THE EFFECTIVENESS OF THE STUDENT TEAMMS ACHIEVEMENT DIVISION LEARNING MODEL IN IMPROVING EXPLANATION TEXT READING ABILITY FOR STUDENTS OF CLASS XI IPA 2 SMA NEGERI 1 LEMITO GORONTALO

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Article history:		Abstract:
Received:	December 11th 2022	The relatively low ability of students in reading explanation text, which is an aspect of learning English, is the main reason for conducting this research. Besides that, the use of conventional learning methods by teachers is also something that intrigues the writer to try to apply the Student Teams Achievement Division Learning Model in learning to read Explanation Text. What is introduced in the cooperative learning method is not just group work, but in its structuring. So, the cooperative learning teaching system can be defined as structured group work/study. Included in this structure are five main elements (Johnson & Johnson, 1993), namely positive interdependence, individual responsibility, personal interaction, cooperative skills, and group processes. This research is based on the problems: (a) How can the teacher improve the ability to read Explanation Text for students in class XI IPA 2 SMA Negeri 1 Lemito by using the Student Teams Achievement Division Learning Model? (b) Does using the Student Teams-Achievement Division learning model improve students' ability to read Explanation Text in class XI IPA 2 SMA Negeri 1 Lemito? The aims of this study were: (a) To improve students' ability to read Explanation Text through the Student Teams Achievement Division Learning Model (b) To find out how much the Ability to Read Explanation Text has increased after the implementation of the Student Teams Achievement Division Learning Model. This research used action research. (action research) in two cycles. Each cycle consists of four stages, namely: action planning, action implementation, observation and reflection. The target of this research was students of Class XI IPA 2 SMA Negeri 1 Lemito. The data obtained were in the form of formative test results, observation sheets of teaching and learning activities. From the results of the analysis it was found that the Ability to Read Explanation Text of Students had increased from cycle I to cycle II. The conclusions from this study are that the Student Teams Achievement Division Learning Model can have a positive effect on increasing the Ability to Read Explanation Text of Class XI IPA 2 Students of SMA Negeri 1 Lemito, and this learning model can be used as an alternative in learning English.
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INTRODUCTION

Education is a continuous process and has definite goals to be achieved. Education is believed to be able to instill new capacities for all people to learn new knowledge and skills so that people who are faithful and pious can acquire them. According to Law no. 20 of 2003 National education functions to develop capabilities and shape dignified character and national civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable , creative, independent and become a democratic and responsible citizen. (Sisdiknas, 2003:4) One of the most important education is language. Language is a common means of communication in society, there are no people wherever they live who do not have language, however in its form every society must have language as a means of communication (Saddhono, 2012: 33).

English has a very important position and function, namely as the state language and international language. Given the many functions carried out by English, it is necessary to hold coaching and development of English. One way

to carry out coaching and development of English is through English subjects at school. This is in accordance with the opinion of Sulistyowati (2006: 2) who says the development and development of language abilities and skills that are sought in schools are oriented towards four types of language skills, namely listening skills, speaking skills, reading skills, and writing skills. The four language skills are closely related to one another. The development of the level of mastery of students' language skills in each language skill will affect the mastery of other language skills.

In other words, teaching language skills is a unified whole. Teaching language skills encourages students to fully engage in training and practice using language as a communication tool. English learning should be carried out by exposing students to language learning conditions that are similar to conditions when students use the language in everyday life. Another thing that is also often experienced by teachers and students in language learning at school is the problem of how to focus students' attention during English learning. English is often labeled as a boring and boring lesson for students because every time they practice language they only stick to the exercises provided in books and worksheets. Language which was originally an easy and fun thing turned into a lesson that is difficult for students to understand. This is due to the lack of knowledge of students in understanding the content and intent of a reading and the difficulty of making a written work (writing) which often takes a long time for students. Creating a fun learning atmosphere is a must for a teacher. Fun learning can increase the creativity and ability of students to digest learning. Thus, when learning English takes place, students should learn in a condition that is not boring.

In line with the development of science and technology in the current information and communication era, the ability to read occupies a very important position and role in the context of human life. The ability to read Explanation Text is also a bridge for anyone and anywhere who wants to achieve progress and success in the world of education and in the world of work. Based on my observations, most high school students consider learning reading skills in class by giving assignments to be boring and boring work. Currently students prefer watching television, relaxing and sleeping rather than doing the task, as a result the ability of students is not as expected by the curriculum. Learning Reading Ability is very important, namely to seek information and to deal with the increasingly advanced developments in Science and Technology (IPTEK) so that learning Reading Ability is included in the current curriculum.

In English lessons in high school, especially in learning the Ability to Read Explanation Text, students are not only required to be able to read Explanation Text, but also have to understand the contents of what they have read. In addition, when viewed from the reality, there are still many teachers who lack adequate knowledge and skills in choosing and applying various methods, models, techniques, strategies, or learning approaches that can increase students' curiosity, interest, and learning motivation.

The absence of facilities and infrastructure that support the learning process often causes teachers to only teach with the lecture method with the help of makeshift media and often teach without the help of media that supports students' understanding of the material being taught. While high school students are in principle easier to grasp things that are concrete in nature than those that are abstract in nature. Media is needed to concretize things to facilitate students' understanding.

Therefore, teachers are expected to be able to choose and apply learning models and learning media that are able to improve students' language skills, especially in the Ability to Read Explanation Text, namely by applying the Student Teams Achievement Division Learning Model. Based on the background description above, the problem raised in this study is: Can the application of the Student Teams Achievement Division Learning Model improve the Ability to Read Explanation Text in Class XI IPA 2 Students at SMA Negeri 1 Lemito?

This class action research aims to improve the ability to read Explanation Text through the Student Teams Achievement Division Learning Model for Class XI IPA 2 Students at SMA Negeri 1 Lemito After this research is done, it is hoped that it will be useful for: 1. Theoretical Benefits a. Can improve the quality of learning b. Can provide input to relevant agencies in taking policies that can support the learning process. 2. Practical Benefits a. For researchers, find a solution to improve the Ability to Read Explanation Text in Class XI IPA 2 Students of SMA Negeri 1 Lemito. b. For students, students become more skilled in the ability to read explanation text. c. For institutions, school principals can socialize with fellow teachers so that they are inspired to use the Student Teams Achievement Division Learning Model in learning Explanation Text Reading Ability for Class XI IPA 2 Students of SMA Negeri 1 Lemito.

METHOD

This Classroom Action Research was conducted in class XI IPA 2 SMA Negeri 1 Lemito in the 2016/2017 academic year. This classroom action research was conducted from January to April 2017. It was carried out in 2 cycles of teaching and learning activities. To determine the extent to which the level of success and increased student learning motivation through the application of the Student Teams Achievement Division Learning Model in learning, this research was carried out for two cycles. The subjects of this study were students of Class XI IPA 2 SMA Negeri 1 Lemito in the 2016/2017 academic year, totaling 16 students.

Sources of data in this study are: 1. Observation of the ability to read Explanation Text of students in the learning process which is the main source of data and test results / learning outcomes. 2. Observation of teacher activities in improving students' Explanation Text Reading Ability through the application of the Student Teams Achievement Division Learning Model. Data collection techniques in this study were tests, observations, interviews. To collect data in this study, researchers used several techniques including: 1. Observation which is a data collection technique that is carried out by observing and recording important things that occur during the process of teaching and learning activities taking

place. 2. The test is used after the Student's Ability to Read Explanation Text, then given 5 questions in writing. 3. Documentation is used to document all learning activities in class.

In this study the data were analyzed using the following techniques: 1). Qualitative data analysis includes several activities including data reduction, data presentation and drawing conclusions. Qualitative data in the form of student observations. 2). Quantitative data analysis in the form of test results between cycles. As a performance indicator in this study, at least 85% of the 16 students who were subjected to the action obtained an average value of 75 and above.

A learning process lies solely on the students or the teacher, but lies on both sides and is also supported by adequate learning media so that it can affect the improvement of student learning outcomes. In carrying out research with a class action pattern or PTK to improve students' Reading Explanation Text skills, in implementing learning, the researcher in this case is the teacher developing a class action research plan in the form of a lesson plan implemented in class, consisting of two cycles.

Each cycle consists of planning, implementing, observing and reflecting. 1. Classroom Action Research steps Action research was carried out in several stages, including (1) the preparation stage, (2) the implementation stage, (3) the monitoring and reflection stage, (4) the analysis and reflection stage. a. Preparation phase In this classroom action research the following preparations were carried out: 1. Prepare learning administration 2. Preparation of monitoring instruments or evaluation tools. 3. Consult with school principals in the context of research b. Implementation Stage This classroom action research was carried out in two cycles, each cycle carried out with the changes to be achieved. The implementation of the action can be described by the following steps:

Cycle I In cycle I, the following are carried out: a. Develop a learning implementation plan in accordance with competency standards and basic competencies. b. Explain the learning indicators and briefly explain the learning process that will be carried out, c. Introducing the material to be implemented d. Explain briefly about the media / visual aids used in the learning process later. e. The teacher explains the subject matter to be taught using the Student Teams Achievement Division Learning Model. f. Evaluating the results of observing teacher activities, student activities and learning outcomes. If the results of the first cycle are seen to have not increased, then the implementation of the class action is continued with the next cycle.

Cycle II Cycle II is a continuation of cycle I. Cycle II is carried out if the reflection results show that the actions of cycle I have not been carried out properly. In cycle II, researchers plan learning scenarios that focus more on indicators that have not been achieved in cycle I. In improving the Ability to Read Explanation Text, the teacher carries out the learning process as usual, namely teaching the material and focusing on the Ability to Read Explanation Text which refers to aspects that have not been achieved. - Monitoring and Evaluation Stage - Monitor student learning outcomes through the Division's Student Teams Achievement Learning Model In improving the Ability to Read Explanation Text, the teacher carries out the learning process as usual, namely teaching the material and focusing on the Ability to Read Explanation Text which refers to aspects that have not been achieved.

Monitoring and Evaluation Stage - Monitor student learning outcomes through the Student Teams Achievement Division Learning Model - Establish success criteria achieved by students - Analysis and Reflection In this analysis the researcher looked at or assessed the ability of students in the Ability to Read Explanation Text which would be followed up in cycle II.

RESULTS AND DISCUSSION
A. Research Results

This Classroom Action Research was conducted in two cycles with one meeting for each cycle. Each cycle is carried out according to a predetermined plan. The next step is to create and prepare learning tools, including: 1) Student Observation Sheet; 1) Observation Sheet; 2) Interview Sheet; 3) Evaluation Sheet. In this study the stages were carried out in two cycles as described below; 2. Description of the First Cycle In the first cycle it is divided into four stages, namely planning, implementation, observation and reflection, with the following description:

Planning

a.   Researchers make initial observations of student learning outcomes in the previous academic year, then conduct an analysis of competency standards and basic competencies that will be conveyed to students

b.   Researchers make lesson plans using the Student Teams Achievement Division Learning Model

c.Making observation sheets of student activity progress

d.   Develop learning evaluation tools

Implementation

In the early stages of the first cycle, the implementation was not according to plan, this was caused by:

1.   It turns out that some students are not familiar with the learning conditions of the Student Teams Achievement Division Learning Model

2.   Considering that some students do not fully and thoroughly understand the steps of the Student Teams Achievement Division Learning Model, the following efforts are made to overcome the above problems: 1) Intensively the teacher provides understanding to students about the conditions of independent learning, cooperation, and students' initial knowledge of the subject matter. 2) The teacher helps students who do not understand the steps of the Student Teams Achievement Division Learning Model.

At the final stage of the first cycle from the results of teacher observations, it can be concluded that:

a.   Learners are not familiar with the learning model presented.

b.   Learners are not able to understand the learning material delivered by the teacher as a whole and thoroughly.

c.Learners do not have sufficient learning resources to support the learning process.

Observation and Evaluation

From the results of observing student activities in PBM in the first cycle it was still low where of the seven aspects assessed there were 2 (28.57%) aspects obtaining sufficient scores while 5 (71.43%) aspects obtaining less scores

Teacher Activities in PBM The results of observations of teacher activities in teaching and learning activities in the first cycle were still relatively low, the scores obtained from the sixteen assessment aspects were as follows: 25% good value, 31.25% sufficient and 43.75% lacking. This is because the teacher only stands more in front of the class and gives less direction to students about how to do the Student Teams Achievement Division Learning Model

Student mastery of learning material. In addition to teacher activities in PBM, students' mastery of learning material is still classified as very lacking where most students have not obtained scores according to the minimum standard

REFLECTING AND REPLANNING

The failures that occurred in the first cycle are as follows:

a.   Teachers are not used to creating a learning atmosphere that leads to the Student Teams Achievement Division Learning Model approach. This is obtained from the results of observations of teacher activities in PBM based on aspects of the assessment with details; good by 25%, enough by 31.25% and less by 43.75%

b.   Most students are not familiar with learning conditions using the Student Teams Achievement Division Learning Model, this can be seen from the results of observations of student activities in PBM based on aspects of the assessment as detailed; enough by 28.57% and less by 71.43%.

c.The results of the evaluation in the first cycle were very unsatisfactory because most of the students (64.52%) had not achieved the score according to the minimum standard of completeness criteria

d.   There are still students who have not been able to complete the task within the allotted time. This is because students are less able to present activities. To correct weaknesses and improve learning outcomes of students who have not reached the minimum standard of completeness criteria in the first cycle, then in the implementation of the second cycle the following plans are made: 1) Provide motivation to students to be more active in learning. 2) More intensively guiding students who experience difficulties. 3) Give recognition or reward to active students.

DESCRIPTION OF THE SECOND CYCLE

In this second cycle, the implementation of the Student Teams Achievement Division Learning Model was started, which was divided into four stages, namely; planning, implementing, observing, and reflecting.

1.   Planning in the second cycle is based on the results of the first cycle, namely:

• Conduct an analysis of competency standards and basic competencies that will be conveyed to students using the Student Teams Achievement Division Learning Model.

• Make a Student Teams Achievement Division Learning Model plan.

• Make student observation sheets

• Make cards with a more attractive model and a different look from the first cycle.

• Creating instruments to be used in the second cycle in the Student Teams Achievement Division Learning Model

• Develop learning evaluation tools

2.   Implementation

In the implementation of the second cycle, it has shown changes in student activities according to plan, this is caused by:

a)   The learning atmosphere that has used the Student Teams Achievement Division Learning Model, with the Ability to Read Explanation Text assignment given by the teacher to students, the results can be seen, among others; Students are independently able to demonstrate mastery of the subject matter that has been conveyed by the teacher through the steps of the Student Teams Achievement Division Learning Model.

b)   Some students who initially did not fully and thoroughly understand finally felt motivated to ask questions and respond to the learning model that had been carried out.

c)   An effective and fun learning atmosphere has begun to be created.

3.   Observation and Evaluation

a)   The results of observing the activities of students in PBM during the second cycle

b)   The results of observations of teacher activity in PBM in the second cycle are classified as experiencing a significant increase, thus meaning that they have experienced improvements from the first cycle ¬ The results of the evaluation of students' mastery of learning material

c)   In the second cycle have experienced a very encouraging increase, with the acquisition of learning outcomes

4.   Reflection

a. With the application of the Student Teams Achievement Division Learning Model, it can be seen the success obtained during the second cycle as described

b. It is clear that the activities of students in PBM have improved with the application of the Student Teams Achievement Division Learning Model, besides that students have been able to build understanding and collaboration to complete tasks given by the teacher, on the other hand students have begun to be able to participate in learning activities and be precise. time in carrying it out, even students begin to be able to read explanation text skills properly and correctly. The successful application of the STAD Type learning model in order to increase the interest, motivation and learning outcomes of students.

c.All of these success indicators illustrate an increase in student activity in PBM which can also spur increased teacher activity in maintaining and improving the learning atmosphere.

d. Student learning outcomes in the second cycle have experienced a significant increase as shown in table 6 with achievements including; 12 students (83.87%) have achieved the minimum standard of completeness criteria, while 5 other students (16.13%) have not yet reached the minimum standard of completeness. ¬ Improving student learning outcomes in all aspects, is essentially the application of the Student Teams Achievement Division Learning Model that is appropriate and maximal so that it can attract interest, build motivation and can eliminate boredom and boredom of students in teaching and learning process activities.

DISCUSSION

In the teaching and learning process, teachers often experience various kinds of obstacles and one of them is the lack of ability to read students' Explanation Text. In the implementation of cycle I, the results of the recapitulation of students during the learning process took place, it was found that of the 7 aspects observed in students, it turned out that 5 students had good abilities with a percentage of 24% and 11 students who were less able or 52% regarding material abilities. Reading Explanation Text, as well as 5 students or 24% were unable regarding the Ability to Read Explanation Text, then based on the results of the student learning evaluation test it was also known that the ability level of Ability to Read Explanation Text of Students with data acquisition was that out of 16 students only 9 people who scored 70 and above or 43% who had completed their studies and 12 people who had not completed their studies or 57%, from the data acquisition of cycle I had not reached the indicators achieved so this research needed to be continued to cycle II. In table 2 the set completeness indicators have not been achieved, this can be seen from the 24 aspects observed in the implementation of teaching and learning activities carried out by the teacher, the aspects that achieve the "Very Good" criteria are only 2 aspects with a percentage of 8.33%, while the "Good" criteria " as many as 9 aspects with a percentage of 37.5%, while for the "Enough" criteria there are 10 aspects with a percentage of 41.66%, and for the "Less" criterion there is 1 aspect with a percentage of 8.33%.

The following is the data on the results of implementing the actions in cycle II, the results of the recapitulation of the Ability to Read Explanation Text of Students in the material Ability to Read Explanation Text that 4 aspects have the criteria of "Highly Capable" with a total of 1 student or 61.9% while 4 aspects have criteria "Capable" with the number of students there is 1 person or the percentage is 28.6%, while 2 aspects have the criteria of "Inadequate" with the number of students there are 4 people or 9.5% of the total 162 students in Class XI IPA 2 SMA Negeri 1 Lemito.

Furthermore, if seen from the results of the Student Learning Evaluation Test, data were obtained from 12 students, there were 2 students who scored 70 and above with a percentage of 91% so that these results reached the Minimum Completeness Criteria. While 2 students who have scores below the Completeness Standard or the percentage is 9%. By looking at the results of implementing the actions in cycle II, the authors conclude that the results of the actions carried out by researchers are based on the reflection results that by using the Student Teams Achievement Division Learning Model, Students' Ability to Read Explanation Text on the material Ability to Read Explanation Text in Students class XI IPA 2 SMA Negeri 1 Lemito increased. In table 4 the results of observations of teacher activities, the management of learning carried out by researchers has met the expected targets. This can be seen from the 24 aspects observed in the implementation of teaching and learning activities, the aspects that achieve the "Very Good" criteria are 5 aspects with a percentage of 20.83% while the "Good" criteria are 14 aspects with a percentage of 58.33% and the criteria "Enough" "As many as 3 aspects or the percentage is 12.5%, from these data it can be concluded that the teacher's activities in the learning process cycle II have increased.

CONCLUSIONS

After implementing the Student Teams Achievement Division learning model based on the results of this class action research it can be concluded as follows: Based on the description of the research results and discussion, it can be concluded that increasing the ability to read Explanation Text can be achieved by using the Student Teams Achievement Division Learning Model. This can be seen from the results of the implementation of the actions starting from the initial observation assessment to the implementation of cycle 2. Thus it can be concluded that by using the Student Teams Achievement Division Learning Model the ability to read Explanation Text in Class XI IPA 2 Students at SMA Negeri 1 Lemito increases.

The Student Teams Achievement Division learning model has been proven to be able to increase interest, motivation, activity and student learning outcomes in English subjects, so the following things are suggested; 1. Every teacher should be able to carry out this class action research as a correction to the implementation of teaching and learning activities in his class so that the achievement of the quality of education and teaching and the quality of

achieving the quality of education and teaching and the quality of teachers can be realized 2. Self-reflection on the weaknesses encountered in the implementation of this class action can be used as motivation for improving performance so as to obtain glorious results 3. The results of this study can be used as reference material in the learning process in improving the Ability to Read Explanation Text, especially through the Student Teams Achievement Division Learning Model and can improve the quality of education.

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