris, K. R. & Graham, S. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Laela Sari, A. 2013. *The Use of Students Team Achievement Division to Improve Reading Comprehension (A classroom action research at the second year of MA Al Manar in the academic year of 2012/2013)*. STAIN Salatiga :Salatiga
- Marczyk, G., DeMatteo, D. & Festinger, D. 2005. *Essentials of Research Design and Methodology*. New Jersey: John Wiley & Sons.
- Pang, E. S., Muaka, A., Bernhardt, E. B. & Kamil, M. L. 2003. *Teaching Reading*. Brussels: IEA
- Perfetti, C. A. 2001. *Reading Skill (International Encyclopedia of the Social & Behavioral Science)*. Oxford: Pergamon.
- Programme for International Students Assessment. PISA. 2006. *Indonesia Students Poor of Reading Ability*. Paris.
- Quratulain, 2011. *The Use of Students Teams- Achievement Division to Improve Grammar Mastery” (A Classroom Action Research of the second year students of MTSN Ngablak in the academic year of 2010/2011)*. STAIN Salatiga: Salatiga
- Serravallo, J. 2010. *Teaching Reading in Small Groups: Differentiated Instruction for Building Strategic, Independent Readers*. Portsmouth: Heinemann.
- Snow, C. 2002. *Reading for Understanding: Toward A Research and Development Program in Reading Comprehension*. Pittsburg: RAND.