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**THE APPLICATION OF STUDENTS TEAM ACHIEVEMENT DIVISION  
TECHNIQUE TO IMPROVE STUDENTS' READING SKILL  
IN NARRATIVE TEXT**

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**Abstrak**

This study aims to determine whether the application of the Student Team Achievement Division (STAD) technique can improve students' reading skills in narrative texts. The study sampled 30 students from class IX-4 of SMPN 4 Gorontalo. To collect data, a multiple-choice test was used adapted from various fairy tale stories, including "Why Frogs and Mosquitoes are Enemies," "Unhelpful Friends," "The Hungry Mouse," "The Lion and the Mouse," "A Proud Tiger," and "A Cat and a Fox." The study employed a pre-experimental design with one group pre-test and post-test. Results show that the mean score of the pre-test was 14.47, while the mean score of the post-test was 19.4. The hypothesis testing revealed that  $t_{count} \geq t_{list}$  with a value of  $18.84 > 2.048$ , indicating that the research hypothesis (H1) is accepted. Therefore, it can be concluded that the Student Team Achievement Division (STAD) technique can improve the reading skills of class IX-4 students at SMP N 4 Gorontalo.

**Keywords:** Students Team Achievement Division (STAD) Technique; Students' Reading Skill; Narrative Text



## **INTRODUCTION**

The English language is a fundamental subject in educational curricula. Within the domain of English language acquisition, learners are required to develop proficiency in four core competencies: speaking, reading, writing, and listening. This study primarily focuses on reading comprehension, as it is deemed an essential skill for students to master. Moreover, reading proficiency serves as a crucial tool for students to acquire information and knowledge from various sources, including books, scholarly articles, and, in the contemporary digital era, online resources. Ideally, students are expected to engage in extensive reading practices to enhance their linguistic competence, particularly in relation to academic content taught in educational institutions, thereby facilitating the achievement of learning objectives. However, it is noteworthy that many students perceive reading as a challenging skill to acquire and apply effectively.

As part of a preliminary study, the 9<sup>th</sup> grade students at SMP Negeri 4 Gorontalo were interviewed. During the interviews, students were asked about their difficulties in reading. Most respondents indicated that reading was very challenging because they struggled to understand the meaning of texts provided by their teacher. Additionally, students reported a lack of vocabulary and expressed feelings of boredom during reading lessons. From these responses, it can be concluded that there is a possible cause for students' difficulties in reading lessons: the lack of engaging techniques employed by teachers in the teaching and learning process, which may contribute to students' low interest in reading.

Reading is an activity that involves both sensory and mental processes (Ahuja and Ahuja 2002, p.5). It means reading involves the eye and the mind, where the reader's eyes receive the message and the brain will work to find the meaning of the message. In addition, Harmer (1991, p.190) reading is an activity that dominates to exercise brain and eyes. It means when the readers read the text, the eyes receive the message and the brain works to find out the meaning of the message. In this research, the focus is on reading skills, especially reading comprehension.

Reading comprehension is about finding out the meaning of the text, the readers carefully read the text to understand the meaning of the text. Based on Wood & Connelly (2009, p. 59) reading comprehension is the ability of the readers to understand and to find the information from the text and to describe the meaning of the text. It means reading comprehension refers to the reader's understanding of the text itself.

In school, reading is one of the important skills to make students understand the text that is being taught according to the existing syllabus. Students' understanding of reading text also affects other skills such as speaking, writing, and listening. This is because by reading students can absorb as much information as possible which can be used for other skills. For example, the vocabulary that students get from reading can be used for speaking, writing, and even listening because they will get new vocabulary from reading and it will be easier for students to listen because they are familiar with the vocabulary.



According to Bamford (1992) students who read more, their reading skill will get better and also improve their other skills such as speaking, writing, listening, and their vocabularies will get richer. In addition, Krashen (cited in Hill and Holden, 1990, p.92) argued that reading is a good activity to improve student's ability in a foreign language. Students who read a lot will be good at reading, speaking, writing, and listening. Through reading students also will be good in vocabulary and grammar. It enables students to build their sentences. From the two statements above, it means that by reading student's abilities in learning a foreign language will be improved. They will be good at four skills, vocabulary, and also grammar. It can be seen that reading has an important part in learning the language. Reading is one skill taught in junior high school, especially for 9th-grade students, and the material is based on genre text. In this case, students are expected to achieve learning objectives. One type of text that is taught in the 9th grade of junior high school is Narrative text.

There are some types of Narrative text, however, this research focused on Fairy tales based on the curriculum 2013 for students in 9th grade which is students should be able to (3.7) compare social functions, text structure, and linguistic elements of several oral and written narrative texts by giving and asking for information related to fairy tales, short and simple, according to the context of their use,( 4.7) get the contextual meaning related to social functions, text structure, and linguistic elements of narrative, oral and written texts, very short and simple, related to fairy tales.

The fairy tale is a fantasy narrative, which aims to satisfy and entertain. The world created in the story is truly fictional and unreasonable. The fairy tale has a major contribution to developing children's creative focus, which is fundamental to their psycho-emotional health, Violetta (2016. P,215). It means fairy tales are good for students because it helps students to develop their creative focus during the learning process. Based on the syllabus, through narrative text students are expected to get some social function which is to obtain entertainment, to entertain, and to teach noble values.

However, based on the preliminary interview with some of the students in the 9th grade of SMP Negeri 4 Gorontalo, they had difficulty comprehending the text, because of the lack of student interest in reading. This is based on the ineffective techniques used by teachers in the teaching and learning process so that student's interest in learning and motivation to increase their ability to read is low. This kind of problem is faced by students many times. Appropriate techniques are needed to be able to attract student enthusiasm in the learning process and to achieve learning objectives.

There are many techniques that teachers can use in doing the reading activity, one of them is cooperative learning. According to Slavin (2008, p.151), cooperative learning is a technique where students in a small group work together to help each other in learning. Cooperative learning also has many types one of them is the Students Team Achievement Division (STAD) technique.

The Students Team Achievement Division (STAD) technique was developed by Slavin in 1994. Palmer (1998, p. 1) stated that STAD is one of the easiest techniques



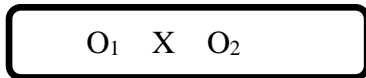
among other cooperative learning techniques because the STAD technique is easy to apply in the classroom. In this technique, students are divided into a small group that consists of four to five students of different levels of ability and gender to work together to achieve learning goals. Through this technique, students' enthusiasm for learning will be increased, because they will help each other in comprehending the text to achieve high scores.

Based on the previous explanation, this research is intended to find out whether the application of the Students Team Achievement Division (STAD) Technique can improve students reading skills in the narrative text

## METHOD

### Research Design

This study used a pre-experimental design. Based on Sugiono (2011, p. 111) Pre-experimental design is research that uses pre-test and post-test in one class without class control



- O1 = pre test
- X = treatment
- O2 = post test

### Technique of Data Collection

In this study, 50 items of multiple-choice tests were used. Before conducting the pre-test, treatment, and post-test, validity and reliability tests of the items were done.

No.	Indicators	Number of Tests	Score	Total Score
1.	Synonym/Antonym	3,4,15, 21, 22, 30, 37, 44 ,49	0-1	9
2.	Main Idea	1, 10, 19, 27, 32, 35, 39, 47	0-1	8
3.	Implicit	6, 11, 12, 23, 28, 36, 41, 45	0-1	8
4.	Explicit	2, 13, 14, 18, 24, 25, 40, 43, 48	0-1	9
5.	Generic Structure	5, 7, 9, 20, 29, 38, 46, 50	0-1	8
6.	Inference	8, 16, 17, 26, 31, 33, 34, 42	0-1	8
Total				50



### Validity testing

Validity testing is aimed at measuring the validity of an instrument to know whether the data is correct or incorrect. The formula for testing validity is as follows :

$$r_{xy} = \frac{n \sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{(n \sum x_i^2 - (\sum x_i)^2)(n \sum y_i^2 - (\sum y_i)^2)}}$$

rx<sub>y</sub>= correlation product moment

n = the number of students in the sample

Σx = the sum of x score

Σy = the sum of y score

Σxy = the sum of product of x and y scores for each student.

After the validity counting, it was found that 32 items of the instrument were valid and 18 invalid items.

No.	Indicators	Number of Tests	Score	Total Score
1.	Synonym/Antonym	3, 4, 8, 11, 12, 18, 22, 31	0-1	8
2.	Main Idea	1, 21, 23, 29	0-1	4
3.	Implicit	7, 13, 17, 25, 27	0-1	5
4.	Explicit	2, 14, 15, 24, 30	0-1	5
5.	Generic Structure	6, 10, 28, 32	0-1	4
6.	Inference	5, 9, 16, 19, 20, 26	0-1	6
Total				32

### Reliability testing

Reliability testing is aimed to check whether the test is reliable or not. In reliability testing, the Kuder Richardson (KR 21) formula was used.



$$r_i = \frac{n}{(n-1)} \left( \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right)$$

Sugiyono (2009, p. 359)

ri= instrument reliability

n = amount of item / Question

pi= amount of subjects that answer in item one

qi = 1-pi

M = mean of total score

St2 = total of variants

By using the KR 21 formula the reliability of the test was very high which is 0.865.

### **Technique of Data Analysis**

The data of this research were analyzed by using statistics. The technique of analyzing the data is the step how to calculate and analyze the data found.

### **Normality Test**

For normality test, the Liliefors method was used to know whether the data of the pre-test and post-test were normal or not.

### **Hypothesis Test**

The testing hypothesis is aimed at knowing whether the STAD technique can improve students' Reading skills in Narrative text. The formula t-test is as follows:

$$\frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

Arikunto (2009 p.325)

Md = the difference mean score between the pre-test and post-test

Xd = the derivation of each sample (d-Md)

Σxd2 = the total of square derivation

N = number of sample

d.f = the degree of freedom (N-1)



### Hypothesis Verification

The criteria of hypothesis testing: Sudjana (2002, p.239)

$H_0$  : The Students Team Achievement Division (STAD) technique cannot improve students' reading skills in narrative text.

$H_1$  : The Students Team Achievement Division (STAD) technique can improve students' reading skills in narrative text.

$H_0$  will be accepted if  $t_{count} < t_{table}$

$H_1$  will be accepted if  $t_{count} > t_{table}$

### FINDINGS AND DISCUSSION

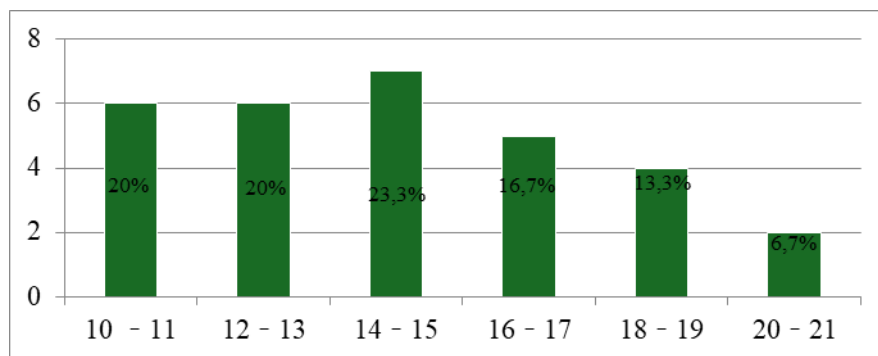
This chapter presents the data analysis and discussion of the research findings, including the students' results of pre-test and post-test.

#### Research Findings

These are the explanation and description of the pre-test, post-test, and findings of the study which also covers the discussion of eight treatment processes and the analysis of the students' scores in reading.

**Table 1.** The students' scores in the pre-test

<b>The lowest score</b>	<b>10</b>
<b>The highest score</b>	<b>20</b>
<b>The range of interval class (R)</b>	<b>10</b>
<b>The amount of interval class (K)</b>	<b>6</b>
<b>The wide of interval class (P)</b>	<b>2</b>
<b>The mean score</b>	<b>14.47</b>
<b>The standard deviation</b>	<b>3.09</b>

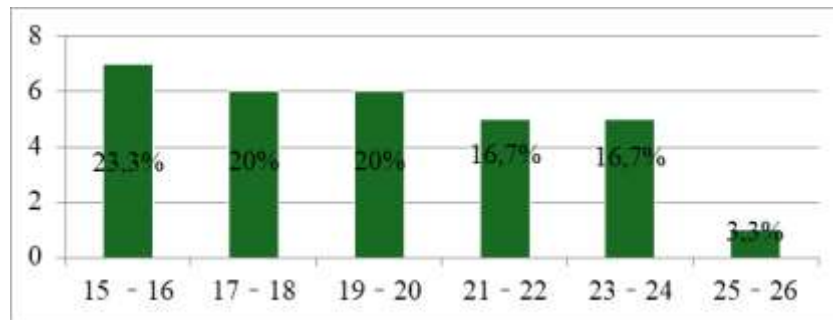


**Chart 1.** Students' scores in the pre-test

Chart 1 shows the percentage of students' scores before using the Students' Team Achievement Division (STAD). 23,3% of students got a score in the range 14-15, and only 6,7 % of students in the range 20-21. It means that most students lack reading skills because there are only 6,7 % who can reach a high score on the pre-test. It can be concluded that students' reading skills were still low based on the chart.

**Table 2.** The students' scores in post-test

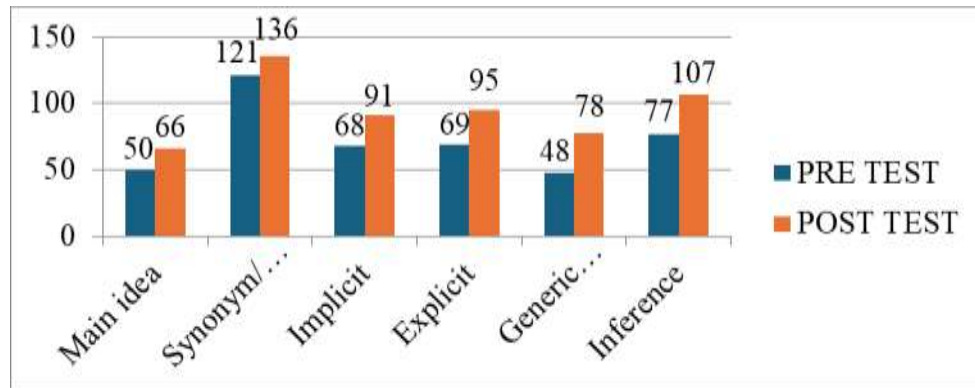
<b>The lowest score</b>	<b>15</b>
<b>The highest score</b>	<b>25</b>
<b>The range of interval class (R)</b>	<b>10</b>
<b>The amount of interval class (K)</b>	<b>6</b>
<b>The wide of interval class (P)</b>	<b>2</b>
<b>The mean score</b>	<b>19,4</b>
<b>The standard deviation</b>	<b>3,10</b>



**Chart 2.** Students' scores in post-test

Chart 2 shows the percentages of student's scores after using the Students Team Achievement Division (STAD). There were 23,3 % of students who got a score in the range 15-16, 20 % in the range 17-18 and 19-20, next 16.7% in the range 21-22 and 23-24, and 3,3 % in the range 25-26. The data finding between the pre-test and post-test was different, the students' scores in the post-test were higher than in the pre-tests. It can be concluded that students' reading skills improved after the Students Team Achievement Division (STAD) was applied.





**Chart 3.** Analysis of the data pre-test and post-test

The students' scores for each indicator in the pre-test and post-test also can be seen from the diagram above, it is shown that there are significant differences between the pre-test and post-test. Students' skills before applying the STAD technique were low, while in the post-test their scores are improved after the technique given. It is because, during the treatment, students showed their interest in the learning process. STAD is a good technique to make students more active during the learning process and improve their skills in reading.

#### Hypothesis Test

Based on the analyzing of the t-test, the value of  $Md = 4.9$  ;  $\sum xd^2 = 60.7$  ;  $N = 30$ ; and  $d.f = 29$ .

$$t = \frac{Md}{\sqrt{\frac{\sum Xd^2}{N(N-1)}}}$$

$$= \frac{4,9}{\sqrt{\frac{60,7}{30(30-1)}}} = \frac{4,9}{\sqrt{\frac{60,7}{870}}} = \frac{4,9}{\sqrt{0,069}} = \frac{4,9}{0,26} = 18,84$$



### Hypothesis verification

N	Df (n-1)	Tcount	Tlist
30	29	18.84	2.048

After the value of the itemes was determined, the t-count was calculated using the previously explained formula. The result of t-count is 18.84. Therefore, based on the data result proved that the students' reading skill was increased because the hypothesis (H1) is accepted  $t_{count} \geq t_{list}$  or  $18.84 > 2.048$

### Discussions

This part consists of a discussion of the data that have been collected that is about improving students reading skills through the Students Team Achievement Division (STAD). Based on the pre-test data student's skill in reading is still low. It can be seen from the result that students' highest score in the pre-test was 6,7 % or only 2 students got the highest score. It means the teacher has to choose a good technique in the learning process, this aims to make students interested and active in the class. Through this study, the Students Team Achievement Division (STAD) technique was applied to help students improve their reading skills. This STAD technique was applied to the students for eight meetings. Based on the result Student Team Achievement Division (STAD) technique can improve students' reading skills. It can be seen from the research findings that is students' mean score on the pre-test was 14,47 compared with the post-test was 19,4.

From this research, it is found that there are some factors that make this study successful: First, it is found that the Students Team Achievement Division (STAD) technique can develop student's learning achievement because they can help for each other understand the text given. This makes students easily understand the material and has a positive impact on student achievement. It can be seen during the learning process students are busy helping each other, they feel relaxed without feeling depressed because they can ask anything to their friends in the group as the tutor of the same age. Based on Maharani (2018, p.3) by using STAD students get the benefit from sharing ideas. Students can help one another and can achieve some measure of success. It means student's achievement will be improved because of the learning success.

Second, it is found that after the students were divided into small groups the students became more active and confident. It can be seen while the learning process the class becomes noisy, it is because they are helping each other in mastering the material. The students who already mastered the material were busy explaining it again to their group members who had problems understanding the material. Through cooperative learning/group work, they can discuss with their group member, share their idea and they



can ask about something that they do not understand without getting shy. Based on Gross (1991, p.56 ) STAD is effective for the teaching and learning process, it increases student's motivation, confidence, and enthusiasm, and develops their responsibility to their group. It means STAD provides many benefits because it gives improvement to students, including being active and more confident.

Third, it is found that this Students Team Achievement Division (STAD) technique gives students a positive influence during the learning process. They become more competitive because students are motivated to get the highest score on the individual quiz. This can be seen from their enthusiasm during the learning process. Based on Ur (1996, p.274) motivation can make the teaching and learning process easier and pleasant, it is because a motivated learner is "willing and even eager to invest effort in learning activities and to progress". They are motivated to master the material to get the highest score because of their responsibility to their group and feel they have to do their best for their group members.

Besides that, some problems were also found in conducting this study: First, at the first meeting, there were obstacles. Students were still confused about the cooperative system. As the solution, the students are given more explanation they understand and the class becomes conducive.

Second, when the Students Team Achievement Division (STAD) technique was applied, some students were afraid to ask their group members about what they did not understand. As a solution, the leaders of each group were asked to manage their members. They have to lead the group and instruct members who already mastered the material, to teach their group mates who still do not understand.

Through the Students Team Achievement Division (STAD) technique students become more active, enjoy, confident, easy to understand the material, and build their teamwork. Based on the data that shows students' scores in the post-test were higher than in the pre-test, it means that the Students Team Achievement Division (STAD) technique has a good influence in improving students' reading skills.

Finally, it can be concluded that students in SMPN 4 Gorontalo class 9'4 showed an improvement or significant differences after applying the Students Team Achievement Division (STAD) technique.

## **CONCLUSION**

Based on the research findings, it can be concluded that the Students Team Achievement Division (STAD) technique can improve students' reading skills in reading comprehension, it can be seen from the data analysis that this technique gives significant differences between pre-test and post-test, which means students' achievement after the Students Team Achievement Division (STAD) technique was applied were higher than the students' achievement before the treatment. This technique gives some advantages to the students: first, can develop student learning achievement, both in the tests given by the teacher and in the standard test. The second, increase students' confidence, and students' academic success



can be more controlled. The third is having a positive influence on students in interpersonal relationships between members of different ethnicities.

The data have shown that the results of the pre-test and post-test were different. It can be seen in the pre-test the student's lowest score was 10 and the highest score was 20 while in the post-test the lowest score was 15 and the highest score was 25. After the data were calculated from the pre-test and post-test, the result showed that the Students Team Achievement Division (STAD) had improved students' reading skills. The comparison between  $t_{count}$  and  $t_{list}$  shows the value of  $t_{count} = 18,84$  and  $t_{list} = 2,048$ . Based on the explanation above, it can be concluded that the Students Team Achievement Division (STAD) technique can improve students' reading skills.



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