The Effectiveness of Student Team Achievement Division (STAD) and Directed Reading Thinking Activity (DRTA) Strategies in Teaching Reading Comprehension to Students with Different Levels of Motivation at MAS Ahmad Dahlan Tegal

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ABSTRACT

This study aims to investigate the effectiveness of the Student Team Achievement Division (STAD) and Directed Reading Thinking Activity (DRTA) strategies in teaching reading comprehension to students with different levels of motivation at MAS Ahmad Dahlan Tegal. This study used a 2x2 factorial design. This study conducted at MAS Ahmad Dahlan Tegal. The participants of the study included Group X B comprising 25 students, and Group X D comprising 26 students. The students will be classified into high and low motivation and will be taught with different teaching strategies. The instruments of the study are tests, questionnaire, and observation. This result showed that STAD and DRTA strategies are effective to teach reading comprehension. The mean post-test score in the experimental group I was 75.40, while the mean post-test score in the experimental group II was 74.43. In addition, the mean post-test score in the experimental group I was recorded as 73.60, while the mean post-test score in the experimental group was 67.33 II. It can be concluded that STAD and DRTA strategies effective in improving students' reading comprehension to both of high and low levels of motivation.

INTRODUCTION

English is one of the international languages. It is also known as a foreign language in Indonesia and several other countries, not even a few who make English into their second language. English is a widely used language in all fields of knowledge and one of the international languages used for communication in international relations (Brown, 2001, p. 118). When speaking with individuals from other nations, the majority of people utilize English. Additionally, the role of this language cannot be separated from that of science, technology, art, or cultural development.

Comprehension of the English language necessitates proficiency in four basic skills: speaking, listening, reading, and writing. Among these foundational skills, reading takes precedence. It is crucial for students to develop the ability to read, as it enables them to gain access to new knowledge and information through written text. According to Grabe and Stoller (2002, p. 9), reading is characterized as the aptitude to extract meaning from written material and appropriately interpret it. Meanwhile, the act of reading is imperative for students, as

it allows them to effectively assimilate a vast array of vocabulary from the literature they have engaged with (Yusmalinda & Astuti, 2020). Moreover, Andoko, Hayashi, Hirashima, and Asri (2020, p.1) elucidate reading as a fundamental activity for acquiring knowledge and information. This principle is especially relevant to English language learners, who must possess proficient reading abilities across various contexts to pursue higher education, whether in a country where English is considered a second language (ESL) or one where it is deemed a foreign language (EFL).

Reading for meaning is known as reading comprehension. In reading comprehension, people not only decode text into sounds but also interpret what they have just read into meaning (Rahmah, Saleh, Bharati, 2020, p. 38). Furthermore, Gani, Yusuf, and Susiani (2016, p. 145) posit that reading comprehension is a intricate cognitive procedure of constructing significance that encompasses the interplay of reader, text, and context. This comprehension stems from the correlation between the written words and the manner in which readers cultivate understanding beyond the text. Without comprehension, reading becomes meaningless and empty. Because good readers understand what they are reading, and the faster they can understand what they read, the more efficient they are.

Comprehension elevates the learner to a higher level of active understanding and insight in reading. It enhances vocabulary and linguistic abilities. When confronted with difficult texts or material, a skilled student can purposefully adopt certain ways to improve their comprehension, allowing them to use multiple comprehension processes at once (Anjani, Jismulatif, and Masyhur, 2014, p. 3). They strive to decode the meaning of each word, locating the key ideas, context, and references, and making conclusions as they read it word for word.

Many students across all academic tiers struggle with comprehending English literature due to its status as a foreign language in Indonesia. They struggled to understand words and assumed that English vocabulary was highly challenging to grasp because one word can have numerous meanings (Prihatini, 2020, p. 28). Students have a lot of unfamiliar vocabulary, making it challenging to understand the text. They also struggled to identify the main idea and supporting sentences, making it difficult for them to comprehend the text. This factor is confusing for students and might lead to academic failure. In addition, Nurhayati and Fitriyana (2018, p. 35) identified that students were typically bored by conventional teaching methods, which dull their interactions with one another, made the teaching-learning process monotonous, and made students passive, so they lost their interest. Next, students decrease their enthusiasm and readiness to learn, especially to engage in active learning in the classroom, as a result of negative feelings like low motivation and low self-confidence. Regarding to those problems, the teacher needs a solution to overcome the problems. The teacher should guide students in improving their reading comprehension skill. She should know the effective techniques and strategies in improving students' reading comprehension.

The pedagogical methodology is essential in providing educators with the necessary tools and strategies to successfully accomplish specific goals during educational engagements. As noted by Brown (2007, p. 119), strategies refer to the distinct methodologies employed to address challenges or tasks with the aim of fulfilling a particular objective, while designs are intentionally structured to regulate and manage specific information. Consequently, teachers are called upon to incorporate and amalgamate strategies for enhancing reading comprehension into their instructional materials.

It is presumed that a well-devised strategy is essential in the educational process within schools, particularly when it comes to the

instruction of reading. Teachers endeavor to employ suitable strategies in order to enhance the effectiveness of their reading instruction. Two appropriate strategies that can help students improve their reading comprehension are called student team achievement division (STAD) and directed reading thinking activity (DRTA). Among the appropriate strategies, STAD and DRTA become the focus of this research.

The factor of gaining comprehension level is not simply related to teachers' strategies. The notion of motivation in relation to learning should be taken into consideration regarding the teaching and learning process in the classroom. Gass and Selinker (2008, p. 426), defined motivation as the students' effort that includes several aspects such as an intrinsic need to achieve something, good research habits, and a desire to please a teacher or parents. In addition, motivation has role to initiate the students to start the learning process. Afterward, the role of motivation turns out to be the source of energy to encourage the students to foster their learning process (Kusumawanti & Bharati, 2018, p. 4). In other words, one of the most crucial aspects influencing students' success in the language learning process is motivation. It is necessary to put up some effort in order to attain reading comprehension. When students are adequately motivated, they work hard to comprehend the material. This study endeavors to examine the efficacy of utilizing STAD and DRTA methodologies in instructing reading comprehension to students with varying degrees of motivation at MAS Ahmad Dahlan Tegal.

LITERATURE REVIEW
Reading comprehension
Reading is an essential language proficiency that enables EFL students to access information. According to Julianti, Regina, and Salam (2020, p.130), mastering the art of reading is a capability that can greatly empower students. By delving into printed materials, students can tap into a wealth of knowledge. It is imperative for them to extract key information from the text in order to enhance their language proficiency, including acquiring new vocabulary, phrases, idioms, and more. Rozaq (2013, p.16) defines reading as the cognitive process of extracting and comprehending information from written materials that have been linguistically encoded. The reader engages in the act of retrieving information stored in memory through the interpretation of symbols, subsequently employing this knowledge to construct a coherent understanding of the author's intended message.

Reading comprehension involves deriving meaning from a written passage and synthesizing that meaning with the text. It can be seen as an interactive process where the reader's pre-existing knowledge is seamlessly merged with the information extracted from the text. To successfully comprehend, students need to coordinate a range of complex skills and actively participate in their own learning. Wong (2004, p.252) asserts that reading comprehension is an essential ability for success in school and in fulfilling adult responsibilities. It is the intricate result of translating textual information into meaning.

Student Team Achievement Division (STAD)
One of the most rudimentary forms of collaborative learning is the Student Team Achievement Division (STAD), developed by Slavin (Killen, 1998, p. 96). It consists of five main elements: individual improvement score, teams, quizzes, class presentations, and team recognition. After the instructor goes over the material, the students study in diverse groups in order to get ready for an exam. As per Suarman (2016), face-to-face communication, constructive interdependence, personal and collective responsibility, interpersonal and small group competencies, and diversity are the essential elements or foundations of cooperative

learning. The objective for students is to foster teamwork, incentivizing them to cultivate a sense of camaraderie and naturally engage with their peers through three key principles: team incentives, personal responsibility, and equitable chances for achievement.

Directed Reading Thinking Activity (DRTA)

The Directed Reading Thinking Activity (DRTA) was initially proposed by Stauffer in 1969. This methodical strategy assists students in understanding texts by encouraging them to generate inquiries, develop forecasts, and then engage in reading to confirm or refute their assumptions. This methodology promotes students to become critical and reflective readers. Teachers can utilize this technique to enhance students' current knowledge by presenting relevant questions about the literary pieces they are analyzing. The questions presented by the teacher could provide students with fundamental understandings of the topic under discussion. According to Corner (2006), the Directed Reading-Thinking Activity (DRTA) method consists of three stages: predicting, reading, and confirming.

Motivation

Motivation serves as a catalyst for students to engage with a subject within the classroom setting, thereby facilitating the attainment of educational goals. Brown (2007, p. 152) motivation defined as the decisions people make about which experiences and goals to pursue, which ones to avoid, and how much effort they will put forth in each case. An individual is propelled to take a specific action by their inner motivation or desire.

MATERIALS & METHODS

Research Design

This study utilized a quasi-experimental design incorporating a 2x2 factorial design. Within this factorial design, two groups received different treatments. The experimental group I underwent the STAD treatment, while the experimental group II underwent the DRTA treatment. Meanwhile, the moderator variable in this study is different motivation levels which have two categories namely high motivation and low motivation.

Participant

The study was conducted at MAS Ahmad Dahlan Tegal, specifically tenth-grade students from X B (consisting of 25 students) and X D (consisting of 26 students) due to their notable academic homogeneity, determined through purposive sampling. The STAD strategy was applied in Experimental Group I, whereas the DRTA strategy was employed in Experimental Group II.

Instruments

The researcher employed three distinct instruments for data collection, namely observation, questionnaire, and a reading comprehension test. The reading comprehension test encompassed a try-out, pre-test, and post-test, all comprising multiple-choice questions related to narrative texts. Furthermore, the survey was adapted from the Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich, et al (1991) which centered on students' motivation and included 23 statements rated on a five-point scale. Lastly, the researcher engaged in observational or preliminary research prior to the main study. This initial research was conducted to determine the nature of the research subject that would be investigated.

RESULT AND DISCUSSION

The students were classified into two levels of motivation based on their responses to the student motivation questionnaire. The data unveiled that 20 of the 25 students in the experimental group I (Group X B) showcased a high level of motivation, whereas 5 presented a low level of

motivation. Likewise, within the experimental group II (Group X D), 23 out of 26 students demonstrated a high level of motivation, while only 3 exhibited a low level of motivation. The pre-test and post-test average scores are detailed in Table 1.

Table 1 Descriptive Statistics of Pre-test and Post-test

Category	Aspects	STAD Experimental class I		DRTA Experimental class II	
		Pre-test	Post-test	Pre-test	Post-test
High	Total	1176	1508	1420	1712
	Mean	58.80	75.40	61.74	74.43
	Standard Deviation	9.186	7.486	11.303	5.876
	Highest Score	72	92	80	88
	Lowest Score	44	64	44	64
Low	Total	284	368	168	202
	Mean	56.80	73.60	56.00	67.33
	Standard Deviation	3.347	5.473	3.464	3.055
	Highest Score	60	76	58	70
	Lowest Score	52	68	52	64

The reading comprehension scores of the students in both experimental classes demonstrated a subtle disparity in their reading comprehension proficiency when analyzing the pre-test and post-test outcomes. The mean pre-test scores for highly motivated students in the experimental classes were 58.80 and 61.74, with a discrepancy of 2.94 between the averages of the two cohorts. Moreover, the mean pre-test score in experimental class I exceeded that of experimental class II. Additionally, the mean pre-test scores for students with low motivation levels in the experimental classes were 56.80 and 56.00. The discrepancy in mean score between the two experimental cohorts amounted to 0.8, with the initial experimental cohort surpassing the second experimental cohort. The highest pre-test results achieved by highly driven students varied from 72 to 80, whereas the lowest score documented was 44. Furthermore, the maximum pre-test scores obtained by students displaying low levels of motivation in both experimental groups ranged from 60 to 58. The lowest score observed among the experimental cohorts was 52. Following the pre-test, the students underwent distinct interventions.

The STAD approach was employed to facilitate the instruction of reading comprehension in the first experimental cohort, while the DRTA method was implemented in the second experimental cohort. A researcher conducted a follow-up assessment to measure the progress of students after the interventions. The results of this assessment are presented in table 4.1. Specifically, the average score of the follow-up assessment for students with high motivation levels in the initial experimental group showed a significant increase of 16.60 points, climbing from 58.80 to 75.40. In contrast, students with low motivation levels experienced a notable increase of 16.80 points, rising from 56.80 to 73.60. Conversely, the average score of the follow-up test for students displaying elevated motivation levels in the second experimental group rose by 12.69 points, increasing from 61.74 to 74.43. Similarly, students with lower motivation levels witnessed an increase of 11.33 points, progressing from 56.00 to 67.33.

The Effectiveness of STAD Strategy on Teaching Reading Comprehension to Students with a High Level of Motivation

Table 2 Paired sample statistics of STAD in high level of motivation

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-16.600	4.728	1.057	-18.813	-14.387	-15.700	19	.000

Table 2 illustrated the effects of the intervention by contrasting the results of pre-test and post-test for students exhibiting high levels of motivation in the experimental group I, where teaching was conducted through the STAD approach. The mean score on the post-test was 75.40, compared to 58.80 on the pre-test, demonstrating a noticeable enhancement in academic achievement. The data depicted in the table indicates a significance value of 0.000, surpassing the typical threshold of 0.05. This implies that the alternative hypothesis is accepted, signifying that the utilization of the Student Teams Achievement Division (STAD) strategy notably improves reading comprehension among exceptionally motivated students. STAD is acknowledged as a simplistic cooperative learning approach. Educators should adopt a collaborative approach, which is considered a fundamental and extensively researched form of instruction (Slavin, 1985). The primary goal of this strategy is to significantly improve and expedite student academic performance. Additionally, Rusyda, Ramadhan, and Juita (2018, p. 235) outlined the characteristics of STAD as follows: 1) The team is typically composed of four members who are grouped based on gender, skill level, and ethnicity; 2) To ensure that all students achieve the learning objectives, teachers furnish materials to the students and guide them in collaborative group work; Subsequently, 3) students are assessed on the content they have studied; 4) the assessment outcomes are averaged for each team and compared to previous results; and 5) Teams are rewarded if they meet specific criteria. In terms of high levels of motivation, students excelled in the STAD strategy. This is because they were enthusiastic about learning. Buendia and Martin (2018, p. 30) elucidated that motivation plays a crucial role in shaping a learner's disposition, aspiration, and eagerness to exert effort in acquiring a second language. It is frequently identified as a pivotal determinant in the outcomes of second language acquisition endeavors. The study further demonstrated the efficacy of the STAD strategy in enhancing reading comprehension among students exhibiting high levels of motivation.

The Effectiveness of STAD Strategy on Teaching Reading Comprehension to Students with a Low Level of Motivation

Table 3 Paired sample statistics of STAD in low level of motivation

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-16.800	3.347	1.497	-20.955	-12.645	-11.225	4	.000

Table 3 depicted the data regarding the effectiveness of STAD strategy on students with low motivation levels in the experimental group I. The mean score on the post-assessment was 73.60, in contrast to the mean score of 56.80 on the pre-assessment.

The post-assessment mean score exhibited an increase of 16.80 points compared to the pre-assessment. The significance value based on the table was 0.000. The level of significance was 0.05. It can be said that the alternative hypothesis was accepted meaning the use of STAD strategy was effective to teach reading comprehension to students with low level of motivation. STAD, as a prominent cooperative learning strategy, serves as an excellent introductory tool for educators unfamiliar with this approach. This method involves collaborative learning techniques and activities (Mandagi, Polenkahu, Posumah, 2022, p. 678). Additionally, it has been shown to improve the academic performance of less motivated students, promote inclusivity, reduce segregation, and boost their self-confidence (Nurhuda, 2017, p. 153).

The Effectiveness of DRTA Strategy on Teaching Reading Comprehension to Students with a High Level of Motivation

Table 4 Paired sample statistics of DRTA in high level of motivation

Paired Samples Test									
		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-12.696	7.690	1.603	-16.021	-9.370	-7.918	22	.000

Based on the data presented in table 4, the effectiveness of DRTA strategy to teach students with a high level of motivation can be assessed by examining the results of the pre-test and post-test for highly motivated students within the second experimental group, who were taught using the Directed Reading Thinking Activity (DRTA) technique. The mean score on the post-test was 74.43, compared to 61.74 on the pre-test, resulting in an increase of 12.69 points. From the table of paired sample t-test, it could be seen that the significance value was 0.000. It was lower than 0.05 which alternative hypothesis was accepted. As indicated by Stauffer in Kurniawan and Noviana (2018, p. 620), the Directed Reading-Thinking Activity (DRTA) strategy serves as an instructional method that fosters intellectual participation, encouraging students to generate inquiries and hypotheses, analyze information, and evaluate potential solutions to enhance motivation and focus. The DRTA strategy is specifically designed to enhance students' engagement in reading, directing them to draw inferences from the teacher's narrative and anticipate potential outcomes. This study demonstrates that the implementation of DRTA motivates students to actively participate and evolve into autonomous readers, as it engages them in a cognitive process that effectively challenges their analytical skills (Agustiani, 2016, p. 113). They actively engage in the instruction of narrative texts. Additionally, they typically inquire with the educator regarding any aspects of the material that are unclear to them.

The Effectiveness of DRTA Strategy on Teaching Reading Comprehension to Students with a Low Level of Motivation

Table 5 Paired sample statistics of DRTA in Low level of motivation

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test - Post-test	-11.333	1.155	.667	-14.202	-8.465	-17.000	2	.003

Table 5 delineated the pre-test and post-test results of students exhibiting low motivation in the experimental group II where the Directed Reading Thinking Activity (DRTA) strategy was implemented to facilitate reading comprehension instruction. The data acquired provided insight into the efficacy of the intervention. The mean score on the post-test was 67.33, contrasting with the mean on the pre-test which stood at 56.00. This resulted in an increase of 11.33 points. From the table of paired sample t-test, it could be seen that the significance value was 0.003. It was lower than 0.05 which alternative hypothesis was accepted. The Directed Reading Thinking Activity (DRTA) is an educational approach devised to enrich reading comprehension skills. This method requires students to generate predictions prior to engaging with the text, followed by the subsequent validation or refutation of these predictions (Hanafi and Septiana, 2022, p. 546). This approach encourages students to engage as critical and reflective readers. Educators can employ this method to enrich students' existing knowledge by

posing pertinent inquiries related to the texts they are reading. The queries posed by teachers may offer students a foundational understanding of the material being studied. In this investigation, the Directed Reading Thinking Activity (DRTA) technique was utilized to impart reading comprehension skills to students lacking motivation. This method encompasses specific procedures, including: (1) Directed: Teachers guide students in predicting the text by examining the title, chapter headings, illustrations, and other supporting elements. The educators deliver guidance through open-ended inquiries; (2) Comprehension: Educators lead students in meticulously reading and understanding the material; and (3) Critical Thinking: Educators prompt students to reassess their initial hypotheses and contemplate whether they can validate or challenge them.

The Significant Difference between STAD and DRTA Strategies to Teach Reading Comprehension to Students with a High Level of Motivation

Table 6. Group statistics of STAD and DRTA in high motivation level

Group Statistics						
	Class	N	Mean	Std. Deviation	Std. Error Mean	Sig (2-tailed)
Post-test	STAD	20	75.40	7.486	1.674	.639
	DRTA	23	74.43	5.876	1.225	

According to the data presented in Table, the average post-test score in the experimental group I was 75.40, while the average post-test score in the experimental group II was 74.43. The average post-test score in the first experimental group exceeded that of the second experimental group. Based on the results of the independent t-test analysis, it is evident that the p-value obtained was 0.639, surpassing the common significance level of 0.05. As a result, the alternative hypothesis was

rejected, leading to the conclusion that there is no statistically significant distinction between the effectiveness of the STAD and DRTA strategies in enhancing reading comprehension among highly motivated students.

The Significant Difference between STAD and DRTA Strategies to Teach Reading Comprehension to Students with a Low Level of Motivation

Table 7 Group statistics of STAD and DRTA in low motivation level

Group Statistics						
	Class	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**Sig (2-tailed)**
Post-test	STAD	5	73.60	3.578	1.600	.046
	DRTA	3	67.33	3.055	1.764	

According to the data presented in Table 7, the average post-test score in the experimental group I was recorded as 73.60, while the average post-test score in the experimental group II was 67.33. It is noteworthy that the mean post-test score in the first experimental group exceeded that of the second experimental group. Upon examination of the independent t-test results, it is evident that the calculated p-value was 0.046, falling below the commonly accepted threshold of 0.05.

This discrepancy led to the acceptance of the alternative hypothesis, indicating a notable distinction between the effectiveness of the STAD and DRTA strategies in enhancing reading comprehension among students with low motivation.

The Interaction among STAD, DRTA Strategies, and Students Motivation to teach Reading Comprehension

Table. 8 Interaction among STAD, DRTA strategies, reading comprehension, and students' motivation,

Tests of Between-Subjects Effects					
Dependent Variable: Score					
Source	**Type III Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Corrected Model	172.662[a]	3	57.554	1.428	.246
Intercept	134882.791	1	134882.791	3346.581	.000
Motivation	126.411	1	126.411	3.136	.083
Strategy	83.438	1	83.438	2.070	.157
Motivation * Strategy	44.839	1	44.839	1.112	.297
Error	1894.319	47	40.305		
Total	283716.000	51			
Corrected Total	2066.980	50			
a. R Squared = .084 (Adjusted R Squared = .025)					

Following the data analysis in a two-way ANOVA, the significance level associated with the teaching strategies was determined to be 0.157, exceeding the conventional threshold of 0.05. This outcome suggests that the null hypothesis (Ho) should be accepted, while the alternative hypothesis (Ha) must be rejected. Similarly, the significance level for motivation was calculated to be 0.083, also surpassing the 0.05 threshold. The results indicated that the null hypothesis (Ho) was accepted, while the alternative hypothesis (Ha) was rejected, suggesting that there is no significant difference between high and low levels of motivation. Furthermore, the significance value of the motivation *strategy was found

to be 0.297, leading to the acceptance of the null hypothesis (Ho) and the rejection of the alternative hypothesis (Ha). It can be inferred that there is no significant correlation between the STAD and DRTA strategies, reading comprehension, and motivation levels. Furthermore, the enhancement of students' reading comprehension scores was not influenced by their levels of motivation.

CONCLUSION
Based on the conducted research, it has been established that the STAD and DRTA strategies prove to be effective in imparting reading comprehension skills to students with different levels of motivation at MAS

Ahmad Dahlan Tegal in the academic year 2023/2024. The successful facilitation of reading comprehension to students with both high and low levels of motivation can be effectively achieved through the implementation of the STAD and DRTA strategies. The mean pre- and post-test scores of the students were subjected to statistical analysis for validation. The alternative hypothesis (Ha) was supported as the significance value was below 0.05. Additionally, the results showed that students with high and low levels of motivation who were taught using the STAD strategy did not significantly differ in their test scores. The alternative hypothesis (Ha) was rejected because the independent sample test's significance value, which was 0.639, exceeded the p-value threshold and was greater than 0.05. Furthermore, the results also showed a statistically significant difference in test scores between students who were taught the DRTA strategy and those who had low motivation. The alternative hypothesis (Ha) was accepted since the independent sample test's significance value, which was 0.046 when compared to the p-value criteria, was greater than 0.05. In conclusion, it can be inferred that the Student Teams-Achievement Divisions (STAD) strategy and DRTA strategy did not exhibit any interaction. Moreover, the improvement of the students' reading comprehension scores did not affect by their motivation levels.

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