THE EFFECT OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 1 SIAK KECIL IN COMPREHENDING RECOUNT TEXTS

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Abstract: *This pre-experimental research used One-Group PretestPosttest design to find out whether or not there is a significant effect of using Student Team Achievement Division (STAD) strategy on the ability of the second year students of SMPN 1 Siak Kecil in comprehending recount texts. The sample of the research was 27 students of class VIII-2 and obtained by using cluster random sampling technique. The data collected by giving a pre-test to see the student's reading ability in comprehending recount texts before the treatment and continued by giving a post-test after the treatment. Then, the results of the tests were compared. The result of the data analysis showed that mean score of the pre-test was 65.22 and the mean score of the post-test was 75.51. In other words, the mean score of the post-test is higher than the pre-test, that is as this as 10.29. The value of t-obs was higher than t-table (12.108 > 2.055) at significant level of 5%. It can be concluded that Alternative Hypothesis (Ha) is accepted. Hence, there was a significant effect of Student Team Achievement Division (STAD) strategy on the ability of the second year students of SMPN 1 Siak Kecil in comprehending recount texts. The implication of the findings was that students' reading ability could be improved through the application of STAD strategy. The strategy could also help students to be confident and active in reading classroom activities.*

Key Words: *Effect, Student Team Achievement Division (STAD) Strategy, Recount Texts.*

PENGARUH DARI STRATEGI *STUDENT TEAM ACHIEVEMENT DIVISION* (STAD) TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMPN 1 SIAK KECIL DALAM MEMAHAMI TEKS *RECOUNT*

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Abstrak: Penelitian pre-eksperimental dengan desain satu grup tes awal dan tes akhir ini bertujuan untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan strategi *Student Team Achievement Division* (STAD) terhadap kemampuan siswa tahun kedua SMPN 1 Siak Kecil dalam memahami teks *recount*. Sampel dari penelitian adalah 27 siswa dari kelas VIII-2 dan ditentukan dengan menggunakan teknik pemilihan *cluster* sampel. Data dikumpulkan dengan memberikan test awal untuk mengetahui kemampuan membaca siswa sebelum perlakuan dan dilanjutkan dengan memberikan test akhir setelah perlakuan. Kemudian hasil dari kedua test akan dibandingkan. Hasil menunjukkan bahwa nilai rata-rata tes awal adalah 65.22 dan nilai rata-rata tes akhir adalah 75.51. Dengan kata lain, nilai rata-rata tes akhir lebih tinggi dari nilai ratarata tes awal dan memperoleh skor sebanyak 10.29. Nilai t-obs lebih tinggi daripada nilai t-tabel (12.108 > 2.055) pada tingkat signifikan 5%. Itu artinya Alternatif Hipotesis (Ha) diterima. Karena itu, terdapat efek yang signifikan dari strategi Student *Team Achievement Division* (STAD) terhadap kemampuan siswa tahun kedua SMPN 1 Siak Kecil dalam memahami teks *recount*. Implikasi dari hasil penelitian adalah kemampuan membaca siswa mampu meningkat dengan penerapan strategi STAD. Strategi ini juga dapat membantu siswa untuk percaya diri dan aktif di kegiatan membaca di kelas.

Kata Kunci: Pengaruh, Strategi *Student Team Achievement Division* (STAD), Teks *Recount*.

INTRODUCTION

Finnochiaro (1974) states 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. Moreover, the importance of reading skill is also composed in the 2013 curriculum for Junior High School.

Actually, reading activity is not as simply as an activity that readers read word by word in the text. According to Grabe and Stoller (2002), reading is the ability of drawing meaning and interpreting the information in the printed page appropriately. It means that they are expected not only to read the whole text but also to comprehend the meaning of the text and to understand what happen with the text. Another meaning of reading is explained by Anderson et.al (2003), reading is process in which information from the text and the knowledge processed by the readers act together to produce the meaning.

Based on the 2013 curriculum, reading becomes one of the components to measure student competence in English subject. Regarding to the curriculum 2013 syllabus, the second year students of SMP level are required to study three kinds of texts; descriptive text, recount text, and narrative text. Recount text is taught in the second year of first semesters. In this research, the researcher focuses on comprehending recount texts because recount text is included in the syllabus for the second year students of junior high school.

According to researcher's observation and discussion with English Teacher at SMPN 1 Siak Kecil, when teacher administered a reading test only a few students could reach the minimum criteria of achievement (KKM) that is 70. The problem was related to the students reading comprehension, including in recount text. There are some students who faced difficulties to comprehend reading materials and to identify main idea, references, inferences, factual information, and findings the meanings vocabulary from the text and the teacher said they still use traditional approach to the students. Al Seyabi & Tuzlukova (2015) state that lack of knowledge of vocabulary, sentence structure, and comprehending the text are the most EFL problems in reading English text. Because of that, a teacher should use an appropriate strategy in teaching reading comprehension so that they are able to comprehend the text.

To solve the problems, discovering the proper strategy is an essential to make teachers successful in teaching reading comprehension. Cooperative learning is one of an alternative teaching strategy in teaching reading comprehension and it makes students work in pair or in small teams which help them to be feels more positive about themselves, about each other, and the subject they are studying. Students work through the assignment until all group members successfully understand and complete it (Johnson, 2005). Among the numerous cooperative learning strategy, the researcher used Students Team Achievement Division, popularly known as STAD, as a simple strategy of cooperative learning which consists of five major components, namely class presentation, teams, quizzes, individual improvement score and team recognition (Slavin, 1995). This strategy is focus on team work. So, the students can discuss and learn together with their team. The strategy also helped students in understanding the

text by solving problems together because the group has a responsibility for their members. The purpose of this research is to help the students to thinking and

discussing their problem in comprehending a text to another, so the students can solve the problem together. It leads student to improve their communicative skill by discussing with their classmates. Moreover, STAD strategy gave some advantages of creates conditions leading to positive achievement outcomes by directly teaching students closely related to instructional objective.

RESEARCH METHODOLOGY

The design of this research was pre-experimental with one group pre-test and post-design. According to Gay (2000), the activity in performing this research can be shown in this schema; $(O_1 \rightarrow X \rightarrow O_2)$. In a one group pre-test post-test design, a single group participant is measured on the dependent variable both before and after the treatment of independent variable. Below is the design of one group pre-test and post-test design:

Table 1. The Design of the Research

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X	O_2

Where:
O_1 = pre-test of experimental group
O_2 = post-test of experimental group
X = treatment of experimental group

According to Sugiyono (2010), population are groups of subjects that are determined by the researchers to be studied and drawn the conclusion. In this research, the researcher would take the second year students of SMPN 1 Siak Kecil as the population of the research. There were four classes in the second year student and there were twenty up to twenty sevens in each class, so the total number of students was 100 students. Since the population is too big, the researcher needs a sample. Sample is the small group that is observed (Ary, 1985). In order to select the sample, the researcher chose cluster random sampling technique since it considerably that cluster sampling permits each accumulation of large samples. It is supported by Gay (2000) who states cluster random sampling is sampling in which selects groups, not individuals. All the members of selected group had similar characteristics.

In this research, the researcher used test as a research instrument. Pre-test and post-test were given to the students. The test was used objective type. The test was multiple choices consisted of 40 items as the research instrument. Each test consists of 40 multiple choice test items. It had four options and one correct answer. The students were assessed in eight components of reading test, namely: main idea, factual information, guessing vocabulary word, reference, inference, social function, generic structure, and language feature. Pre-test was given before the treatment, and post-test was given after the treatment. In order to analyzed the data, T-test was used by employing SPSS version 23.0. T-test was used to compare the difference result of pre-test and post-test.

RESULTS AND DISCUSSIONS

Result of Pre-Test

Before giving the treatment, the researcher conducted pre-test to the students. The result of pre-test is presented in the following table:

Table 2. Descriptive Statistic of Pre-test				
N	Minimum	Maximum	Mean	Std. Deviation
27	58	83	65.22	7.2179

Table (2) shows that from 27 students participated in the reading of pre-test the mean score is 65.22. Meanwhile, the minimum score of pre-test is 58.00 and the maximum score is 83. According to the classification of students' score from the 2013 curriculum, the mean is in mediocre level. Furthermore, after the mean score is calculated, the percentage of the students' score can be shown in the following table:

Table 3. The Percentage of Students' Score

Test Score	Level of Comprehension	Frequency	Percentage
85-100	Excellent	0	0%
69-85	Good	7	26%
55-69	Mediocre	20	74%
00-55	Poor	0	0%
Total		27	100%

Base on Table 3, from 27 students' participation, there are no student (0%) in excellent level, 7 students (26%) are in achieved good level and 20 students (74%) are achieved in mediocre level.

The Results of Post-Test

The result of post-test is presented in the following table:

Table 4. Descriptive Statistic of Post-test				
N	Minimum	Maximum	Mean	Std. Deviation
37	65	95	75.51	6.8711

Based on the table 4, the mean score of reading post-test is 75.51. The minimum score of pre-test is 65 and the maximum score is 95. According to the classification of students' score from the 2013 curriculum, the mean is in good level. Furthermore, after the mean score was calculated, the percentage of the students' scores can be shown in the following table 5:

Table 5. The Percentage of Students' Score

Test Score	Level of Comprehension	Frequency	Percentage
85-100	Excellent	2	7%
69-85	Good	21	78%
55-69	Mediocre	4	15%
00-55	Poor	0	0%
	Total	27	100%

Base on the Table 5, from 27 students' participation, there are 2 students (7%) are in excellent level, 21 students (78%) are in good level and 4 students (5%) are in mediocre level. There are no student (0%) in poor level.

The Comparison of Students' Reading Comprehension for each Components of Reading Comprehension on Pre-test and Post-test

Table 6. The Improvement of Students' Reading Comprehension for each Components of Comprehending Reading Recount Texts on Pre-test and Post-test

No	Components of Reading	Mean Score	
		Pre-test	Post-test
1	Identifying Main Ideas	63.70	74.07
2	Identifying Factual Information	74.07	83.70
3	Determining References	69.63	79.26
4	Finding Inferences	64.44	69.63
5	Guessing Vocabulary in Contexts	67.41	80.00
6	Social Functions	57.78	71.85
7	Generic Structures	60.00	75.56
8	Language Features	62.22	68.15
	Average	65.22	75.51

According to Table 6, it shows that there are some improvements of the students' achievement after being taught by using Student Team Achievement Division (STAD) strategy. It shows that the highest mean score of the eight components in the pre-test is factual information (74.07) and in the post-test is also factual information (83.70). While the lowest one in the pre-test is social function (57.78) and in the post-test is inferences (69.63).

Hypothesis Analysis

The last stage in analyzing the data was hypothesis. In this research, t-test formula was used to compare the result of pre-test and post-test in determining whether the hypothesis is accepted and whether the treatment has an effect on the students' reading comprehension or not.

Table 7. Result of T-test
Paired Sample t-Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test – pre-test	10.29630	4.41862	.85036	8.54835	12.04424	12.108	26	.000

t-table = 2.055

Finally, to prove the hypothesis, the data were calculated by using t-test formula with the following principle:

a. If t-test > t-table, the Null Hypothesis (Ho) is rejected and alternative hypothesis (Ha) is accepted.

b. If t-test < t-table, the Null hypothesis (Ho) is accepted and alternative hypothesis (Ha) is rejected.

Based on the Table 7, it shows that the result of t-test is 12.108. Meanwhile, t-table is 2.055. The comparison between t-test and t-table showed 12.108>2.055 means that t-test is higher than t-table. It can be concluded that the alternative hypothesis is accepted meaning that "there is a significant effect of Student Team Achievement (STAD) strategy on the ability of the second year students of SMPN 1 Siak Kecil in comprehending recount texts" and null hypothesis was rejected and null hypothesis was rejected.

DISCUSSION

Based on the description of the data, the researcher has confirmed that Student Team Achievement (STAD) strategy is suitable and appropriate strategy in teaching reading comprehension especially in recount text and it can be used for an alternative strategy in the teaching reading for student.

Based on the procedure in the data collection technique, the teaching and learning process was divided into three steps. The first step was giving pre-test to the students in order to know their reading comprehension before STAD strategy was applied. The second step was giving the treatment which was conducted for four meetings. Each meeting had 80 minutes length teaching and learning activities. The treatment applied STAD strategy on reading recount texts. The last step was giving post-test in order to know their students' reading comprehension after the treatment using STAD strategy.

There were eight components of reading comprehension were assessed the students' ability, namely: identifying main idea, factual information, guessing vocabulary, reference, inference, social function, generic structure, and language feature. Those all of components were increased in pre-test and post-test. Therefore, applying STAD strategy made the students' ability in reading comprehension increased, especially in recount text.

The lowest score of the eight components of reading in pre-test was social function because the students were not knowing what the purpose in recount text. Therefore, the lowest score in post-test was inference because inference question is not directly stated within the passage in order the students could answer the inference question correctly and the students were not able to look carefully to the facts that coming into conclusion. The highest score of the eight components of reading in both pre-test and post-test was factual information, because the students were able to understand material that is directly stated in the text.

According to description of the data of pre-test and post-test, it was found that the mean score of post-test was higher than the score of pre-test (75.51>65.22). The post-test average score (75.51) showed that the students reached the criterion that has been stipulated by KKM level (Kriteria Ketuntasan Minimal/Minimum Passing Grade Criteria) which is 70. This also means that the students' post-test score was better than their pre-test scores which indicated the improvement of students' reading comprehension in recount texts after the treatment using STAD strategy. Furthermore, t-test formula was used to compare the result of pre-test and post-test in determining whether the treatments could give an effect on the students' reading comprehension or not. The data analysis showed that t-test was higher than   t-table (12.108>2.055). It means that STAD strategy could improve students' reading comprehension especially in recount texts. For that result the researcher concluded that Alternative Hypothesis is accepted.

According to the result of reading test, it was found that STAD strategy is effective to teach reading comprehension and can help the teacher in the instructional process. STAD strategy allowed the students to think more deeply and had a good interaction between them because of their sharing in their own group in order to get good comprehension. In accordance with (Slavin, 1995), STAD strategy gave some advantages of creates conditions leading to positive achievement outcomes by directly teaching students structures methods of working with each other or teaching strategies closely related to the instructional objective (especially for teaching reading

comprehension skills). By using STAD strategy also could help students to be confident. This strategy could be implemented in teaching learning process in order to support students more understand and easy in reading. The result showed that the post-test was higher than the pre-test which indicated that there is a difference of student's reading comprehension in recount texts before and after being taught by STAD strategy. The students enjoyed learning the recount texts by using this strategy. In short, STAD strategy is a useful strategy for the students to improve their reading ability, especially in comprehending recount texts.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This is a pre-experimental research that aims to finding out whether or not there is there any significant effect of Student Team Achievement Division (STAD) Strategy on the Ability of the Second Year Students of SMPN 1 Siak Kecil in Comprehending Recount Texts.

Based on the result of data analysis, it can be concluded that there is a significant difference in students' achievement before and after being taught by using Student Team Achievement Division (STAD) strategy. There is a significant difference between the results of pre-test and post-test. Thus, it can be stated the alternative hypothesis (Ha) is accepted. In other words, using Student Team Achievement Division (STAD) strategy can be an alternative teaching strategy to be used in teaching and learning through reading.

Recommendations

Based on the result of the research, the researcher would like to give some recommendations as follows:

For English Teacher
English teachers are recommended to apply STAD strategy as one of the strategy in teaching reading comprehension on the recount text because since this strategy provides positive effect to the students' reading comprehension.

For Students
The students are recommended to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend reading texts especially recount text.

For Other Researchers
Other researchers are recommended suggested that the result of this research can be used as a reference and information for future researchers to conduct further research dealing with the use of Student Team Achievement Division (STAD) strategy by using

the same or different language skills, different level of the students in similar research design in order to discover its effectiveness in developing the students' reading ability.

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