The Effect of Student Team Achievement Division Strategy and Think Pair Share Strategy on Reading Comprehension Achievement

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ABSTRACT

The objective of the study is to explain whether are students' reading comprehension achievement taught by using Student Team Achievement Division strategy is higher than that taught by using Think Pair Share strategy. The research design was experimental with research by using factorial design 2 x 2. There were 34 students from 2020/2021 academic year of Madrasah Aliyah Swasta Al Washliyah 30 Binjai as the sample of this research. The students were divided into two groups. The first group was treated by using Student Team Achievement Division strategy and the second group was treated by using Think Pair Share strategy. Students' achievement in reading comprehension was measured by using multiple choice tests. The data were analysed by applying Two- Way ANOVA. The result of the research that students' reading comprehension achievement taught by using Student Team Achievement Division strategy is higher than that of taught by using Think Pair Share strategy.

Keywords: student team achievement division strategy, think pair share strategy, reading comprehension

1. INTRODUCTION

Student reading comprehension is one of the lessons that students should understand. With the ability to read, students can gain an understanding of information and science. Therefore, the understanding of reading on English lessons in high schools is a must for students to study reading comprehension.

The understanding of reading in English differs from the understanding of Indonesia language. In the process of reading a reader relate directly with the text and try to understand the meaning in the text.

Reading is one of the basic communicative skills, but it has very complex process of learning. Reading can be said as an interactive process because reading needs a reader to guess, predict, check, and ask questions about what the text is about.

Reading comprehension is one of the main important elements for students' English language learning. Reading comprehension can be understood as the ability to take information and derive sentence and discourse interpretation.

Reading comprehension is the process of understanding the text after read the text. Westwood (2001: 65) states reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. For understanding the text, the readers should identify words of the text.

The reading comprehension is needed by students at MAS Al- Washliyah 30 Binjai. In the reading process, some students are able to read the vocabulary well without understanding the meaning and information of the text being read. Then the students also feel bored when the process of learning. The students still lack of vocabulary, so they are difficult when study about Narrative text.

Based on preliminary data of students' scores in reading comprehension in academic year 2019/2020 do still not fulfil the minimum passing grade. The score of minimum passing grade is 75. The average of the students' score is only 71. So it still not fulfill the minimum passing grade score. The score is shown in Table 1.1.

Table 1.1 The reading comprehension of narrative text score of tenth grade students of mas al – washliyah 30 binjai

Class	Average Score of Students
X1	72
X2	70
Average Score	71

Based on the Table 1.1, the minimal mastery criterion (KKM) of both classes does not achieve for reading comprehension.

The reading comprehension in the class are not successful because of some factors. It is related with the teaching strategies. The teacher still use the traditional teaching strategy. Teaching strategies are needed in learning reading comprehension. There are many reading strategies of which are Student Teams Achievement Division (STAD) strategy and Think Pair Share (TPS). To support reading comprehension of students, the students learn about narrative text. Narrative text can help students to remember a story. Students should recall, in his or her own words, details about character, setting, plot, conflict, and information.

Student Team Achievement is one of cooperative learning which is simple strategy in process of teaching and learning. Rivers and Wilga (1999) explains that Student Team Achievement Division can create a social and motivational environment and help raise the maximum goal, increase the students performance in conducting the tasks and comprehend the difficult concept academically, actively asking and answer the question, respecting to others opinion, and enticing to ask and to explain the ideas, opinions, cooperation in group.

Robertson (2006) states that Think Pair Strategy is the cooperative strategy developed by Frank Lyman in Maryland. This strategy is designed to provide student formulating ideas and sharing ideas with another student. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Think Pair Share encourages a high degree of pupil response and can help keep students on task.

In reading comprehension another factor is motivation. Elizabet and Jill (2009: 6) states that motivation in learning can increases when the students have relevancy with the material and feel curious and feel there is need to know the content. Students connect and apply the material to their life and experiences. In learning process the teenagers respond well when they can exert some independence.

Based on gap between expectation an reality and explanation of theories above. The researcher interest to do research about the effect of teaching strategies

(Student Team Achievement Division Strategy and Think Pair Share Strategy) and students' motivation on the students' achievement in reading comprehension.

Based on the explanation on the background of the study before, the objective of the research is formulated as in the following:

1. To explain whether there are students' reading comprehension achievement taught by using Student Teams Achievement Division strategy is higher than taught by using Think Pair Share Strategy.

The research objective is formulated to answer the following problem of the research:

1. Are students' reading comprehension achievement taught by using Students Teams Achievement Division strategy is higher than taught by using Think Pair Share strategy?

The scope of the research is limited to the use of Student Teams Achievement Division strategy and Think Pair Share strategy in reading comprehension based on student motivation. It means that this research gave clear description on the effect of two strategies and motivation on students' achievement in reading comprehension. As they are clearly different in the process of interpreting the idea through written information. The type of text used in this research is narrative text in the type of narrative text is legend. The students are Grade X students in first semester. Students ' achievement is acquired by the student based on levels of comprehension such as, literal comprehension, inferential comprehension, critical comprehension, creative comprehension.

2. LITERATURE RIVIEW

2.1 Reading Comprehension

Reading comprehension is the process of understanding the text after read the text. Westwood (2001: 65) states reading comprehension has been described as a complex intellectual process involving a number of abilities. Readers must use information already acquired to filter, interpret, organize, reflect upon and establish relationships with the new incoming information on the page. For understanding the text, the readers should identify words of the text.

2.2 Narrative Text

Narrative text is a genre text that tell about the chronology from an event in a story. The purpose of this text is to entertain readers about a story or a history. Dirgeyasa (2018 :17) states that the function of narrative to amuse, entertain and deal with the actual experience in different ways. There are several types of narrative text such as fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives,

ballads, slice of life, and personal experience. The purpose of narrative text to entertain readers through storytelling and make readers in imaginative experience.

2.3 Teaching Strategies

There are some strategies of reading which the purpose is as a references for the teacher to teaching reading in classroom to developt the students reading. These strategies are Student Team Achievement Division strategy and Think Pair Share strategy.

2.3.1 Student Team Achievement Division

Slavin (2005 : 143) states that Student Team Achievement Divisions (STAD) is a simple type of cooperative learning. Cooperative learning is a dynamic and active process of students' curiosity in their world. In this cooperative learning shoud be student- centered and developing their social interest and activities. In this regard, the students' natural interest in their social environment have communication and group involvement. By interacting with other, students receive feedback and they learn socially appropriate behaviour, and they understand what is involved in working together.

2.3.1.1 Procedures of Student Team Achievement Division

Rusman (2011: 212) states that there are six phases in the steps of Students Teams Achievemen Division which are

Step 1: Delivering the aim and giving motivation

The teacher delivers the aim of lesson which wants to get in the lesson and motivate the student in studying.

Step 2: Dividing group

Students are divided in every group. The group consist of four to five students which are different ability, gender and ethnic.

Step 3: Teacher's presentation

Teacher explains the material to the students and motivates students to be more actively and creatively.

Step 4 : Group working

The students study in group. The teacher prepares the worksheet to each group and teacher monitors the students when they are working in their group. This step is the important of Student Team Achievement Division (STAD)

Step 5: Giving evaluation

Teacher evaluates result of studying about material has learned for every group does the presentation their result.

Step 6: Giving score and rewarding to each group

Teacher looks for the ways to respect either attempt or result of studying individual and group.

2.3.1.2 Advantages of Student Team Achievement Division

Shoimin (2014: 189) argued that the advantages of Student Team Achievement Division are:

a) Students work together to reach the goal of learning and respect with the norms in the group.

b) Students are active to help each other and give motivation to be success together.

c) Active as peer tutors to improve the success in group.

d) The interaction each student same as the improvement of students'ability to explore their opinion.

e) Improving individu's skill.

f) Improving group's skill.

g) Not competitive.

h) h.Students have no grudges.

2.3.1.3 Disadvantages of Student Team Achievement Division

Hamdayama (2014: 116- 118) states there are several disadvantages of Student Team Achievement Division which are:

a) Students are low achievers tend to feel disappointment because of the role that intelligent members more dominant.

b) It takes longer time for students and it make difficult to achieve the target of curriculum

c) Require special skills for teachers so that not all teachers can make cooperative learning.

2.3.2 Think Pair Share

Robertson (2006) states that think pair strategy is the cooperative strategy developed by Frank Lyman in Maryland. This strategy is designed to provide student formulating ideas and sharing ideas with another student. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Think Pair Share encourages a high degree of pupil response and can help keep students on task.

2.3.2.1 Procedures of Think Pair Share Strategy

Kagan (2009: 14) state that there are some procedures in Think Pair Share Strategy. They are:

a) Organize the students in pair randomly. The purpose in making randomly is to avoid high students and low students.

b) Announce a discussion topic or problem to solve.

c) The teacher give questions to the students.

d) Give students time to think of their own answer during at least 10 seconds. The students will find many information which related with the topic or problem to solve.

e) Ask students to pair with their partner to discuss the topic and solution that the teacher has given . The students will think deeper to find the solution. The students will do in pair to solve the problem that the teacher has given.

f) Finally, randomly call on a few students to share their ideas with the class. It can improve students thinking and their confidence.

2.3.2.3 Advantages of Think Pair Share Strategy

Sikumbang (2014 : 201) in his book the advantages of Think Pair Strategy. They are:

a) TPS can increase active participation of learners.

b) It is suitable for simple task

c) More oppurtunities for the contribution of each member of the group

d) Interaction easier

e) Giving many times the students to think, answer and also help another one

f) A student can study from the other students and share own idea to discuss before perform in front of class

g) Students can develop the thinking skills

2.3.2.4 Disadvantages of Think Pair Share Strategy

Sikumbang (2014: 202) states there are the disadvantages of Think Pair Share strategy

a) Many grouos are reported and need to be monitored

b) If there is a dispute, there is no mediator

c) Many groups

2.4 Relevant Studies

Ugwu E. O (2019) explains in the article that the study investigate the effect of two cooperative learning strategies (the student teams achievement divisions and think pair share methods) on students' interest in reading comprehension. The result showed significant effect of treatment on students' interest in reading comprehension, $F (1, 51) = 3.743$, $p <.05$. Students exposed to Student Teams Achievement Divisions program performed better than those in control group.

Furthermore, Think Pair Share has significant effect on students' interest in reading comprehension. $F (1,51) = 18.018$, $p <.05$.

Primasari (2018) describes in the article that Student Teams Achievement Division method in teaching reading comprehension is effective in increasing the students' reading comprehension achievement. The study was conducted in the Islamic university of balitar blitar in the academic year 2016/ 2017. The researcher takes one class of the first semester students of of language education study program.

Syafiq and Rahmawati (2017) state in the article that the study conducted in eleventh year students of Senior High School 1 Kudus in the Academic Year 2015/ 2016. The result of the study that STAD CL was more effective than conventional in the way that mostly students developed their reading performance in the classroom. This study also conducted to determine whether teachers' use of STAD CL appears to reduce student anxiety and stress in the classroom to improve students' reading or even other skills, retention, and student- teacher relationships.

3. METHODOLOGY

3.1 Research Design

This research was carried out by applying a quantitative approach with an experimental design. In this research, there is one independent variable: that was teaching strategies, which are two kinds: Student Team Achievement Division and Think Pair Share. While dependent variable was the students' achievement in reading. Thus, the research design is two- way ANOVA (Analysis Of Variance).

3.2 Population and Sample

The population of this research was all grades ten in MAS Al-Washliyah 30 Binjai, consist three classes. Each class consists of 34 students; it means that 102 students were used as the population of this research. The sample of this research were 68 students found in 2 classes randomized from tenth classes. This was taken based on the random sampling. Which is like lottery. The researcher prepare three pieces of paper in a box and then sellect two piece paper. Those paper ware class XA and XB.

3.3 Treatment by Using Teaching Reading Strategies

In order to get some data that were needed to support this research. The researcher applied the technique of collecting data using Reading test. The test was about reading narrative text in legend. This instrument was used to collect the data in order to find out di difference between Student Team Achievement Division and Think Pair Share strategies on reading

narrative text as a product by students. The researcher used reading test by giving some narrative text in legend.

4. RESULT AND DISCUSSION

4.1 Students' Achievement in Reading Comprehension Taught by Using Student Team Achievement Division Strategy

Scores of students' achievement in reading comprehension taught by using Student Team Achievement Division strategy could be explained that the highest score was 95 and the lowest score was 65, mean 83.94, variance was 55.57, and standard deviation was 7.45. Frequency distribution of students' achievement in reading comprehension could be seen in Table 4.1.

Table 4.1. Frequency Distribution of Students' Achievement in Reading Comprehension Taught by Using Student Team Achievement Division Strategy

Class	Interval	Absolute Frequency	Relative Frequency
1	65 – 69	2	5.88%
2	70 – 74	1	2.94%
3	75 – 79	6	17.64%
4	80 – 84	9	26.47%
5	85 – 89	8	23.52%
6	90 – 95	8	23.52%
Total		**34**	**100.00**

Based on the Table 4.1, it could be described that students' scores were divided into three categories: (1) students who got below average score were 9 students or 26.47%. (2) students who got average score were 9 students or 26.47 %. (3) students who got above average score were 16 students or 47.04%. The complete description of the score distribution could be seen in the following histogram in Figure 4.1.
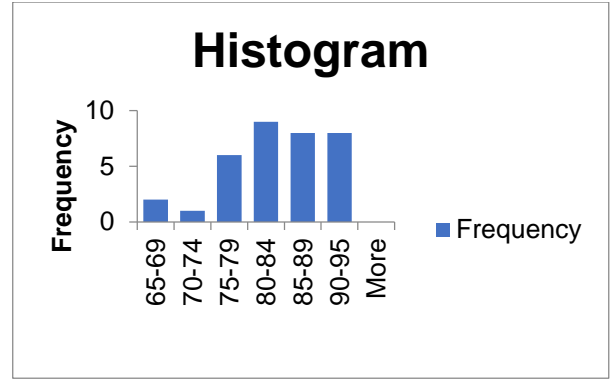

Figure 4.1. Histogram of Students' Achievement in Reading Comprehension Taught by Using Student Team Achievement Division Strategy

4.2 Students' Achievement in Reading Comprehension Taught by using Think Pair Share Strategy

Scores of students' achievement in reading comprehension taught by using Think Pair Share Strategy could be explained that the highest score was 91, and the lowest score was 60, mean 80.35, variance was 53.08, and standard deviation was 7.28. Frequency distribution of students achievement in reading comprehension could be seen in Table 4.2

Table 4.2 Frequency Distribution of Students' Achievement in Reading Comprehension Taught by Using Think Pair Share Strategy

Class	Interval	Absolute Frequency	Relative Frequency
1	60 – 64	1	2.94%
2	65 – 69	1	2.94%
3	70 – 74	5	14.70%
4	75 – 79	8	23.52%
5	80 – 85	9	26.47%
6	86 – 91	10	29.41%
Total		**34**	**100.00**

Based on the Table 4.2, it could be described that students' scores were divided into three categories: (1) students who got below the average score were 15 students or 44.1%. (2) students who got average score were 9 students or 26.47%. (3) students who got above the average scores were 10 students or 29.41%. The complete description of the scores distribution could be seen in the following histogram in Figure 4.2.
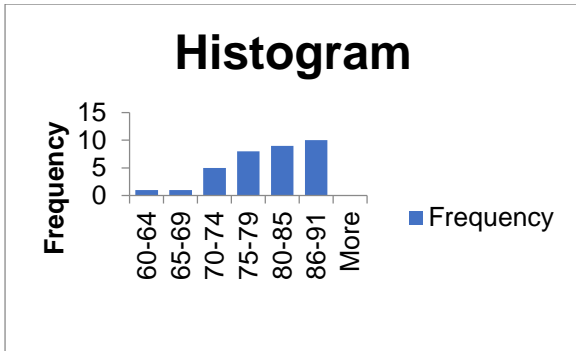
Histogram

Figure 4.2. Histogram of Students' Achievement in Reading Comprehension Taught by Using Think Pair Share Strategy

Based on the result of data analysis, the achievement of reading comprehension taught by using Student Team Achievement Division Strategy with the mean score was 83.94. The achievement of reading comprehension taught by using Think Pair Share Strategy with the mean score was 80.35. That Fobserved = 45.04 and Ftable = 3.99 and the result indicated that Student Team Achievement Division Strategy was higher than Think Pair Share Strategy has been accepted.

4.3 Discussion

The result of finding from the research that both strategies Student Team Achievement Division strategy and Think Pair Share strategy had effect in students'reading comprehension achievement of narrative text. It proved with the mean scores of each strategy. But the mean score taught by Student Team Achievement Division strategy was higher than mean score that taught by Think Pair Share strategy

5. CONCLUSION

5.1 Conclusion

Based on the data analysis and the research findings, it is concluded that the students' achievement in reading narrative text by using Student Team Achievement Division strategy is higher than that taught by using Think Pair Share strategy.

5.2 Suggestion

There is a suggestion related to the conclusion at the previous page. That is:

a) It is suggested for the teachers to use Student Team Achievement Division strategy and Think Pair Share strategy are able to improve students' achievement in reading narrative text.

b) Other researchers may take a further research in the area Student Team Achievement Division strategy and Think Pair Share strategy that will

improve students' achievement in reading narrative text.

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