

**THE EFFECT OF STAD ON STUDENTS' READING
COMPREHENSION AT THE ELEVENTH GRADE OF SMK
PGRI 2 KEDIRI**

SKRIPSI

Presented as a partial Fulfillment of the Requirement to Obtain the Bachelor Degree of Education (S. Pd) of English Language Education Department Faculty of Teacher Training and Education University of Nusantara PGRI Kediri



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2024**

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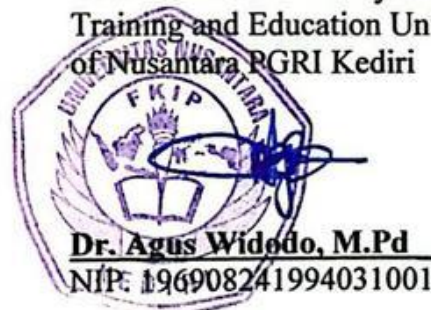
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MOTTO DEDICATION

MOTTO:

“One in a Million”

DEDICATION:

- Allah SWT who always gives strength and blessing during the process of finishing this Skripsi.
- My beloved parents (Mr. Adi Sutrisno and Mrs. Hari Setya) who always support and pray for me.
- My one and only beloved sister (Rizky Aditya Harviana).
- Of course, myself for believing in reaching this moment.
- She who has number 19.1.01.08.0043 for supporting me, and giving me more attention to finish this Skripsi.
- To “ekhem” members (2014050009 and 2014050038) who always become my partners in crime, “Gerrrr” members (Danta, Yeyen, Farelly)
- TWICE (트와이스) whose songs always accompany me during writing this Skripsi.

ABSTRACT

Rifky Ardana Novendra A. P: The Effect of STAD on Students' Reading Comprehension at the Eleventh Grade of SMK PGRI 2 Kediri, Skripsi, English Language Education Department, The Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2024.

Keyword: Reading, Teaching Reading, Student Team Achievement Division (STAD)

Reading is the main key to get the knowledge and information. However, many students still have difficulty in the understanding texts. Students did not know how to find the main idea, implicit and explicit information, and also analyze the generic structure of texts. Moreover, students were bored and not enthusiastic in English learning and some of them even also had different background knowledge. Therefore, educator are required to apply more interesting and effective learning method as innovation in teaching reading comprehension, one of them is Student Team Achievement Division (STAD), Student Team Achievement Division (STAD) can create fun and comfortable teaching and learning reading comprehension. The aim of this research is to know students reading comprehension before and after being taught using Student Team Achievement Division (STAD) and to know if there is any significant effect of using Student Team Achievement Division (STAD) to the student's XI grade of SMK PGRI in academic year 2023/2024.

The researcher uses experimental research and quantitative approach with one group pre-test and post-test. This research was conducted at SMK PGRI 2 Kediri. The population of this research consist 503 students and the sample were XI Culinary 2 class that consist 30 students. The students were given pre-test, treatment, and post-test. The data result was obtained from student score of pre-test and post-test that were analyzed using t-test formula. The researcher used SPSS ver.20 Application.

The result show that t-test is higher than t-table in the level significant 0,000. The mean score of pre-test is 54 and mean of post-test score is 89,33. The result of this research shows that there is significant effect of using Student Team Achievement Division (STAD) on students' reading comprehension. It means that Student Teams Achievement Division is appropriate to be used for teaching reading comprehension in XI grade of SMK PGRI 2 Kediri.

ACKNOWLEDGMENT

Praise and gratitude we pray to the presence of Allah SWT, who has been giving blessing and mercies, so the researcher is able to finish this skripsi as a partial fulfillment of requirements for the Sarjana Degree well.

By the title of this skripsi “The Effect of STAD on Students’ Reading Comprehension at the Eleventh Grade of SMK PGRI 2 Kediri”. It is realized that this skripsi still has many shortcomings, so criticism and suggestions from various parties are highly expected.

On this occasion, the researcher would like to express his sincere gratitude and appreciation to:

1. Dr. Zainal Afandi, M.Pd as the Rector of University of Nusantara PGRI Kediri.
2. Dr. Agus Widodo, M.Pd as Dean of the Faculty of Teacher Training and Education of UN PGRI Kediri.
3. Dr. Khoiriyah, M.Pd as the Head of English Language Education Department of UN PGRI Kediri, as well as the first advisor who has provided direction, advice and correction.
4. Dr. Sulistyani, M.Pd who has given guidance, correction and suggestion.
5. Mrs. Dwi Ainun Fadzilah, S. Pd, as the mentor of Internship Program who gives knowledge and permission to conduct this research.
6. All lecturers of English Education Department who have given valuable knowledge and his study at University of Nusantara PGRI Kediri.

7. The researcher beloved family who always pray all the time for finishing this Skripsi on time and their greatest support, love, and impression.
8. All of the XI Culinary 2 students of SMK 2 PGRI Kediri, for their help and the memories when the researcher carried out both the Internship Program and this research
9. All my classmates who are always giving their support, motivation, advice, and helps to finish this Skripsi.

Kediri, 15th of July 2024

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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about the introduction those are: a) background of the research, b) identification of the research, c) limitation of the research, d) formulation of the research, e) purpose of the research, f) significance of the research, g) definition of key terms.

A. Background of the Research

Reading is a language skill that should be mastered by anyone interested to finding information in the text. Yenti et al. (2016), states that reading is more important than other skills. It shows that reading is the main key to get the knowledge. The process of learning is to gain more knowledge that involves the ability to read. To acquire reading comprehension, students need to understand several types of reading texts; narrative, procedure, recount, expository, descriptive, etc. From the above description, the researcher can conclude that there are four skills (listening, speaking, reading and writing) that should be mastered when learning English. Reading is clearly one of the most important skills. Education researchers found a strong link between reading and academic success, according to the importance to the reading. Reading comprehension can be conceptualized as an interactive process requiring the dynamic combination of a reader's background knowledge with the information decoded from text.

By reading, students can improve their comprehension, knowledge, and insight. Reading comprehension develop the feel of words, sentences, and connected textual content in order to present written information facts. The basic

purpose of the reading is to comprehend the text. Reading comprehension is an important skill that is required in all learning. Other than reading, there are a variety of subjects from which to choose. According to Syatriana (2011), analyzing comprehension information that has been read is an active thinking process that depends not only on comprehension skills but also on students' previous information. Anyhow, many students do not have necessary prior knowledge or reading method to succeed. As a result, the students' comprehension of text is poor. It is also found that students lack the specific reading strategies to generate inferences that aid in understanding of texts (Best, Rowe, Ozura, and McNamara, 2005).

According to Hanfarentin (2018:4), the problems of students in reading are:

- 1) Students have difficulties at understanding the text;
- 2) Students did not know how to find the main idea, implicit and explicit information, especially in analyzing generic structure;
- 3) Students were bored in English;
- 4) Students were not enthusiastic in learning English and some of them also had different background knowledge.

From that statement, the researcher found some problems of students in reading. Moreover, the learning process in the field was still monotonous and teacher centered. The students were sometimes bored in English class and several of them were tired. The student did not respond when the teacher asked them a question. They only listened to the teacher's explanation, memorized the new words, and read aloud. Therefore, the researcher proposed a variety of strategies that are suitable for teaching reading, one of them is Students Team Achievement Division (STAD).

There were some methods to teach English in Vocational School. The researcher chooses one of the methods in Students Team Achievement Division in

Narrative Text because narrative text is a part of recent target in teaching, interesting, and entertaining to students.

Teaching learning process should be varied to make students feel fun and comfortable during learning. Thus, the researcher used method of Students Team Achievement Division (STAD) in reading comprehension. We know that, STAD is a collaborative method that uses comprehension strategies while working cooperatively. In this learning method, students study by small group. Isjoni (2007:7) states that the benefit of the STAD learning model is to motivate students to encourage and help each other among students in mastering the skills or knowledge presented by the teacher.

STAD was developed by Johns Hopkins University. In STAD, students are assigned to four- or five-members learning teams. They may work problem one at a time pairs, or take turns quizzing each other, or discuss problems as a group, or use whatever means they wish to master the material. It is better and easier to teach students in a group because in the group students can learn the material together and they can share their knowledge each other in solving the problem. By working together in a group, students can feel safe, happy and interest because group work can help them become more active and creative in their learning. In STAD, no one is an automatic strikeout, and by the same taken no one is guaranteed success, because it is improvement that count, and anyone is capable of improvement (Slavin, 1995:9).

In learning process teacher can choose and match best technique for learning process as long as students can follow the method and can understand about the

topic of learning. Meanwhile, Aprella and friends (2014) identified in her research the teacher should change the method to change classroom condition to be more interesting for student learn reading.

Considering the problem above the researcher did research entitled “The Effect of STAD on Students’ Reading Comprehension at the Eleventh Grade of SMK PGRI 2 Kediri”. This learning method integrated teaching with focus on teaching reading narrative text.

B. Identification of the Problem

In relation to background of the problem above, the following problems can be identified the students feel bored because learning to reading used by English teachers at SMK PGRI 2 Kediri still using traditional methods such as speech method (teacher center), students tend to not listen and talk alone.

The second problem is about lack motivation that student have. Because motivation is very important in reading process. So, the role of teacher is very important to give motivation to students.

The third problem is about method for teaching reading. This problem is related to which method appropriate with students and easy to applied in teaching the students of the second grade.

From the problem identifications teachers must need solution to solve the problem. The solution must be suitable in conditions of students beside that the solution must make students easy to reading a text.

C. Limitation of the Research

In this study, the researcher focused on teaching reading comprehension using Student Team Achievements Division (STAD) methods in eleventh grade students of SMK PGRI 2 Kediri and the material is narrative text.

D. Formulation of the Research

The researcher question is formulated as follow:

1. How is the student reading comprehension before and after being taught using Student Team Achievement Division (STAD) at eleventh grade of SMK PGRI 2 Kediri?
2. Is there any effect of using Student Team Achievement Division (STAD) to the student reading comprehension at eleventh grade of SMK PGRI 2 Kediri?

E. Purpose of the Research

Based on the formulation of the problem above, objectives of the research, as follows:

1. To know the students' reading comprehension before and after being taught using Student Team Achievement Division (STAD).
2. To find out whether there is any effect of using Student Team Achievement Division (STAD) in learning reading comprehension or not.

F. Significance of the Research

The result of this research is expected to be useful for teachers, students, and the other researcher.

a. For Teachers

The results of this study are expected to be input for English teachers developing their professionalism to teach reading comprehension skills using Student Team Achievement Division (STAD).

b. For Students

The results of this study can be used as a reference to improve students' reading comprehension skill using Student Team Achievement Division (STAD).

c. For other Researchers

To provide additional information for the researchers who want to conduct further research on related fields and motivate other researchers to use the media to increase students' interest in learning reading comprehension.

G. Definition of Key Terms

It is Important to define key terms in order to make clarify of the ideas for readers to understand this research. Those key terms are:

1. Reading

Reading is the activity to understand the information on the print or non-print written text.

2. Teaching Reading

Teaching reading is the process by which a teacher creates lessons to aid students in understanding the material. Thus, the primary goals of reading are to increase students' comprehension of textual content and their understanding of the elements of reading comprehension.

3. Student Team Achievement Division (STAD)

Student Team Achievement Division (STAD). Is a method emphasized on group working consisting of three to five students. And STAD have steps: material preparation, group working, and individual test, score measuring, give award to students.

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