

THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISIONS (STAD) AND LEARNING MOTIVATION TOWARD THE STUDENTS' READING COMPETENCE OF THE EIGHTH YEAR STUDENTS OF SMP N 3 UBUD IN THE ACADEMIC YEAR 2012/2013

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Abstract

This study was an experimental research which aimed at identifying the effect of implementation of Student Team Achievement Division (STAD) and learning motivation toward students' reading competence. This research used 2x2 factorial designs. The data collected through test and analyzed by using statistical *Two-Way Anova* and *Tukey Test*. The population was 4 classes (197 students) of grade VIII SMP Negeri 3 UBUD in academic year 2012/2013 in which 2 classes were chosen as the sample of the study. The chosen of two classes as a sample used *intact Random Sampling*. The results of the research were *first*, there was a significant different effect between the students taught by using STAD method and conventional method. *Second*, there was an effect of learning motivation toward student reading competence. *Third*, there was a significant interactional effect between implementation of student's team achievement division (STAD) and Learning motivation toward students reading competence. *Forth*, there was a significant different effect between the students having high motivation taught by using student team achievement division (STAD) and conventional method. *Fifth*, there was a significant different effect between the student having low motivation taught by using student team achievement division (STAD) and conventional method.

Keywords: Reading, Learning Motivation, High Motivation, Low Motivation, STAD Method, Conventional Method.

INTRODUCTION

Language is an important part of human for communication. In reality, language is a means of conveying ideas, mind, opinions and feeling. Language is used by people in a particular country; it means that people from various countries have different languages. However, to maintain the communication among people from different countries, it has been agreed to use only one international language that is the English language. English is spoken in the most International events and it used as the medium of information flow in science, technology, and culture as well. Thus, it is not surprising that the teaching of English is carried out in many parts of the world. Finnochiaro (1975) states that, language learners should be given insight into the place and function of various language items and skills in listening, speaking, reading, and writing activities; that is, in real communication situation. Among these skills, reading is the fundamental skill. It is supported by Moats (1999) as cited in Westwood (2008) who states that reading is the fundamental skill upon which all formal education depends. Through reading, students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening, and writing. Burns et.al (1996) also states that reading can be a way to share another person's insight, joys, sorrows, or creative endeavors. Reading helps the reader to construct knowledge, share experiences, feeling, ideas, and developing new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people. Bond (1979) also states that, "reading is the ability to draw meaning from the printed page and interpret this information appropriately". Indeed, reading for general comprehension requires rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under much emitted time constraints. In

teaching reading comprehension the teacher has to have a goal to minimize reading difficulties and to maximize comprehension by providing culturally relevant information. What the students read must be relevant to their need and interest and they must be ready, willing and able to read it.

Considering the importance of reading in teaching English, Indonesian government provides sets of a competency standard and basic competency as the minimal requirements that should be achieved by the students in reading skills. The importance of reading skill is composed in the Competence-Based Curriculum of English in junior school. It is oriented towards providing real life reading skills. The objectives of the skill include identifying particular information contained in a text. This objective makes it impossible to separated reading from other language skills. Teaching reading comprehension in Junior High School needs kind of communication system. It is because when the students are taught by using the traditional method, sometime the teacher ignores the student initiatives in giving opinions and communicate with others. This condition may result in more modified interaction, more negotiation, for meaning than do the same task in the teacher-fronted condition. Some methods can be used to improve Reading ability of Junior High School students, like; *discussion, group work, problem solving, etc.* But the strategy that is tried in this research is *cooperative learning*, because it is identical with group work which is familiar to the students.

Based on the observation made by the researcher when doing practice teaching in SMP Negeri 3 UBUD, teaching reading was still on the teacher centered. The teacher explained and introduced some material and asked the students to read a paragraph in the textbook. After that, the students were only assigned to answer the textbook without being given the opportunity to move further. This teaching method was continued in every meeting. Besides, the

teaching reading method was still traditional; the students also seemed unmotivated in learning. Based on from that phenomenon, the researcher would like to find the appropriate method for teaching reading which the learning not only focusing on the teacher centered. STAD, as one of the simplest methods of cooperative learning that can motivate the students to be active in learning; it can be used for applying student centered learning. By working together in a group, the student especially younger learners can feel safe, because they will not worry being pointed to answer question. Group work can help students to become more active in their learning (Killen, 1996)

Student Team Achievement division (STAD) is one of Slavin's basic methods of cooperative learning (Roy Killen, 1996). He states STAD is better and easier ways for teacher teach the student in the group because in the group the student more active and they can share their knowledge each other in solving the problems. STAD method can be used as an alternative method for teaching reading at SMP (Junior High School), and it could make students more active in interacting with their friends to solve kind of problems or students centered in teaching learning process. The role of the teacher is supporting all the students for making part in the group. So, teaching and learning process will run effectively. The steps of STAD are (Slavin, 2009): *firstly*, the teacher presents the general material, and *secondly*, teams up the students into four or five heterogeneous groups. *Thirdly*, the students are asked to do small group discussion to work on the worksheets, discuss problems together, compare answers, and correct misconceptions. The major function of the team is to encourage its members to do best in their work. *Fourthly*, after finishing the worksheets, the students take individual quizzes that are not allowed to help each other. This makes sure that every student is responsible for comprehending the material. *Lastly*, the teacher may give reward or

recognition if students' average scores exceed a certain criterion.

Besides cooperative learning strategy, motivation is also an important factor to effect on students in mastering material. Not all the students have the same motivation to study English. Motivation in education can determine how the students studies and how the students consider the lesson. A person's working motivation is the source of behavioral arrangement. In working, motivation is often clarified naturally as intrinsic and extrinsic factors. According to Brown (1994) there are two kinds of motivation which is influencing students in learning English: *first*, intrinsic motivation which aimed at bringing about certain internally rewarding consequence, namely feeling of competence and self determination. *Second*, extrinsic motivation which is carried out in anticipation of reward from outside and beyond their self.

Based on the explanation above, the writer is interested in knowing whether there is a significant effect of the use of the Student Team Achievement Division (STAD) and learning motivation toward students reading competence that is conducted in SMP Negeri 3 UBUD

TYPE OF ARTICLE

The type of research is quantitative research which is it held in SMP Negeri 3 UBUD. This article was to fulfill the criterion graduation standard in the Post Graduate Program in Ganesha University of Education (UNDIKSHA)

METHOD

In order to obtain the intended data, several procedures conducted. Those steps are: 1) all instruments needed during the experiment prepared in advance by the researcher. 2) Those instruments were consulted with the experts (the researcher's supervisors). 3) Before the instruments are used, they be tried out to prove their validity and reliability. 4) The population of this study was the 2nd grade students of SMP Negeri 3 UBUD, generally consist of forty

students in each class. There were 4 classes in 2nd grade there were VIII. A, VIII.B, VIII.C, and VIII.D. Two groups as sample were selected randomly and followed by *intact random sampling*. 5) From the two groups, lottery technique is used by the researcher to determine the control group and experimental group. 6) Both the control and experiment groups be given a questionnaire and they should answer the questionnaire in order to classify the students into the students having high and low motivation in learning English. For this study, Likert Scale with 5 respective scales was used for motivation questionnaires. 7) Two groups were treated differently. The experimental group was taught by using STAD method and the

control group taught by using conventional method. 8) The posttest is administered to each group after conducting eight time treatment. Each treatment lasted for 80 minutes. 9) The score obtained from the posttest is subjected for further analysis. The analyses were conducted descriptively and inferentially by using Two-Way ANOVA and Tukey test.

Discussion

Data descriptions of the central tendency (median, mean, and mode) and the spread of dispersion (standard deviation, variance, range, minimum, and maximum) of the eight groups of data (A1, A2, B1, B2, A1B1, A2B1, A1B2, A2B2) were presented in Table 01 below.

Table. 1. The Summary of the Calculation of Central Tendency and Dispersion

Statistic	Group							
	A1	A2	B1	B2	A1B1	A2B1	A1B2	A2B2
N	30	30	30	30	15	15	15	15
Mean	84.966	73.000	83.833	74.133	88.333	79.333	81.600	66.666
Median	85.000	75.000	85.000	75.000	90.000	80.000	80.000	65.000
Mode	80.00	75.00	90.00	70.00	90.00	75.00	80.00	70.00
Std Deviation	5.26	8.76	7.18	8.85	4.20	6.77	3.94	5.23
Variance	27.757	76.897	51.661	78.395	17.667	45.952	15.543	27.381
Range	20.00	30.00	30.00	27.00	15.00	25.00	12.00	15.00
Minimum	75.00	60.00	65.00	60.00	80.00	65.00	75.00	60.00
Maximum	95.00	90.00	95.00	87.00	95.00	90.00	87.00	75.00

The result of hypothesis 1, Student Team Achievement Division (STAD) is more effective than Conventional method to teach reading or H_0 was rejected that make there is a significant different effect between Student Team Achievement Division (STAD) and conventional methods. According to the calculation above states that H_0 was rejected, it can be concluded that there was a significant different effect

on students' reading competence among the students who were taught by using STAD and those who were taught by using conventional Method. It could be seen from the calculation finding of Two-Way ANOVA of which the F_{ob} 42.195 and the value of F_{cv} is 4.00, which meant that $F_{ob} > F_{cv}$ so that H_0 was rejected and H_1 was accepted. In addition, using descriptive statistics, it was found that the mean score of the students'

reading competence who were taught by using STAD Method (\bar{X} A1 = 84.966) was higher than the mean score of the students' reading competence who were taught by using conventional reading Method (\bar{X} A2 = 73.000). So it can conclude that Student Team Achievement Division (STAD) had a better effect in improving the students reading competence than conventional method. Student Team Achievement Division (STAD) was applied into the Experiment group and the conventional method was applied to control group

The result of hypothesis 2 was there is a significant effect of learning motivation toward the students' reading competence. It could be seen from the calculation finding of Two-Way ANOVA of which the F_{ob} 7.008 and the value of F_{cv} is 4.00, which meant that $F_{ob} > F_{cv}$ so that H_0 was rejected and H_1 was accepted. It can be concluded that there was a significant effect of learning motivation toward student's competence in reading

The result of hypothesis 3 about the interaction between Student Team Achievement Division (STAD) and learning motivation in teaching reading showed that the null hypothesis was rejected so the alternative hypothesis was accepted. It means that there was a significant interactional effect between STAD method and learning motivation on students' reading competence instead of that it could be seen from the computed data through Two-Way ANOVA assisted by SPSS 17.0 of which the value of F_{AB} was 9.610 which was higher than the value of F_{cv} that was 4.00. It can be concluded that there are an interaction between Student Team Achievement Division and learning motivation in students' reading competence. Because there is an interaction between STAD and Motivation toward reading competence so, we should do a further test using the Tukey test to know with part the interaction appears.

The result of the first post hoc (*tukey test*) testing about There is a significant difference in reading competence between students' having high motivation taught

using Student Teams Achievement Division (STAD) and the student's having high motivation taught using conventional method revealed that the value Q_{ob} was 4.86 which was higher than the value of Q_{cv} that was 3.01, $\alpha = 0.05$ ($Q_{ob} > Q_{cv}$, $\alpha = 0.05$). It meant that the null hypothesis was rejected but alternative hypothesis was accepted. For this reason, it was proven that the student having high motivation who were taught by using the Student Team Achievement Division (STAD) method and the student having high motivation taught by using conventional method there are significant interaction.

The result of the first post hoc (*tukey test*) testing about There is a significant difference in reading competence between students having low motivation taught using Student Teams Achievement Division (STAD) and the student's having low motivation taught using conventional method revealed that the value Q_{ob} was 8.07 which was higher than the value of Q_{cv} that was 3.01, $\alpha = 0.05$ ($Q_{ob} > Q_{cv}$, $\alpha = 0.05$). It meant that the null hypothesis was rejected but alternative hypothesis was accepted. Because H_0 was rejected, it can be concluded that there was a significant different effect on students' reading competence between the students having low motivation were taught by using STAD Method and those having low motivation were taught by using conventional Method.

Conclusion

Based on the previous description of the data analysis, the writer can make the conclusions as follows: 1) Student Team Achievement Division (STAD) Method is more effective than Conventional Method to teach reading in the 2nd grade students of SMPN 3 UBUD. 2) There is a significant affect influence by their motivation to their mastering reading competence. 3) There is an interactional effect between the two variables, teaching methods and learning motivation in the second year students of SMPN 3 UBUD. 4) Students having high motivation in STAD Method class have

better reading competence than students having high motivation in Conventional Method in the second year students of SMPN 3 UBUD. 5) Students having low motivation in STAD Method class have better reading competence than students having low motivation in Conventional Method in the second year students of SMPN 3 UBUD.

Suggestion

There are some suggestions which can be given to the readers as follows: 1) it is suggested to the teachers of the SMP Negeri 3 Ubud to implement Student Team Achievement Division (STAD) in English class, especially in teaching Reading. STAD affects positively to the process of students reading competence, which leads the improvement of the students' reading competence. 2) It is suggested for all the teachers who had the same problem as what the researcher found to apply STAD as an alternative teaching method to improve the students' competence especially in reading. 3) It is suggested for the researchers can use the result of this study as the starting point for further research in the same field or as a reference for other studies in different field.

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