

STUDENTS' PERCEPTION OF STUDENTS' TEAMS ACHIEVEMENT DIVISION (STAD) ON STUDENTS' READING COMPREHENSION

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Abstract

This research discussed students' perception towards the use of the STAD (Students' Teams Achievement Division) learning model for Reading Comprehension learning. In recent years, teachers at all levels of education feel the same challenges to be able to create creative, effective and efficient learning. The purpose of this research was to find out what students' perceptions are regarding the use of the STAD learning model for Reading Comprehension learning. The research subjects in this study were 11th grade social science students at high school. This study used five student participants out of 30 participants. This research used a qualitative method with a case study as the research design, then the data obtained through semi-structured interviews is then analyzed using thematic analysis. It could be concluded that the majority of students gave positive perceptions about using the STAD model. The outcomes of this research produced student perceptions about the advantages, difficulties and impacts of learning Reading Comprehension using the STAD model.

Keywords: *students' perception, Students' Teams Achievement Division, STAD, reading comprehension*

Sari

Penelitian ini membahas persepsi siswa terhadap penggunaan model pembelajaran STAD (Students' Teams Achievement Division) dalam pembelajaran Pemahaman Membaca (Reading Comprehension). Dalam beberapa tahun terakhir, para guru di semua jenjang pendidikan merasakan tantangan yang sama untuk dapat menciptakan pembelajaran yang kreatif, efektif, dan efisien. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana persepsi siswa terhadap penggunaan model pembelajaran STAD dalam pembelajaran Pemahaman Membaca. Subjek dalam penelitian ini adalah siswa kelas XI IPS di sekolah menengah atas. Penelitian ini melibatkan lima peserta dari total

tiga puluh siswa. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus. Data diperoleh melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Dapat disimpulkan bahwa mayoritas siswa memberikan persepsi positif terhadap penggunaan model STAD. Hasil dari penelitian ini menghasilkan persepsi siswa mengenai kelebihan, kesulitan, dan dampak dari pembelajaran Pemahaman Membaca dengan menggunakan model STAD.

Kata kunci: *persepsi siswa, Students' Teams Achievement Division, STAD, pemahaman membaca*

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Introduction

Reading is a part of language skills. It closely linked to other skills such as speaking, writing and listening. These language skills cannot be separated each other. The important of reading is beside the knowledge of letters and punctuation, reader need skill to comprehend a text. This is intended to encourage students to enjoy reading and have a comprehension skill of reading.

Reading becomes important because it will bring some advantages. By reading, the students will gain a lot of information from various sources that can add their insights to the world and its development. They also get more additional knowledge which has not gained from lessons at school from the teacher's explanations.

Reading comprehension is an important skill in learning English especially in countries where English as a Foreign or Second Language (EFL/ESL). Browton in Nursucyanti (2007) states the reading is very important to the students because reading helps to solidify students' lack of vocabulary, structure, and complements of other language skills.

Proficient reading comprehension depends on the ability to recognize word quickly and effortlessly. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read. Sometimes reading is seen as a simple activity, but actually it

is a complex activity. We do not just speak of symbols that from of writing but also to understand the purpose of the text. In reading, students are expected to observe, understand and think.

Reading comprehension is also an interactive process in at least two ways, first, the various processes involved in reading are carried out

virtually simultaneously. While to recognizing word very rapidly and keeping them active in our working memories, it also to analyzing the structure of sentences to assemble the most logical clause – level meaning, building a main idea model of text comprehension, monitoring comprehension and so on. Lastly, reading is fundamentally a linguistic process. (Grabe, 2009).

Looking at the importance of reading as elaborated earlier, based on the writer experienced. There are still many students who have problems in reading text. They still have problem in answering the question related to the text, finding the main idea the finding the specific information in the text. Some of the students get difficulties in comprehend the text also. They get difficulty in understanding the difficult word unfamiliar for them.

Besides, sometime are afraid of making a mistake and feel shy to read to English text due to their bad pronunciation. When students have no good wiling in reading, then, they can do nothing by reading. As a result, their capability in English is categorized low. Therefore, students could not appear their brainstorming before reading the text, so that they could not understand about what they read.

From the explanation and problems above, teaching reading for the students especially in Senior School needs appropriate method so that the students can be more active and creative in reading class. Teaching English needs creative effort from the English teacher in order to provide the students with fun and enjoyable learning so that the students will be more interested to learn.

The important point when students' read about something is the purpose about what they read. Students should have purpose for what they read and what they want to do

after reading a text. If the students 'do not have purpose before reading something, they will not get the point of the sentence not get the information text.

Therefore, dealing with students' problem, Students' Teams Achievement Division (STAD) method would be one of good solutions because it make students enjoy in learning teaching and they will get active in reading process by sharing and discussion. Previous research also conducted by Nursucyanti (2007) shows that (STAD) method has good contribution in developing the students' reading comprehension, While Zaenul Wafa found that the students' writing who taught by STAD method has significant effect to improve students' writing ability. In other words, this method could make students more active, create, fun, have high self-confidence, and high motivation when do the task. In which they have to work hard to become the best team. The writer expects the students to be more active with their friends. It will influence the conduciveness of class and the achievement of students. A conducive class means the condition where students in the class motivated, interested, and active in teaching learning process.

In STAD method students' are assigned to four or five member learning teams that are mixed in performance level, gender and ethnicity. The teacher presents a lesson, and then students' work with their teams to make sure that all team members have mastered the lesson. Finally, all the students' take individual quizzes, which they may not help one another. Students quiz scores are compared to their own past averages and point are awarded on the basis of degree to which students meet or exceed their own earlier performance. (Slavin, 2009). Based on the explanation above, the writer is interested to conduct the research paper entitled Students' Perception of Students' Teams Achievement Division (STAD) on Students' Reading Comprehension.

Methods

This research use a descriptive approach with qualitative data analysis methods. Data collected through observation, interviews and documentation analyzed systematically with a focus on comprehensive and in-depth insights regarding Student Perceptions of Group Learning (STAD) towards Students' Reading Comprehension Abilities. Researchers use the case study method, emphasizing understanding specific cases, individuals, or phenomena. Purposive sampling technique was used to select

respondents based on predetermined criteria. This research discussed students' perception towards the use of the STAD (Students' Teams Achievement Division) learning model for Reading Comprehension learning. In recent years, teachers at all levels of education feel the same challenges to be able to create creative, effective and efficient learning. The purpose of this research was to find out what students' perceptions are regarding the use of the STAD learning model for Reading Comprehension learning. The research subjects in this study were 11th grade social science students at high school. This study used five student participants out of 30 participants. This research used a qualitative method with a case study as the research design, then the data obtained through semi-structured interviews is then analyzed using thematic analysis. it could be concluded that the majority of students gave positive perceptions about using the STAD model. The outcomes of this research produced student perceptions about the advantages, difficulties and impacts of learning Reading.

Results and Discussion

In this section, This research was conducted on Class XI Social Sciences students totaling 30 students, but only 5 students will be studied as subjects. They will be involved in the learning process with the topic of recount text that applies Student Team Achievement Division (STAD) cooperative learning. They are the main data source where researchers carry out research activities in the form of interviews. Furthermore, the researcher in this study functions as a teacher who teaches English in class, while the English teacher at school acts as an observer to observe students' activities and reactions to STAD during the learning process. Below are the results of the findings in the form of interviews, where researchers conducted interviews with students asking about their perceptions after learning Reading Comprehension in the form of Recount text which focuses on their perceptions of the advantages of STAD, the difficulties of STAD, and the impact of STAD.

To answer the research question, the researcher will conduct an interview. For the interview, there will be 5 students of XI Class Social Science. Conducted Interviews, aiming to examine further the answers from the experiences of the respondents who were interviewed. The table is a blueprint of the respondents who will be interviewed.

Name	Class
ALM	Social Science
RYT	Social Science
ZW	Social Science
ZW	Social Science
MR	Social Science

Table 1. Participants

1) *Advantages of STAD on Reading Comprehension*

Student Teams Achievement Divisions (STAD) technique has its own set of strengths and weaknesses. According to Armstrong and Palmer, as cited in Slavin's work from 1998 (page 22), STAD tends to have a positive impact on various aspects such as inter-racial relationships, attitudes toward school and class, peer support, locus of control, time spent on tasks, peer interactions, and cooperation.

Based on the results of the interviews that have been conducted, there are 5 students of class XI Social Sciences who were asked about the advantages of using the STAD method in learning Reading Comprehension. 3 out of 5 students expressed their opinion that learning with the STAD method had a positive impact on reading comprehension, including the following;

ALM stated that *“learning Reading Comprehension using (STAD) work together in achieving students’ learning goals”*

RYT stated that *“learning Reading Comprehension using (STAD) Active students help and motivate enthusiasm”*

ZW stated that *“making me improve in learning Reading Comprehension. feel confident and can exchange creative ideas in learning with group friends, (STAD) can improve students' social skills.”*

Based on the interview, it is evident that the use of the Student Teams-Achievement Division (STAD) approach in acquiring reading comprehension skills

promotes collaborative efforts toward achieving students' educational goals. By applying STAD, active student participation encourages mutual support and enthusiasm, ultimately leading to a better grasp of reading comprehension. This teaching method also instills confidence in students and nurtures their capacity to exchange innovative ideas within the learning group. Furthermore, the implementation of STAD plays a significant role in improving students' social skills. Meanwhile, the rest participants did not agree that learning using the STAD method had no advantages over reading comprehension, including;

ZFA stated that *“there are no advantages in learning reading comprehension using (STAD) for the reason don't understand about learning reading comprehension, embarrassed in studying because using (STAD) feel inferior about not discussing in groups when learning.”*

MR stated that *“there are no advantages in learning reading comprehension using (STAD) don't understand the meaning of reading comprehension, don't understand the use meaning of text, don't understand the meaning of writing and reading comprehension.”*

Based on the interview, it appears that using the Student Teams-Achievement Division (STAD) method for learning reading comprehension does not result in noticeable advantages. This shortfall stems from a lack of understanding of the very concept of reading comprehension itself, coupled with feelings of embarrassment and inadequacy when participating in group discussions within the framework of STAD-based learning. The absence of benefits in employing the STAD approach for acquiring reading comprehension skills is further compounded by a failure to grasp the core meaning of reading comprehension, a limited comprehension of textual significance, and an incomplete understanding of the intricacies involved in both reading and writing comprehension.

2) *Difficulties of STAD on Reading Comprehension*

Based on the results of the interviews that were conducted, there were 5 students of class XI IPS who were asked about the difficulties of using the STAD method in learning Reading Comprehension. The five students expressed their opinion that

learning using the STAD method gave difficulties to students in reading comprehension, including the following;

ALM stated *“no effect on enriching vocabulary, do not understanding the context of reading, minimal ability in learning, it quite difficult for me.”*

RYT stated *“i do not understand or mean pronunciation, minimize English vocabulary in learning reading comprehension using (STAD).”*

ZW stated *“the difficulty may be in answering Vocabulary questions, there are differences in perception/point of view when answering Vocabulary questions with group friends.”*

ZFA stated *“there is no strategy for reading comprehension and it doesn't work, still depend on learning reading comprehension with group friends.”*

MR stated *“the level of reading fluency is not accurate, the ability to read text quickly minimize expression such us normal when studying and does not develop.”*

Based on the interview, students face various challenges when acquiring Reading Comprehension skills through the implementation of the Student Teams-Achievement Division (STAD) strategy. These challenges predominantly revolve around responding to vocabulary-related questions. In a collaborative group setting, different perspectives and interpretations often emerge when tackling vocabulary-related inquiries. Furthermore, the difficulties in mastering Reading Comprehension using the STAD approach extend to several aspects. These encompass the necessity for vocabulary enrichment, a limited understanding of contextual comprehension, and a foundational deficiency in linguistic aptitude.

3) *Impact of STAD on Reading Comprehension*

Based on the results of interviews conducted, there were 5 students in class XI IPS who were asked about the impact of using the STAD method in learning Reading Comprehension. The five students expressed their opinion that learning using the STAD method had an impact on students' reading comprehension, including the following;

ALM stated that *“the impact for me when learning Reading Comprehension using (STAD) was positive. Motivation indirectly grew within each member of the group that had been formed by the teacher. students become confident because they feel there will be help when students in the group do not know or understand the material being completed.”*

RYT stated that *“the impact for me when studying Reading Comprehension using (STAD) is to increase the ability to listen, accept and respect others, be able to increase student learning activities, and can improve critical thinking skills.”*

ZW stated that *“the impact on me when learning Reading Competency using (STAD) The STAD learning situation can turn out to be not conducive if there is talk outside of class.”*

ZFA stated that *“the impact for me when learning reading comprehension using (STAD) is not successful and does not develop, as usual (STAD) does not work for students, when thinking rationally the level of reading comprehension does not increase.”*

MR stated that *“the impact for me when learning reading comprehension using (STAD) is not successful and does not develop, as usual (STAD) does not work for students, lacks rational thinking does not explain in detail, is not competitive, does not achieve applicable targets, does not provide opportunities for students to develop learning and communication strategies that work in the classroom. reading comprehension level does not increase.”*

Based on the interview, it is evident that implementing the Student Teams-Achievement Division (STAD) approach for teaching Reading Comprehension has had a beneficial impact on the participants' educational journey. This approach has not only generated a sense of motivation among group members but has also boosted their confidence. It has created a supportive learning atmosphere where students are willing to help each other when facing difficulties in comprehension. As a result, their engagement with Reading Comprehension through the STAD approach has led to enhanced reading skills, increased openness to different perspectives, greater student involvement, and improved critical thinking abilities.

Discussion

The discussion in this research is structured to address three distinct research questions, the first part seeks to understand how students perceive the benefits and advantages of using the Student Teams-Achievement Division (STAD) approach in the context of learning Reading Comprehension, the second part aims to explore students' perceptions of the challenges and difficulties encountered when employing the STAD method for learning Reading Comprehension, the third part focuses on students' perceptions regarding the impact and outcomes of utilizing the STAD approach in the process of learning Reading Comprehension. These three components of the research questions guide the discussion and analysis of the study's findings.

1) Students Perception on Advantages of STAD in Reading Comprehension

Utilizing the Student Teams Achievement Division (STAD) method fosters heightened student engagement, thus promoting collaborative encouragement and enthusiasm, ultimately culminating in an enhanced proficiency in the realm of reading comprehension. This assertion finds substantiation in the work of Berlyana and Purwaningsih (2019), who identified the STAD instructional model as distinguished by its dynamic and participatory characteristics, with a central emphasis on stimulating learner interaction. This pedagogical orientation, oriented towards the learner, serves to establish an educational milieu conducive to the assimilation of study materials, consequently resulting in improved learning outcomes for students. Additionally, the pedagogical approach under consideration not only imbues students with self-assurance but also nurtures their ability to share innovative ideas within study groups. This assertion is substantiated by the research of Sari et al. (2023), which demonstrates that the collaborative methodology, exemplified by STAD, is poised to stimulate interstudent interactions, consequently promoting mutual respect and enhancing intrapersonal competencies.

Furthermore, the incorporation of the STAD method plays a pivotal role in enhancing students' social aptitude. This assertion is supported not only by Amriani (2015) but also by the findings of Damanik and Handayani in 2023. These studies emphasize the suitability of the STAD technique in educational contexts and underscore its effectiveness in improving students' proficiency in reading comprehension. This

advantage is clearly demonstrated through empirical evidence gathered from observations and interviews, highlighting that students who may be struggling academically benefit significantly from the support and guidance provided by their high-achieving peers during group discussions. As a result, these students develop a stronger grasp of the reading materials.

In summary, students' perceptions of learning reading comprehension through the STAD method appear to have a positive impact. As discussed above, the advantages associated with the STAD method, including increased motivation and enthusiasm for learning, as well as enhanced interactions among students, contribute to a favorable learning experience.

2) *Students Perception on Difficulties of STAD in Reading Comprehension*

Students face numerous difficulties when attempting to acquire Reading Comprehension skills through the use of the Student Teams-Achievement Division (STAD) strategy. These difficulties primarily revolve around effectively dealing with vocabulary-related questions. In a collaborative group setting, diverse viewpoints and interpretations often emerge when students tackle vocabulary-related inquiries. This observation is supported by the research conducted by Tohamba in 2017, which suggests that students occasionally struggle with deciphering the meanings of words they encounter in their reading materials.

Moreover, the challenges associated with mastering Reading Comprehension using the STAD approach extend across multiple dimensions. These encompass the need for vocabulary enrichment, a limited grasp of contextual comprehension, and a foundational deficit in linguistic proficiency. This viewpoint is corroborated by the research conducted by Umar and Astiyandha (2021), which underscores that reading serves as an essential prerequisite for attaining proficiency in English language skills. This assertion implies that students frequently grapple with difficulties when endeavoring to comprehend written materials, which, in turn, can impede their overall language development. Furthermore, as revealed by Ugwu (2019), reading comprehension represents a substantial hurdle for many students, thereby suggesting that educators should offer support in cultivating meaningful reading abilities through effective teaching strategies such as STAD.

In summary, students' experiences with learning reading comprehension through the implementation of the STAD method reveal a multitude of challenges, particularly concerning the comprehension of vocabulary, which remains limited due to their own language proficiency.

3) *Students Perception on Impact of STAD in Reading Comprehension*

The utilization of the Student Teams-Achievement Division (STAD) approach has not only instilled motivation within group members but has also bolstered their confidence. This observation is substantiated by the research conducted by Yanti and Helmi (2023), who identified several positive outcomes stemming from the application of STAD in the realm of reading comprehension instruction. These benefits encompassed improved academic performance, heightened motivation, and the creation of a vibrant and captivating learning environment. Moreover, the implementation of the Student Teams-Achievement Division (STAD) approach has fostered a supportive learning environment, promoting students' willingness to assist one another when encountering challenges in comprehension. This observation is consistent with the research conducted by Juntong and Channuan (2020), who concluded that the STAD technique was engaging and effective in enhancing comprehensive reading skills. Additionally, their findings indicated that STAD facilitated active participation in reading tasks within a group setting, all while nurturing the development of strong social skills among students.

Furthermore, the engagement of students with reading comprehension using the STAD approach has yielded several noteworthy outcomes, including improved reading skills, heightened receptivity to diverse viewpoints, enhanced student engagement, and the cultivation of improved critical thinking abilities. These observations align with the findings of Yanti and Helmi (2023) and Ugwu (2019), who both affirmed the positive impact of the STAD technique in the context of reading comprehension instruction. The benefits encompassed academic improvement, active interaction with the content, self-assessment of comprehension, and the provision of input, either within their respective groups or to the entire class.

In summary, students' perception regarding learning reading comprehension through the STAD method have had a positive impact on their learning journey. This

impact is reflected in the enhancement of their reading skills, increased receptivity to diverse perspectives, heightened engagement in the learning process, and the cultivation of improved critical thinking abilities.

Conclusion & Recommendation

Students' perceptions of the acquisition of reading comprehension skills using the STAD (Student Teams Achievement Division) learning model seem to produce positive results. As described previously, the benefits associated with implementing the STAD method include increased motivation, increased enthusiasm for learning, and increased levels of peer interaction, which collectively foster an enjoyable learning environment. On the other hand, challenges arise in students' engagement with the STAD method when trying to understand reading comprehension, especially in the area of vocabulary comprehension. This difficulty is especially evident due to the limited language abilities of the learner.

Additionally, in line with students' perspectives regarding the efficacy of using the STAD method for reading comprehension, a visible positive impact was observed in their educational journey. These impacts can be seen through improved reading skills, greater openness to diverse perspectives, increased participation in the learning process, and improved critical thinking skills.

Referring to the result of this study, the writer gives suggestion to adapt STAD activities based on student feedback to make the learning process more enjoyable and effective. Teachers may need training and support to implement this strategy successfully.

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Conflict of Interest

No potential conflict of interest is reported.

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