

**THE INFLUENCE OF STUDENT TEAM ACHIEVEMENT
DIVISION (STAD) IN TEACHING READING COMPREHENSION
AT TENTH GRADE OF SMAN 4 KEDIRI ACADEMIC YEAR 2014 /
2015**

THESIS

Presented in Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan
Degree (S.Pd) of the English Education Department
Faculty of Teacher Training and Educations
University of Nusantara PGRI Kediri



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



APPROVAL PAGE

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MIFTAHU KHASANAH

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MOTTO and DEDICATION

MOTTO

💧 *Every Beginning Is Difficult*

💧 *Better Try Than Never*

DEDICATION

This thesis is dedicated to:

1. Her parent who always praying for her success
2. Her beloved brother. Thanks for his support.
3. Her friends who always give support, help and motivation.
She will never forget their struggle. The promise they made to graduate together, they'll realize it.
4. Someone she likes much, thanks for giving her support and always being a moodbooster for her.

THE INFLUENCE OF STUDENTS' TEAM ACHIEVEMENT DIVISON
(STAD) IN TEACHING READING COMPREHENSION AT TENTH OF
SMAN 4 KEDIRI ACADEMIC YEAR 2014 / 2015

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ABSTRACT

This research aimed to find out the significance influence of using STAD method in teaching reading comprehension and to know the students response after they were being by using this method. It was based on the research problems. Quantitative approach, especially in experiment design was used in this research. All of students in tenth grade were used as the population and 31 students of X6 were used as the sample of this research. There were some instruments used in this research, they were lesson plan which was used in delivering material in treatment, test which was used in pre-test and post-test, and a questionnaire to know the students response after they were being taught using STAD method.

The formula used to analyze the data was t-test, and the result shown that that t-observed was 11,53 at the degree of freedom 30, t-table was 2,042 at the level of significance 5%. It means that t-observed (11, 53) > t table at the degree of significance 5%. Because t-observed was higher than t-table thus it can be concluded that the null hypothesis (H_0) was rejected at the alternative hypothesis (H_a) was accepted.

The conclusions of this research were (1) there is significance influence of using STAD in teaching reading comprehension. And (2) the students give positive response after they were being taught using STAD. Based on the research conclusion result, it is suggested that: (1) the main aim of using STAD is to develop the ability of cooperating. Thus, the teacher as the learning organizer, have to give priority to the process of group work realization. (2) the teacher have to observe continuously to prove weather STAD appropriate in all material characteristic and students characteristic.

Key words: STAD and Reading comprehension

INTRODUCTION

Reading is one of four language skill that is become the most important skill to be learn in this global era.

Because by reading we can enlarge our knowledge and most of the books are in English. It is stated by Rahman (2004: 4),

Reading is, therefore, a very important English language skill that we need in this present competitive world. Reading is also necessary to know the answers to a particular question or issue for which someone reads. To satisfy one's thirst for knowledge, reading books is necessary, and most of the books are in English.

There are many activities in reading skill. One of them is reading comprehension. Reading comprehension is reading for understand the meaning. According to (kurniawan, 2013: 4) Reading comprehension is the process of constructing meaning from text. It is not easy because it requires many aspects. This reason proposed by Martin (1991: 7) in Kurniawan (2013: 4) that reading comprehension requires motivation, mental framework for holding ideas, concentration and good study technique. It means that in order to be success in reading comprehension, the readers

have to motivate him / herself to concentrate in reading, , try to form the mental framework for holding ideas, and have a good technique.

The difficulties in reading comprehension can cause some problems. The first problem proposed by Gersten et.al (2001: 280) that students may not possess appropriate strategies for problem situation. Thus, the students do not know when to use the appropriate strategies when they are reading. The second, Clark et.al (2014: 1) argue that for many children, the messages conveyed through written text are not well understood. It is may caused by the children' ability of comprehending text is not develop yet and their background knowledge not wide as adult. And the third, Oakhill et.al (2015: 1) argue that readers cannot understand a whole text if they cannot identify or decode the words in the text.

In fact, those problems often faced by the students of Senior high school. In this case it happens to the students of SMAN 4 Kediri. Those problems make them difficult in reading comprehension. And as the result their achievement in reading comprehension is low. The researcher knew this when she taught in this school for three months.

She also found that the problem also come from the teacher. In the beginning of teaching practice in this school, the researcher was asked to observe the teacher's activity in the classroom, and she found that the teacher used monotonous technique in teaching reading. The teacher just asked the students to read the text line by line then she asked them to translate it.

In addition, this school has big number of students. Every grade consists of ten classes and every class consists of 35 students. It makes traditional technique is not used maximally. Furthermore, this school ever has implemented national curriculum in the first semester, where teaching reading comprehension is not the main goal of teaching English. Consequently, many students are lack in reading comprehension and their achievement in English lesson is less.

Based on the problems were mentioned above, the researcher tries to help and overcomes the students' learning difficulties with the strategy of learning, called the cooperative learning, especially in Students' Team Achievement Division (STAD). In this method, the students are assigned in to group of four students which have different ability, gender, and ethnic.

The students' weakness in reading comprehension and the teacher difficulties in teaching reading comprehension with timesaving are becoming the interest for the writer to do research in SMA Negeri 4 Kediri. The writer wants to implement a strategy that can improve students' reading comprehension and also a strategy that easy to implement and also interesting for the students. Because of those reasons the writer gives the title of the thesis namely, "The Influence of Students Team Achievements Divisions (STAD) In Teaching Reading Comprehension at Tenth Grade of SMA Negeri 4 Kediri.

Method

This research was use quantitative approach especially in experimental design. The researcher used one class pre-test post-test design because the researcher used one class to know the influence of a learning method.

The research was conducted in SMAN 4 Kediri which is located in JL. Sersan Suharmaji, no.52, Kediri, Indonesia. It begins on February up to the end of May 2015. The researcher took all of tenth grade students as the sample, but she only took X 6 as the sample that consist of 31 students. in collecting the data the researcher used

some instrument, they are test (include pre-test and post-test) and questionnaire. The researcher used t-test in analyzing data gotten from pre test and post-test and a formula to analyze the data gotten from questionnaire.

Research Finding

The researcher conducted the treatment to the students two times. The activity that was done in the class was the same but the material was different. In the first meeting of treatment, the researcher explained the material about narrative text to the students. It was about narrative texts' type, generic structure, language features. After the students understand about the material, the students were divided into group of four that consist of student with different ability, gender, and ethnic. Every group consisted of one student with high achievement, two students with medium achievement and one student with low achievement. While the students grouping, the researcher give a students worksheet to each group that consisted of a text with the title *the oldest animal in the world* and 10 questions to help their sharing more directional. After several minutes, the researcher asked the students to take individual quiz.

In the second meeting of treatment, the researcher did the same activities, but when delivering material, the researcher added some information, it is about how the students found the general information, actual information, implied information, written information, and how to find moral value of the text, etc. also when the students grouping the students were given a students worksheet, it was a narrative text with the title *Dewi Sri* and 14 questions followed to make their discussion more direction.

In analyzing the data gotten from pre-test and post-test, the researcher used t-test as follows:

$$\begin{aligned}\bar{D} &= \frac{\sum D}{N} \rightarrow t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}} \\ \bar{D} &= \frac{325}{31} \\ \bar{D} &= 10,48 \\ t &= \frac{10,48}{\sqrt{\frac{4175 - \frac{105625}{31}}{31(30)}}} \\ t &= \frac{10,48}{\sqrt{\frac{4175 - 3407,26}{930}}} \\ t &= \frac{10,48}{\sqrt{\frac{767,74}{930}}}\end{aligned}$$

$$t = \frac{10,48}{\sqrt{0,825}}$$

$$t = \frac{10,48}{0,908}$$

$$t = 11,53$$

From the data analysis above, it can be seen that t-observed was 11,53 at the degree of freedom 30, and it was compared to t-table at the degree of significance 5% (2,042). Because t-observed higher than t-table, thus it can be concluded that the null hypothesis (H_0) was rejected at the alternative hypothesis (H_a) was accepted. It means that there is significant influence of using STAD (students' team achievement division) to the students reading comprehension at tenth grade of SMAN 4 Kediri academic year 2014/2015.

Then, the researcher counted the data gotten from questionnaire by using formula as followed:

$$P = \frac{\sum X}{N} \times 100\%$$

From the data computation, it is known that more than 50% of students who give positive response to each question. There are 80,65% of students

who give positive response in question number 1; 58,06% of students who give positive response for question number 2; 90,32% of students who give positive response for question number 3; 80,65% of students give positive response for question number 4; 70,97% of students give positive response for question number 5; 61,29% of students give positive response for question number 6; 74,19% of students give positive response for question number 7; 80,65% of students give positive response for question number 8; 87,10% of students give positive response for question number 9; and 74,19% of students give positive response for question number ten. Thus, it means that the students give positive response after they were being taught by using Students' Team Achievement Division (STAD).

Conclusion

Reading is a highly complex interaction and interactive process that involves the perception and taught between the reader and what the writer writes. The strategies used in teaching reading comprehension here is STAD method because it is significant to improve students' reading comprehension in the school faster. STAD is a kind of cooperative learning in which students work in group to

discuss the material. Thus, the students are being able to help each other in solving the problem.

Through the hypothesis and data analysis in, it known that the result of t-observed was higher than the value of t-table at a level of significance of 5 %. The value of t-observed is 11,53 and it is higher than t table. If we look at the table, the value of t table at the degree of significance 5% is 2,042.

Then, it can be concluded that The Alternative Hypothesis (H_a) is accepted, and the Null Hypothesis (H_0) is rejected. Thus, from the hypothesis above, it can be inferred that : there is significance influence of Students Teams Achievement Division (STAD) in teaching reading comprehension at tenth grade of SMAN 4 Kediri academic year 2014 / 2014; and The Students Give Positive Response After They were being Taught by Using STAD.

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