STAD AS A STRATEGY OF TEACHING READING COMPREHENSION IN JUNIOR HIGH SCHOOL

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Abstract: This research investigated whether there was a significant difference on students' achievement in reading comprehension taught using STAD and lecture method. The sample was the eighth-graders of SMPN 3 Banjarmasin. A quasi-experimental design was employed in this research. The experimental group was taught using STAD while control group was taught using lecture method. A reading comprehension test as the instrument of collecting data was administered for both groups. Based on the research result using *t-test*, it was found that the *t value* was higher than *t-table* (2.39315 > 2.00) which means that there is a significant difference of achievement between the experimental group and control group. From these findings it can be interpreted that the use of STAD is more effective than lecture method in teaching reading comprehension for junior high school students. It is suggested for English teachers in Junior High School to use STAD in teaching reading since it is useful in improving students' reading comprehension achievement.

Keywords: reading comprehension, STAD

INTRODUCTION

Learning English as a foreign language in school context raises reading become the skill that is critically important to students. Reading is the necessity for students if they want to expand their knowledge. Through reading, students grasp useful information. The information that the students have read simply broaden their knowledge. Thus, it is really helpful for the students to build their

background knowledge in order to get ready in the classroom learning process.

In school, students learn English through textbook and printed material.When they faced the text book and printed materials they deal with words that they need to understand well. Students bear to have good reading skill to comprehend every single material that they read. Whenever students do not own enough reading skill to master the material then they will just stuck there. It will be hard for the students to move on to the next material in their classroom learning process. Thus, reading becomes their needs if they want to achieve the better level of English proficiency.

In classroom learning context especially in reading comprehension section, the materials are complex. There are many kinds of text that students need to comprehend. After they read the texts, still they deal with comprehension, questions, vocabulary question, reference, etc.

In solving the questions related to the text, students need to use their reading comprehension skills. Reading skills are techniques that enhance comprehension and retention of information containing printed material (Grabe, 2002). The first main skill in reading comprehension is reading for main idea. In this skill students are expected to be able to find out the idea of a paragraph or what the paragraph tells the reader about. Usually students need to capture the topic sentence to make it easier in discovering the idea of the paragraph. However, finding the topic sentence will not always be the solution after all. In some cases, the idea can be more general than the topic sentence. The other sentences in the paragraph are the details that support the main idea. The detail sentences are usually more specific than the topic. The next skill in reading comprehension is reading for specific information. In this part, students' jobs seem simpler than finding out main idea. Students only need to read the relevant parts and ignore the irrelevant.

Other reading comprehension skills related to vocabulary building is guessing meaning from the context. Guessing meaning

from context requires students to understand unfamiliar words. Students need to pay more attention to the meaning of text surrounding the unfamiliar words.

The main reading comprehension skills mentioned above are very important for the students to master since those skills are the skills being tested in English subject in National Exam at either junior or senior high school level. In National Exam, the items of the English test are mainly about reading comprehension, eventhough there are also items about listening comprehension. Nevertheless, there are only small amount of them from total items of the test. It means that students must have good reading comprehension skills in order to pass the National Exam.

Based on the pre-research conducted at SMPN 3 Banjarmasin, the researcher observed the teacher's way in designing the classroom teaching. It is revealed that the teachers still use conventional method in the classroom where the teaching process is really teacher-centered; teacher lectures by explaining the materials in front of the classroom. Andik (2013) in his study also found the same way as the case above that the teacher used teacher-centered method in teaching. Many activities employed in those method are individually tasks which means those activities make the students focused on individual points. This kind of situation may cause an unfavorable impact to students. Sometimes students tend to lose their attention to the teacher because they think they do not have any roles in the classroom. It also affects to students' achievement. Based on the pre-test result, students average score (69) falls into Fair category. This problem makes the teacher need to think even harder in improving students' ability in reading comprehension. Teachers need to make the classroom learning become meaningful for students' ability development. The way teachers lead and design the class can be the key factor in reaching the goal. Maintaining students' attention and focus is important for them to grasp the material that the teacher explains about.

Regarding the case above, researcher raises a cooperative learning method to be applied in teaching students. In cooperative learning method, students are required to work together as a team in finishing certain task. Working together makes them improve their attention and focus. According to Brown (2001), pair work and group work are effective techniques for taking students' focus off you as the center of attention and for getting them into an interactive frame of mind.

There are many kinds of cooperative learning method. Some of them are Jigsaw and Teams Games Tournaments (TGT). In this study, the researcher chose Students Teams-Achievement Division (STAD) because STAD is one of the simplest techniques of all cooperative learning techniques, and it is a good model to begin with for teachers who are new to the cooperative approach (Slavin, 1995). Thus, STAD is applicable to use in this research since the procedure is easy to follow and the technique matches with the materials taught in the junior high school. Those reasons that mentioned above makes the researcher choose STAD in teaching reading comprehension in SMPN 3 Banjarmasin. Considering, the teachers and the students in this school are new to any kind of cooperative learning approach.

Based on the explanation above, researcher attempts to conduct a study on the use of STAD in teaching reading comprehension for the eighth grade students of SMPN 3 Banjarmasin academic year 2013/2014.

LITERATURE REVIEW

Teaching Reading in Indonesia Junior High School

In the academic year 2013/2014 SMPN 3 Banjarmasin still uses KTSP (2006) as the curriculum in teaching the eighth grade students. Thus, the teaching of reading in SMP level is following the syllabus of KTSP (2006). According to the syllabus for the eighth grade at the second semester, there are two kinds of texts offered for eight grade students. They are *recount* and *narrative* texts. Both of the texts require students to reach these following indicators:

1. Reading aloud
2. Identifying main idea and specific information
3. Identifying the communicative purpose of the text
4. Identifying the generic structures of the text

In this study, the researcher limits the sub-skills on finding main idea, finding specific information and guessing meaning from the context.

Student-Teams-Achievement Divisions (STAD)

There are five major components in STAD; class presentation, teams, quizzes, individual improvement scores, and team recognition (Slavin, 1995).

1. In class presentation there is a direct instruction or a lecture-discussion conducted by the teacher. Class presentations in STAD differ from usual teaching only in that they must pay careful attention during the class presentation, because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.
2. Teams. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity. The major function of the team is to make sure that all team members are learning, and, more specifically, to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheets or other material.
3. The next component is Quizzes. Students will have individual quizzes after approximately one to two periods of teacher presentation and one to two periods of team practice. Since this is an individual quizzes, students are not allowed to help each other.
4. Individual Improvement Scores. This component exists in order to give each student a performance goal that can be attained if he or she performs better than in the past. Any student can contribute maximum points to his or her team in this scoring system. A base

score will be given to each student based on his or her previous quiz score.

5. The last component is Team Recognition. In team recognition, teams gain certificates or other reward whenever their scores reached the criteria.

The Teaching Procedure of STAD

STAD consist of a regular cycle of instructional activities (Slavin, 1995).

1. Teach, the teacher present the lesson. Each lesson in STAD begins with a class presentation done by the teacher.
2. Team study. During team study, team members' tasks are to master the material teacher presented in your lesson and to help their teammates master the material. Students have worksheets and answer sheets they can use to practice the skill being taught and to asses themselves and their teammates
3. Test, the main idea of giving test is individual quiz. Teacher distributes the quiz and gives students adequate time to complete it. This time, students are not allowed to work together on the quiz, at this point students must show what they have learned as individuals.
4. Team recognition, it figures individual improvement scores and team scores and awarding certificates or other team rewards. Improvement points mean students earn points for their teams based on the degree to which their quiz scores (percentage correct) exceed their base scores:

Table 1 Degree of Improvement Points

No.	Quiz Score	Improvement Points
1	More than 10 points below base score	5
2	10-1 poin below base score	10
3	Base score to 10 points above base score	20
4	More than 10 points above base score	30
5	Perfect paper (regardless of base score)	30

5. Team Scores. Record each team member's improvement points and divide team member's improvement points by the number of team members who were present. Note that team scores depend on improvement scores rather than on raw quiz scores
6. Recognizing Team Accomplishment. Three levels of awards are given. These are based on average team score (team average = total team score ÷ number of team members) as follows:

Table 2 Level of Awards

No	Criterion (Team Average)	Award
1	15	good team
2	20	great team
3	25	super team

RSEARCH METHOD

Research Design

Quantitative approach is used in this research. This research used experimental research design. Whereas it is not possible for the researcher to use the random assignment, researcher chooses to apply quasi-experimental design. The researcher used the pre-test and post-test group design. The pre-test and post-test group design involved two groups as subjects, one group received the experimental treatment while the other did not, with both groups being measured or observed twice (Fraenkelet al., 2006).

Through this quasi-experimental research, the researcher wanted to find out whether there is any significant difference between students' reading ability after taught by using STAD and students' reading ability after taught by lecture method.

Population and Sample

The population in this research is the eighth grade students of SMPN 3 Banjarmasin. Eighth grade students are divided into six classes. Each class consists of 30-32 students. The total number of population is 188 students.

From the total population of 6 classes of eighth grade students, researcher chose VIII B as the experiment group and VIII D as the control group through the use of cluster random sampling. In deciding the two classes both the experimental and the control group, the researcher did a lottery. The experimental group VIII B consists of 32 students and the control group VIII D consists of 31 students. Thus,the total number of the sample is 63 students.

Instrument

In this research, the test used was reading comprehension test as the instrument. The test consists of 6 passages; each passage contains of 5 questions items. The items involved in the test are reading for finding specific information, reading for main idea, guessing meaning from the context. The test is given as their pre-test and post-test.

In order to reach content validity, the test is made according to the English syllabus for class VIII junior high school. After that the researcher held a discussion with the English teacher in the school to make sure that the test is suitable based on the syllabus.

To get a reliable instrument, try-out method by using split half technique was employed. The researcher gives the try-out test to VIII E class. Then researcher measured the reliability by using Spearman Brown formula.

By using the formula, the reliability coefficient is calculated. After researcher gets the reliability coefficient from the formula is obtained, it is interpreted based on the following criteria (Arikunto: 2006).

Table 3 The Criteria of Reliability Test

No	Raw Score	Interpretation
1	0.000-0.2000	Very Low
2	0.201-0.400	Low
3	0.401-0.600	Moderate
4	0.601-0.800	High
5	0.801-1.000	Very High

Data Collection and Analysis

In this research the technique of data collection is by conducting a reading comprehension test to students. After the test is done, the result of the test is becoming the source of data collection.

After gaining the data from the test. Thus, the data from the test result is analyzed by using these following steps:

1. After the researcher conducts the try-out test, the reliability is measured. The researcher uses Pearson Product Moment Correlationformula in calculating the reliability. Then, it is compared with the *r* value of *r* table.
2. Before conducting the pre-test and post-test, the researcher analyzes the data of try-out-test in VIII E class. After the data of try-out test is stated valid and reliable then the pre-test and post-test will be given. Each correct answer from the test earns score of three point three (3.3). The maximum score is 99, but it is rounded up to 100.

In analyzing the students' pre-test and post-test scores, the students' scores are enumerated by using formula below:

$$score = \frac{total\ number\ of\ correct\ anwers}{total\ number\ of\ test\ items} \times 100$$

The students' scores are interpreted to the school's passing grade or *Kriteria Ketuntasan Minimal* (KKM) . In SMPN 3 Banjarmasin, the KKM for English subject is 70. After that the scores are also interpreted by using the scoring standard below:

Table 4 Score Interpretation

Score	Interpretation
≥ 90	Excellent
80.00 – 89.99	Very Good
70.00 – 79.99	Good
60.00 – 69.99	Fair
< 60	Failed

3. After that, the researcher tested the hypotheses. In testing the hypotheses, t-test technique is used in this research. Specifically, the t-test is used to examine the mean differences of the two groups' post-test scores in this research. The formula for t-test calculation used in this research is called as Fisher formula, and is shown as follow (Sudijono, 2012: 314):

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{N_1 + N_2 - 2}\right)\left(\frac{N_1 + N_2}{N_1 \times N_2}\right)}}$$

M_1= mean of experimental group
M_2= mean of control group
$\sum x_1^2$= the sum of the square of post-test score deviation from experimental group
$\sum x_2^2$= the sum of the square of post-test score deviation from control group
N_1 = number of the samples from experimental group
N_2 = number of the samples from control group

4. After calculating the t-test, the researcher compared the t-test with the t-table. The degree of freedom is df= (N1 + N2) – 2, and the level of significance is 0.05. After that, the researcher draws conclusion of the hypotheses. If the t-test > t-table, the H_0 (hypothesis null) is rejected, it means there is significant different achievement between the students who are taught reading comprehension by using STAD and the students who are taught reading comprehension with lecture method. However, if the t-test < t-table, the H_0 is accepted. It means there is no significant different achievement between the students who are taught reading comprehension by using STAD and the students who are taught reading comprehension with lecture method.

FINDINGS AND DISCUSSION

The result of the hypothesis testing using t-test, the t-test value is higher than t-table (2.39315> 2.00). On the other hand, it means that

alternative hypothesis (Ha) is accepted. There is a significant difference in students' achievement in reading comprehension between students who are taught by using STAD and those who are taught with lecture method at the eighth grade of SMP Negeri 3 Banjarmasin academic year 2013/2014.

Reading comprehension test was used as the instrument in this research. So, the source of data result was from the result after the reading comprehension test was conducted. The test was carried out to both experimental and control class as their pre and post-test. The pre-test average scores for both experimental and control class were in the same category, fair category. Due this result, it can be assumed that both classes were homogenous. The results of students' achievements in pre-test were increased to their achievement in post-test for both experimental and control class. After the experimental class got teaching learning activities with STAD for three meetings, then the post-test were administered. The result of students' achievement in post-test increased to very good category (85.12). The post-test was also given to control class after the students had teaching learning activities with lecture method for three meetings. The result of their achievement in post-test increased to good category with the average score 77.98. From the post-test results in both classes, it can be concluded that the difference is significant, it is 7.14.

As soon as the pre-test was done for the experimental class, the teaching and learning with STAD was applied. Throughout STAD, the students made cooperation and worked together with their friends in groups. Before they were assigned into group, there were class presentations. Each lesson in STAD started with class presentation, where it had direct instruction or a lecture-discussion and presented the lesson that is conducted by the researcher (researcher acted as the teacher in this research). After that, students are divided into groups and had Team Study Activity. During the Team Study, each group had to make sure that all the members understood the material and worksheet given, so they were very well prepared for quiz at the end of the lesson. Last, they had individual

quiz. The students were worked individually in doing this quiz. The students' average scores on quiz were important to their team achievement. Those groups whose average score reached criteria were gotten the reward. The post-test was given after the three-meeting treatment. The result showed improvement in the students' achievements on three sub-skills. The improvements in reading for main idea increased to 88.21%, reading for specific information improved to 89.64%, and guessing meaning from the context raised to 77.50%. In rank, the highest achievement started from reading for specific information (89.64%) to reading for main idea (88.21%) and the lowest was guessing meaning from the context (77.50%). Conversely, the highest improvement was shown by the result of guessing meaning from the context from 57.85% to 77.50%. It is followed by reading for main idea, the percentage moved from 65.35% to 88.21% and the last one is reading for specific information from 83.92% to 89.64%. In conclusion, the students' ability in the three sub-skills had improved.

Furthermore, students' ability in reading comprehension in control and experimental class were similar in their pre-test results. The highest and lowest achievements were the same i.e. in reading for specific information (82.14%) and guessing meaning from the context (54.28%). Discussing about students' in control class after all improvement in three sub-skills in post-test, the occurrence of improvement was not as much as occurred in students' post test result in experimental class. Even though control class students' post-test result in reading for specific information increased to 89.28% which was higher than the improvement in experimental class but the improvement happened in the rest two sub-skills for control group i.e. reading for main idea (72.50%) and guessing meaning from the context (54.28%) were still lower than in experimental class.

In conclusion, control class students' achievement was not as improved as experimental class students' achievement. The achievement in experimental class was higher than in control class. This result was proven that the students who taught with STAD

method gave significance difference in students' improvement in their reading comprehension ability in all three subskills rather than students who taught with lecture method. Students who taught with cooperative learning, STAD, learned and worked together in team. They cooperated each other in understanding the material and also finished the worksheet. Students really paid attention and focused to the teacher during class presentation when they were assigned in team so they could do well in understanding the lesson material about recount text in reading comprehension. It had been proven by their achievement in reading comprehension that was improved from pre-test to post-test results. This is go together with the statement of Brown (2001:113) that pair work and group work are effective techniques for taking students' focus off you as the center of attention and for getting them into an interactive frame of mind even at the most beginning level.

CONCLUSIONS AND RECOMMENDATION

From the research result, the researcher can conclude that:

1. According to the t-test result, it can be seen that there is a significant difference in students' achievement in reading comprehension between students who are taught by using STAD and those who are taught with lecture method at the eighth grade of SMP Negeri 3 Banjarmasin academic year 2013/2014. It is indicated by the students' average score from post-test result in experimental class is 85.12 (Very Good category) but, the students' average score from post-test result in control class is only 77.98 (Good category).
2. Lecture method are less effective to use for junior high school students than STAD since the result showed that the students' achievement who are taught with Lecture method are lower than the students' achievement who are taught with STAD.
3. The application of STAD in teaching which acquired students to work together in team is helpful in keeping students' attention and focus toward the teacher.

There are several suggestions that the researcher would like to recommend:

1. The English teacher should take this research result as a consideration to use STAD in classroom learning as an alternative choice of technique in teaching reading.
2. It is suggested that the learning process does not only consist of lecturing but also give time to students to work together with their friends. Since the research result showed that the use of cooperative learning gave more significant improvement for students' achievement than lecture method, the technique is worth using.
3. The use of STAD is suggested for other researcher. They can conduct this kind of research by adding some modifications, for example in different field and location, with different sample, and level of education.

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