

**THE EFFECTIVENESS OF STUDENT TEAM-ACHIEVEMENT DIVISON
(STAD) IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION**

(A Quasi-Experimental Study of Eighth Grade Students at One Junior High School in
Bandung)

ABSTRACT

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This study investigated whether the use of Student Team- Achievement Division (STAD) is effective in improving junior high school students reading comprehension or not and discovered students' responses toward this technique in teaching reading comprehension. This study employed a quasi experimental design in which two classes were taken as the samples of this study. One class was assigned as the experimental group and the other one was assigned as control group. The data were obtained through a pre-test and post-test. In addition, questionnaire was given to obtain the students' responses toward STAD technique. The post-test scores of the two groups were compared by independent t-test. The result showed the significance value was lower than the significance level which was $0.043 < 0.05$. It meant that the use of STAD effective in improving junior high school students' reading comprehension. Moreover, the findings from questionnaire analysis indicated that most of the students gave positive responses toward the implementation of STAD. Nearly all of the students agreed that STAD technique improved their reading ability, helped them understand the text, and made them want to involve in the learning process and, moreover, to participate in the discussion.

Keywords: STAD, reading comprehension

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Abstrak

Penelitian ini dilaksanakan untuk mengetahui efektivitas penggunaan Student Team-Achievement Division (STAD) dalam meningkatkan kemampuan siswa sekolah menengah pertama dalam memahami teks, dan untuk mengetahui respon siswa terhadap penggunaan STAD dalam pengajaran membaca. Penelitian ini menggunakan desain *quasi experimental* dimana subjek penelitian merupakan siswa kelas VIII yang terbagi menjadi dua kelas, kelompok eksperimen dan kelompok control. Data penelitian dikumpulkan melalui pre-test dan post-test. Nilai post-test kedua kelompok siswa kemudian dianalisa dengan menggunakan independent t-test. Hasil penelitian menunjukkan bahwa nilai signifikansi lebih rendah dari tingkat signifikansi yaitu $0.043 < 0.05$. Hal tersebut berarti bahwa penggunaan teknik STAD efektif dalam meningkatkan kemampuan siswa sekolah menengah pertama dalam memahami teks. Selain itu, hasil analisa kuesioner menunjukkan bahwa kebanyakan siswa memberikan respon yang positif terhadap penggunaan STAD. Hampir seluruh siswa setuju bahwa teknik STAD dapat meningkatkan kemampuan membaca mereka, membantu mereka dalam memahami teks, dan membuat mereka terlibat dalam proses pembelajaran dan berpartisipasi dalam diskusi.