



**SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN  
PERSATUAN GURU REPUBLIK INDONESIA  
STKIP PGRI SUMENEP**

**Website : [www.stkipgrisumenep.ac.id](http://www.stkipgrisumenep.ac.id)**

**Jl. Trunojoyo Gedung Sumenep Telp. (0328) 664094 – 671732 Fax. 671732**

**SURAT PERNYATAAN PENGECEKAN  
SIMILARITY ATAU ORIGINALITY**

Yang bertanda tangan dibawah ini atas nama Petugas Check Plagiasi STKIP PGRI Sumenep, menyatakan dengan sebenarnya bahwa karya ilmiah ini telah dilakukan cek dan dinyatakan lolos plagiasi menggunakan Aplikasi Turnitin dengan batas maksimal toleransi 20% atas nama:

**Nama : JIHAT NURRAHMAN, M.Pd**  
**NIDN : 0715077002**  
**Program Studi : PENDIDIKAN MATEMATIKA**

No	Judul	Jenis Karya	Hasil
1	Enhancing the Mathematics Education Students' Reading Comprehension with STAD Technique	Artikel	14 %

Demikian surat ini saya buat untuk dipergunakan sebagai mana mestinya

Sumenep, 15 Juni 2023

  
Pemeriksa

# Mujolali\_Journal\_of\_English\_Jiha t.pdf

*by Jihat Jihat*

---

**Submission date:** 14-Jun-2023 04:19PM (UTC+0700)

**Submission ID:** 2115849262

**File name:** Mujolali\_Journal\_of\_English\_Jihat.pdf (392.33K)

**Word count:** 6514

**Character count:** 34822

HOME / ARCHIVES / VOL 5 NO 01 (2022); MUSAMUS JOURNAL OF LANGUAGE AND LITERATURE / Articles

## Enhancing the Mathematics Education Studentsâ€™ Reading Comprehension with STAD Technique

**Jihat Nurrahman**  
STKIP PGRI Sumenep

**Hodairiyah Hodairiyah**  
STKIP PGRI Sumenep

**Ray Suryadi**  
Universitas Sembilanbelas Belas November Kolaka



PDF

PUBLISHED

2022-11-30

### MENU UTAMA

Focus and Scope

Peer Review Process

Editorial Team

Copyright Notice

Author Guidelines

Publication Ethics Statement

Plagiarism and Retracement Policy

About the Publishing System

Author Fee

## **Enhancing the Mathematics Education Students' Reading Comprehension with STAD Technique**

Jihat Nurrahman <sup>1</sup>  
STKIP PGRI Sumenep  
[jnurrahman@stkipgrisumenep.ac.id](mailto:jnurrahman@stkipgrisumenep.ac.id)  
085259410519

Hodairiyah <sup>2</sup>  
STKIP PGRI Sumenep  
[hodairiyah@stkipgrisumenep.ac.id](mailto:hodairiyah@stkipgrisumenep.ac.id)  
087841691839

Ray Suryadi <sup>3</sup>  
Universitas Sembilanbelas November, Kolaka  
[ray\\_suryadi@yahoo.com](mailto:ray_suryadi@yahoo.com)

### **Abstract**

This research aimed at explaining the implementation of Student Team Achievement Division (STAD) technique in enhancing the students' reading comprehension. The study was a classroom action research. The research was carried out in cyclic process. The subject of this study were the students of semester I Mathematics Education Study Program STKIP PGRI Sumenep in the academic year 2022/2023. The data were collected through a number of instruments namely observation sheet and field-note analyzed qualitatively, and the result of the quizzes, which were analyzed quantitatively. The findings show that first, there was significant improvement on the students' reading achievement after being taught by using STAD Technique. Second, there was a good improvement on the students' responsibility in learning the lesson and the students' learning motivation. Based on the quizzes given at the end of each cycle, there was significant improvement in the students' reading comprehension. In the first cycle, the average score gained by the students was only 59%, in the second cycle, the average score was improved at the level of 77%, and in the last cycle, the students' average score was 88%. A conclusion can be drawn then that the implementation of STAD technique gave contribution positively in enhancing the students' reading comprehension.

**Keywords:** Enhancing, Reading Comprehension, STAD Technique

## 1. Introduction

One of the main objectives of teaching English as a foreign language (TEFL) in Indonesia is to equip students with ability to comprehend reading materials. Undoubtedly it can also be stated that the main goal of English teaching and learning for Indonesian students is to comprehend written information. Furthermore, good proficiency of reading is as one of the ways to boost up students' knowledge about sciences including English proficiency. Reading is always at utmost importance activity therefore reading skill is always put in the main emphasis. In line with the idea of Kindeou, P. at al (2015: 117) that reading comprehension is essential for successful functioning in our society. In virtually all instances, the goal of reading is to identify the meaning or message of the text at hand. Huda (1997:149) also states that in Indonesia, reading becomes the main point in curriculum 1994 accordingly, the students need to acquire a complete knowledge or skill on it.

Almost in all countries including Indonesia, where English is as a foreign or second language (TEFL), reading is a key and an important skill to improve English competence. It is not questionable that reading is very important for students because reading may help them to solidify the students' grasp of vocabulary, structure, and complements of other language skills (Browton in Nursucianty, 2007:1). On the other side, when students continue their study at college or university, reading always plays a very important role in acquiring knowledge and discovering new information from reading materials hence, the students need to equip themselves with good reading skill. In addition to the statements above, Bernhardt in Al Shumaimeri (2011) says that reading ability has always been viewed as critical to academic success.

As what has been explained above that reading is very important to help the readers especially students, to increase knowledge however, many students from any educational levels are not interested in reading books. Some of them think that reading is a time-wasting and boring activity. Meanwhile, reading activities may help students develop other language skills. Reading skill is one of the most important proficiencies in learning English. In teaching and learning process, reading is the most emphasized. Saukah (2002:17) says that "Reading is the most important language skill to be devoted in the teaching and learning process". Another supporting idea is stated by, Krashen and Carrel (1983:131) who states that reading is one of English language usage skills which can serve as an important source of comprehensible input and may take a significant contribution to the development of overall proficiencies.

It can be put forward that students need not only to acquire a complete knowledge of English language but also acquire a competence in understanding English text to deal with the development of science and technology. The reason underlying the idea is that many scientific books and articles published in the international journal on the internet are written in English. Therefore, it is not arguable that reading is an extremely vital skill.

Indeed, reading for general comprehension requires very rapid and automatic process of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints. It is one of skill in English, this skill is ability to understand information in a text and interpret it appropriately. It is also an interactive process in at least two ways. First the various processes involved in reading are carried out simultaneously. In teaching reading comprehension, the teacher needs to have media to minimize reading difficulties and to maximize comprehension as well as to motivate students in learning. In addition, reading comprehension is very important in the achievement of the minimum standard score of the National Final Test because a number of short texts are tested in The National Final Test. It turns out that the test items related to reading comprehension is approximately 51% (Depdiknas, 2000 – 2005).

In real condition however, there are still many students of any educational stages in Indonesia who do not have adequate ability in receptive skills; reading and listening. This is in accordance with the statement of Huda in Junaidi (2012) who gives opinion that in general, the result of teaching English including reading comprehension in Indonesia is not satisfying. Not only at the sarjana program level, but also in the post graduate program, in general the students do not have sufficient knowledge of English.

Such an unsatisfying condition is also found in the students of Semester I Mathematics Education

Study Program where the students' reading comprehension is still far from the expectation. The goal of teaching reading as stated in the curriculum --equipping the students with a standard competence of understanding the meanings of written text-- has not yet been satisfactorily achieved. It is indicated by the unsatisfying comprehension of reading materials which leads bad scores yielded in the students reading tests. For the students, reading activity is boring and tiring therefore, they are not motivated in reading activity. It appears that two major factors hamper the success of reading class in the reading class; the monotonous or uninteresting way of teaching reading and the students' low motivation.

The students' low motivation is basically caused by the students' lack of interest in reading text. For them, reading is a boring and time-wasting activity. Considering the unsuccessful result of teaching reading comprehension in the English class, the lecturer needs an effective method or technique in teaching reading especially, to generate the students' motivation and interest in reading texts. When the students are taught using traditional method, the teacher usually ignores the students' initiatives in giving opinions, expressing and communicating with others.

A cooperative learning method may become an effective model to solve problems in reading class. According to Slavin (1995:33), a cooperative learning is still considered to be one of effective ways in teaching reading. Group or team is the core of most cooperative learning activities however he warns that the use of heterogeneous groups according to academic proficiency is one of the more contentious issues in cooperative learning. The reason behind the controversy is that high achievers when mixed with low achievers will end up feeling bored and the low achievers will feel intimidated therefore, it is recommended that the teacher be able to assign the students into groups wisely and objectively in a selective and appropriate cooperative learning method.

On the other hand, Freeman (1994:154) notices that when students work collaboratively diversity is an asset to be celebrated since the varied experiences, knowledge, and interests of the students in each group bring to the task at hand add to the potential for learning. Every classroom or instructional group has its own characteristics. That is why, it is important for the teacher to manage classroom or instructional group better.

In this research, the researchers put forward a technique which is known as Student Teams-Achievement Divisions (STAD) technique. As one of the simplest cooperative learning technique, STAD could be one of effective solutions because it is designed to motivate students to learn and help each other to acquire the knowledge of the material given by the teacher. In other words, this technique could encourage students to be more active, have high self-confidence, and high motivation when they work with the task. STAD technique is also considered as an appropriate technique in which the students have to work hard to be the best team. Ur (1976:279) says that learners will often be motivated to give their best not for the sake of the learning itself but in order to beat their opponents in a competition.

Work in group tends to give better result rather than individual one. This may happen because group members feel more enjoyable, less pressure and equally motivating. Likewise, STAD allows students to work together and share their answer between those who have high level, average and low level in groups. They can get information what they find in reading text after the teacher's lesson, but may not help each other with quizzes, so every student must know the material (individual accountability). Students may work in pair and compare answer, help each other if they found difficult task, discuss any discrepancies, and discuss to solve the problems.

STAD could be a helpful technique in learning especially when it is implemented in teaching reading for the students of Semester I Mathematics Education study program since it is suitable to improve the students' motivation to enhance the students' reading achievement. By means of this technique, the students are facilitated to work together to practice their language ability. In which, they can change and share information, reinforce each other, give feedback and they are also responsible for their answers group. STAD is a simple technique of cooperative learning which consists of five major components, i.e. class presentation, teams, quizzes, individual improvement score and team recognition. Furthermore, students discuss and work together to get a good mark for their item. Using this technique, the students become learner center on teaching and learning process.

Based on the above explanation, the researchers are interested to apply STAD technique to improve students' reading achievement and to provide practical and theoretical solution on the teaching of

reading in English as Foreign Language (EFL) context in general, and particularly in Semester I Mathematics Education study program. The finding proved that cooperative learning method could increase English reading achievement of the students. Cooperative learning method was very effective, because by using this technique, students could learn and share ideas one another among the team members.

The basic concepts of cooperative learning enable the students to develop according to their ability and their talent. Shlomo Sharan (1999) states that some steps in cooperative learning can give good chance for the students to increase their skills and ability in English reading, as: first, forming the groups. Second, reminding students of the academic task (what they are to learn) and the cooperative goal structure (the rewards for learning). Third, reminding students of your expectations of them, particularly in relation to helping one another learn. Fourth, providing students with resources if this is necessary. Five, circulating to provide assistance as required, to monitor the activities and learning of the students, and to make notes of matters that will need to be dealt with once the group sessions have finished. The last, evaluating student achievement and helping them assess how well they collaborated with one another. Besides that, students do not have many opportunities to improve their achievement because their comprehension is directly punished by quantitative scores for every student's work without giving opportunities to the students for improving.

The students with high achievement motivation got the characteristics as follows. They are enthusiastic in doing a particular task. They prefer to choose a challenging task. Therefore, the students with high achievement motivation will choose an activity that challenges them to express their fullest potential. The next characteristic, the students with high achievement motivation will choose a task which is not extremely difficult. They prefer to find a task which is challenging to their potential skills and work hard to achieve the goals. It is an interesting phenomenon in relating high learning motivation with cooperative learning in learning process. It can be the characteristics that have some similarities to the characteristics in cooperative learning motivation students.

Cooperative learning provides chance for the students to look at the progression of information or ideas in their reading tasks. The students know their strengths, progress, and weaknesses when producing their reading skills. They also face challenges or problems along a learning process and solve those problems by knowing the patterns in cooperative learning. This indicates cooperative learning provides chance for the students to force themselves to reach excellent standard goal. It can be concluded that cooperative learning can increase reading achievement if it is used for the students who have high learning motivation.

For the students who have low learning motivation, cooperative learning can also increase reading achievement, provided that they are made sure to be active to try the new technique. This effort can be done by building their self-confidence that cooperative learning is not too complicated, on the contrary, it can help the students to increase their reading achievement. If they are used to learning by cooperative learning, they will be able to increase their learning motivation while they will be able to increase their reading comprehension. The discussions indicate that there is interaction between reading comprehension achievement, cooperative learning, and learning motivation. English is one of the subjects that possess very clear aim i.e. to be able to use English as a means of communication in oral or write language.

One of the advantages of cooperative learning is widely giving chances for the students to practice reading. The student who has high motivation is fond of challenges and always looks for the newest information. So that, he/she always hopes feedbacks that he/she uses to increase his/her achievement. All the above discussions about English reading achievement, cooperative learning method, conventional learning technique, and learning achievement motivation have explained that there is interaction among them.

Student Team Achievement Division technique emphasizes on the process to produce qualified reading products are appropriate for the high achievement motivated students. The characteristics of high achievement motivated students are suitable with characteristics of creative students who like new information (feedback) to inspire their reading. At the end, it can be concluded that creativity develops well through STAD Technique. The students can reach optimum reading comprehension achievement if they are taught by using STAD Technique.



## 2. Literature Review

1. Bahrun Amin (2012) with the title Cooperative Learning STAD Type Method to Improve the Students Reading Achievement. In his article said that the improvement of the students' reading achievement is done through cooperative learning STAD type method is always improving. It can be seen in their mean score namely 5,59 in D-test, 6,33 in cycle 1 and then it became 7,29 in cycle 11. The students' literal reading comprehension dealing with the main idea and meaning of the word sentence in reading text was 5, 65 in D-test 6, 44 in cycle 1 and it became 7, 65 in cycle 11. In D-test in first meeting the percentage of students' activeness is 69%, and in second meeting is 75%, and in third meeting is 77% while in the last meeting is 82%. And then after the evaluation in the cycle II the improvement of the students' reading comprehension
2. Asdar (2021) with the title Enhancing Students' Reading Comprehension Through Two Stay Two Stray (TSTS) Technique. Its article explained that the research was used to take one class as the research sample, which consists of 32 students. The instrument of this research was a multiple-choice test. There are two cycles in this research. The result shows that students' mean score in cycle 1 was 59,68 and in cycle 2 was 75,31. Based on the results, the Two Stay Two Stray technique was successful. Therefore, it can be inferred that the Two Stay Two Stray technique strengthened the students' reading comprehension. In addition, the students were more interested and inspired to join the class, and they were excited during the teaching-learning process, based on the results of the observation sheet.

From the two research that are done by some researchers can be concluded that they are so different with our next research which can be explained about the implementation of Student Team Achievement Division (STAD) technique in enhancing the students' reading comprehension that apply in class room especially in STKIP PGRI Sumenep by scholars as a subject of research.

## 3. Research Method

### 1. Research Design

This research used Class Room Action Research (CAR) design. The research dealt with the teaching learning strategy to enhance the students' reading comprehension. The researchers apply classroom action research in cyclic process. The specific characteristic embedding on the action research is the interlocking procedure i.e., planning, acting, observing, and reflecting. The planning was made by considering the analysis and findings from preliminary study.

### 2. Planning

It is important for the researchers and the collaborator to have a discussion concerning with the planning before the research is done. In this section the researchers center on the discussion about the activities such as (1) the researchers and the collaborator prepared lesson scenario applied in teaching reading at action step. It is conduct by teacher of this subject, (2) the researchers and the collaborator prepared the activity in teaching and learning process through STAD technique, (3) the researchers and the collaborator prepared the instrument of the study namely observation sheet and field-note or note taking to collect the data, and (4) the researchers and the collaborator prepared reading test which would be used to know the students' achievement before and during the actions or cycles.

### 3. Action and observation

What is meant by action here is a phase in which the researchers as the teacher taught the students through STAD technique. The teaching procedure was divided into three phases. They are (1) pre-activity, (2) main activity, and post-activity.

In pre-activity or pre-reading, a number of procedural activities were carried out by the researchers. In sequence, the procedures were: (1) explaining the instructional objective; (2) explaining brief information about the procedure of STAD technique; (3) brainstorming to connect the students' schemata with the topic to be discussed by giving some oral questions and light discussion in order to make the students ready to discuss the topic; and (4) giving next instruction.

In main activity or whilst-reading, there are some procedures in this main phase. They were: (1) assigning students to teams. Heterogeneous team is highly recommended, which means each team consists of four or five members by considering the students' cognitive level, gender, or personal factors. Each member is given head number or it could be; A, B, C, and D; (2) distributing the same



reading text and the same task to each students; (3) assigning students to do the task and dividing the questions based on the head number of students; (4) having the students discuss in pairs (here, monitoring was needed); (5) having the students share the groups' answers; (6) giving quiz for individuals; (7) checking the result of the quiz to reveal the students' achievement; and (8) announcing the result of the teams followed by giving reward.

In post-activity, there were only two main activities done. They were: (1) assigning the students to review the material; and (2) assigning the students to compose a comprehensive conclusion about the material.

As feedback, the teacher gave a review about the activities that had been done and gave corrections for wrongness during the teaching and learning process as the consideration to do the next cycle

#### 4. *Setting the Criteria of Success*

In this study the researcher referred to two major successes which were used to determine the criteria of success. The first was individual score. In individual score, each student was categorized successful if he or she got score at least 70. This was in accordance with the minimum passing-grade criterion, which had been determined by the institution. On the other hand, a student failed if his or her score was less than 70. The second was classical score. In classical scoring, the center of the attention was on the students' success as a unity in a classroom and the criterion of success in classical score was 85%. It meant that the class was considered successful if there were 85% of the total number of the students in the class who managed to attain at least 70 in average.

#### 5. *Observation*

Observation is the session in which the researcher collects the data that was related to the application of STAD technique in problem solving and the students' competitions. In this step, the students' reaction and improvement; during and after the implementation of the technique were observed by using the research instruments namely: (a) the observation sheets, (b) field-notes, and (c) reading quizzes.

Observation sheets are used to collect the data of the students' activities during the teaching and learning process. This study provides observation sheets in the form of check lists. It is used to collect the data about the students' performances during the implementation of teaching reading by using STAD technique in the class. The students' performances are categorized into very good, good, fair, and poor.

Field notes are used to record when the researcher hear, saw, experienced, thought in the class, it contains the weaknesses and the strength of the teaching and learning process by using STAD technique in the class and also it is used to covers how the interaction among the students and the researcher and the atmosphere of the class during the teaching process in the class and everything happen unpredictably.

The quiz is used after the teaching by using STAD technique process, the test used to know the students' reading improvement after being taught by using STAD technique in every cycle. The test of in the form of the students' practice about describing their teacher, the researcher gets the students to practice one by one about describing their teacher, and the researcher and the collaborator used the scoring guide to score the students' performances.

The questionnaires is used to find the students' responses on the procedures of teaching and learning process in the class, and it is used to know the students' perception and opinions during the teaching process by using STAD technique in the class. This form is intended to get the students' data of their interest to the reading by using STAD in the class. The questionnaires was written in Indonesian language and given in the last cycles.

#### 6. *Reflection*

Reflection was done in about one hour after the class was over. The result of observation and evaluation steps were brought together and analyzed. In this step, the strengths and weakness of the action were revised and the teacher prepared a revised plan to do the next cycle.

In doing the reflection, the teacher and the collaborator discussed about the implementation and the observation during the teaching and learning process. Finally, the teacher determined whether the implementation of the action met the criteria of success or not. If one or more indicators did not show, the researcher moved to the next cycle by revising the plan.

## 4. Result and Discussion

### Result

In cycle 1 is the students' activeness toward the implementation of the technique. Based on the result of the observation through observation sheet and field note in the first cycle of the teaching and learning process, the students' manners during the activities can be informed that in pre-reading phase, most of the students did not pay attention to the teacher's explanation, they were busy by themselves talking to each other as they still assumed that reading activity was boring. The activity was not running well because some of the students still did not yet feel pleased.

Based on the results of the quiz scores, a conclusion can be drawn that most of the students' reading comprehension was still low and it needed improvement. Only 11% of the students or as many as three students (Ye, Lu, and Nad) were active during the teaching and learning process. This means that the expected target or the criteria of success of the study (85%) had not yet been achieved therefore; some improvements were needed for the next implementation of the technique.

In the case of the students' reading comprehension mastery, the result of the evaluation was unsatisfying; there were only a few students (four students) who had been able to comprehend the text well. And this became the teacher's main focus for the next cycle. More than 70 and the rest i.e., 11 students gained less than 70.

It can be said that the criteria of success at the rate of 85% had not been achieved because there were only 59% of the students' total number who passed the minimal standard score and therefore, the teacher had to carry out another cycle to revise and improve the activity in the lesson plan. Besides, there were some other aspects that had to be improved.

In cycle 2, the procedure of cycle was similar to that of the first cycle although there were some improvements that had been made. From the result of the test above, it can be said that the classically, the students who passed the reading test were 21 students or 77%. Meanwhile, the students who failed were only 6 or 22% however, it could not be concluded that the study was successful as it had not reached the minimum criteria of success, which was at the level of 85%. For that reason, the next cycle was needed.

In cycle 3, the result of the students' reading comprehension mastery that from 24 out of 27 students or 88% had passed the minimum standard level. Meanwhile, the students who failed were only 3 or 12% and therefore; it could be concluded that the study was successful since it had reached the minimum criteria of success, which was at the level of 85%. For that reason, the next cycle was not needed.

### Discussion

The improvement of the students on each cycle was achieved through the power of cooperative learning in which the students were engaged in a team and they had to realize that they had to be responsibility to understand the material individually; there was no help from their teammates in doing the test or quizzes. However, the teacher's guidance during the teaching and learning process could not be neglected as one of the positive contributions to the students' improvement in reading comprehension.

The findings also said that the students' ability in finding the information implied in text, main idea of the text, and the students' vocabulary was improved significantly after the implementation of this technique. Moreover, STAD technique could raise the students' motivation to read and comprehend texts. And the most important thing is that the students' critical reading has also developed during the implementation of the technique.

The students' activeness, in the implementation of STAD technique, the students' activeness was related to the students' activities in whilst-reading and how they worked during this phase. In their teams, each student got the text to be discussed and when the students were working in groups, the teacher monitored every team and made him-self available for helping the students.

In the first cycle, some findings were found when the discussion took place such as the students' less motivation in group discussion. In this case those who were not active tended to relay the result of the discussion to those who were high achievers; they did not realize the importance of self-responsibility yet. Some students did not actively involve themselves in the discussion; therefore, they did not give

much contribution to their own teams. Meanwhile, there were also some high achievers who did not work in group well because they were selfish and individualistic. It was because they had not yet understood about the goals of the group. As consequences, they neglected the group agreement, did not trust the teams result, and answered the questions based only on their own interpretations.

However, in the next cycles everything seemed to change especially the students' behavior; they tried to do their best for their teams. They high achieving students were more cooperative with the low achieving students and vice-versa. Sharing and solving the problems in each team could run well; they helped each other in doing the task. Their self-responsibility had also increased as they realized that each of them had to give maximum contribution for their own teams. In other words, the groups' activities were running better because each member supported each other to understand the information implied in the reading materials and the students could express their own ideas about the answers of the questions based on the texts. In this case, the improvements made by the students were not arguable. It was in line with Burden and Byrd (1999) who states that in small discussion, the students often get on task easily since all students become involved in the discussion.

It was important that the teacher needed to consider the size and composition of the teams. In this study, the total number of the students was 27 and according to Slavin (1995) an effective group must consist of 4 – 5 members each. Furthermore, he states that a team must be heterogeneous. It means that in constructing a heterogeneous team, the teacher should consider the students' gender, capability, and ethnicity. The rationale of heterogeneous team is that it can create more diverse environment of backgrounds, ideas, and genders. In the students' capability aspect, the teacher considered the students' competence by ranking them from the highest to the lowest achievers based on the results of the tests. According to Kagan and Olsen (in Kess Leir, 1992) heterogeneous group can be created with a raked list of the students by ranking them from highest to lowest achievers using pre-test, recent post-test, past grades, and best guess. In addition, in this study the researchers put aside the ethnicity aspect because the students of Mathematics Education study program are from the ethnics of Madurese and only a few Javanese students.

Furthermore, it is the responsibility of the teacher or lecturer to form heterogeneous teams as stated by Cooper (1995). He says that the general consensus is for the teacher or lecturer to form the cooperative learning strategy. One main reason for not allowing the students to determine their own groups is that students often cluster with friends. This may create a situation where an 'outsider' who joins the group may feel left out. In addition, the students may not be expected to as rich as diversity of ideas from their own group (Slavin, 1995).

The findings of this study also showed the vital role of the objectives of the lesson plan. It was very helpful for the students as long as they were explained at the beginning of the lesson. The point was that the teacher or lecturer had to explain the instructional objectives to the students clearly so that the students knew what to do and why they did the instruction. Dubelle in Brown and Byrd (1999) states that the students learn more in less time, when they are informed about the lesson objectives. Instructional objectives are also helpful for the teacher or lecturer because they help to plan and organize the instruction by identifying the appropriate topic to be discussed and the time when the topic was taught. Ornstein (1990) says that the objectives of a lesson plan help the teacher to plan and organize instruction by identifying what is to be taught and when it is to be taught.

In term of the students' vocabulary building, this technique had done its part. It was because the students were asked to define the unfamiliar words in the text. This activity was intended to equip the students with some words related to the topic in order to make them more easily to grasp the information in the text. This is supported by Moore (1991) who affirms that the teacher should introduce the essential vocabulary items that the students need to activate the appropriate schemata as well as enhance their comprehension of the text.

In specific notion, the implementation of STAD technique could improve the students' ability in comprehending the reading materials. The improvement was caused by the effectiveness of the technique as a cooperative learning method. It was found that by implementing STAD technique, the students of Mathematics Education study program could benefit the advantages of the technique. They are: 1) learning in STAD teams gave the students greater information resource than individuals did, 2) when learning in their teams, the students could employ a greater number of creative problem-solving methods,

3) working in their teams fosters improved the students' learning and comprehension of idea discussed, 4) the team members' satisfaction with the group decision increased because they participated in the problem solving process, 5) team members gained a better understanding of themselves as they interacted with others, and 6) each of the students was eventually responsible to themselves as they were forced to do the quizzes individually without any helps. They realized that their scores would determine whether their own teams would win. Thus, this technique had built a better self-independence.

Based on the result of the test, if a team got the best score, it would be given awards based on the teams' achievement. This was known as "team recognition". In team recognition, the first winner was recognized as great team, the second winner was super team and good team for the third winner. The team recognition made the students more motivated to do their task seriously. In other words, the positive impact was that all of the students were seriously doing the discussion on the topic being discussed by which the students managed to enhance their reading comprehension ability after the implementation of STAD technique.

## **5. Conclusion**

There is adequate evidence confirming the notion that through observing, analyzing, as well as reflecting the result of the implementation of STAD technique in increasing the students' reading comprehension then it can be concluded that the technique had positive effects in enhancing the students' reading ability.

Two major factors hampered the reading instructions in the English class i.e. the students' low motivation and the monotonous and uninteresting way of teaching. Given the certainty of the issue on those problems, the researchers would then try to propose a suitable technique to overcome the problems in the teaching and learning process especially, the reading instruction. In this study, Student Teams – Achievement Divisions or known as STAD was the technique chosen as the technique of teaching.

The results of the study, data analysis, and discussion show that the cooperative learning method through Student Teams - Achievement Divisions (STAD) on the subject of the mathematics education students' reading comprehension achievement was improved. It was represented by the improvement of the average grade in each cycle; cycle I (59%), cycle II was 77%, and cycle III (88%).

Such improvements were caused by the effectiveness of STAD as one of the cooperative learning methods. Firstly, through STAD the students got greater information resource than individuals did. Secondly, when learning in their teams, the students could employ a greater number of creative problem-solving methods. Thirdly, working in their teams fosters improved the students' learning and comprehension of idea discussed. Fourthly, the team members' satisfaction with the group decision increased because they participated in the problem solving process. The last, team members gained a better understanding of themselves as they interacted with others. And the last, each of the students was eventually responsible to themselves as they were forced to do the quizzes individually without any helps. They realized that their scores would determine whether their own teams would win and therefore, this technique has built a better self-independence.

## **References**

- Amin, Bahrin.H. (2012). Cooperative Learning Stad Type Method To Improve The Students Reading Achievement. *Exposure Journal*. Vol. 2 No. 1. Hlm 1-19. <https://journal.unismuh.ac.id/index.php/exposure/article/view/772>
- Asdar, 2021. Enhancing Students' Reading Comprehension Through Two Stay Two Stray (TSTS) Technique. *JURNAL PENDIDIKAN DAN PENGAJARAN*. Volume 54 Nomor 1 2021, pp 9-17. Hlm 9-17. DOI: <http://dx.doi.org/10.23887/jpp.v54i1>
- Barnett, Marva A. 1989. *Foreign Language Reading: Theory and Practice*, (Online), TEFLIN Journal. Diakses 26 April 2014.
- Brown, H. Douglas. 2004. *Second Language Acquisition. Principles and Classroom Practice*. San Fransisco State University.
- Byrd, D.M., & Burden, P.R. 1999. *Methods for Effective Teaching* (2nd ed). Needhan Height MA: Allyn and Bacon.
- Cahyono, Bambang Yudi. 2010. *The Teaching of English Language Skills and English Language Components*. Malang: State University of Malang Press.
- Depdiknas 2006. *Kurikulum Berbasis Kompetensi (Competency-Based Curriculum 2006)*. Jakarta:

- Pusat Kurikulum, Balitbang Depdiknas.
- Deller, B. 1986. "Making comprehension Interesting." in *The English Teachers' Handbook*, ed. Blatchford, R. London: Hutchinson and co. Publishers Ltd.
- Gebhard, G.J., 1981. *Teaching English as Foreign and Second Language*. London: Longman.
- Hamra, Arifuddin & Syatriana Indonesia 2010. *Developing A Model of Teaching Reading Comprehension for EFL Students*. TEFLIN Journal, Volume 28 21, Number 1, February. Makassar: Universitas Negeri Makassar.
- Kagan, S., & Olsen, R.E. 1992. *About Cooperative Learning*. In Kessler, C (ed.), *Cooperative Learning Language: a Teacher's Resource Book*. Englewood Cliffs, NJ: Prentice Hall.
- Kemmis, S and Mc Taggart, R. 1988. *The Action Research Planner*. Deakin: Deakin University Press.
- Kendeou, P., et al. 2015. *Reading Comprehension and PASS Theory*. Ontario: Imprint Press.
- Kurikulum 2006. 2006. Jakarta: Pusat Kurikulum Balitbang Depdiknas.
- Mardiana. 1993. *The Correlation Between the Reading Comprehension Achievement of the Fifth Semester Students of the English Department of FPBS IKIP Ujung Pandang and Their Attitude towards English*. Unpublished Sarjana Thesis. Ujung Pandang: FPBS IKIP.
- Mistar, Junaidi. 2012. *Creating Environment Conducive to English Teaching*. Journal of English Teaching and Learning, Volume 1, Number 1, December. Malang: Islamic University of Malang.
- Nunan, D. 1991. *Language Teaching Methodology: A textbook for Teachers*. New York: Prentice Hall.
- Slavin, Robert. 1995. *Cooperative Learning: Theory and Practice*. USA: Allyn and Bacon, A Simon and Schuster Company.
- Smalley, R.L., Marry, K., & Kozrev, J.R. 2001. *Refining Composition Skill: Rhetoric and Grammar*. Boston: Allyn and Bacon.
- Sulistio H, Gunadi. 2011. *Reading for Meaning: Theories Teaching Strategies and Assessment*. Malang: Pustaka Kaisawaran.

# Mujolali\_Journal\_of\_English\_Jihat.pdf

---

## ORIGINALITY REPORT

---

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

5%

PUBLICATIONS

4%

STUDENT PAPERS

---

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

---

2%

★ repository.unwidha.ac.id

Internet Source

---

Exclude quotes    On

Exclude matches    < 1%

Exclude bibliography    On