

**THE USE OF STUDENTS TEAM ACHIEVEMENT DIVISION (STAD) TO
IMPROVE STUDENTS' READING COMPREHENSION ON NARRATIVE
TEXT AT THE EIGHTH GRADE OF SMP NEGERI 4 MARTAPURA**

(Undergraduate Thesis)

By

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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2023**

ABSTRACT

THE USE OF STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT AT THE EIGHTH GRADE OF SMPN 4 MARTAPURA

By

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Reading is one of the important skills in English. Reading is a process of understanding text, which requires students to have the ability to understand the meaning of the text they read. However, many students nonetheless have challenges with comprehension; specifically, once they have to understand words, sentences, or a whole text. Thus, this research used Students Team Achievement Division technique to improve students' reading comprehension.

This study identifies whether Students Team Achievement Division can improve students' reading comprehension in narrative text. The design of this research was a one-group pre-test-post-test design. The sample for this research was VIII-2 students at SMPN 4 Martapura, which consisted of 23 students. The instruments were pre- test and post-test.

Furthermore, there is a significant improvement of students' reading comprehension after being taught using the STAD technique. The results showed that the average value of the post-test (62.39) was higher than the pre-test (44.67) with a gain of 17.72. Overall, based on the results above it can be said that STAD as an effective learning technique to improve students' reading comprehension of narrative texts.

Keywords: *Students-teams achievement division, reading comprehension, narrative text.*

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MARTAPURA**

**By:
Meisy Matdiar**

Undergraduate Thesis

**Submitted in a Partial Fulfillment of
The Requirement for S-1 Degree**

**In
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Faculty of Teacher Training and Education**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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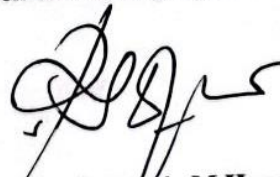
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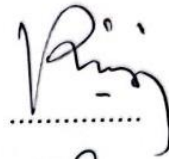
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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Yang membuat pernyataan,

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CURRICULUM VITAE

The writer's name is Meisy Matdiar. She was born on May 24th 2001 in Oku Timur. She is the third child of a great father Yansahbana, S.P., and a beautiful mother Rohma, S.Pd. She has two brothers: a first brother named Yoga Putra Pratama, A.Md. Kep., and a second brother named Fiki Kurniawan, S.IP.

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DEDICATION

This script is fully dedicated to:

My great parents, Yansahbana, S.P., and Rohma, S.Pd.

My beloved brothers are Yoga Putra Pratama, A.Md. Kep., and Fiki Kurniawan,
S.IP.

My almamater, University of Lampung

MOTTO

*“And whoever strives hard, he strives only for his own soul; most surely Allah is
Self-sufficient, above (need of) the worlds”*

- QS. Al-Ankabut : 6

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I. INTRODUCTION

1.1. Background of the Research

Reading is one of important skills to master because we need some information not only by listening from the media but also by asking to other people and by reading some news or other information text. Reading is a process of understanding text, which requires students to have the ability to understand the meaning of the text they read. According to Janette et. al (2007), reading is an activity to get information or expand knowledge. It means that people not only read the entire text, but also understand the meaning of the text based on the text type, purpose in situation.

The problem that is often found in reading English texts is the lack of vocabulary, students will find it difficult to understand the meaning of the text, so students have difficulty in compiling the text they read in their language. Sutarsyah (2015) suggests that students' reading comprehension problems relate to vocabulary, sentence and rhetorical structures, and background knowledge. The lack of motivation makes students less enthusiastic to read, and when the teacher asks students to read the text, the students just read without trying to understand the text, the last problem is grammar. Additionally, according to Mikulecky and Jeffries (1996:14) in Wahyuni et al (2018), there are several aspects of reading

comprehension that are important to be taught to help readers understand the text, namely main ideas, detailed information, vocabulary, references, and inferences.

Additionally, Suhardjono et. al (2009) mention that some factors related to the problems of reading ability can come from students, teachers, and schools. Teachers need an effective technique to solve these problems. One of the useful techniques is Students Team Achievement Division (STAD), because the STAD technique gives students the opportunity to collaborate with their classmates in the form of group discussions to solve a problem within the group. Therefore, STAD can be tried as a technique in teaching reading comprehension to improve students' reading skills because this technique can motivate students in the learning process, especially in reading comprehension.

Student Team Achievement Division (STAD) is a cooperative learning technique in which students work in groups of four or five people. The group consists of students from various academic levels, genders, and ethnic backgrounds. Differences in academic levels mean that there must be students with high, medium, and low abilities in a group. They are responsible for discussing and working in groups before answering individual quizzes. This means that students do understanding in groups before the teacher gives individual quizzes. Newman and Thompson (1987) stated that STAD is the most successful cooperative learning technique to improve student achievement.

Furthermore, Slavin (1994) argues that STAD is a cooperative learning method for mixed ability grouping that involves team recognition and group responsibility for individual learning. Students are assigned to four or five member study teams mixed in performance level, gender, and ethnicity. The teacher presents the lesson, and then students work in their teams to ensure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, in which they are not allowed to help each other. STAD has five major components: (1) class presentation, (2) teams, (3) quizzes, (4) individual score, and (5) team recognition. In STAD, the teacher presents a lesson and then students work within their teams to make sure that all team members master the lesson. Then, all students take individual quizzes on the material, at which time they may not help one another. According to Kessler and Kagan (1992: 8) and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The teacher has to make an enjoyable learning so that the students will not feel bored on the lesson. As stated by Arief (2017), one of the ways in making an enjoyable learning is by implementing cooperative learning because the students can interact with their friends in doing their jobs. In line with Arief (2017), Linta (2014) mentions that the STAD technique could help the student academically, because the students can share their knowledge and give feedbacks to other students in the group. It means that an appropriate technique will be beneficial to create a

supportive atmosphere that can positively affect students' achievements in the learning process.

STAD can encourage the students' class involvement, raise students' motivation and attitudes towards learning English and increase class participation in terms of the interaction among students themselves and between students and their teacher. Rinda (2012) states that the students participated more in the STAD class, because both teacher and students were involved more in learning activity. STAD provides numerous opportunities for students to practice and interact with their peers and their teacher. Therefore, STAD can be an alternative teaching technique in teaching reading.

Although many researches have discovered the use of STAD technique in teaching reading, there are only several researches that use narrative text as the learning material in the research. So that, this research examines the use of STAD technique to improve students' reading comprehension on narrative text.

I.2 Research Questions

In line with the background above, this research primarily formulated concerning the background of the problems above, the researcher formulated one main research question to be addressed. They are listed as follows:

1. Is there any significant improvement in students' reading comprehension at SMPN 4 Martapura after being taught by using the Students' Teams Achievement Division (STAD)?

1.3 Objectives of The Research

The objective of this study is to identify whether there is any development in reading comprehension of the students of SMP Negeri 4 Martapura and to identify difficulties in reading and understanding English narrative texts.

1.4 Uses of The Research

The use of this research were as follows:

1. Theoretically, this research hopefully can be used to support the theory about the effectiveness of using Students' Teams Achievement Division (STAD) as a teaching technique to improve student's ability in reading comprehension.
2. Practically, the result of this research hopefully can be used as a consideration for English teachers to use Students' Teams Achievement Division (STAD) as a teaching technique in teaching reading in the classroom.

1.5 Scope of The Research

This research is classified as quantitative research. The researcher conducted improving students' reading comprehension of the research at the second grade of SMPN 4 Martapura for the 2022/2023 academic year. This research focuses on the use of Students' Teams Achievement Division (STAD) technique. The researcher used this technique to make students focus on the text and also develop their reading

interest. To find out the improvement in students' reading comprehension skills, the researcher assessed the scores of a series of pre-test and post-test to know the students' achievement before and after given treatment through STAD technique.

1.6 Definition of Key Terms

In this research, there are several definitions of terms which are used by the researcher, namely:

1. Reading

According to Grabe & Stoller (2002), reading is the ability to describe the meaning of the printed page and understand this information appropriately.

2. Reading Comprehension

Reading comprehension is a strategy in reading, retrieving information, and constructing the meaning of texts done by the readers (Johnson, 2008).

3. Student Team Achievement Division (STAD)

STAD is a cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal (Slavin, 1987).

4. Students Achievement

Students Achievement is having students reach their individual highest potential of personal and academic growth as they become lifelong learners and problem solvers to contribute productively to society (Berkeley, 2012).

5. Narrative Text

A text tells about local fable which consists of three generic structures, they are orientation, complication and resolution (Adapted from Bestiana and Achyani, 2015; Depdikbud 2013).

II. LITERATURE REVIEW

This chapter explains theories related to this research. The theories would be the references for the researcher in conducting the research.

2.1 Reading

According to Grabe & Stoller (2002), reading is the ability to draw meaning from the printed page and interpret the information properly. Moreover, reading is an important skill in many different settings especially in the educational setting (Grabe, 2009). Without the ability to read well, opportunities for personal and job success inevitably will be lost. In line with Grabe, Hiebert, Scott, & Wilkinson, Patel, and Jain (2008) also argue that reading is the most important activity in any language class. Reading is not the only source of information and pleasurable activity but also a means of improving someone's knowledge.

From the explanation above, the writers conclude that reading is an activity that can improve the reader's comprehension to get information or knowledge in teaching and learning. The reader can get many benefits, such as new information, experiences, knowledge, perception, and improve their understanding, especially in reading.

2.2 Reading skills

Nuttal (1992) states that there are five sorts of reading skills that should be mastered by the reader to comprehend the text deeply, that is:

1. Determining the main idea

The main idea is the significant information that the writer wants to know about from the paragraph. Determining an idea is a skill to understanding and summarizing the paragraph and look for repetition of ideas or words in the text (Kelly R, 2004).

2. Getting the specific information

Getting the specific information or part of the text means looking for the information that important to the goal and ignoring the unnecessary.

3. Finding reference

Reference is the intentional use of one thing to indicate something else in which one gives the information necessary to explain the other. Finding reference means constructing and determining one linguistic expression to another. There are two types of references; cataphoric and anaphoric reference. A cataphoric reference unit refers to another unit that is introduced later on in the text. To understand the unit refers to a cataphoric reference you would need to look ahead in the text. Meanwhile, an anaphoric reference refers to another unit that was introduced earlier in the text. To understand the unit referred to by an anaphoric reference you would need to look back in the text.

4. Finding inference

The inference is a good guess or conclusion drawn based on the logic of the passage. Finding inference means the reader implies the sentences or passages understand and conclude it logically.

5. Understanding vocabulary

Understanding vocabulary means comprehending what the words mean. When vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading, the reader cannot underestimate the importance of vocabulary development.

2.3 Reading Comprehension

Klingner, Vaughn, and Broadman (2007) define reading comprehension as a complex process involving many components. Those components are the readers, their background knowledge, their reading strategy, their interest, and their knowledge of the text. Those components interact with one another in comprehending a text. When interference appears in those interactions, the readers find difficulties in their reading comprehension.

Snow (2002) defines reading comprehension as the process of extracting and constructing meaning involving the written language. In line with Snow, Johnson (2008) states that reading comprehension is strategies in reading, retrieving information, and constructing the meaning of texts done by the readers. Strategies used by the readers may be different from one another. It depends on the reader's aim in reading comprehension.

Furthermore, Nuttal (1984) also states that reading is a meaningful interpretation of verbal symbols. It means that the interaction between the understandings of visual symbols represents the language and readers' language skills, cognitive skill, and knowledge of the world.

2.4 The process of reading comprehension

According to Hudson (2007) and Brown (2001), there are three types of reading processes, as presented below:

1. Bottom-up processing

Bottom-up processing views the process of reading as phonemic units. The readers create meanings by looking from letters to letters. It is continued by recognizing one other word. The process is furthered by correlating phrases, clauses, and sentences. Finally, it is processed into phonemic units interpreting the lexical meaning and achieving text understanding. This process mainly focuses on linear processing that allows the reader's ability to recognize words in the mental lexicon. It affects more the way the readers read a text than comprehending it.

2. The top-down processing

In top-down processing, the readers involve their knowledge of syntax and semantics to create meaning of a text. At the beginning of the process, the readers make predictions of the text. It is followed by taking samples that will be confirmed or not to the predictions having been made. These are the process in which meanings are created by transforming the text. At the end of the process,

the readers make some corrections to the predictions. The top-down processing takes the background knowledge of the readers as the most important thing in reading.

3. Interactive processing

Interactive processing is the process of reading as the interaction between the text information with the reader's prior knowledge. This process combines the two previous processing that is the bottom-up and top-down processing. As the reading process happens, the readers arouse what they have on their background knowledge connected with the written information in the text. So, in an interactive process, the readers recognize words and predict the implied information in creating meaning.

From the discussion above, it can be concluded that there are three types in the process of reading. Those are bottom-up processing, top-down processing, and interactive processing combining word recognition and background knowledge of the readers.

2.5 The strategies in Reading Comprehension

To reach their comprehension in reading, the students must use some strategies.

The strategy that is used by the students depends on which strategy they fit in.

According to Brown (2001), there are some strategies which can be used by the readers:

1. Identifying the purpose of reading

The readers need to understand the aim of what they are reading before they read the text. They have to know the purpose of the reading as it can help them in understanding the text.

2. Using graphemic rules and patterns to help in bottom-up decoding

The learners are introduced to some patterns of both oral and written language. This will help them in comprehending the text.

3. Using silent reading techniques for relatively rapid comprehension

Silent reading is suitable for intermediate and advanced students. This strategy guides the students to try assuming meanings from context. It is also the best practice to make the students become effective readers.

4. Skimming

Skimming means that the students read the text to achieve the main idea or general content. They skim the text to gain it without a read word by word.

5. Scanning

Like skimming, scanning is included in the fast reading. In contrast, the readers only read a certain part of the text to look for specific information. It can help the readers get a specific point without spending much time to finish reading the text.

6. Guessing when the readers are not certain

Strategy is helpful to support the students to be accurate guessers. In guessing, the students try to guess the meaning of a word, a grammatical relationship (for

example pronoun references), a discourse relationship, a cultural reference, content messages, and infer implied meaning.

7. Analyzing vocabulary

In analyzing the vocabulary, the students have to see the prefixes, suffixes, roots, grammatical contexts, and semantic contexts. Prefixes give hints to the meaning of a word. Suffixes show the part of speech the word makes. Grammatical contexts give signs of information and semantic contexts can be clues for the topic.

8. Distinguishing between literal and implied meaning

This strategy is nearly related to top-down processing skills. The meanings are made not only from its literal but also from the surface structure.

9. Capitalizing on discourse markers to process relationship

The students have to notice the phrases, clauses, and sentences as those usually bring discourse markers.

In short, the students can recognize the purpose of reading, use a bottom-up approach, use semantic mapping, guess, do skimming and scanning, analyze the vocabulary, pay attention to the literal meaning, implied meaning, and discourse markers to improve their reading comprehension skill.

2.6 Teaching Reading Comprehension

In the teaching and learning process in reading subjects, a good reading comprehension achievement of the students is one of the most crucial goals. Teaching reading is not easy, a teacher must have various strategies to teach reading

comprehension to students. To use any instructional technique effectively, anyone who teaches must know the principles and assumptions on which each specific technique is based. Harmer (2007) stated that a strategy is an action that the teacher uses to achieve one or more of her/his teaching-learning goals. The strategy can also be defined as a general objective set for the teaching process.

To teach reading comprehension effectively, teachers must lead students in the classroom to become proficient and successful readers. Creative teachers do not use only one specific method and technique, but also implement many strategies and skills to help the students' needs and learning styles in the classroom. Slavin (2000) has also noted that effective instruction is not a simple thing of one person with more knowledge transferring knowledge to another. Therefore, the teaching process must be modified by the teachers depending on the students' needs. Allington (2002) notes that creative teacher guidance produces better results regardless of curriculum materials, pedagogical approaches, and/or reading programs.

In conclusion, teaching reading comprehension is an activity that is created by the teacher to provide chances for students to understand the texts by using several strategies. In teaching reading comprehension, the teacher has to know which strategies appropriate to the students' needs, the texts, and the condition of the class during the teaching and learning process. It is because different texts need different reading comprehension strategies (Pang, Muaka, Bendhardt, and Kamil, 2003).

2.7 Definition of Narrative Text

In Junior High School, students must deal with many kinds of texts, and one of the texts which have to be learnt is Narrative text (2006, KTSP curriculum for Eight Grade Junior High School). According to Potter (2008) Narrative is the representative of event or series of event. Saymor Chatman (1973:31) also define Narrative as a structure which is made up of Narrative statements. Narrative statements have something to do with the story. It always connected with story which shows a set of experience of the world life, it can be an animal or human. Narrative text is a written story which tells about a set of events experienced by animal or human in the world life consisted of problems, climax and solution of the problems aims to entertain the reader.

2.8 The Purpose of Narrative Text

According to Anderson (2003, p.8) a narrative is a piece of text, in doing so entertains or informs the reader or listener. In addition, Potter (2005) stated that the purpose of narrative text is to entertain and bring the reader to an imaginative story. Moreover, based on Gerott and Winnel (1994), the social function of narrative text is to amuse the reader and to deal with actual or vicarious experience in different ways, because narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. In conclusion, the purpose of a narrative text is to entertain the reader through its problem and resolution of the story.

2.9 The Generic Structure and Language Features of Narrative Text

In order to understand narrative text, other aspects that have to be known is the generic structure and language features. According to Garrett and Wignell (1994), the generic structure of narrative text consists of orientation, evaluation, complication, resolution and reorientation.

1. Orientation is a set where the participant of the story is introduced. It is also explains character involved, where and where (Grace and Sudarwati :2002)
2. Evaluation is a stepping back to evaluate the plight.
3. Complication is a crisis arises.
4. Resolution is the crisis is resolved, for better or for worse.
5. Reorientation is a comment or moral value based on what has been learned

1.10 Definition of STAD

STAD is one of the cooperative learning techniques in which students work in groups consist of four or five-member that consist of students from different academic levels. genders, and backgrounds ethnics (Slavin, 1995.33). They are responsible for discussing and working in a group before answering the quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each other's skills presented by the teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must

encourage their teammates to do their best, and express the atmosphere that learning is important, valuable, and fun. Slavin (1995: 75) argued that group contingency is essential if small group structures are to enhance achievement. By group contingencies, Slavin means that the behavior of one or more group members brings reward to a group.

According to Slavin (2008:143) STAD consists of five major components, as follows:

1. Class Presentation

In STAD, early learning material presented in-class presentations. In this presentation, the teacher explains how the STAD method runs. So, students are emphasized to know the concept of the STAD method. It means that the students should be concerned during the presentation run. The method used usually by direct teaching or teacher-guided class discussion. During the presentation of the class, students should pay attention because it can help them in the individual quiz and also determine the score of the group.

2. Teams Work

Each group consisted of 4-5 students are heterogeneous (male and female, have different abilities). The main function of the group is to prepare members of the group so that they can work well in do the quiz. After explaining the material, the teacher asks each member of the group to discuss the worksheets, comparing the answers with other members of the group if they find difficulties. The next is the teachers should remind and emphasize each group to do their best in their group frequently.

3. Quizzes

After the teacher gave the presentation, students will be given an individual quiz. Each student is not allowed to help each other during the quiz runs. Each student is responsible for studying and understanding the material that has been delivered.

4. Individual Improvement Scoring

Increasing a score of the individual is made to show the goals of learning. It is also to show the results of their effort. Each student can donate a maximum value in the group and each student has a basic score obtained from the average of previous tests or quiz. Furthermore, the students donated the score to the group based on the Improvement Score that they obtained.

5. Team Recognition

Groups earn certificates or other awards if the average group score exceeds certain criteria based on their improvement point and recognizing team accomplishments. In achieving improvement points, students can earn points for their teams based on the degree to which their quiz score (percentage correct) exceed their base score. In recognizing team accomplishments, there are three levels of awards can be given to the students.

There are some steps in STAD that a teacher has to follow: (1) using direct teaching methods to teach the first lesson, preparing a quiz on the lesson material and worksheets based on the quiz, (2) introducing teams assignments, explaining group scoring, and starting team practice on worksheets, teams can enter group discussion, pairs check, or just work informally until each member is sure their

teammates will make 100 on the quiz; (3) having students explain answers to one another instead of just checking each other against the answer sheet, (4) reminding students that if they have questions, they should ask all teammates before asking the teacher, (5) giving quiz individually. (6) holding improvement scoring, in which the teacher bases scores on improvement from pre-test to post-test scores. It applies to either individual or group situations.

1.11 Elements of STAD

According to Kessler and Kagan (1992: 8) and Johnson and Johnson (1994), there are at least five key elements in STAD. Those elements are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing.

The first element is positive interdependence. Positive interdependence means each group member's efforts are required and indispensable for group success. In other words, when one student achieves, others benefit, too. Positive interdependence is contrasted with negative interdependence and non-interdependence. Students are negatively interdependent in competitive situations, it means when one student achieves, others' loss. Examples of negative interdependence are grading on the curve, posting only a few (the "best") papers, or calling on only one student when several raise their hands. Students are non-interdependence during individualized instruction if students are all working alone at their own pace on individual tasks and the grades of each have no relation to those of other students.

The second element is face-to-face interaction. In face-to-face interaction students have to arrange themselves, so that they are positioned facing one another, have direct eye-to-eye contact and face-to-face academic conversation (Stahl, 1994). In this element, there are some cognitive activities and interpersonal dynamics that may only occur when the students do real work together in which they promote each other's success by orally explaining how to solve problems, discussing concepts being learned, checking for understanding, teaching one's knowledge to others, and connecting present with past learning.

The third element is individual and group accountability. STAD technique in this element should not consider individual success only by having individual quizzes regularly, but the students work in a group must be accountable for achieving its goals and must be accountable for contributing each member's work to achieve the common goal. According to Johnson et al. (1998), a teacher should assess each student's performance and return the result to the students as soon as possible to ascertain who needs more assistance, support, and encouragement in completing the assignment

The fourth element is interpersonal and small group skills. The students are required to possess interpersonal skills and group skills to gain knowledge of the subject matter. Further, Johnson and Johnson (1984) claimed that the students must be given how they analyze their learning group to maintain effective working relationships among the group's members. They also added that social skills for effective cooperative work do not only appear when cooperative lessons are

employed but also must be taught, such as in leadership, decision-making, trust-building, communication and conflict management, and students should be motivated to use the prerequisite skills successfully.

The fifth element is group processing Johnson et al. (1999) stated that group processing is important to make cooperation work by structuring group processing. It only occurs when students can achieve their goals and maintaining relationships. Moreover, the purpose of the group processing is to evaluate the group work process and the result of their cooperation and to improve the effectiveness of the group's members in contributing to the joint efforts to achieve the group's goal. Without group processing, cooperative groups are often only groups of students sitting together working on the same task.

2.12 Procedures of STAD

The procedure of STAD implementation consists of several steps, there are:

1. The first step is dividing the students into groups from different academic levels, sexes, and backgrounds ethnicities According to Lie (2007: 41-42), the composition of each group is one student with a high achievement level, two students with average achievement level, and one student with a low achievement level. The achievement level bases on the students' pre-test scores The table for selecting students in groups can be seen in appendix.
2. The second step is explaining STAD rules to the students. Every group has to discuss the material, do the assignments, and make sure all members of the

group understand the lesson. If the students have questions, they should ask all teammates before asking the teacher.

3. The third step is explaining individual and group scoring. The students collect points for their group based on the level in which their quiz score exceed their starting score.
4. The fourth step is delivering the lesson. The teacher explains the lesson and asks some questions to the students.
5. The fifth step is arranging a group discussion. The students work in groups and do the assignment that is given by the teacher. They can discuss concepts being learned, check for understanding, teach one's knowledge to others, connect present with past learning or just work informally until each member is sure their teammates will make 100 on the quiz.
6. The sixth step is giving the individual quiz The individual quiz aims to measure how far the students understand the lesson.
7. The seventh step is counting students' improvement scores.
8. The last step is giving rewards for group achievement. The criteria of reward, are: 15 points crowned as a good team, 20 points crowned as a great team, and 25 points crowned as a super team.

2.13 Advantages and Disadvantages of STAD

Teaching vocabulary through STAD cannot be separated from the pros and cons Thus, facing these problems, Nichols and Miller (1996) define several views below for these terms.

The advantages of using STAD in the classroom are:

1. Students can improve themselves and more accepting of others
2. Students have the same opportunity to learn
3. Students with lower capabilities are more possible to improve their achievement in mixed groups.
4. Students will be active in the teaching-learning process

On the other hand, it also has disadvantages as follows:

1. Taking much time in organizing the group
2. The class situation becomes noise because students work in a group, so the teacher needs to control them often.
3. Wasting instructional time. The teacher has to state clear instruction, sometimes she has to repeat the instruction often because they only concern with their group and ignore the teacher.
4. The teacher needs more time to implement STAD well in class. Because students need to adapt to their teammates.

2.14 Theoretical Assumption

Reading is an important skill besides listening, speaking, and writing that is needed by the student. Students are expected to have the ability to comprehend many kinds of texts and also expected to gain knowledge and information from the texts. However, there were some problems when the teacher taught them reading comprehension. One of them is the difficulty of the teacher in finding the best technique or strategies to teach reading comprehension. Many techniques are

effective to improve reading comprehension, one of them is Students Teams Achievement Division (STAD) The writer assumes that a good technique is the Students Teams Achievement Division (STAD) that can give a good improvement in students' reading comprehension.

2.15 Hypothesis

Based on the frame of theories and assumption, the researcher formulated the hypothesis as follows:

1. H¹: There is a significant difference in students' reading comprehension after being taught by using Students Team Achievement Division (STAD) technique.

III. RESEARCH METHOD

This chapter contains some crucial elements of research method related to the topic under discussion. In this part the researcher gives explanation of the research method used in this research.

3.1 Research Design

This research aimed to find out the improvement in reading comprehension of the students after practicing using visualization strategy. The researcher used the one-group pretest-posttest design in which there was one group as the sample (Setiyadi, 2006). One group pretest-posttest design was a research design where a group of participants is pre-tested on the dependent variable and post-tested after the treatment condition has been applied. The pre-test was provided to measure the students' capability before the treatment, and the post-test was given to measure how far the students' performance was after they completed the treatment. The research design can be represented as follows:

T1 × T2

Which are:

T1 : Pre-test

X : Treatment (using STAD technique)

T2 : Post-test



3.2 Population and Sample

The population of this research was the eighth –grade students of SMPN 4 Martapura academic year 2022/2023 which consisted of eighth classes. Each class consisted 23-25 students. In this research, the researcher used the Purposive Sampling technique. Purposive sampling is used when the sample has fulfilled some criteria: both classes are taught by the same teacher, both classes use the same technique or strategy in learning English and they have a low capability in reading comprehension. In this research, the researcher used two classes. The first class was used as the try out a class and the other class was used as the experimental class which got pre-test, three times treatments, and post-test.

3.3 Variable

Variables can be defined as anything which has a quantity or quality that varies. In terms of its relation, variables can also be classified based on the role of the variable concerning other variables. Therefore, in this research, there were two variables, they were dependent variable and independent variable. Students' reading comprehension is the dependent variable (Y). The STAD technique is the independent variable (X) referred to a variable that has a function that affects the dependent variable.

3.4 Data Collecting Technique

In collecting data, the researcher used the following procedures:

1. Try-out

In doing the research and providing whether the test items are applicable or not, the researcher used the try-out to determine the validity, reliability, or level difficulty, and discrimination power of the test. The try-out was conducted to determine whether the test questions were good or not before being given the pre-test and post-test.

2. Pre-test

The pre-test was conducted to find out the students' reading comprehension performance before the treatments. This test was multiple-choice in which the students were asked to choose one correct answer from the choices a, b, c, or d. In this test, students were given 40 items of the test within 45 minutes.

3. Post-test

After conducting the treatments, the post-test was given. It was to know the students' performance after implementing the treatments. This test consisted of 40 items of multiple choice for 45 minutes. It can be stated if the post-test score was higher than the pre-test it means that the student has learned certain topics. If the scores were about the same, or if the post-test score was lower than the pre-test score, it may have implications for the topic actions not being studied in learning.

3.4.1 Research Instrument

In this research, researchers used two instruments in data collection as follows:

1. Reading comprehension test

In collecting data, the researcher used a reading test consisting of pre-test and post-test. This test was used to find how far the students have improved after being taught using STAD technique. The pre-test and post-test consisted of 40 multiple-choice reading comprehension items with four choices a, b, c, and d include identifying main ideas, identifying specific information, determining references, making conclusions, and understanding vocabulary. The criteria for the results of the pre-test and post-test were as follows:

Table 3.1 the criteria for pre-test and post-test score

Score Range	Criteria
80-100	Very good
66-79	Good
56-65	Enough
40-55	Less
30-39	Very less

(Arikunto,2010)

3.5 Research Procedure

The procedures of this research were:

1. Determining the Research problem

The problem of the research aimed to find out visualization strategy can improve the students' reading comprehension.

2. Population and sample of the research

The sample of this research was determined by random probability sampling.

The subjects in this research were the second grade of SMPN 1

Martapura. One class was used as an experimental class.

3. Determining the Research Instrument

The researcher investigated the students' reading comprehension ability by giving reading tests to the students. The reading tests were pre-test and post-test. In measuring reading comprehension, the multiple-choice selection is more valid than the short-sentence answer (Henning, 1987) Each test consists of 40 items, and each item had one correct answer and three distracters.

4. Administering a Try-Out Test

This test was conducted to measure the level of difficulty (LD) and discrimination power (DP) to find out the reliability and validity of the test The test was administered to measure the quality of the test as the instrument of the research.

5. Administering pre-test

The pre-test was conducted to find out the students' reading comprehension ability before treatments. In this test, the researcher asked the students to do multiple-choice tests that consisted of 40 items in 45 minutes.

6. Conducting treatments

In this research, the treatment was conducted in three meetings. The lessons plan consisted of three different topics. The students were given different tasks for each topic, and they were structured tasks and unstructured tasks: The material was taken from students' English books and the internet.

7. Administering post-test

This test aimed to measure the students' reading comprehension performance after being given treatments. The test was conducted in 45 minutes with 40 items of the multiple-choice reading test.

8. Analyzing test data and testing hypothesis

After scoring students' work, the data were analyzed by using the paired T- test to compare the data of two mean scores (Hatch and Farhady, 1982).

3.6 Validity

Validity is the extent to which an instrument really contains the objective to be included suitable with the criteria (Hatch and Farhady, 1982). Additionally, Setiadi (2013) states that validity generally means that the data can be trusted. To ensure the validity of this research, the researcher saw content validity and construct validity.

3.6.1 Content Validity

Content validity indicated that the test is a good reflection of what the teacher taught (Shohamy, 1985) Content validity is used to analyze multiple-choice items that are implemented based on the curriculum. According to Setiyadi (2006), to achieve this type of validity, the researcher must know all the indicators in the test questions and analyze the instrument. In this case, the reading text is designed with the material to be measured. The content being measured is identifying the main idea, identifying specific information, determining reference, making an inference, and understanding difficult vocabulary.

3.6.2 Construct Validity

Construct validity concerns whether the tests are a true representation of the theory of what it means to know the language (Shohamy, 1985). It means that the items should really test the students whether they have mastered the reading text. If a test has construct validity, it is capable of measuring some specific characteristics following a theory of language behavior and learning. This type of validity assumes the reality of certain learning theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988).

3.7 Reliability

According to Hatch and Farhady (1982:224), reliability refers to consistency of the test and how far measurements can be measured for similar subjects at different times but shows the same result. The reliability of the test is determined by using split method, the researcher divided the test items into odd and even numbers. To measure the coefficient of the reliability of the odd and even group, the researcher used the Pearson product moment formula as follows:

$$r_{xy} = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where:

R_{xy} : coefficient of reliability between odd and even numbers item

x : odd number

y : even number

$\sum x^2$: total score of odd number items

$\sum y^2$: total score of even number items

$\sum xy$: total score of odd and even number

The criteria of reliability as follows:

0.0 – 0.20 : very low

0.21 – 0.39 : low

0.40 – 0.59 : average

0.60 – 0.79 : high

0.80 – 1.00 : very high

3.7.1 Reliability of Half Test

Notes:

R_{xy} = Coefficient of reliability between odd and even numbers

$$N = 23$$

$$\sum XY = 4265$$

$$\sum X = 329$$

$$\sum Y = 283$$

$$\sum X^2 = 4953$$

$$\sum Y^2 = 3779$$

$$r_{xy} = \frac{N (\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum Y^2 - (\sum y)^2]}}$$

$$r_{xy} = \frac{23 (4265) - (329)(283)}{[23 (4953) - (329)^2][23 (3779) - (283)^2]}$$

$$r_{xy} = \frac{98.095 - 93.107}{\sqrt{[113.919 - 108.241][86.917 - 80.089]}}$$

$$r_{xy} = \frac{4.988}{\sqrt{[5.678][6.828]}}$$

$$r_{xy} = \frac{4.988}{\sqrt{38.769.384}}$$

$$r_{xy} = \frac{4.988}{6.226,506}$$

$$r_{xy} = 0,801156 \text{ (moderate)}$$

After getting the reliability of half test, the researcher uses "Spearman Bown's Prophecy formula" (Hatch and Farhady, 1982) to determine the reliability of all tests, as follows:

$$rk = \frac{2rxy}{1+rxy}$$

Where:

rk: The reliability of the whole tests

rxy: The reliability of half test

(Hatch and Farhady, 1982)

The criteria of reliability as follows:

1.90-1.00 = high

0.05-0.89 = moderate

1.0-0.49 = low

3.7.2 Reliability of the whole test

Notes:

rk = the reliability of the whole test

rxy = 0,80

$$rk = \frac{2rxy}{1 + rxy}$$

$$rk = \frac{2 (0,80)}{1 + (0,80)}$$

$$rk = \frac{1,6}{1,8}$$

$$rk = 0,89 \text{ (moderate)}$$

3.8 Difficulty level of the Test Items

The difficulty level was defined as the proportion of correct responses, that the higher the difficulty, the lower proportion correct, and the higher the proportion incorrect (Henning, 1987) To find out the level of difficulty of the test. the researcher used the following formula:

$$LD = \frac{R}{N}$$

Where:

LD = Level of Difficulty

R = the number of students who answer correctly

N = the number of the student

The criteria are:

LD < 0.30 = difficult

LD = 0.31 – 0.70 = satisfied

LD > 0.71 – 1.00 = easy

(Shohamy,1985)

3.9 Discrimination Power of the Test Item

The purpose of discrimination power is to determine between the low and high level of students on the test. The students of try out class divided into two group higher and lower students. The higher students are the students who answer the question correctly and the lower students are the students who answer the question incorrectly. To determine the discrimination power, the researcher used the following formula:

$$DP = \frac{U-L}{\frac{1}{2}N}$$

Where:

DP = discrimination power
 U = the proportion of upper group students
 L = the proportion of lower group students
 N = total number of students

The criteria are as follow:

0.00-0.20 = poor
 0.21-0.40 = satisfied
 0.41-0.70 = good
 0.71-1.00 = excellent
 Negative = bad items (should be omitted)

(Heaton, 1975)

3.10 Scoring System

In scoring the students' results of the test, the below formula is used. The ideal high score is 100. The researcher calculated the average of the pre-test and post-test by using this formula:

$$S = \frac{r}{n} \times 100$$

Where:

S = the score of the test
 r = the total of correct answers
 n = the total items

(Arikunto, 1997)

3.11 Data Analysis

The researcher analyzed the students score to find out the improvement in reading comprehension by using a visualization strategy in the following steps:

1. Scoring the pre-test and post-test.
2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the mean score using formula which is designed by

Arikunto (2006) as follows:

$$\mathbf{M} = \frac{\sum \mathbf{X}}{\mathbf{N}}$$

Where:

M : mean (average score)

X : the total students score

N : total number of students

3. Concluding the calculated result from the pre-test and post-test by using Repeated Measure t-test of Statistical Package for Social Science (SPSS) to examine whether there is an improvement of the students' reading comprehension or not.

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions for English teachers who want to implement the STAD technique in teaching reading and other researchers who want to conduct similar research.

5.1 Conclusion

Having conducted the research at the eighth-grade of SMPN 4 Martapura and analyzing the data, the writer concludes as follows:

1. There is an improvement of the eighth grade students' reading achievement after being taught through the STAD technique at SMPN 4 Martapura. It can be seen from the pre-test result which shows that the students' score in the post-test is higher than the students' score in the pre-test.
2. The STAD technique is not only effective for improving students' reading achievement ability, but also brings a good effect for developing reading achievement in terms of all kinds of English texts. The type of text that has increased the most is narrative text. This happens since students are very motivated to read related to fiction with various types so that it is easier for students to remember.

5.2 Suggestions

Related to the conclusions above, the researcher would propose some suggestions as follows:

1. For English teacher

- a. The English teacher suggested applying the STAD technique as a variation in teaching English since the researcher found out that the technique could be used to improve students' reading comprehension achievement.
- b. The teachers should have good preparation and time allocation because the materials have to be explained to the students clearly. It is important to prepare the teaching material which is going to be used.
- c. In applying the guessing game, is advised to monitor every team. The teacher is also suggested to give a correction to each member of the group, concerning the incorrect generic structure which is used by the students, to improve the students' ability in reading narrative text. The teachers also have to make a clear regulation to control the class, to make sure that the students can follow the instruction and focus on the material.

2. For further researcher

- a. Since there was a difficulty in applying this technique, which was teaching English through STAD needs a longer time than 90 minutes. It might cause by the activity in the team-building phase were time-consuming, the further researcher has to learn how to simplify the students' assignment.

- b. This research was conducted by the STAD technique in junior high school. Thus, the further researcher can conduct this technique for different levels of students such as elementary school, or even senior high school students.

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