

## THE EFFECTIVENESS OF USING STAD IN JUNIOR HIGH STUDENT READING COMPREHENSION

Nana Nurjanah<sup>1</sup>

Universitas Muhammadiyah Metro<sup>1</sup>

[nananurjanah91@gmail.com](mailto:nananurjanah91@gmail.com)

### *Abstract*

*Reading is a parts of language acquisition communication of sharing information and ideas. In fact many students in junior high still confuse what is reading. The objective of this research is to know the effectiveness of using STAD in student reading comprehension in procedure text. Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. After the research finished the research and analyzed the data that obtained from the research, then some conclusion can be drawn. Based on the result of the analysis and computation of the data, the researcher concluded as STAD is effective in improving students' comprehension of reading procedure text.*

*Keywords: Reading; STAD; Procedure Text*

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Correspondence author: nananurjanah, Universitas Muhammadiyah Metro, Indonesia. E-Mail: [nananurjanah91@gmail.com](mailto:nananurjanah91@gmail.com)

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## INTRODUCTION

Learning a foreign language is an integrated process that the learner should study the four basic skills namely, listening, speaking, reading, and writing. We use it to understand our world through listening and reading and to communicate our need and desires through speaking and writing. By having more knowledge about language skill we have much better chance of understanding and being understood and getting what we want and need from these around us. As we know, there are many junior high schools which still use old methods in teaching reading. The teachers just give the material and explain it, give example and give exercise. This method is not interesting because the students are bored and need time to be able to master English reading especially in procedure text.

The quality of English language lessons in reading skills in English language text of the procedure is still very low. It is necessary for English teachers to use effective and interesting techniques in the process of learning, especially reading in

English. This will make the learning process more interesting, so they can make progress in the learning process. Student Team Achievement Division (STAD) is one technique that uses clustering techniques as a means to learning. STAD has been used extensively from school to university level. STAD learning model is useful in assessing the information from the lesson and the most effective when the question has a single correct answer. Students are able to work together cooperatively. STAD technique is excess students work together in achieving its objectives by upholding the norms of the group. Students will also actively help and motivated to succeed together interaction spirit among the students with increasing their ability to argue that it would be easier to understand the content of the reading in the text of the procedure. Weakness of STAD technique is that took longer to students that it is difficult to achieve the target curriculum. Require a longer time for teachers so that teachers generally do not want to use cooperative learning and requires special skills of teachers so that not all teachers can do cooperative learning.

The intention is constructing or deriving meaning (reading comprehension). It is the mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. Reading is a means of language acquisition communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practices, development, and refinement.

Reading is an intensive process in which the eye quickly moves to assimilate text. Very little is actually seen accurately. It is necessary to understand visual perception and eye movement in order to understand the reading process. There are several types and methods of reading, with differing rates that can be attained for each, for different kinds of material and purposes.

1. Sub vocalized reading combines sight reading with internal sounding of the words as if spoken. Advocates of speed reading claim it can be a bad habit that

slows reading and comprehension, but other studies indicate the reverse, particularly with difficult texts.

2. Speed reading is a collection of methods for increasing reading speed without an unacceptable reduction in comprehension or retention. It is closely connected to speed learning.
3. Proofreading is a kind of reading for the purpose of detecting typographical errors. One can learn to do it rapidly, and professional proofreaders typically acquire the ability to do so at high rates, faster for some kinds of material than for others, while they may largely suspend comprehension while doing so, except when needed to select among several possible words that a suspected typographic error allows.
4. Structure-Proposition-Evaluation (SPE) method, popularized by Mortimer Adler in *How to Read a Book*, mainly for non-fiction treatise, in which one reads a writing in three passes: (1) for the structure of the work, which might be represented by an outline, (2) for the logical propositions made, organised into chains of inference, (3) for evaluation of the merits of the arguments and conclusions. This method involves suspended judgement of the work or its arguments until they are fully understood.
5. Survey-Question-Read-Recite-Review method, often taught in public schools, which involves reading toward being able to teach what is read, and would be appropriate for instructors preparing to teach material without having to refer to notes during the lecture.
6. Multiple Intelligences-based method, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text.
7. Rapid Serial Visual Presentation (RSVP) reading involves presenting the words in a sentence one word at a time at the same location on the display screen, at a specified eccentricity. RSVP eliminates inter-word saccades, limits intra-word saccades, and prevents reader control of fixation times. RSVP controls for difference in reader eye movement, and consequently is often used to measure reading speed in experiment.

Based on the explanation above, so ability of reading content is ability to understand the reading text that is without the slightest neglect structure. By understanding the entire contents of the reading, expected to understand the entire passage and its structure.

## METHOD

This research is quantitative research. Research design that will be used in this research is true experimental design. The kind of design is control group pre test and post test design. In qualitative research aim is to determine the relationship between one thing. And another in a population. Quantitative research designs are either descriptive. A descriptive establishes only associations between variables. An experiment establishes causality.

There are two variables in this research, dependent and independent variables. The population of the research is the seventh grade of SMP PGRI Gunung Pelindung, East Lampung. In this research, technique used of sampling is stratified random sampling. Sample is very important step in conducting a research study. Gay (20015) says that a good sample is one that is representative of the population from which it was selected. The researcher takes randomly of the class observation. In this research, the researcher used technique of data collection technique as test, validity and reliability test, pre test, post test, normality test, homogeneity test and hypothesis test. Hypothesis test is calculated using two ways anova. The formula of hypothesis test is  $t_{test}$ .

$$t_{test} = \frac{X_1 - X_2}{S\sqrt{1/N_1 + 1/N_2}}$$

Note:

X1 : mean score of the experimental class

X2 : mean score of the control class

S : variant

N1 : number students in experimental class

N2 : number of students in control class

## RESULT AND DISCUSSION

This research was conducted in SMP PGRI 1 Gunung Pelindung East Lampung. The population of this research is 90 students. This research was carried out at seventh grade. The sample was taken by stratified random sampling technique. To apply this technique, the researcher used the data from teacher as data to divide the students in three parts, They are high (5 students), average (12 students), and low (3 students) intelligence. So, the total sample of this research is 26 students. Before doing the research, the researcher did the test to know the validity and reliability of instrument. The researcher took other classes to do it. Besides, the students who took test were equal level with the students of experiment and control class. The test was conducted in order to know the quality of the test as the instrument of the research. The test is multiple choice about 30 items. The student got 1 score if the answer is correct and 0 score if wrong. After getting the data of test, it was obtained that the highest score was 8,0 and the lowest score was 3,3 with the average score is 5,5. The data frequency of distribution was from 20 students in class, there were 6 students got score 3,3 – 4,7. Six students got score between 4,8 – 5,7. Six students got score between 5,8 – 6,7. Two students got score between 6,8 – 8,0. From the try out test, the researcher find out some question is poor category. From the poor category the researcher revise some number of question. They are number 1,3,6 and 16. And some poor category which is not used in the research. They are number 2,12,14,17,18,19,21,24,25 and 27. So, in this research, the researcher uses 20 items of instrument to get data.

In this research, the researcher was using content validity of research. Content validity reflects to which items in the test reflect the material presented in the curriculum. The researcher has shown that the variables that represent the content of the material in the curriculum. It is also supported by lesson plans that correspond with the curriculum, and development the test item according to the lesson plan for the clearer about content validity in this research.

After getting the result of data in try out, the researcher cululated the data using product moment formula to know its correlation, after that the correlation was calculated using spearman brown formula to know the reliability of the test. From

the calculation carried out obtained the result of the test items was 0,858. It has got highest reliability. It means that the test items of reading comprehension can be used in this research.

After giving the test and getting the result data of the test in this research, the researcher used quantitative analysis in order to know the comparative study of student's reading comprehension in procedure text using STAD. To analysis the result data of pre-test and post-test, the researcher used the formula  $t_{test}$ . Before conducting the hypothesis, the researcher had used whether test result has normal and homogeneous test or not. It is hoped that there will be no mistake in taking a conclusion, as the effect of inappropriate formula usage. STAD technique is effective toward reading comprehension in procedure text at seventh grade junior high students.

## CONCLUSION

Reading comprehension is essentially the ability to understand what has been read. There is little point in being able to pronounce the words on a page if the words mean nothing to you. After the research finished the research and analyzed the data that obtained from the research, then some conclusion can be drawn. Based on the result of the analysis and computation of the data, the researcher concluded as STAD is effective in improving students' comprehension of reading procedure text.

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