

## **CHAPTER II LITERARY REVIEW**

### **A. Students' Perception**

Student perceptions encompass their thoughts, beliefs, and emotions related to individuals, situations, and occurrences, (Schunk, 1992). As stated in the chapters of their book, classrooms involve a variety of student perceptions. Self-perceptions encompass how students view their own skills, self-concept, objectives, capabilities, efforts, interests, attitudes, values, and emotions. Social perceptions pertain to how students perceive their peers' skills, self-concept, objectives, and related aspects, as well as their perceptions of teachers' various qualities, such as attitudes, competence, goals, and opinions about students' abilities. Additionally, students' perceptions of tasks and other classroom elements, like task complexity, effective learning strategies, and environmental factors that aid or hinder learning, hold significance."

Utsman Najati in (Eka Putri Yeni, 2021) asserts that perception plays a pivotal role in enabling individuals to assess both the advantages and disadvantages of something for their own benefit. According to this theory, perception is a cognitive process that allows people to comprehend something, enabling them to determine whether it is favorable or unfavorable for them. Furthermore, Walgito in (Eka Putri Yeni, 2021) suggests that perception is a sensory process where individuals receive stimuli through their sense organs and then interpret these stimuli to derive meaning. This theory underscores the idea that people can gain an understanding of an object through their sensory organs.

Moreover, Walgito in (Eka Putri Yeni, 2021) contends that perception can be broken down into three main aspects: the cognitive aspect, the affective aspect, and the conative aspect. The cognitive aspect

pertains to the knowledge, perspectives, opinions, expectations, and beliefs related to an object. The affective aspect involves an individual's preferences and aversions towards an object, while the conative aspect relates to the inclination to take action or motivation concerning an object. These aspects are of paramount importance to individuals as they are intertwined with their knowledge, emotions, and influence their proclivity for action towards the object.

## **B. Reading Comprehension**

Reading comprehension involves the ability to understand text that has been read, (Sharon Vaughn, 2003). Furthermore, (Sharon Vaughn, 2003) also stated that reading comprehension is a complex skill that necessitates the use of various strategies, such as tapping into one's prior knowledge, continuously assessing understanding, self-questioning, distinguishing between the main idea and supporting details, and summarizing the content. Consequently, students need instruction in developing these strategies to apply them before, during, and after reading a text.

In contrast, (Wooley, 2011) defines reading comprehension as the process of deriving meaning from text. The objective is to attain a comprehensive understanding of the content described in the text, rather than extracting meaning solely from individual words or sentences. This understanding of the text is formed by students through developmental models or mental representations of the text's ideas as they progress through the reading process. Thus, reading comprehension can be seen as the process of constructing meaning within a text.

In this context, learning reading comprehension will use the STAD approach method. Based on the results of (ROLAND MANDAGI, 2022) research, their findings indicate that the majority of students scored higher in the posttest compared to the pretest. This suggests that students were able to improve their reading comprehension through the use of the STAD

method. Consequently, it can be inferred that the STAD strategy is considered an effective approach for enhancing reading comprehension. Moreover, a research conducted by (Lamhot Naibaho, 2016) revealed that the implementation of the STAD technique successfully enhanced the reading comprehension skills of eighth-grade students at SMP Strada Santo Fransiskus Xaverius III in North Jakarta. Furthermore, the use of the STAD approach transformed the students' previously negative perception of reading English text into a positive one.

Besides, the STAD technique is different than any other technique even though basically it still has the same idea or even the concept as any other technique in CL method that emphasizes on learning together and there is also student's social interaction building. Freeman explained Cooperative learning as, Cooperative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together, that is important.<sup>18</sup> Here, Freeman makes it clear what make Cooperative Learning method different from other methods or approach is on the way that students and teacher work together.

From several explanations above, it can be summed up that the teaching approach which focuses on students to learn together in group for sharing or exchanging their ideas, knowledge and or solving problems where the teachers are still led the learning activity directly. Besides this method can also build students motivation, increasing interaction among other students and be responsible of each other.

### **C. Student Teams Achievement Divisions (STAD)**

Student Teams-Achievement Divisions (STAD) is a cooperative learning strategy where small groups of students, each with varying levels of ability, collaborate to achieve a common learning objective, (Slavin R. E., 1978). Furthermore, (Slavin R. E., 1978) explained STAD is recognized as one of the extensively studied, simplest, and most

straightforward cooperative learning methods. It was developed with a focus on effective instructional pedagogy and is employed to meet specific instructional goals. This strategy involves assembling small groups of learners with diverse abilities, who work together to achieve a shared learning objective.

The STAD (Student Team Achievement Division) method, as outlined by Slavin (2014), consists of five key components;

- 1) **Class Presentation:** In STAD, class presentations differ from traditional teaching methods. The material is initially introduced in the classroom through direct teaching, discussions led by the teacher, or audiovisual presentations. The focus of these presentations is on the STAD unit, emphasizing that students must pay full attention because it greatly influences their quiz performance, which in turn determines their team's score.
- 1) **Team:** Teams in STAD comprise four or five students, representing diversity in academic performance, gender, race, and ethnicity. The primary purpose of these teams is to ensure that all members genuinely learn and, more specifically, prepare members to excel in quizzes. After the lecturer delivers the material, teams convene to study activity sheets or other materials. Learning often involves discussing common problems, comparing answers, and correcting misconceptions.
- 2) **Quiz:** After one or two class periods of lecturer presentations and team practice, students individually complete quizzes. Collaboration during quizzes is prohibited, making each student responsible for their comprehension of the material.
- 3) **Individual Progress Score:** Individual progress scores are assigned to motivate students to achieve performance goals through hard work and improved performance. Students can contribute a maximum of points to their team, but they must give their best effort. The initial score is based on the average performance of students on the same quiz. Points

are then earned based on the improvement in each student's quiz score compared to their initial score.

- 4) Team Recognition or Award: Teams receive certificates or other forms of appreciation when their average score meets certain criteria. These scores can also determine a portion of their ranking. Groups achieving the best final scores receive recognition and rewards.

Another framework developed by Slavin (2008), the Student Teams-Achievement Division (STAD) model encompasses three fundamental principles: team rewards, individual accountability, and equitable chances for success. Team rewards in this context pertain to the issuance of certificates or other forms of recognition when a STAD group surpasses predefined performance benchmarks. Consequently, this practice cultivates a sense of healthy competition and results in collective rewards being conferred based on group performance outcomes. As for individual accountability, the progress and accomplishments of each group member directly influence the overall success of the team.

As noted by Rai and Samsuddin (2007), the Student Teams-Achievement Division (STAD) strategy is a noteworthy component within the spectrum of cooperative learning methodologies, serving as an effective means to foster collaborative dynamics and the development of self-regulated learning competencies. The STAD model actively promotes constructive interactions among students, cultivates a positive disposition towards the subject matter, enhances self-esteem, and refines interpersonal skills, as corroborated by findings from Narzoles (2015) and Khan (2011). Furthermore, STAD augments the learning experience within groups by harnessing the instructional potential of high-achieving students who assume roles akin to tutors, thereby resulting in heightened academic achievements.

#### 1) Advantages of STAD

The advantages of the STAD learning model can be attributed to the distinct characteristics inherent in each of its learning steps. These

steps entail the formation of heterogeneous study groups, taking into consideration students' performance levels, gender, and ethnicity, with each group typically comprising 4-5 individuals. Within these groups, collaborative efforts are channeled towards the attainment of shared learning objectives, as observed in studies by Sari et. al (2013). This collaborative approach is anticipated to foster interactions among students, thereby promoting mutual respect and enhancing intrapersonal skills.

Furthermore, the application of the STAD learning model features a noteworthy element wherein high-achieving students assume the role of peer tutors, providing support to their peers who may be grappling with comprehension of the learning material. This peer tutoring not only aids in knowledge transfer but also serves to bolster learners' motivation, as underscored by the findings of Khan and Inamullah (2011). Moreover, The STAD learning model is characterized by its dynamic and engaging nature, with a central focus on fostering learner interaction. This learner-centric approach creates an environment that facilitates comprehension of the study material, ultimately leading to enhanced learning outcomes for students, (Berlyana and Purwaningsih, 2019).

Tohamba (2017) found that the STAD technique has the capacity to enhance students' reading achievement in terms of comprehending the content of reading texts. This conclusion is drawn from the observed improvement in students' performance across two cycles of implementation. Furthermore, Amriani (2015) stated the suitability of the STAD technique for instructing students is underscored by its capacity to enhance students' reading comprehension abilities. This advantages is evident through observations and interviews, which reveal that low-achieving students receive valuable assistance from their high-achieving peers during discussions, resulting in improved comprehension of the reading material. Consequently, these low-achieving students become more actively engaged in the teaching and learning process. Additionally,

Damanik and Handayani (2023) found that the implementation of the STAD technique fosters collaborative group work among students with varying levels of ability. Within these groups, students with high levels of ability actively assist their peers who possess moderate to low levels of ability. This cooperative dynamic effectively facilitates knowledge sharing and skill development among students, contributing to their collective success in achieving learning objectives.

## 2) Difficulties of STAD

Several difficulties or challenges were identified within the learning environment, (Tohamba, 2017). Firstly, students encountered difficulties in discerning the main idea within narrative texts. Secondly, a sense of disinterest prevailed among students concerning their reading materials. Thirdly, students exhibited occasional struggles in comprehending the meanings of words encountered within their reading texts, as evidenced by suboptimal performance in quizzes and evaluation tests. Fourthly, participation levels within group discussions varied, with some students failing to complete their tasks adequately. Instances of academic dishonesty, wherein students sought answers from other teams, were also noted. Moreover, Tohamba (2017) stated that the classroom atmosphere was often disruptive, with certain students contributing to noise levels that hindered effective class management during the teaching and learning process.

Furthermore, Amriani (2015) found that STAD technique is not without its drawbacks, including the tendency for low-achieving students to exhibit reluctance in independently completing exercises or actively participating in discussions. In essence, these low-achieving students tend to rely heavily on their high-achieving peers, which occasionally results in their inability to autonomously fulfill their academic responsibilities. Then, Umar and Astiyandha (2021) found that reading stands as a foundational prerequisite for acquiring proficiency in English skills. This

assertion suggests that students often encounter challenges when striving to comprehend written materials, which can pose obstacles to their overall language development. Moreover, Ugwu (2019) found that reading comprehension poses a significant challenge for many students, it is advisable for teachers to support them in developing meaningful reading skills through effective teaching strategies like STAD.

### 3) Impact of STAD

The implementation of the STAD technique for enhancing reading comprehension skills among second-semester Grade XI students at SMK Kesehatan Asyyifa Banda Aceh yielded favorable results, (Yanti and Helmi, 2023). These positive outcomes were not limited to improved academic grades but extended to heightened student motivation towards reading activities. Notably, the incorporation of team recognition within the STAD approach played a pivotal role in elevating student motivation levels. By introducing an element of healthy competition, students were incentivized to aspire for higher scores and surpass the performance of other teams. Moreover, Yanti and Helmi (2023) stated the application of STAD in the context of reading comprehension instruction demonstrated several positive outcomes, including academic improvement, enhanced motivation, and the establishment of an enjoyable and engaging learning environment.

Then, Juntong and Channuan (2020) suggest that the STAD technique effectively enhanced students' reading comprehension abilities, as evidenced by a significant improvement in posttest scores. Furthermore, student satisfaction levels indicated that they found the STAD technique to be engaging, effective in augmenting their comprehensive reading skills, and conducive to active participation in reading tasks within a group context, while also fostering high levels of social skills. Moreover, a research conducted by Ugwu (2019) highlights the positive impact of cooperative learning methods in maintaining

students' enthusiasm for reading. It suggests that educators should integrate collaborative activities into their reading comprehension instruction. Approaches like Student Teams-Achievement Division (STAD) stand out as particularly beneficial, as they encompass interactive, task-oriented activities that can help alleviate classroom monotony. These activities stimulate students to actively interact with the content, assess their own comprehension, and offer input either within their groups or to the entire class.

### **History of Cooperative Learning**

This is intended to show the history of Cooperative Learning in western countries. Aimin & Li & Zhou (2010) pointed out that in the year 1806; Britain introduced the conception of the modern style Cooperative Learning into the United States. It was widely used by American educators, e.g. Professor Dewey. Researchers about Cooperative Learning are: Professor R.E. Slavin, at John Hopkins University, the brothers, Professor D.W. Johnson and Professor R.T. Johnson, at the University of Minnesota, Professor T.R. Guskey at the University of Kentucky, Professor Cagan, at the University at California, and Y. Sharan and S. Sharan, at the Tel Aviv University in Israel, who are all important representatives of Cooperative Learning research. Since the 1990s, new educational concepts of Cooperative Learning have shown that it is obviously effective in improving the atmosphere in the classroom and improving students' performance. Over recent years, students learn through communication between peers and also through personal study using work groups to stimulate students' interested in learning in an English course.

#### **D. The Implementation of STAD Reading Comprehension**

The implementation of STAD strategy in a language class focused on reading comprehension aimed to enhance the reading skills of the students in the experimental group. The findings from the learning process indicated that the students in the experimental group demonstrated increased focus and interest in the materials provided by the teacher during the implementation of the STAD strategy. They actively engaged in activities such as making predictions, creating outlines, and recognizing the text's structure. The implementation of STAD strategies yielded several benefits for the students in the experimental group, including improved learning motivation, enhanced problem-solving abilities, and better assessment outcomes. According to Hashemian, Jalilifar, and Parisa (2012), the positive interdependence among group members in STAD encourages L2 learners to assist each other and exert more effort to achieve collective success. This collaborative environment is particularly beneficial for low-achieving students, as they find it easier to comprehend the material with the help of their more proficient peers. The smarter students in the group willingly support and guide their peers who may be struggling, creating an inclusive and supportive learning atmosphere. Hashemian et al. (2012) also emphasizes that students in cooperative groups receive personalized support and encouragement from their competent partners, who are available to provide customized answers and solutions when needed. Importantly, the smarter students ensure that the lower-achieving students feel comfortable and supported throughout the learning process, without causing any embarrassment. Overall, the implementation of STAD strategies in the reading comprehension class positively impacted student engagement, motivation, and competence. The collaborative nature of STAD allowed for peer support, personalized assistance, and a conducive learning environment, benefiting both the low-achieving and high-achieving students in the experimental group.

## E. Relevant Research Studies

The first previous a thesis was conducted by Afriyanti (2015) entitled “*Applying Students Team Achievement Division (STAD) Technique to Improve Students’ Reading Comprehension In Discussion Text (A Classroom Action Research in the Third of SMA Fatahillah Jakarta)*”. The formulation of the problem is “How does the researcher improve the students’ reading comprehension in discussion text of the third-grade students at SMA Fatahillah Jakarta trough Student Team Achievement Division (STAD) Technique?”. The result of the research is 1.) The students cold improve their reading comprehension of discussion text trough Student Team Achievement Division (STAD) technique in two cycles, 2.) The students’ score reading comprehension of discussion text improve significantly trough STAD technique. The data is 86.66% of the students. In short, the score of students’ quality in learning have good level.

The second previous conducted by Wyk (2017) entitled “*The Effects of the STAD Cooperative Learning Method on Student Achievement, Attitude, and Motivation in Economic Education*”. This study was then guided by the following specific research questions: 1) is there a significant difference between the effects of STAD as a cooperative learning in approach and the direct instruction approach on student teachers’ economics education achievement scores? 2) Is there a significant difference between the effects of STAD as a cooperative learning in approach and the direct instruction approach on student teachers’ economics education attitude scores? 3) When compared to students receiving direct instruction, do students in STAD as a cooperative learning approach (a) display higher levels of achievement (b) report being more learning more goal oriented (c) have greater positive self-efficacy beliefs regarding their abilities in economic education (d) display greater intrinsic valuing of economics, and (e) report the use of deeper cognitive processing strategies? This study aimed to explore whether there was any

significant difference between the means of the pre-and posttests of the students of the STAD and control groups' achievement, attitude and motivation. Independent t-tests and paired t-tests for both achievement and attitude tests comparing the mean scores of the pretest and the posttest between the experimental group and control group were computed to determine if a significant difference existed.

Compared to both previous researches, there some similarities and differences between those researches and this present research. In the first previous study the researcher tried investigate of improving students reading comprehension in discussion text using Student Team Achievement Division (STAD) Technique. That the variable X is the same with this present study. In the second previous research, it tried to know the effect of STAD cooperative learning method on students' achievement, attitude, and motivation in economic education.