

STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TECHNIQUE TOWARDS STUDENTS' SELF-EFFICACY IN READING

Nur'amila Sholiha Asnan

SMA Darun Najihin Bagik Nyala, Lombok Timur, NTB
Amilaasnan1994@gmail.com

Abstract

This study is generally attempted to find out *The Effects of Student Team Achievement Division (STAD) Technique towards Students' Self-Efficacy In Reading for the first grade students at SMA Darun Najihin NW Bagik Nyala*. The method of this research is experimental research. The population of this research was the first grade students of SMA Darun Najihin NW Bagik Nyala in academic year 2016/2017. The sample of the study was 54 students consist of two classes, experimental class and control class. The technique used to analysis the data was test formula. From the research data found out that the students' t-test score (2,58) and t-table (1,679) from (df) was 52. Based on the result of the study and the correlation between self-efficacy and reading was r-test (0,604) > r-table (0,268). It can be concluded that, the use of STAD has positive effect toward students' self-efficacy in reading and has correlation both of them at the first grade students of SMA Darun Najihin NW Bagik Nyala in academic year 2016/2017.

Key Words: *Student Team Achievement Division (STAD), Self-Efficacy, and Reading.*

Abstrak

Penelitian ini umumnya bertujuan untuk menemukan pengaruh teknik Student Team Achievement Division (STAD) terhadap Efikasi Diri Siswa di dalam Membaca untuk siswa kelas X SMA Darun Najihin NW Bagik Nyala. Metode penelitian ini adalah penelitian experimental. populasi penelitian ini adalah siswa kelas X SMA Darun Najihin NW Bagik Nyala tahun akademik 2016/2017. Sample penelitian ini adalah 54 siswa terdiri dari dua kelas, kelas experimental dan kelas kontrol. Teknik yang digunakan untuk menganalisis data test formula. dari penelitian tersebut ditemukan nilai t-test (2,58) dan t-table (1,679) dengan derajat kebebasan yang digunakan adalah 52. Berdasarkan hasil dari penelitian dan hubungan antara efikasi diri dan membaca ditemukan r-test (0,604) > r-table (0,268). Ini dapat disimpulkan bahwa penggunaan dari STAD memiliki pengaruh positif terhadap efikasi diri siswa didalam membaca dan memiliki hubungan pada siswa kelas X di SMA Darun Najihin NW Bagik Nyala tahun akademik 2016/2017.

Kata Kunci: *Student Team Achievement Division (STAD), Efikasi Diri, dan Membaca.*

INTRODUCTION

Reading skill is the most skill language learners because by reading we know many vocabulary, and detail information from the text.

In learning reading, there are many factor that influence the students when teaching learning process, one of the factor is from the internal factor of the students like self-efficacy. Self-efficacy is defined as an ability to show an action that the people do in their life without motivation in the student or lack of self -efficacy in their self, they are difficult to understand

and they do not confident with their ability to confront certain situation or the material that the teacher taught. More generally self-efficacy is how confident people believe they are, or how much control they believe they have in their ability to reach a goal or accomplish a task. In teaching learning process, self-efficacy make the students choose to do or avoid a learn activities. Self-efficacy is not always describe the ability of the truth, but associated with the confidence possessed by individuals (Bandura, 1997: 41).

However, the researcher found the fact that at SMA Darun Najihin NW Bagik Nyala that the student have low self-efficacy, it can be seen when the students cannot read because they are hesitate in reading, the students are lazy to do the task even that the task is easy and the student's lack of motivation to increase their ability.

To solve the students' low self-efficacy here, the researcher will apply different technique, It is known that many technique that can be used and here the researcher will apply Student Team Achievement Division (STAD), because of Student Team Achievement Division is; the students prosecuted to do the task through discussion, so that will make the students' self-efficacy is better.

Based on the reason above, the researcher interested in conducting the research on the effect of Student Team Achievement Division towards students' self-efficacy in Reading at the first grade student of SMA Darun Najihin NW Bagik Nyala in academic year 2016/ 2017.

Based on the background of the study above, the researcher would like to formulate the problem as follow: Does Student Team Achievement Division has positive effect towards students' self-efficacy in reading at the first grade student of SMA Darun Najihin NW Bagik Nyala in academic year 2016/2017? and Is there any correlation between Self-Efficacy and Reading?

Based on the statement above, the goal attained on this research is finding out: To find out whether Student Team Achievement Division effective towards students' self-efficacy in reading at the first grade student of SMA Darun Najihin NW Bagik Nyala and to find out correlation between Self-Efficacy and Reading.

Review of Related Literature

According to Johnson (2008: 3-4) Reading is the practice of using text to create meaning. The two keywords here are creating and meaning. If there is no meaning being created, than there is no

reading taking place. Reading is a constantly developing skill. Like any skill, we get better at reading by practicing and conversely, if we do not practice, we will not get better and our skills may deteriorate.

Student Team Achievement Division (STAD) is one of Cooperative Learning method that very simplicity, and the best model for new teacher that will start to cooperative direct. When using STAD, student are assign to four member learning teams that are mixed in performance level, gender, and ethnicity after the teacher present a lesson, student work within their teams to make sure that all member Slavin (1985 : 11).

According to Bandura (Schunk, Pintrich, & Meece, 2010: 139) Self-efficacy is defined as people judgments of their capabilities to organize and execute courses of action required to attain designates types of performances”.

Self-efficacy refers to the beliefs people have about their capabilities. People who believe they are capable to effect changes in their lives are more motivated to achieve their goals (Bandura, 1997).

There are several indicators of self-efficacy; they are (Bandura, 1994: 44-45): (a) Confident to complete a specific task, the individual sure that theirsself can be finished a certain task, which is the individual who decide the task have to finished. (b) Confident to motivate own self to take the necessary steps in completing the task, the individual are able to increase motivation in own self to choose and do an action which is needed to finish the task. (c) Confident that we are able to try hard, persistent and diligent, he existence of a hardly effort from the individual to finish the task that is dicided by using all of thing. (d) Confident that we survive to face obstacles and difficulties, the individual are able to hold out in getting difficulty and obstacle which is emerged and be able to get up from the failure. (e) Confident that we are able to do

the task which has general range or specific, the individual are sure that in doing the task, they can finish even that it is general or specific.

RESEARCH METHOD

To get the data, the researcher was used quantitative approach and method that was used in this research is an experimental research. Experimental is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables (Kothari, 2004: 5).

This research was categorized quasi experimental design, because this research the researcher used pre-test and post-test control group design and these groups are experimental group and control group.

The population of this research was the first grade students of SMA Darun Najihin NW Bagik Nyala in academic year 2016/2017. In the first grade students of SMA Darun Najihin NW Bagik Nyala in academic year 2016/2017 there weretwo classes, each class consists of class X^A27 students and class X^B 27 students. So, the total of population is 54 students. The sample of this research is all population.

The instrument of this research is Reading Test and questionnaire. Techniques of data collection in this research used pre-test and post-test design. Technique that used to analyze the data in this research was Descriptive Statistics (mean, median, mode, standard deviation) and Inferential Statistics.

RESEARCH FINDINGS

The researcher presents the statistical finding and analysis of the data which determine the effectiveness of Student Team Achievement Division toward students' self-efficacy in reading. The experimental class was treated by Student Team Achievement Division (STAD) and for the control group was treated by Team Games Tournament (TGT).

After doing computation and analysis of the data, the researcher found the value of t-test was 2,58 with degree of freedom 52. It was measured from the t-table and critical value was 1.679 at the level of significance 0.05. Based on data found above, the researcher compared between t-test and t-table. The result showed that t-test value was higher than t-table, it means the hypothesis that Student Team Achievement Division (STAD) provided positive effect toward students' self-efficacy in reading was accepted. And the correlation both of them, r-test > r-table was 0,604 > 0,268 generally, it can conclude that Self-efficacy and reading has positive correlation.

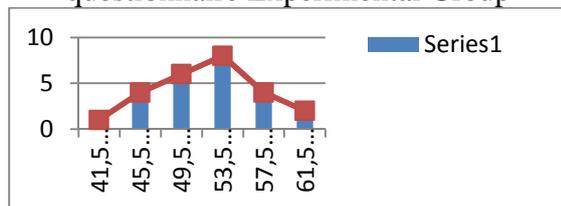
For detail information such as frequency distribution, mean, median, mode, standard deviation, computation of t-test and correlation.

The result of data analysis showed that the highest score was 65 and the lowest was 44. The mean score was 53.15, the median was 53,8, the mode score was 54.8 and standard deviation was 2,82. The frequency distribution of the data as follows:

Table 1.1
Frequency Distribution Pre-test of
Experimental Group

No	Class limit	Class boundaries	Mid-point	Tally	Freq
1	42 – 45	41,5 – 45,5	43,5	I	1
2	46 – 49	45,5 – 49,5	47,5	III	4
3	50 – 53	49,5 – 53,5	51,5	HHH I	6
4	54 – 57	53,5 – 57,5	55,5	HHH III	8
5	58 – 61	57,5 – 61,5	59,5	IIII	4
6.	62 – 65	61,5 – 65,5	63,5	II	2
				Total	27

Graphic 1.1
Histogram and Polygon of Pre-questionnaire Experimental Group

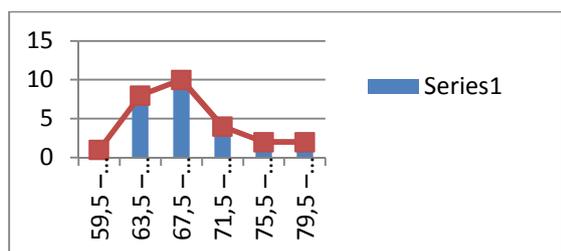


The result of data analysis showed that the highest score was 82 and the lowest was 63. The mean score was 70.7, the median was 67.9, the mode score was 68,5 and standard deviation was 5,00, the frequency distribution of the data as follows:

Table 2.1
Frequency Distribution Post-test of Experimental Group

N o	Class limit	Class boundaries	Mid-point	Tally	Freq
1	60 - 63	59,5 - 63,5	61,5	I	1
2	64 - 67	63,5 - 67,5	65,5	HHH III	8
3	68 - 71	67,5 - 71,5	69,5	HHH HHH	10
4	72 - 75	71,5 - 75,5	73,5	HHH	4
5	76 - 79	75,5 - 79,5	77,5	II	2
6	80 - 83	79,5 - 83,5	81,5	II	2
Total					27

Graphic 2.2.
Histogram and Polygon of Post-questionnaire Experimental Group

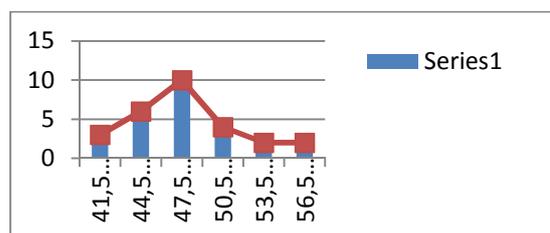


The result of data analysis showed that the highest score was 58 and the lowest score was 42. The mean score was 48.7, the median score was 48.8, the mode score was 48,7 and standard deviation was 2,44.

Table 3.1
Frequency Distribution Pre-test of Control Group

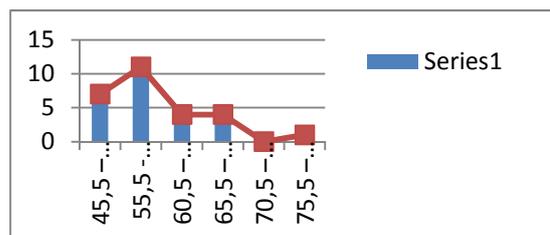
N o	Class limit	Class boundaries	Mid-point	Tally	Freq.
1	42 - 44	41,5 - 44,5	43	III	3
2	45 - 47	44,5 - 47,5	46	HHH I	6
3	48 - 50	47,5 - 50,5	49	HHH HHH	10
4	51 - 53	50,5 - 53,5	52	HHH	4
5	54 - 56	53,5 - 56,5	55	II	2
6	57 - 59	56,5 - 59,5	58	II	2
Total					27

Graphic 3.2
Histogram and Polygon of Pre-questionnaire Control Group



The result of data analysis showed that the highest score was 80 and the lowest score was 52. The mean score was 60,22, the median score was 58.5, the mode score was 57.3 and standard deviation was 3,66, the frequency distribution of the data as follows:

Table 4.1
Frequency Distribution Post-test of Control Group



The last process of the statistical data computation was to find out the value of t-test and r-test on the previous results and data computation. Regarding this process, as stated previously the following formula is applied. Based on those result, than the Student Team Achievement Division has positive effect towards students self-efficacy, it can be inferred that used Student Team

Achievement Division in teaching reading given many advantages for students toward their own ability in increasing students self-efficacy. In addition, the students' participation in their motivation can be increased, the student diligent in their effort to solve the problem, confident with their effort and the students actively to share the idea or active of expression, and the students doing their homework. By using Student Team Achievement Division technique also can be used to make students feel comfortable to learn in group. The students more enjoy to study, because they could share their idea and the students interaction with their group. Student Team Achievement Division can make student work cooperatively and decrease their shyness which makes them become afraid in giving and responding the idea.

The result of the research that the Student Team Achievement Division has positive effect towards students self-efficacy in reading, because from the research that used Student Team Achievement Division increasing for self-efficacy students, it knows that self-efficacy is defined as an ability to show an action that the people do in their life (Bandura, 1994: 15).

Based on the fact, the students had problems and difficulties in comprehending their English reading texts. The problems were: some of the students got difficulties to identify topic sentence, they were not able to find out main idea, they did not understand if self-efficacy would affect their reading comprehension, they were not confidence enough to read a text with the correct pronunciation, etc. Self-efficacy is defined as people judgements of their capabilities to organize and excute of action required to attain designates types of performances. Students' self-efficacy is used to believe they are capable to comprehend the material that what they read.

Based on the explanation above, the researcher conclude that self-efficacy

and reading has positive correlation because both of them has dependence each. Finally, the researcher concluded that the use of Student Team Achievement Division had positive effect toward students' self-efficacy in reading and has positive correlation between self-efficacy and reading.

CONCLUSSION

Based on the statistical analysis, the value of t-table was 1,674 from (df) $27 + 27 - 2 = 52$, it was clear that the t-test was higher than t-table. It means that the alternative hypothesis (H_a) was accepted meaning that Student Team Achievement Division has positive effect towards students' self-efficacy in Reading and there is positive correlation between self-efficacy and reading" are accepted, and there is no positive correlation between self-efficacy and reading" are rejected for the first grade students of SMA Darun Najihin NW Bagik Nyala.

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