JURNAL

EFEK DARI MODEL PEMBELAJARAN STAD (STUDENTS TEAM ACHIEVEMENT DIVISION) PADA PEMAHAMAN MEMBACA SISWA KELAS TUJUH SMP NEGERI 2 PACE TAHUN AJARAN 2015/2016

THE EFFECT OF STAD (STUDENTS TEAM ACHIEVEMENT DIVISION) TO THE STUDENTS READING COMPREHENSION AT SEVENTH GRADE OF SMP N 2 PACE ACADEMIC YEAR 2015/2016



Oleh: SITI NAFIAH 12.1.01.08.0046

Dibimbing oleh :

1. SULISTYANI M.Pd

2. KHOIRIYAH M.Pd

PENDIDIKAN BAHASA INGGRIS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN UNIVERSITAS NUSANTARA PGRI KEDIRI

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Yang bertandatangan dibawah ini:

| Nama Lengkap | : SITI NAFIAH |
|---------------------------|---------------------------------------|
| NPM | : 12.1.01.08.0046 |
| Telepun/HP | : 085735350018 |
| Alamat Surel (Email) | : khalidalghazwan@gmail.com |
| Judul Artikel | : THE EFFECT OF STAD (STUDENTS TEAM |
| | ACHIEVEMENT DIVISION) TO THE STUDENTS |
| | READING COMPREHENSION AT SEVENTH |
| | GRADE OF SMP N 2 PACE ACADEMIC YEAR |
| | 2015/2016 |
| Fakultas – Program Studi | : FKIP – Pendidikan Bahasa Inggris |
| Nama Perguruan Tinggi | : Universitas Nusantara PGRI Kediri |
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| SULISTYANI, M.Pd NIDN. 0701056803 | KHOIRIYAH, M.Pd NIDN. 0719017501 | SITI NAFIAH 12.1.01.08.0046 |

Siti Nafiah | 12.1.01.08.0046 FKIP – Pendidikan Bahasa Inggris

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THE EFFECT OS STAD (STUDENTS TEAM ACHIEVEMENT DIVISION) TO THE STUDENTS READING COMPREHENSION AT SEVENTH GRADE OF SMP N 2 PACE ACADEMIC YEAR 2015/2016

Siti Nafiah 12.1.01.08.0046 Faculty of Teacher Training and Education English Education Department khalidalghazwan@gmail.com Sulistyani M.Pd and Khoiriyah M.Pd UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Reading comprehension is a process that involves the orchestration of the readers' prior knowledge about the world and about language. However, comprehending a text is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is being expected. This happens to be case found in SMP N 2 Pace where most of the students still encounter difficulty dealing with English reading texts. In this skripsi, the researcher wants to introduce the technique named STAD model to make their reading comprehension be better. The research design of this research is quantitative design and the method of this research is experimental research. The sample of research was VII-B students of SMP N 2 Pace which consisted of 31 students. The process of collecting the data was using pre-test and post-test. The result of this research was 5,58 at the degree of freedom 30, t-table was 2,750 at the level of significance 5% and 2,457 at the level of significance 1%. It means that t-observed (5,58) > t-table at the degree of significance 5% and 1%. From the result of the research, we knew that STAD model gave very significant effect to the students' reading comprehension.

Keyword :STAD model, students' reading comprehension

I. INTRODUCTION

Reading is the basic skill that must be learned by students, which has an important contribution to the success of learning language. Jain and Patel (2008: 113) cite that reading is the most essential skill for success in all educational contexts. It is a process of getting information from written words. reading as a process whereby one looks at and understands what has been written william (1984). In reading is the process short, to understanding the text. Therefore, reading

cannot be separated from comprehension. As stated by snow (2002: 11) reading comprehension means an ability to understand information from a written or printed word. It can be considered as the competence of the readers in conceiving some facts stated on the written text. Therefore, it is better for students train themselves to read well and have high comprehension in reading.

When doing Teaching Practice in SMP N 2 Pace, reading was considered as a stressful activity because of some factors



such as the students feel bored in a class also the students haven't enough response to the teacher. The researcher also found some problems in learning reading comprehension, such as the students the students lazy to read and they get difficulties to understand a reading text. Based on some conditions above, the writer tries to make the teaching learning process more interesting. Moreover, STAD model belongs to cooperative learning especially small group discussion of four until five students. The students are heterogenous, so, the students who have low ability joint with the students who have a high ability. Students Teams-Achievement Division (STAD) is considered to be one of the simplest and the most effective cooperative learning method in improving (CL) student achievements (Eggen & Kauchak, 2001; Ghaith, 2001, Slavin, 1978). Student Teams-Achievement Division (STAD) is one of cooperative method that effective and simples to improving the student's reading comprehension . By implementing STAD in reading comprehension students can understand the reading material well giving comment. questioning, by answering the questions based on the reading material that they discussed with their own group, then summarizing and reporting the best answer of the discussion.

This research only focuses on the effect of STAD in teaching reading comprehension with some indicators includes deciding general idea, main idea of the paragraph, specific information, detail information, implied information, reference meaning, the meaning of the word/phrase/sentence, synonym, and antonym; grammatical function and identifying the communicative function of text. The material was selected to the material which going to learn by the students when the researcher took the data.

II. METHOD

The researcher used the quantitative experimental research to find out the effect of STAD model to the students' reading Creswell (2012: comprehension. 13) of the characteristics of says,one quantitative research is collecting numerical data from a large number of people using instruments with preset questions and responses. Moreover, Ary (2010:265) stated that the experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable (s). The dependent variable in this research was the students' reading



comprehension while the independent variable was STAD model.

This research took place at SMP N 2 Pace for the seventh grade students. It is located on Jl. Gunung Kelud no 19 Banaran Pace. The population of this research was the seventh grade students of SMP N 2 Pace. Ary (2010: 148) "A population is defined as all members of any well-defined class of people, events, or objects".The samples in this research were the students of VII-B. There are 31 students consist of seventeen boys and fourteen girls. Ary (2010: 148) stated that "A sample is portion of a population". It is a part of population which is selected to be the object of the research.

research instruments The were designed by applying multiple choice tests. Ary, et al, (2010: 201) state tests are valuable measuring instruments for educational research. It means that test is a tool that is used to measuring students' competence. The writer uses a test to the students' measure reading comprehension before and after being taught using STAD (Students Team Achievement Division). The multiple choice test consisted of 20 questions with four options a, b, c, and d, for each item, the students were asked to choose the correct answer then the researcher took the score from it. The data was collected from the students' pre-test and post-test score. The treatment was done twice after giving pre-test. And the data was analyzed by using t-test.

The formula of the *t*-*test* as follows:

$$=\frac{\overline{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

Note:

t = t ratio

t

D = average difference

 $\sum D^2$ = different scores squared

III. FINDING AND CONCLUSION

Based on the data analysis of pre-test and post-test scores, the total score of pretest was 1510 and the total score of posttest was 2105. Actually, the total numbers of students in VII- B were 31 students. There was one student who got highest score that were 100. The total score of D was 310. The total of D² was 4825.The result of calculating the value of t-test and degree of freedom (df) :

df = (N-1) = (31-1) = 30

The value of t-test that was calculated above found that t-score was 75,58 at the degree of freedom 31, t-table was 2,750 at the level of significance 5% and 2,457 at the level of significance 1%. It means that t-observed (5,58) > t-table at the degree of significance of 5% and 1%. So, t-score was very significant. It means



the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.

It can be defined that there was significant effect of STAD model to the students' reading comprehension. In other words, STAD model gave very significant effect to the students' reading comprehension.

After comparing the results, the researcher concluded that there was a significant effect of the students' reading comprehension after the researcher gave the treatment by using STAD model. STAD model could make the students interested to read. As stated by (Eggen & Kauchak, 2001; Ghaith, 2001, Slavin, 1978) **Teams-Achievement** Students Division (STAD) is considered to be one of the simplest and the most effective cooperative learning (CL) method in improving student achievements. The result shows that the STAD model practically can affect the students' reading comprehension achievement in deciding general idea, main idea of the paragraph, specific information, detail information, implied information, reference meaning, grammatical function, identifying the communicative function of text and to comprehend the meaning of words in the text. Therefore through STAD model the students became more active.

In this part, the writer suggests the English teacher. To use STAD (Students Team Achievement Division) in teaching reading because guiding them using STAD by (Students Team Achievement Division) the students become easy to comprehend the materials and answer the tasks which consist of some indicators of reading comprehension identifying such us general information, specific information, detail information, finding the difficult word, identifying moral value of the text. identifying communicative purpose, identified verb in past tense. The lower ability students can discuss the materials that are studied easily through with other cooperation between the students who have higher ability. Also the researcher gives suggestion to other researchers who wants to conduct the same research. The other researchers may use the technique with different skill, material



and indicators of reading comprehension.

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