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The Effectiveness of the Student Teams Achievement Divisions (STAD) Cooperative Learning Model in Enhancing English Reading Comprehension Skills

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Abstrak

Tujuan penelitian untuk mengetahui efektivitas penerapan model pembelajaran cooperative learning tipe Student Teams-Achievement Divisions (STAD) dapat meningkatkan hasil belajar Bahasa Inggris siswa kelas VIII SMP Darussaadah Pidie. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian quasi eksperimen design dengan pendekatan nonequivalent group posttes only design. Pengambilan sampel dilakukan dengan menggunakan teknik purposive sampling. Sampel penelitian adalah kelas VIIIA yang berjumlah 30 siswa sebagai kelas kontrol dengan menggunakan metode pembelajaran konvensional dan kelas VIII B berjumlah 28 siswa untuk kelas eksperimen menggunakan model pembelajaran cooperative learning tipe (STAD). Berdasarkan hasil uji one sampel T Test didapatkan nilai Sig. (2-tailed) = 0,00 < 0,05. Ini berarti nilai Sig. (2-tailed lebih besar dari 0,05 berarti hipotesis Ho ditolak dan Ha diterima. Dengan demikian thitung > ttabel (8,141 > 2,005) yang berarti (Ho) dalam penelitian ini ditolak dan hipotesis kerja (Ha) dalam penelitian ini diterima. Hal ini berarti terdapat peningkatan hasil belajar siswa mata pelajaran bahasa Inggris kelas VIII SMP Darussaadah Pidie. Dengan demikian penerapan model pembelajaran cooperative learning tipe (STAD) telah mengalami peningkatan hasil belajar siswa pada mata pelajaran bahasa Inggris kelas VIII SMP Darussaadah Pidie.

Keyword: Efektivitas, Cooperative Learning Tipe Student Teams Achievement Divisions (STAD), Kemampuan Membaca Pemahaman

Abstract

The purpose of this study was to determine the effectiveness of the Student Teams Achievement Divisions (STAD) cooperative learning model in improving English learning outcomes among eighth-grade students at Junior high school (SMP) Darussaadah Pidie. This research employed a quantitative method using a quasi-experimental design, specifically the nonequivalent group posttest-only design. Participants were selected through a purposive sampling technique, consisting of Class VIII-A (30 students) as the control group, which received conventional instruction, and Class VIII-B (28 students) as the experimental group, which was taught using the STAD cooperative learning model. Data analysis using a one-sample t-test showed a Sig. (2-tailed) value of 0.00, which is less than the significance level of 0.05. This indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. Furthermore, the calculated t-value ($t_h$itung = 8.141) was greater than the critical t-value ($t_t$abel = 2.005), confirming a statistically significant difference between the two groups. These results indicate that the implementation of the STAD model significantly improved students' English learning outcomes. Therefore, the STAD cooperative learning model can be considered effective in enhancing the English language achievement of eighth-grade students at SMP Darussaadah Pidie.

Keywords: Effectiveness, Student Teams Achievement Divisions (STAD) Cooperative Learning model, Reading Comprehension Skills,

A. Introduction

Reading comprehension is one of the fundamental skills students must possess. This ability helps them understand and comprehend other aspects of language, such as vocabulary, grammar, and the messages conveyed in discourse. Furthermore, this reading ability can be applied in various academic disciplines, not just in English language learning. As English is a foreign language (EFL) in Indonesia, the emphasis on reading comprehension focuses on understanding various types of texts. Furthermore, Mikulecky and Jeffries (1996) explain the importance of reading in English. "It enriches English vocabulary, improves English writing skills, and is the best way to explore new ideas, facts, and experiences." It is clear that reading ability plays a crucial role in students' success in learning English.

Unlike English as a Second Language (ESL) in Malaysia, where the emphasis is on expressing understanding (August and Shanahan, 2009). Expressing understanding is a higher skill than reading comprehension. This ability is achieved when someone has mastered various types of texts without experiencing language barriers. This ability can be conveyed orally or in writing.

The need for well-planned and well-implemented reading comprehension instruction is also felt to be crucial given the importance of this skill for students, particularly in junior high schools or Islamic junior high schools. However, most students do not yet have the expected reading comprehension skills (Hogan et al., (2011). The Junior High School/Islamic Junior High School Content Standards target that English language learning at that level is so that students can reach the functional level, namely communicating orally and in writing to solve everyday problems (Wells, 1987). Everyday problems concern students' ability to use English as a means of oral communication, such as dialogue and monologue. In addition, the ability to read short and simple discourses, such as newspapers. However, in reality, these students' abilities generally do not meet this target. Firdaus, (2017). stated that many research results show that the English reading comprehension skills possessed by students in Indonesia are very low.

The low ability of students can be seen through the scores of daily tests, midterm exams and final semester exams (Suparman, 2016). These three types of measurements are used as a reference to see their abilities because this measurement is dominated by reading comprehension tests. Based on initial observations, researchers found that learning outcomes during daily tests showed that less than 40% of students immediately achieved scores above the Minimum Completion Criteria (KKM). The remainder required remedial sessions several times. Test analysis results showed that students experienced difficulties in several areas, such as determining the main idea of a paragraph, identifying cause-and-effect relationships, summarizing the content of a discourse, and identifying implied information.

Another factor contributing to the lack of successful learning stems from teachers (Strevens, 1977). The implementation of learning models to improve reading comprehension skills was ineffective. Teachers emphasized theory and language knowledge over the use of reading skills. Furthermore, the learning process was predominantly teacher-centered and provided few opportunities for student participation.

Improvement in student learning outcomes is greatly influenced by the learning model chosen by the teacher. Teachers should be able to select and implement models that empower students in the learning process. One learning model frequently implemented in the classroom is cooperative learning. This learning model is recommended for teaching reading comprehension (Wichadee, 2006). This model consists of several types (Slavin, 2013) include Team-Games-Tournament (TGT), Jigsaw II, Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and Student Teams-Achievement Divisions (STAD).

One of the types of cooperative learning models implemented in this study is the STAD (Student Teams-Achievement Divisions) model. STAD is one of the simplest types of cooperative learning (Yeung, 2015). Students are placed in learning teams of four to five members, mixed according to academic ability, gender, and ethnicity. The teacher presents the lesson, and then the students work in teams. Each team member must ensure they have mastered the material.

In the Indonesian EFL context, cooperative learning aligns well with national education goals that emphasize character education, collaboration, and 21st-century skills. Although some studies in Indonesia have reported positive outcomes of cooperative learning on students' language skills, there remains limited empirical evidence focusing specifically on the impact of the STAD model on reading comprehension, a skill that is often neglected in favor of grammar and vocabulary in traditional classrooms.

One reason STAD was chosen as a treatment to address low reading comprehension skills is because it uses individual quizzes at the end of each lesson (Slavin, 2013). This aligns with the skills required for reading comprehension. Reading comprehension is measured by answering several questions based on the text presented. This assessment is conducted at the end of each lesson after students have received explanations from the teacher and discussed within their teams.

This study aims to investigate the effectiveness of the STAD cooperative learning model in improving the reading comprehension abilities of Indonesian secondary school students. The findings are expected to offer practical implications for EFL teachers and policymakers in Indonesia and contribute to the broader discourse on innovative teaching methods in EFL education across developing countries.

B. Methodology

This research is quantitative. Quantitative research is research that works with data and numbers, starting from data collection, interpretation, and the final presentation of results in the form of numbers (Emzir, 2015). The Quasi-Experimental Design approach was used. The research design used was a post-test to students in the control class as a measurement, followed by a post-test to determine changes in students' understanding levels in the experimental class using the STAD cooperative learning model to improve learning outcomes. The population in this study was 8th grade students at Darusaadah Pidie Middle School, consisting of two classes totaling 58 students. The sampling technique used was purposive sampling.

Research Sample

No	Class	Number of students	Description
1	VIIIA	30	Control Class
2	VIIIB	28	Experimental Class
	Total	58	

The analysis used to test the hypothesis in this study was the t-test technique, also known as the t-test. After the data was declared normal and homogeneous, the next step was to apply the t-test analysis using SPSS version 22.

C. Finding and Discussion

Based on the data analysis, improvements in English learning outcomes for students taught using the STAD cooperative learning model can be seen in the table below.

Table 1
Descriptive Statistics of Learning Outcomes

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	Class	N	Mean	Std. Deviation	Std. Error Mean
Learning outcomes	Experimental	28	84.29	11.031	2.085
	Control	30	58.67	12.794	2.336

The data analysis results in Table 1 show that the experimental class, with a sample size of 28 students, had an average learning outcome of 84.29 and a standard deviation of 11.03. Meanwhile, the control class, with a sample size of 30 students, had an average learning outcome of 58.67 and a standard deviation of 12.79. Therefore, the experimental class' average learning outcome using the STAD cooperative learning model was 84.29, compared to the conventional method's average of 58.67. To determine whether the score of 84.29 > 58.67 was significant in improving English learning outcomes in eighth-grade students at Darussaadah Pidie junior high school School, a one-sample t-test was conducted.

Table 2
One-Sample T-Test (T-Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2tailed)	Mean Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Learning outcomes	Equal variances assumed	.943	.336	**8.141**	**56**	**.000**	**25.619**	**19.315**	**31.923**
	Equal variances not assumed			8.183	55.665	.000	25.619	19.346	31.892

In table 2. Based on the test of equal variances assumed (homogeneous data in the prerequisite test) shows that there is a difference in the average learning outcomes of the STAD type cooperative learning model in improving student learning outcomes in English subjects of eighth-grade students of Darussaadah Pidie Junior High School, namely 25.619 (84.29-58.67). This difference is within the 95% confidence level, namely the lowest 19.315 and the highest 31.923. The results of the one-sample T Test analysis of learning outcomes data with the STAD type cooperative learning model show a Sig. (2-tailed) value = 0.00 <0.05. In accordance with the test criteria if Sig. (2-tailed) is smaller than 0.05, this means that Ho is rejected and Ha is accepted. This means that the application of the STAD type cooperative learning model can improve student learning outcomes in English subjects of eighth-grade students of Darussaadah Pidie Junior High School. In addition to comparing the significance value, we can also test it with the t value in the table above, which shows that the calculated t value in the study is 8.141 with

n = 56, while the t table for n = 56 is 2.005. Thus, the calculated t value = 8.141 > t table = 2.005 based on the data above, it is concluded that Ha is accepted and Ho is rejected.

D. Discussion

This study was conducted to determine the application of the STAD cooperative learning model in improving English learning outcomes in eighth-grade students of Darussaadah Pidie Junior High School. The study was conducted in the 2023-2024 academic year with the same competency standards, basic competencies, and material. The STAD cooperative learning model was implemented in the experimental class and the conventional method in the control class. At the end of the study, or after the material was taught, a post-test was conducted to determine student learning outcomes. Data obtained showed an increase in learning outcomes, which were then analyzed using a t-test, with a value of 0.00 > 0.05, indicating a significant difference in learning outcomes between the experimental and control classes. Based on the decision-making process in the independent sample t-test, it can be concluded that Ho is rejected and Ha is accepted. These research results are supported by Ugwu (2019). The Student Teams Achievement Divisions (STAD) cooperative learning model can improve students' English reading comprehension. Yeung (2015) added that STAD can encourage students to work together in small groups, helping each other, and motivating each other to master learning materials, including reading comprehension in English. This is confirmed by comparing the calculated t value with the t table value, which yields a calculated t value of 8.141 > t table value of 2.005. To determine the magnitude of the difference in the average learning outcomes of the STAD cooperative learning model in improving English learning outcomes for eighth-grade students at Darussaadah Pidie Middle School, it was found to be 25.619 (84.2958.67). This difference is within the 95% confidence interval, with the lowest being 19.315 and the highest being 31.923.

Differences in students' absorption abilities require appropriate teaching strategies. Methodology is one answer. According to Echazarra et al. (2016), teachers must have a strategy in teaching in learning activities because strategies are key to ensuring the learning process is effective, efficient, and meaningful for students. Each student has a different learning style, interests, abilities, and background. Teaching strategies help teachers tailor their approach so that all students can understand the material effectively. One step to developing such a strategy is mastering presentation techniques, commonly referred to as learning models. A learning model is a systematic framework or pattern used by teachers to design, implement, and evaluate the learning process to effectively achieve learning objectives (Baxter, 1998). This model encompasses the approaches, strategies, methods, and techniques used in the teaching process, as well as how the roles of teachers and students are arranged during the learning process. Thus, a learning model is a method and a teaching strategy used as a tool to achieve desired objectives.

Based on data obtained in the control class, the teacher typically uses conventional learning methods. Test results in the control class showed that students were less enthusiastic about participating in the learning process and, based on test results, were lower than in the experimental class. While teachers found it easier to condition students to pay attention to the material presented, student attention only occurred in the initial minutes of the learning process. Afterward, student attention waned. Meanwhile, the experimental class used the cooperative learning model, STAD. The STAD cooperative learning model can be applied to reading comprehension by dividing students into heterogeneous groups to collaborate on understanding a reading text. The teacher first explains the objectives and provides reading material, then students discuss the text's content in groups, helping each other answer questions such as the main idea, important details, or word meanings. After the discussion, students take individual tests to measure their understanding. These individual scores are used to calculate a group score, and the group with the highest score improvement is awarded a prize. This approach encourages cooperation, individual responsibility, and improves students' reading comprehension skills in a fun and effective way.

E. Conclussions

Based on the results of the study of the application of the cooperative learning model of the Student Teams-Achievement Divisions (STAD) type in improving student learning outcomes in English subjects, it can be concluded that the learning outcomes obtained were that the average posttest value of the experimental class was 88.29 higher than the average value of the control class, which was 58.67. So it can be concluded based on the average value of the experimental class > the value of the control class when viewed from the mean difference of 25.619. Furthermore, based on the analysis of the one-sample T-test, the learning outcome data with the cooperative learning model of the STAD type showed a sig value (2-tailed) = 0.05 <0.05, which means that if the Sig. (2-tailed) value is smaller than 0.05, Ho is accepted and Ha is rejected. This means that the application of the cooperative learning model of the Student Teams-Achievement Divisions (STAD) type can improve student learning outcomes in English subjects in class VIII of SMP Darussaadah Pidie. Testing can also be done by comparing the t-value of 8.141 at a significance level of 5% with the t-table of 2.005. This means that t-value > t-table, so that Ha is accepted and Ho is rejected, which means that the application of the cooperative learning model of the Student Teams-Achievement Divisions (STAD) type can improve student learning outcomes in English subjects for class VIII of SMP Darussaadah Pidie..

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