ENHANCING STUDENTS' READING COMPREHENSION ACHIEVEMENT ON REPORT TEXT THROUGH STUDENTS TEAM ACHIEVEMENT DIVISIONS (STAD) METHOD

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ABSTRACT

The aims of the study are to know if STAD method is effective to enhance students' reading comprehension achievement on report text and also to know if the students like being taught in reading on report text through STAD method of first grade student of SMA KP 3 PASEH. The sample of the research is 30 students of MIPA 2. The instruments are pre-test, post-test and questionnaire. The questionnaire is distributed to get students opinion of the use of STAD method in teaching reading on report text. It has ten questions that they need to answer. The result of the research after calculating t-test, the t-observe is bigger than t-table. As the derived t=3.016 exceeds the table critical value of t=2.045, at P=.05 with df=N-1=30-1=29 (3.016 > 2.045). Therefore, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. It means that STAD method is effective to enhance students' reading comprehension achievement on report text. Besides that, from the result of the questionnaire, the researcher can conclude that the students' response toward Students Team Achievement Divisions (STAD) method in learning reading on report text is positive. It means that the students like being taught in reading on report text through STAD method. It also means that students can enhance their skill on reading especially in teaching reading on report text through Students Team Achievement Divisions (STAD) method.

Keywords: reading, Students Team Achievement Divisions (STAD) method, report text

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah metode STAD efektif untuk meningkatkan pemahaman, pencapaian serta kemampuan siswa dalam membaca teks berita dan juga untuk mengetahui apakah siswa kelas satu SMA KP 3 PASEH suka belajar membaca teks berita dengan menggunakan metode STAD. Sampel dari penelitian ini adalah 30 siswa kelas X MIPA2. Instrumen penelitian terdiri atas tes sebelum menerapkan metode, tes sesudah menerapkan metode dan angket. Angket diberikan untuk memperoleh pendapat siswa terhadap penggunaan metode STAD dalam pengajaran membaca teks berita. Angket tersebut memiliki sepuluh pertanyaan yang harus dijawab oleh siswa. Hasil dari penelitian setelah menghtung t-test, dimana t-observe lebih besar daripada t-table. Sebagaimana diperoleh hasil t=3.016 lebih besar dari tabel nilai t=2.045, dengan tingkat signifikansi P=.05 dan df=N-1=30-1=29 (3.016 > 2.045). Oleh Karena itu, alternatif hipotesis (Ha) diterima dan nol hipotesis (Ho) ditolak. Yang menyatakan bahwa metode STAD efektif untuk meningkatkan pemahaman, pencapaian serta kemampuan siswa dalam membaca teks berita. Selain itu, berdasarkan hasil angket, peneliti dapat menyimpulkan bahwa respon siswa terhadap metode STAD dalam pembelajaran membaca teks berita adalah positif. Yang berarti bahwa siswa suka belajar membaca teks berita dengan menggunakan metode STAD. Hal ini juga berarti bahwa siswa dapat meningkatkan kemampuan dan pemahaman membaca mereka terutama dalam teks berita melalui metode STAD.

Kata kunci: membaca, metode STAD, teks berita

INTRODUCTION

The level of reading comprehension in Indonesia is low. Reading is not really loved in Indonesia. This issue is being a hot topic for more than one year. In 2015, the data of Program for Students Assessment (PISA) released by Organization for Economic Co-operation and Development (OECO) shocked Indonesia. The data showed that Indonesia was in the 62 ranking of reading comprehension from 70 countries that participated in the world. The top 5 were Singapore, Canada, Hong Kong, Finland and South Korea. Many people in Indonesia speculated that this happened because of teacher's fault. A lot of teachers did not agree with that statement. They thought that was not a simple problem to solve especially in teaching reading comprehension like report text.

Reading is one of the most important skill in language. In this era of globalization, reading is considered as indispensable for a life of high quality (Bahadir 2012:2 as cited in Akin, Koray & Tavukcu, 2015:245). The ability to read and get the main point of the text is needed both in academic achievement and in society. It is the significant skill that students need to have because by reading, students get new knowledge and open their mind since it functions as an essential source of input for other skill to develop.

Teaching reading comprehension achievement is a complex process. For example, to master report text, students need to understand the structure and features of report text so it will enhance students' comprehension of the text. Students also need to understand the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment. Additionally, based on the researcher experienced in teaching reading comprehension in senior high school students, mostly they find that reading comprehension is difficult activity. They think that the content of report text is not easy to understand and they do not want to read it. So, it is reasonable if the teacher should not only need to explain the material but also need to make students want to read happily. It means that teachers should have an effective strategy or method to solve those problems.

Slavin (1995 cited in Shafaei 2011:329) found an effective teaching method to teach English in almost all skills and elements called Students Team Achievement Divisions (STAD) method.

LITERATURE REVIEW

Reading

Anderson (2003:1 cited in Crystal 2007: 20 and Pokharel 2018:75) claims that reading is a functioning and fluent actions that involves reader and reading material in creating meaning. It means that students need to understand the whole text to communicate with an enough achievement of reading comprehension. Reading comprehension is the process of making meaning from text (Woolley 2011:100 as cited in Yusuf, Natsir and Hanum 2015:100). It is not big problem when students need to get the right meaning from English text such as report text when English is their first language but it is not easy for students which need to get it when English as a foreign language such as in Indonesia.

Report text

Hanafi (2019:45) stated that report text is a part of a text that informs the information of a subject. The structure of report text is divided into two common structures, namely general classification and description. General classification tells what phenomenon under discussion and description tells what phenomenon under discussion like in terms of parts, qualities, habits or behaviours.

STAD Method

As adopted Slavin (1995 cited in Shafaei 2011:329) is effective to teach English in almost all skills and elements called Students Team Achievement Divisions (STAD) method. According to Danebeth (2005:2), STAD is one of cooperative learning strategy that boots not only collaboration and but also independent learning at the same time. STAD is method in the process of teaching which is effective to improve the motivation and the enthusiasm of student and it can evolve their responsibility in their own group (Gross 1991:56 cited in Yusuf, Natsir and Hanum 2015:101). This method is appropriate to use because it gives students a positive interdependence and gain their individual accountability (McCafferty 2006:50).

According to Narzoles (2015:2), the advantage of Student Team Achievement Divisions (STAD) method are foster good interaction among students, enhance positive attitude towards the course, boost self-confidence, improve academic performance and increase interpersonal skills of EFL learners.

While Cooper (2010:260) defined STAD method as a promoted by Slavin has a lot of benefits. Those are:

a. STAD is appropriate to use in almost all skill and area.
b. STAD focuses on task structure, team composition and reward system.
c. Reward systems for teamwork recognize progress of individual members.
d. Grades of individual achievement are completely determined by individual performance.
   STAD has the most detailed scoring systems.

Teaching of Reading

Teaching is developmental process that the action is inquiry and reflection in which the teacher guide and facilitate learning, give a chance to the learners to learn and sets the condition for learning (Kroll 2005:10).

A lot of teachers find that teaching reading to EFL learners is not as easy as they think. The problem is that some students give up on trying to learn how to read and get the information of English text. They are confusing about unfamiliar words, sentence or paragraph. Some of them believe that reading is a boring activity (Farell 2008:1).

Farell (2008:3) claimed that teaching reading to EFL learners are difficult because of three factors. Those are linguistic differences, individual differences and sociocultural differences between their first and second language.

Teaching reading can be a pleasure activity to students by divided them to group. Students will find it pleasure because they think that they do not read alone and they have partner to discuss.

Teaching Reading on Report text through Student Team Achievement Divisions (STAD) Method

In applying STAD method to teach reading comprehension on report text, a teacher should understand the steps of STAD method. As adopted Slavin (1995 cited in Rakhman and Syatroh 2015:73), the implementation of STAD method in teaching reading are:

1. Students are placed with learning teams of 4-5 people who are a mixture according to the level of achievement, gender and ethnicity.
2. The teacher presents the lesson: report text.
3. Students work on their team to read about the example of report text in technology and make sure that all team members have mastered the content of report text.
4. Each group present their presentation in front of the class about the content of the report text.
5. Students work on their team to answer a group test about the material they have presented.
6. All students are given an individual test on the material. At the time of this test they should not help each other.
7. Teacher announces the highest score of the best team of the week based on the presentation and the group test.
8. Teacher announces the highest score of the best student of the week based on individual test.
   Conclusion.

RESEARCH DESIGN

This research employs pre-experimental design to achieve the goals. Pre-experimental design is an effective way to explore whether a potential intervention merits further investigation (Salkind 2010:1082). It seems to be appropriate to do because the design is the simplest research design that involves the assessment of the functioning of a single group of people. In addition, pre-experimental design uses pre-test and post-test in order to know the students' proficiency in reading before and after the treatment. Then, the questionnaire is distributed to answer second research question and to get students opinion of enhancing reading comprehensions achievement on report text through STAD method for supporting the statement of the test result

Research Subject

The subject of the research is the first grade of SMA KP 3 PASEH, consisting of four classes, X-IIS1, X-IIS2, X-MIPA and X-MIPA2.

Population : The population of this research is X-IIS1, X-IIS2, X-MIPA and X

     MIPA2. Each class has 30 students. So, the total is 120 students.

Sample   : The sample of this research falls into one class out of four classes,

     suppose the sample falls into class X-MIPA2. The class is chosen randomly by using lottery.

The Procedure of Analysing the Data

The collected data will be analysed using t-test for dependent group. A t-test is a difference between the popular statistical vernacular that simply comparing two means to see the significantly different from each other Urdan (2005:89). In reference to Hatch & Farhady (1982:124) the following formula for the Dependent t-test is:

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

Where :
$\overline{X^1}$ = the mean of the pre-test scores
$\overline{X^2}$ = the mean of the post-test scores
ΣD^2 = the sum of the squares of the differences between the pretest scores and the posttest scores
$(\Sigma D)^2$ = the squares of the sum of the differences between the pretest scores and the posttest scores
N = the number of pairs of scores
DF = the degree of freedom
DF = N-1

The steps of analyzing the data:
Step 1: subtract the pairs of scores from each other in the following manner.
Step 2: calculate the mean of the pre-test score (X1).
Step 3: calculate the mean of the post-test score (X2).
Step 4: enter the values obtained from step 1-3 into the formula of the dependent t-test.
Step 5: interpret the result of the computation.

FINDINGS

The research was held on Saturday, 23th July 2020. The research was held in SMA KP 3 Paseh. The researcher chose 30 students as the sample. The researcher used pre-test, treatment, post-test and questionnaire as the instrument.

Pre-test

The pre-test was used to know the students' score on report text before the treatment given. The test was given on Saturday, July 23th 2020. The pre-test applied reading test. The students were assigned to do the exercises. In the test, they should answer ten questions of report text in form of multiple choice and essay about report text focused on technology: mobile phone. When the test was held, students looked confused because they did not understand well about report text. The highest score of the students in the pre-test was 60 which was got by two students and lowest score is 10 which was got by one student. The mean score of the students was 33,5. It showed that students' score result of pre-test was lower than KKM score. The KKM score of reading in English subject in SMA KP 3 Paseh is 70. It means that students' understanding on report text still needed to be improved.

Treatment

The treatments were implemented in three meeting, those are first treatment was held on Saturday, 30th July 2020, the second treatment was implemented on Saturday, 06th August 2020 and the third treatment was held on Saturday, 08th August 2020.The researcher did some steps in the treatment of teaching reading comprehension on report text through Student Team Achievement Divisions (STAD) method as adopted Slavin (1995 cited in Rakhman and Syatroh 2015:73). Those are:

1. The researcher explained in detail about report text such as the definitions of report text, the general structure of report text, the verb used in report text and the purpose of report text.
2. The researcher asked student to make group consist of 5 persons in group.
3. Each group discussed the material of the meetings. The first meeting discussed about report text focused on laptop, the second meeting discussed about report text focused on bicycle and the third meeting discussed about report text focused on helicopter.
4. Each group presented their understanding on the material in front of class.
5. Each group should answer 5 questions in form of essay and the researcher checked it and conclude the highest score of the group.
6. Students understanding on report text are examined in individuals quiz. There were 5 questions that students needed to answer in form of multiple choice. The questions given orally. The highest score of the quiz would be the best student of the week.
7. In the end of the first meeting, the researcher announced the best group of the week and the best students of the week.
8. The researcher gave the conclusion of the first meeting.

Post-test

The post-test used to know the students' score of reading after the treatment given. The test was given on 13th August 2020. The post-test applied reading test. The students were assigned to do the exercise. The test was the same as the pre-test about report text focused on technology: airplane.

Th researcher did some steps to compute the data, the steps are:

1. Computing the mean score of the pre-test
   $$\overline{X_1} = \frac{\sum X_1}{N}$$
   $$\overline{X_1} = \frac{1005}{30} = 33.5$$
   The mean score of pre-test is 33.5
2. Computing the mean score of the post-test
   $$\overline{X_2} = \frac{\sum X_2}{N}$$
   $$\overline{X_2} = \frac{2120}{30} = 70.6$$
   The mean score of post-test is 70.6

3. Computing the amount of difference score of the pre-test and post-test
   $$\sum D = \sum X_2 - \sum X_1$$
   $$= 2120 - 1005$$
   $$= 70.6\text{-}33.5$$
   $$=37.1$$
   The amount of difference score of the pre-test and post-test is 37.1
4. Computing the score of degree of freedom

Df = N-1

= 30-1

= 29

The score of degree of freedom is 29

5. Computing the t-observed

$$t = \frac{\overline{X1} - \overline{X2}}{\sqrt{\frac{\Sigma_D 2 - \frac{(\Sigma D)^2}{N}}{N - (N-1)}}}$$

$$= \frac{33.5 - 70.6}{\sqrt{\frac{133402 - \frac{52775}{30}}{30\,(30-1)}}}$$

$$= \frac{-37.1}{\sqrt{\frac{133402 - 1759.1}{30\,(29)}}}$$

$$= \frac{-37.1}{\sqrt{\frac{131642.9}{870}}}$$

$$= \frac{-37.1}{\sqrt{151.31}}$$

$$= \frac{-37.1}{12.30}$$

$$= 3.016$$

The t-observed value is 3.016

The highest score of the students in the post-test was 90 which was got by six students and lowest score is 30 which was got by one student. The mean score of the students was 70.6. It showed that students' score result of post-test was same as KKM score. The KKM score of English subject in SMA KP 3 Paseh is 70. It means that students' understanding on the report text was enhanced.

Questionnaires

Besides using pre-test and post-test design, the researcher also use questionnaire to get the data. The researcher would like to investigate the students' response about the use of STAD method in learning reading on report text. So, they were required to choose "yes" or "no" questions. It has ten questions that they needed to answer. The general conclusion of the questionnaire students gave positive response toward the use of Student Team Achievement Divisions (STAD) method in learning report text.

Table the Result of the Questionnaire

No	Question	Yes (Strongly agree)	No (Strongly Disagree)
1	Learning report text through STAD method is fun.	94%	6%
2	I like being taught by STAD method.	94%	6%
3	I think time seemed to go by quickly during this class session.	96%	4%
4	Through STAD method I gave deeper insight into the content of today's lesson.	90%	10%
5	The quiz section held my complete attention.	66%	34%
6	The group discussion section gave me more understanding by classmate's viewpoints.	100%	-

7	I believe that I will be able to apply what I learned in today's lesson.	100%	-
8	Reward system in STAD method gave me more energy to be the best.	94%	6%
9	I could visualize aspect of the text easily by STAD method.	20%	80%
10	STAD has detailed scoring systems so it is fair enough to students.	96%	4%

DISCUSSION

The result of the test which is got from pre-test, post-test and questionnaire proven by t-test calculation, where the t-observe is bigger than t-table. As the derived t=3.016 exceeds the table critical value of t=2.045, at P=.05 with df=30 (3.016 > 2.045). Therefore, the alternative hypothesis (Ha) is accepted and the Null hypothesis (Ho) is rejected. This means that there is significance difference in students' score before and after the treatment. It also means that teaching reading of report text using Student Team Achievement Divisions (STAD) method is effective to enhance students reading comprehension on report text to the first grade of senior high school students of SMA KP 3 Paseh..

Questionnaire results revealed that 28 students (94%) liked being taught by Student Team Achievement Divisions (STAD) method. On the other hand, 2 students (6%) did not liked being taught Student Team Achievement Divisions (STAD) method. It can be concluded that more than half students liked being taught by Student Team Achievement Divisions (STAD) method. Thus, it can be concluded that the students gave positive response toward the use of Student Team Achievement Divisions (STAD) method in learning reading on report text.

CONCLUSION

According to the data that has been collected and analysed, the result of the research shows that STAD method is effective to enhance students' reading comprehension achievement on report text. It can be seen from the result of the research after calculating t-test, the t-observe is bigger than t-table B

Then, from the result of the questionnaire, the researcher can conclude that the students' response toward Students Team Achievement Divisions (STAD) method in learning reading on report text is positive. It means that the students like being taught in reading on report text through STAD method. It also means that students can enhance their skill on reading especially in teaching reading on report text through Students Team Achievement Divisions (STAD) method.

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