

Efektivitas metode pembelajaran kooperatif tipe student teams-achievement divisions (STAD) pada kemampuan membaca pemahaman siswa = The effectiveness of student teams-achievement divisions (STAD) cooperative learning method on students reading comprehension

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Abstrak

ABSTRAK

Penelitian kuasi eksperimen ini bertujuan untuk mengetahui efektivitas metode pembelajaran kooperatif tipe STAD pada kemampuan membaca pemahaman teks recount siswa kelas VIII dan persepsi siswa di kelompok eksperimen terhadap metode ini. Penelitian ini melibatkan satu kelas eksperimen yang terdiri dari 35 siswa dan satu kelas kontrol yang terdiri dari 33 siswa yang diambil menggunakan teknik purposive sampling. Untuk memperoleh data, pre-test, kuis, post-test, kuesioner, dan wawancara digunakan. Berdasarkan hasil uji hipotesis menggunakan ANOVA one way pada nilai post-test, hasil Fhitung 4.730 lebih besar dari Ftabel 3.99. Hasil ini menyatakan bahwa H0 ditolak dan HA diterima. Dengan demikian, dapat disimpulkan bahwa terdapat perbedaan yang signifikan antara nilai kedua kelas setelah mendapatkan perlakuan yang berbeda. Berdasarkan hal ini, peneliti menyarankan penggunaan metode pembelajaran kooperatif tipe STAD untuk meningkatkan kemampuan membaca pemahaman siswa kelas VIII.

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ABSTRACT

The aims of this quasi experimental research were to investigate the effectiveness of cooperative learning method type STAD on the 8th graders' reading comprehension of recount texts and to find out the experimental group students' perception towards this type of method. This research involved one experimental class which consisted of 35 students and one control class which consisted of 33 students that were taken by using purposive sampling technique. To obtain the data, pre-test, quiz, post-test, questionnaire, and interview were employed. Based on the hypothesis test using ANOVA one way on post-test scores, it was found that Fcount 4.730 was greater than Ftabel 3.99. The findings indicated that H0 was rejected and HA was accepted. Thus, it could be concluded that there was a significant difference between both classes' scores after gaining different treatments. In addition, most of the experimental group students had positive perception towards STAD. Based on this, the researcher recommends the use of cooperative learning method type STAD to improve the 8th graders' reading comprehension.