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Empowering students using cooperative learning strategies through STAD in reading class

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Abstract

The goal of this study is to determine whether implementing the Student Team Achievement Division (STAD) approach may improve students' reading abilities. This study employs the Classroom Action Research (CAR) technique, which consists of two cycles. The cycle has four stages: planning, acting, observing, and reflecting. The participants in this study were 29 students enrolled in class VII H at MTsN 5 Nganjuk during the 2021/2022 academic year. The data collection in this study included the use of tests, observations, and documentation. The data analyzed included the students' average score, the percentage of students who attained success, and the findings from the observation sheet. During the first cycle of the study, the average class score was 66.66, and the success rate among students was 58%. The mean value of the class in the second cycle is 78.44, with an 80% success rate among students. In a nutshell, implementing the Student Team Achievement Division (STAD) strategy can improve the reading skills of students in class VII H at MTsN 5 Nganjuk.

Keywords: classroom action research; cooperative learning; reading skill; STAD

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INTRODUCTION

When it comes to becoming fluent in the English language, reading is one of the most important skills to acquire. Reading is an essential talent that should not be overlooked in addition to the abilities of speaking, listening, and writing. According to Brown et al. (2022), Farrant and Zubrick (2013), and Shahaeian et al. (2018), the ability to read proficiently is an essential component in the process of gaining academic skills.

Proficiency in reading is crucial for students to gain new knowledge. In an educational setting, reading is considered the most vital skill since it serves as an evaluation of students' overall language abilities (Brown, 2007). Reading is a linguistic ability that enables students to comprehend information with clarity. Developing this fundamental talent empowers students to enhance their academic performance significantly. Reading comprehension is currently of great importance as it is a strong indicator of students' overall academic achievement (Cooper et al., 2014), especially in the field of science literacy (Neri et al., 2021).

Reading is a cognitive process that requires both the comprehension of text and the synthesis of information in order to arrive at a conclusion. According to Brown (2001), there are some strategies for teaching reading comprehension, including: identify the purpose, use grammar rules and patterns to charity in bottom-up decoding (for beginning level), use efficient silent reading technique for relatively rapid comprehension (especially for intermediate level and advanced level), skim the text for get main ideas, scan the text for acquire specific information, use clustering or semantic mapping, guess when you are cannot defined, examine the vocabulary, differentiate between literal and implied explanation, capitalize on discourse markers to procedure relationship.

Sari et al. (2017) explained that reading is a necessity for children to carry out learning as reading is the initial foundation for entering the world of education. Moreover, reading is a well-established predictor of the improvement of one's cognitive abilities (Ritchie et al., 2015). However, in modern times like this, many children lack reading skills. Students think that reading is a lesson that does not attract their attention, so that students' interest in reading is very low. Difficulties in reading arise from multiple factors, including language knowledge issues (Alptekin & Erçetin, 2009), lack of motivation (Gunning, 2002; Chow et al.,

2021; Eysenck et al., 2007; Kusumawardani et al., 2018), ineffective reading strategies (Mokhtari et al., 2018), and the cognitive burden of comprehension tasks (Sabeghi & Rahimi, 2024).

In order to address the aforementioned issues, educators must possess the ability to identify instructional techniques for teaching reading skills that can effectively mitigate these student challenges, such as the utilization of cooperative learning methodologies. Cooperative learning strategies are instructional approaches that prioritize teamwork and group effort. Cooperative learning is considered a significant choice in the pedagogical method inside a classroom culture environment (Putri et al., 2019; Wyk, 2013). The learning activities are intriguing and effectively capture the interest and attention of students towards the teachings (Jamaludin & Mokhtar, 2018). The group members are mutually responsible for the success and failure of each other (Alijanian, 2012). Team members provide tutoring assistance to their fellow team members within the group. This method to self-group work aims to reduce unpleasant situations and increase learning satisfaction that comes from working on a high-performance team (Ku et al., 2013). It is a method of instruction or learning in which students engage with each other to obtain and apply the components of a subject in order to achieve shared educational objectives.

Cooperative learning strategies are divided into various types, namely Jigsaw, Think Pair-Share, Student's Team Achievement Division (STAD), Team Game Tournament (TGT), Group Investigation, and Team Assisted Individualizes (TAI). Of the cooperative learning strategies, the most useful and desired amongst student to use is the Student's Team Achievement Division (STAD) (Jamaludin & Mokhtar, 2018; Tiantong & Teemuangsai, 2013; Yunita, 2017).

STAD, short for Student Teams Achievement Divisions, is an educational approach for cooperative learning that was created by Robert Slavin during the 1980s. It emphasizes collaboration among students within heterogeneous groups to achieve academic goals. The method integrates individual accountability with group rewards, promoting mutual support and fostering a sense of collective responsibility. STAD operates on the premise that peer interaction and collaboration facilitate deeper understanding and retention of academic content.

In STAD students are divided into 4-5 members in one group. The group consists of students who have high, medium and low academic grades, women

and men, students with various backgrounds and ethnicities. Educators will provide new material every week and each group must study it carefully. They can discuss the material that has been given by asking one another or by using other means to help them understand the material. After doing the practice, students will be given a quiz that will be done individually. The quiz will be assessed after the material has been done.

By employing STAD as an instructional approach in class is able to enhance students' reading proficiency. It enhances students' engagement and facilitates social interaction, enabling them to concentrate better on the learning process. By employing this pedagogical approach, students will exhibit heightened enthusiasm in engaging with the learning process and actively contributing to group discussions. In Yanti and Helmi's study (2023) examine the effects of the STAD technique on enhancing students' reading comprehension performance at SMK Kesehatan Assyifa School in Banda Aceh. The results indicated that students enhanced their reading comprehension by employing the STAD strategy, which involved participating in discussions with their classmates regarding the topics covered in the reading materials. In addition, Astiyandha and Umar (2021) examined the application of the STAD method in SMA Attaqwa 03 Bekasi. The results indicated that the utilization of the STAD approach had a beneficial effect on students' ability to comprehend written texts. The same result also found as the implementation of STAD in teaching reading at eleventh grade of Madrasah Aliyah Hubbulwathan Duri (Deswarni, 2018). Another research conducted by Marpaung et al. (2019) yields that the use of STAD in learning can improve reading skills of the students at SMA Negeri 7 Pekanbaru. The research conducted by Suyasti et al. (2016) also shows that the use of STAD provided an increase in reading ability in SMA Negeri 5 Pontianak students.

Based on the findings of previous studies, the researchers have decided to use the STAD teaching method for the purpose of this study. This research was carried out with students from MTsN 5 Nganjuk who were in the seventh grade overall. There was a noticeable decrease in the level of excitement that the pupils at this educational institution demonstrated in regard to the acquisition of reading competency. The problem that was discussed earlier makes it difficult for students to comprehend the materials that they read to the maximum potential possible.

METHOD

Research Design

The research methodology used in this study is Classroom Action Research (CAR). Classroom Action Research is a systematic collection of information designed to bring about social change. Classroom Action Research aims to improve the quality of teaching and learning by focusing on the teaching and learning process in a class (Bogdan & Biklen 1992). In other words, Classroom Action Research is one strategy to fix problems in learning which uses real action so that it can develop students' abilities and solve problems in learning (Khotimah & Priyanti, 2023).

Subject of the Study

This research will be conducted at MTsN 5 Nganjuk. The subjects in this study are students of class VII H at MTsN 5 Nganjuk. Which these students are in the second semester of the 2022/2023 academic year. There are 28 students in the class, and with details 16 female and 12 male.

Action Research procedures

Action in this study use the Student's Team Achievement Division (STAD) as a strategy to teach descriptive text reading skills. There are four stages namely planning, acting, observing, and reflecting. At the planning stage, the researcher carried out several planning activities including, preparing lesson plans, preparing instruments, and preparing criteria of success. The lesson plan is a description of the basic competencies taken from the standard content of the syllabus. This lesson plan will help teacher or researchers to carry out teaching and learning actions in a class (Depdiknas 2008).

At the acting and observing stage, the researcher will collaborate with the English teacher to implement this strategy in teaching descriptive text reading skills. The steps for using the Student Team Achievement Division (STAD) Method are Convey learning objectives, Convey the steps of the learning process, The teacher organizes students and students into groups, Delivering the material that has been provided in accordance with the lesson plan, Give work in groups, The teacher guides students to work together with their groups, The teacher gives an evaluation to students, The teacher gives awards to students. Meanwhile the teacher implemented the strategy the researcher observed the process of teaching and learning in the class.

Reflecting in this study analyzes the criteria of success according to the techniques used in improving the students' reading skills. This criterion of success consists of the percentages of success and the results of observations.

Instruments

In this study, researchers used instruments such as tests, observations, and field notes. Before conducting the research, a pre-test is given to the students before giving the Students' Team Achievement Division (STAD) and the Post-test was used to find out whether or not the Student's Team Achievement Division (STAD) method was improving students' reading skill. In this study, multiple choice for tests is selected. Observation sheets is given to the collaborator teachers for noting the situation of teaching learning process. This observation sheet is used to describe the activities of teachers and students during the learning process in a class. The observation sheet is calculated by providing a yes or no checklist in the checklist column. The calculation is that if yes then it will be counted as one, and if no then it will not be counted. Besides the observation sheet, field note was also used during the research. This field note is used to record data narratively when making observations.

Data Analysis

In this study, the established success criteria is by measuring the average student score and the proportion of student scores. The mean value is 70 or above. The students' success rate by considering the percentage of students who achieve a score of 70 or higher is 80%. Additionally, the researcher assigns a weight of 75% to the criteria used in the observation sheet to determine the overall percentage of the results.

FINDINGS AND DISCUSSION

Preliminary Study

Pre-Test results must be considered before conducting Classroom Action Research. The Pre-Test is used to find out that the class has a problem that must be solved. The pre-test was held on Monday, 17 January 2023. There were 20 pre-test questions, those were multiple choice questions. Students did the pre-test for 50 minutes. The result of these can be seen in Table 1.

Table 1. Students' Pre-Test Score

Student's Number	Student's Score
1.	50
2.	70
3.	50
4.	55
5.	65
6.	50
7.	65
8.	55
9.	60
10.	60
11.	65
12.	75
13.	50
14.	55
15.	35
16.	70
17.	40
18.	60
19.	75*
20.	80
21.	45
22.	60
23.	65
24.	60
25.	65
26.	70
27.	55
28.	65
29.	50
Total	1490
Mean	57,30

Based on the results of the pre-test score, it can be concluded that only one student got a higher average score. Meanwhile, 2 students with a score of 75 obtained of score equivalent to the average score, and 26 students scored below the average. Of those 26 students, 3 students scored 70, 6 students scored 65, 5 students scored 60, 4 students scored 55, 5 students scored 50, one student scored 40, and one student scored 35. From these data, it can be concluded that class VII H at MTsN 5 Nganjuk requires an improvement in their reading ability, therefore the selection of suitable learning methods will affect students' reading ability improvement. This study used the Student Team Achievement Division (STAD) method to improve students' reading skills.

Cycle 1

The action took place on January 23, 2023, January 24, 2023, February 6, 2023, February 7, 2023. In this action, the implementation of learning is following the lesson plan that has been made. In the first meeting, students explained about the learning process that would be carried out in class and explained the Student Team Achievement Division (STAD) method that would be used in the learning process. In this action, students have been given a text entitled "My Lovely Mio", and taken time to read and understood the text that has been given. Then students given questions such as "What text is contained in the text", and "What is the main idea of the text". Furthermore, she began to explained the material about Descriptive Text following the lesson plan that had been designed.

After that, students were divided into groups. There were six groups of four students in one group, and one group g of five students. Then, she explained the descriptive text, started from the definition of descriptive and the language characteristics of descriptive text. Next, the students explained about Simple Present Tense, the definition of Simple Present Tense, the use of Simple Present Tense, and the Verbal Sentence formula in Simple Present Tense. Then, students were given questions about Verbal sentences and Simple Present Tense to be discussed in groups. If group mates do not know or are unclear about Verbal Sentences in Simple Present Tense they can ask their group mates, and their group mates must explain to friends who do not understand the material. The most important group task is that students help each other in discussing the material.

In the second meeting, students were explained again the meaning of the descriptive text and the structure of the descriptive text. After reviewing the previous material, students were given material about descriptive text, such as examples of language features of descriptive text, for instance, examples of linking verbs, and examples of adjectives. Furthermore, students were given texts entitled "Borobudur Temple" and "Monas National Monument" to be identified and answered by students in groups. Students must discussed this with their group mates. In addition, after explained about the descriptive text, students must presented their work in front of the class by presenting one student number according to the answers that have been done before. For groups of five students, one question was added to be worked out together and presented like other groups. The questions consisted of "What is the content of the text?", "The main idea of the text is?", "Tell in detail about the beginning of the formation of

Borobudur temple!", "What is the main idea in the first paragraph is "What is the main idea in the second paragraph?". She began to assign team assignments with award team level as follows:

Table 2. Level of Awards

No.	Names of Groups	Names	Score	Total	Awards
1.	Pomegranate	1. Akbar	10	12	Good Team
		2. Annisa Cahya	20		
		3. Kaisya	10		
		4. Farih	10		
2.	Jicama	1. Denisa	10	15	Good Team
		2. Afgan	10		
		3. Lestari	20		
		4. Zara	20		
3.	Soursop	1. Anindya	20	15	Good Team
		2. Rizal	10		
		3. Renita	10		
		4. Umma	20		
4.	Raisin	1. Asyifa	20	20	Great Team
		2. Rizkyka	30		
		3. Sunu	10		
		4. Yogi	20		
5.	Sapodilla	1. Ananda	20	15	Good Team
		2. Rizkyfive	20		
		3. Zaki	10		
		4. Sofiyan	10		
6.	Cantalaupe	1. Kafa	20	17	Good Team
		2. Syafa Rohma	30		
		3. Zoel	10		
		4. Sakhawidad	10		
7.	Ambarella	1. Aira	10	12	Good Team
		2. Syafatul	20		
		3. Talitha	10		
		4. Riza	10		
		5. Galang	10		

Based on Table 2, it can be concluded that the group that has the Great Team Awards, namely only one group with a total score of 20 points, won the Raisin group. And those who got the Good Team Awards were from 6 groups with a total score of 12 for the Pomegranate group and the Ambarella group. The groups that have a total score of 15 are the Jicama, Soursop, and Sapodilla groups. Meanwhile, the group that had a total score of 17 was the Canallaupe group.

The third meeting reviewed the material that had been given. Then explained the next material about Nominal Sentence in Simple Present Tense,

explained the formula of Nominal Sentences in Simple Present Tense, and examples. After explained the material, she gave a group assignment. After explaining the material, students were given the task to discuss with their group mates to answer the exercise questions.

In the fourth meeting, students explained in detail the structure of a descriptive text and gave examples. After explaining the material, students were given a text to be identified by students in groups. Students were able to determine the text structure of the text correctly.

At the last meeting, students are given an individual quiz that students have done individually. In this quiz, students were prohibited from working together even with their group. In this quiz, students will find out whether the value of this quiz can increase or not. The points earned by students individually will show what they learned.

At this stage, the researcher observed all events and actions, including student responses and classroom situations during the teaching and learning process. In general, the learning and teaching process was in accordance with the lesson plans that had been designed. The material was in accordance with the lesson plan and students always followed the directions given. In each meeting, the researcher saw change after change in students. Students began to look comfortable in the learning process, students were more active in asking questions during the learning process and were more serious in working on the questions given. During the observation, students experienced good changes. The students seemed to really enjoy the learning process. Because with this group, students are more comfortable discussing directly with their group mates. Group mates can help their friends to explain the material presented if they do not understand the material provided.

The disadvantage of using this method is that students will be crowded and made jokes when they feel bored in the learning process. However, despite these disadvantages, they have the advantage that they can quickly improve their reading skills with the help of their group mates. The following is student participation in the application of the Student Team Achievement Division (STAD) method which can be described as follows:

At the first meeting, the results of the observation sheet, it can be concluded that students have been able to followed the opening of the class well.

however, in the main activities, students did not follow well as students did not read textbooks before being instructed to read them. In addition, they did not discuss with their groupmates, they sometimes made jokes when they feel bored. at the closing stage, students still did not follow these activities well, before leaving the class, students were given motivation before closing. However, not a few students did not listen to the motivation, they tend to be busy and talk to their classmates.

In the second meeting, the results improved. In the opening activity, students were able to followed the activity properly. In the main activity, students also improved, students were able to discussed with their groupmates, but some students did not want to cooperate with their group mates. They would tend to be busy with other friends, and their groupmates reminded them to work together, but they did not listen to their groupmates. Besides that, there were not a few students who are active in the group, they could explained the material that was not understand by their group mates. In the closing activity, students were able to listened to the motivation given properly. However, when the lesson time changed, students began to be busy and rushed to follow the next lesson.

In the third meeting, the observation results stated that there was an improvement, students could followed the opening activities properly. However, in the main activity, students were still not able to cooperate with their group mates, and they chose to told stories with other friends. In the closing activity, students who listened to motivation are not many, they don't really listen, they will do activities such as putting stationery in the bag, closing books, and talking to their peers.

In the fourth meeting, the results of these observations, students experienced an improvement in the opening activities. However, in the closing activities, students are still unable to cooperate with their group mates and are more likely to think for themselves according to the parts they have shared. In closing activities, here students can pay attention and listen during closing activities.

After taking action, it can be concluded that from the actions in this first cycle, there was a slight improvement, students listened more often to the explanation of the material. Students also asked questions more often and answered aloud when students were given random questions. And students began to be able to find the meaning, main idea, and purpose of the text given.

From the result of the post-test 1 score, students experienced a good improvement from the results of the pre-test score. Although there are still many students whose scores are below the average, it has improved.

Table 3. Students' Post-Test 1 Values

Students' Number	Students' Score
1.	75
2.	70
3.	60
4.	70
5.	75
6.	80
7.	65
8.	75
9.	65
10.	70
11.	70
12.	70
13.	70
14.	70
15.	55
16.	70
17.	70
18.	70
19.	60
20.	70
21.	60
22.	70
23.	70
24.	80
25.	60
26.	70
27.	70
28.	70
29.	55
Total	1600
Mean	66.66

On the result of the post-test 1 scores, students who scored above the average were around 5 students. Students who get a score of 70 are around 16 students, students who get a score of 65 are 2 students, students who get a score of 60 are around 4 students, who get a score of 55 are around 2 students.

Therefore, from the results of the post-test I score of students there were around 58% of students scored above the average score this was a slight increase

in the first cycle. However, to achieve the criteria for student success there must be 80% of students who get scores above the average score.

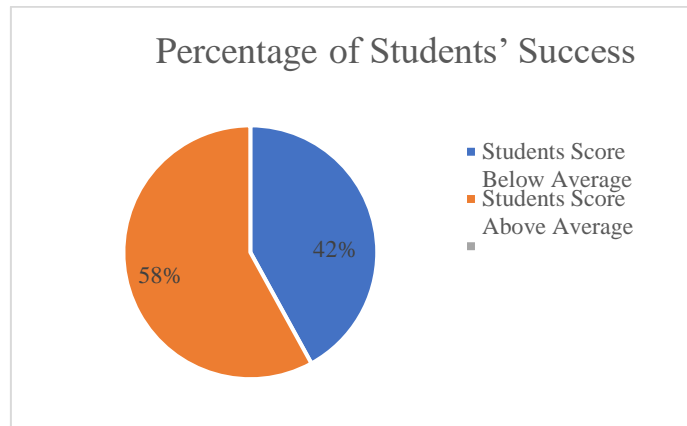


Figure 1. Percentage of Student Success in Post-Test 1

After reflecting on the first cycle, the researcher decided to conduct a second cycle to prove that the improvement of reading skills of students in class VII H can be improved properly. In the second cycle, students will be given different tasks from the first cycle. Based on the results of the observation sheet carried out in this cycle, more emphasis will be placed on working with their groupmates, because students have not been able to work together with their groupmates well.

Cycle 2

In this cycle 2, the researcher modified the students' group assignments. However, the lesson plan, still used the Student Team Achievement Divison (STAD) method in learning Descriptive Text. In the student worksheet in cycle 2, students were given 3 different texts with 5 questions on one text. This text will be different from the text in cycle 1. The difference in this text is the topic of the two texts. This worksheet will be given to students in the second meeting, third meeting, and fourth meeting. In this cycle, the researcher still prepared an observation sheet and also a Post-Test to measure the ability of students in this cycle.

Cycle 2 was held on February 14, 2023, February 20, 2023, February 21, 2023, and February 27, 2023. At the beginning of the meeting in Cycle 2, it began with an activity to reviewed the material in the first cycle. Before that, students explained again the Student Team Achievement Divison (STAD) method that

would be used in learning Descriptive Text, so that students would better understand the method that would be used in learning Descriptive Text. When reviewing the material that has been explained in cycle 1, students were given the opportunity to ask if they have not understood the material. After that, students will form groups according to the previous meeting. Students were given questions about Verbal sentences in Simple Past Tense, each group is given 5 verbal sentences and students can change them into positive, negative, or interrogative sentences.

In the second meeting, students returned with their respective groups. Then, a text entitled "Lake Toba" was given to the students to identify the generic structure. However, some students still had difficulty in identifying because of the many paragraphs in the text. Therefore, students will be briefly explained again about the generic structure of the descriptive text. With this explanation, students better understand the generic structure and can do the group assignment correctly.

In the third meeting, students remained with their respective groups. Students were given a text entitled "Panda", the text contained questions such as Main Idea in the first, second, and third paragraphs, the purpose of the descriptive text, and Identifying the generic structure of the descriptive text. Next, students' work is corrected and discussed together. After that, students have been given 4 Nominal sentences in the simple present tense and students will change the sentences into positive, negative, and interrogative sentences, the task is still done in groups.

In this fourth meeting, students are still with their respective groups. Students are given another text entitled "Rowan Atkinson" and students answer the same questions as the previous meeting, namely the Main Idea in the first, second, and third paragraph, the purpose of descriptive text, and Identifying the generic structure of the descriptive text. After that, the students' work was corrected together.

Furthermore, in the fifth meeting, students took the post-test. This Post-Test 2 helped researcher and students to find out whether students have improved in learning descriptive text in this cycle 2. This Post-Test 2 uses multiple choice and the questions are 20 questions.

In this cycle 2, classroom conditions are better than in cycle 1. Students understood the learning process in this class better, not only understood the learning process, but also students more active and enthusiastic in the learning process. The participation of students in the application of the Student Team Achievement Divison (STAD) method can be seen from the results of the following observation sheet:

Based on these results in the first meeting, students followed the opening process properly. However, in the main activities, students were still not able to discuss with their group friends because they were crowded when they are with their friends, even when they felt bored with learning process they were crowded and told stories about their friends. In the closing activity, when students were given motivational words they did not really listen, because at that time it was the turn of the lesson, so they would be a little crowded.

In this second meeting, students were able to followed the opening activities properly. In the main activity, students have not been able to cooperate with their group mates. They throwed questions at their friends, causing a crowd between students. In the closing activity, students have not been able to listen to the motivational words given because students were crowded at the last hour.

During this third meeting, students have been able to discuss and cooperate with their group friends, and they have started to be active in doing group assignments. However, learners have not been able to listen and pay attention to the closing activities, they will tend to be busy with the turn of the clock.

In this fourth meeting, students have been able to discuss with their group friends, and have also been able to cooperate with their group friends to work on group assignments. However, students have not been able to listen and pay attention to the closing activities because students will be busy putting books in bags, taking out books for the next lesson, or changing seats to their original places.

Based on the results of this cycle 2, students have improved in learning this descriptive text. This improvement is very significant compared to the results of the previous Pre-Test and Post-Test. After the implementation of the Student Team Achievement Divison (STAD) method, learners experienced a very good improvement in their attitude of learners in the descriptive text learning process.

From the results of post-test 2, students experienced improve. almost all students scored above average, and only a few students scored below average, but there was an improve from post-test 1. The following is Table 4 of post-test 2 scores.

Table 4. Students' Post-Test 2 Values

Student's Number	Student's Score
1.	85
2.	75
3.	75
4.	85
5.	80
6.	80
7.	85
8.	80
9.	65
10.	70
11.	75
12.	80
13.	75
14.	80
15.	75
16.	75
17.	75
18.	75
19.	90
20.	80
21.	55
22.	75
23.	90
24.	80
25.	75
26.	85
27.	90
28.	90
29.	80
Total	2275
Mean	78,44

Based on the result of Post-Test 2 in accordance with Table 4.6, it can be concluded that only 3 students scored below the average score with scores of 55, 65, and 70. And students who get scores above the average score of 26 students. Students who get a score of 75 are 11 students. Students who get a score of 80 are 7 students. Students who scored 85 were 4 students. Students who scored 90 were 4 students. With the existing results, it can be concluded that the application of the Student Team Achievement Divison (STAD) method can improve the ability of students in learning Descriptive Text.

The results of this post-test 2 also resulted in a significant improvement. Students can produce good grades. Students who get scores below the average score are 3 students. And those who scored above the average score were 26 students. This states that the student of success in this cycle is 80%, with the following results:

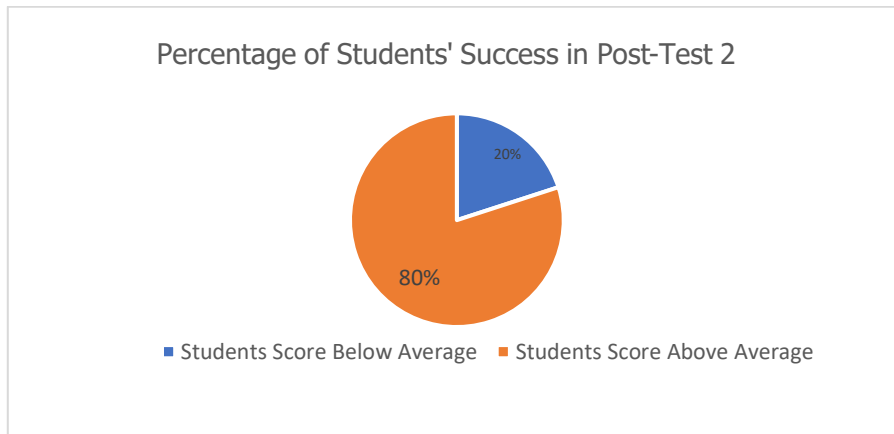


Figure 2: Percentage of Students' Success in Post-Test 2

Based on the results of student scores, it can be concluded that students have experienced a significant improvement in their test results. Students understood the material well and worked on group assignments well. Students have been able to cooperate and discuss with their group friends. they are not too crowded if they feel bored during class time and follow the directions of the researcher. Students also took the test very well and did not cheat on each other. and student test results in Post-Test 2 are quite an improvement compared to Post-Test 1, the improvement can be seen in the following graph.

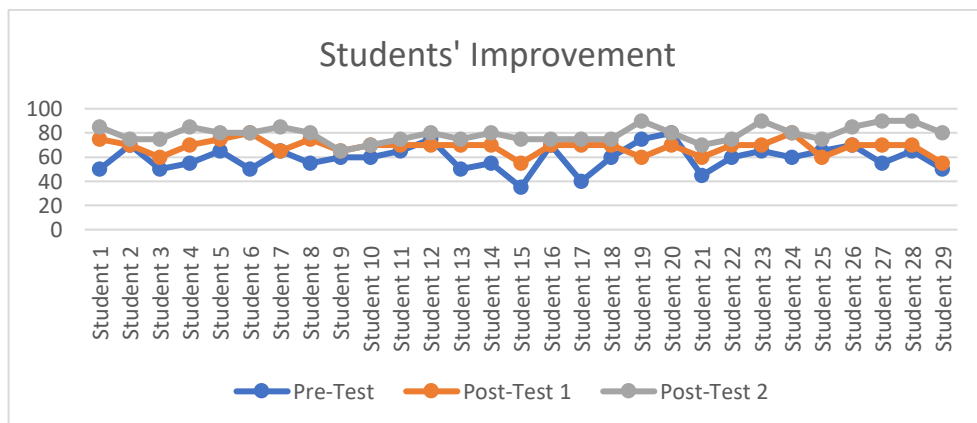


Figure 3: Students' Improvement

This study used Student Team Achievement Divison (STAD) method on the ability to read descriptive text. From the existing results, it can be said that the use of the Student Team Achievement Divison (STAD) method can improve the ability to read the descriptive text of grade 7 students at MTsN 5 Nganjuk. Students experienced an improvement from the first meeting to the last meeting at the end of the cycle according to the results that have been described.

In this teaching and learning process, three steps are used: teaching, group work, and testing. In teaching activities, students must pay attention to the teacher or researcher who presents in front of the class properly. In this activity, students paid attention and listened to the explanation of the learning material. group work activities, students are required to discuss and also work on group assignments. In this activity, initially, students found it difficult to discuss and also cooperate with their group friends to work on group assignments. However, at the next meeting, students began to be able to discuss and cooperate with their group friends well. Although, sometimes they will be crowded if they feel bored during the learning process. Next is the test, in this activity students take individual tests at the end of the meeting. In this activity, students have done the test very well and did not cheat on each other.

Based on the observation results, the use of the Student Team Achievement Divison (STAD) method can help students improve their ability to read the descriptive text, build students motivation to work together, and also discuss with their group mates, students feel happier when learning takes place because if there are group mates who do not understand the learning material, other friends help explain carefully so that students who do not understand will understand better because they are explained by their friends.

The results of the study said that students will feel more comfortable if explained to their groupmates than explained by the teacher, and students can work together and help their friends in exchanging knowledge. The Student Team Achievement Divison (STAD) method can help students to convey their opinions and ideas comfortably to their group mates. They will also be more active and dominant during the learning process by generating good conversations about the learning topics between group mates. These results are in line with Astiyandha & Umar (2021) state that learning using the Student Team Achievement Divison (STAD) students are required to interact with teachers and other students to build their knowledge. Interaction with teachers and other

friends, helps students to be able to express opinions or gain knowledge from the results of the discussions that are carried out.

A big part of putting STAD into action is realizing that reading skill isn't just the result of one person's hard work, but of everyone working together and taking turns being responsible. When students are in a STAD classroom, they are not just passively receiving information. They are also actively participating in a lively learning community where every voice is heard and every effort is praised. Students explore reading materials in a variety of ways through structured group activities, discussions, and cooperative learning tasks. They use the collective wisdom and different points of view of their peers to deepen their understanding, improve their critical thinking skills, and develop a love of reading that will last a lifetime.

The result of this study is in accordance with research conducted by Sapriani et al. (2019) using Classroom Action Research (CAR) research design. The study states that the Student Team Achievement Divison (STAD) method can improve students' reading skills at SMP Negeri 21 Pontianak. This research is also in line with research conducted by Ferina (2015) which states that the Student Team Achievement Divison (STAD) method can improve students' reading skills at the junior high school level. The Student Team Achievement Divison (STAD) method can not only improve students' reading skills at the junior high school level. But also, the method can improve students' reading skills at the high school level (Tohamba, 2017; Deswarni, 2018; Marpaung et al., 2019) and even for higher education level (Primasari, 2018).

In the STAD classroom, every interaction becomes an opportunity for growth, every challenge a catalyst for learning, and every achievement a cause for celebration. As students collaborate, communicate, and co-create knowledge, they develop essential 21st-century skills such as critical thinking, communication, collaboration, and creativity, which are indispensable for success in an increasingly interconnected and complex world. Additionally, the collaborative nature of STAD helps students feel like they belong, builds friendships, and encourages mutual respect. This creates a positive school culture that values diversity and encourages everyone to feel welcome.

Beyond its immediate impact on reading comprehension and academic achievement, the STAD method has big effects on their overall development, improving their mental and emotional health and encouraging a growth attitude

that makes them responsible for their own learning. STAD gives students a sense of control, ownership, and empowerment, which gives them the confidence, resilience, and adaptability they need to face the difficulties of the 21st century and do well in a world that is always changing.

CONCLUSION

Based on the results described above, it can be concluded that the use of Student Team Achievement Divison (STAD) method can improve the reading ability of VII H class students at MTsN 5 Nganjuk. From these results, students can enjoy more and can express their opinions easily. Because the use of Student Team Achievement Divison (STAD) method makes students active and more productive in groups to exchange knowledge about descriptive text. In conclusion, using STAD can be a good way to improve reading skills and create a space where students can work together to learn. STAD gives students the tools they need to actively engage with reading materials, improve their understanding, and develop important social skills by using peer interaction, individual responsibility, and group rewards. As teachers try to make students want to learn for the rest of their lives, including STAD in reading lessons has the potential to create a group of strong readers who will do well in school and beyond. For future researchers, it is recommended to use the Student Team Achievement Divison (STAD) method in other learning areas and other materials as well. Because the use of Student Team Avievement Divison (STAD) method encourages students to be more active and also dominate during the learning process and also this is a very simple method to use.

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