Students' Motivation in Learning Narrative Text Using STAD

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ABSTRACT

This research is motivated by the low motivation to learn English among students in class VIII of SMP Negeri 3 Talang, so it is necessary to increase their motivation. The formulation of the research problem is how students' learning motivation is in learning narrative text using the STAD type cooperative model in Class VIII at SMP Negeri 3 Talang. The aim of this research is to determine students' learning motivation in learning narrative text using the STAD type cooperative model in Class VIII at SMP Negeri 3 Talang. The literature review discussed includes STAD type cooperative learning and learning motivation. This research took place at SMP Negeri 3 Talang, Tegal Regency, which was carried out from July 2023 to December 2023. The research population was 251 students in class VIII of SMP Negeri 3 2023/2024. Samples were taken using cluster random sampling, samples were obtained from classes VIIIA and VIII C as the experimental class, class B and class VIIID as the control one. Data collection is carried out through questionnaires and documentation. Data analysis used the ANOVA test. The research results show that there is a significant difference in student learning motivation in narrative text learning that uses the STAD type cooperative model and those that do not in Class VIII at SMP Negeri 3 Talang. The percentage of learning motivation with STAD learning was 81.93% with very good criteria, while learning motivation without STAD learning was 78.86% with good criteria. This shows that students' learning motivation in learning narrative text using the STAD type cooperative model in Class VIII at SMP Negeri 3 Talang is better than without using STAD learning.

Keyword: *STAD , narrative text, learning motivation*

INTRODUCTION

The importance of education for one's life is undeniable. Education plays a central role in improving the standard of living and progress of a country. Every country in the world strives to achieve progress in various fields of life through quality education. The development of a nation relies heavily on the younger generation, who can become valuable assets through solid education. Education plays a central and strategic role in the nation-building process.

In order to achieve good educational outcomes, it is essential to consistently improve the quality of education. The importance of educators in improving the quality of education cannot be overstated. It is essential for teachers to have the competence to implement effective learning approaches, thus facilitating optimal learning for students. Teachers are expected to conduct learning activities that are beneficial to students. Learning should be done as much as possible by attracting students' interest and willingness so that motivation and desire to learn arise from within the students. Therefore, learning must create an atmosphere that is meaningful, fun, creative, dynamic, and dialogical. Successful and quality learning occurs if students are actively involved in the learning process in the classroom, takes place interactively, inspiring, fun, challenging, and can motivate students, so that ultimately students are able to achieve the expected competencies.

In teaching and learning activities at school, reading has an important role. Reading is not only used in Indonesian language learning subjects but for all subjects. Most of the acquisition of knowledge is done by students through reading activities. The success of students in following learning and increasing their knowledge is greatly influenced by their reading skills. Reading skills that focus on reading comprehension can increase and develop learners' knowledge from the reading sources they read. This ability is a provision for learners in understanding various readings contained in various subjects (Depdiknas, 2009, p. 1). Good reading competence is necessary and a prerequisite for being able to read and understand various literature of other subjects. Therefore, the teaching of reading has a very important strategic position in the learning process.

In line with the basic competencies that students must master in reading comprehension of English subjects is recognizing narrative text. Narrative text is a type of text that is flexible to contain moral messages, attitudes and behaviors (Sarwani, 2015). This type of text aims

to entertain or please the reader or listener. Narrative text is generally imaginative, aka unreal or the result of the imagination of the author in a simple form.

The situation that occurs in learning English, students' competence in reading comprehension is relatively low and learning motivation is still lacking. In addition, the teacher provides learning that is less interesting so that students do not like English and even consider English difficult and boring. From these conditions, students have low motivation and are passive in learning.

Based on the findings at SMP Negeri 3 Talang, English subject teachers complain about the problems they face, namely the low learning outcomes of students, inactivity and low motivation to learn. English learning outcomes are unsatisfactory, especially reading comprehension learning outcomes. When English learning takes place, almost no students have the initiative to ask the teacher, students who sit in the back row are sometimes busy joking with their friends. When they are asked individually about the subject matter, they tend to be silent and only dare to answer when asked classically. The lack of active students in learning English is due to the learning methods applied by English teachers at SMP Negeri 3 Talang who still monopolize learning activities. Learning is centered on the teacher, so students are less active in learning activities. Teachers still prefer conventional learning with the lecture method and assignments, so learning is teacher centered.

When Student Teams Achievement Division (*STAD*) type cooperative learning is applied in learning English reading comprehension material at SMP Negeri 3 Talang, students become more active in learning so that high learning motivation and better reading comprehension can be achieved. Through the application of *STAD* cooperative learning, teachers can improve the learning process and provide insight into learning models that can increase students' motivation to learn reading comprehension material.

The STAD learning model is a group learning strategy that involves dividing students into small groups with different learning abilities. Slavin (2016, p. 214) argues that STAD is a learning strategy used by teachers to form teams with different abilities to practice and learn concepts and skills together. Another opinion is expressed by Rusman (2019, p. 34) that the STAD learning model is a model in which students are divided into groups of 4-5 people with diversity in ability, gender, and ethnicity. According to Slavin (2016, p. 5-7), the main components of the STAD type include steps, including the first (1) material presentation stage,

(2) group work stage, (3) individual testing stage, (4) individual development score calculation stage, and (5) group award stage. The five main components in STAD learning include class presentations, team building, quizzes, individual progress recording, and recognition.

Through the application of STAD type cooperative learning in English teaching on narrative text material, it can solve the problem of English learning at SMP Negeri 3 Talang related to the low learning motivation of Class VIII students. Therefore, the research problem formulated is how is the learning motivation of students in learning narrative text using STAD type cooperative model in Class VIII at SMP Negeri 3 Talang. The purpose of the study was to determine the students' learning motivation in learning narrative text using STAD type cooperative model in Class VIII at SMP Negeri 3 Talang. The hypotheses proposed in this study are (1) there is a significant difference in students' learning motivation using STAD type cooperative learning model compared to conventional learning, (2) there is a significant difference in learning outcomes between students using STAD type cooperative learning model compared to conventional learning, and (3) there is a significant difference in learning outcomes and motivation between students using STAD type cooperative learning model compared to conventional learning.

RESEARCH METHODS

The research used a quantitative design to address the existing problems. Quantitative design involves collecting data in the form of numbers after conducting research in the field, which are then used to draw conclusions. The variables in this study consist of independent variables and dependent variables. The independent variable in this study is the STAD type cooperative learning model, while the dependent variable is the motivation to learn narrative text of students in grade VIII of SMP Negeri 3 Talang.

The research was conducted in SMP Negeri 3 Talang, Tegal Regency, which is located at Jalan Projosumarto I, Kaladawa Village, Talang District, Tegal Regency. This research was conducted during the first semester of academic year 2023/2024, which started from July 2023 to December 2023. The population studied were the students of class VIII of SMP Negeri 3 Talang in the academic year 2023/2024 with a total of 251 students. The population is divided into 8 different classes, namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G and VIII H. Sampling used cluster random sampling method by dividing the sampling method into

clusters. The samples used were class VIIIA and VIIIC as the experimental class, while class VIII B and class D as the control class.

Data collection techniques used in this study were tests, questionnaires and documentation. Tests are used to determine learning outcomes, questionnaires are used to determine learning motivation and documentation to determine the number, list of student names and anything related to school administration. Before conducting data analysis, researchers have tested the test instruments and questionnaires of learning motivation in class VIII H. The results of the instrument trials were analyzed using validity tests and reliability tests. After obtaining questions and questionnaires that can be used to collect data, the next step is to conduct a preliminary test before testing the hypothesis using the ANOVA test. Preliminary tests were conducted in the form of normality and homogeneity tests. The analysis of the research data was carried out using the program SPSS 22.0 for Windows. Before testing the hypothesis, preliminary tests were carried out in the form of normality and homogeneity tests.

RESULTS AND DISCUSSION

The implementation of this research took place from Monday, August 28, 2023 to October 4, 2023 with a total of ten sessions. The first experimental class was held on Monday, August 28, 2023 in class VIIIC and VIIIC on Wednesday, August 30, 2023 with a duration of two lessons. Students were asked to complete pre-test questions to evaluate their initial ability in English class, as well as a pre-test questionnaire to see their initial motivation in English class in the experimental class. The second session was held on Thursday, August 31, 2023 in class VIIIA and on Saturday, September 2, 2023 in class VIIIC with a duration of two lessons. In this session, the narrative text material was presented using STAD cooperative learning. Then the teacher asked the students to do post-test questions based on the material presented in the previous session. After working on the post-test questions, the teacher and students summarized the material learned. The ten meeting of the experimental class was held on Monday, September 4, 2023 in class VIIIC and on Wednesday, September 6, 2023 in class VIIIA with a duration of two lessons using the STAD type cooperative learning model. In this meeting, students were given a motivation questionnaire sheet to answer according to the reality they experienced. This aims to find out the students' motivation towards English after the STAD type cooperative learning treatment.

The agend of rsearch was made for ten sessions .The first lesson of the control class was held on Wednesday, August 30, 2023, with a duration of two hours. In this first session, the students of the control class were asked to complete a question pretest and a questionnaire pretest to measure their initial proficiency. The second session was held on Thursday, August 31, 2023, and lasted two hours. Learning in the control class used conventional methods by providing material descriptions and questions to the students, in contrast to the experimental class which used STAD type cooperative learning. In this session, the teacher delivered narrative text material to class VIII B and class D then students were asked to complete the post-test questions on the material. At the end of the lesson, the students were asked to make a conclusion and the teacher ended the meeting with a greeting. The tenth session was held on Thursday , October 4, 2023 and lasted for two lessons. In the tenth session, students were asked to fill in a questionnaire about their motivation to learn English narrative text material. This was done to find out the students' motivation to learn English after receiving conventional learning treatment. Giving this questionnaire is the final stage of the research in the control class. The lesson ended with a thank you to the students who were willing to participate in the research.

The classroom schedule in conducting the research started from August 28, 2023 to September 6, 2023.

Table 1: *Research Face-to-Face Schedule*

No	Meeting	class			
		Experiment		control	
		VIII A	VIIIC	VIIIB	VIII D
1	I	Wednesday, August 30 2023	Monday, Agustus 28 2023	Monday, Agustus 28 2023	Wednesday, Agustus 30 2023
		- Pretest of narrative questions			
2	II	Thursday, Agustus 31 2023	Wednesday, Agustus 30 2023	Thursday Agustus 31 2023	Thursday, Agustus 312023
		Initial motivation questionnaire			
3	III	Wednesday, September 6 2023	Monday, September 4 2023	Monday, September 4 2023	Wednesday, September 6 2023
		- Delivery of material with STAD learning in experimental class And first initial quiz		Delivery of material with conventional learning in control class And initial quiz	
4	IV	Thursday, September 7 2023	Wednesday September 6 2023	Thursday, September 7 2023	Thursday, September 7 2023

No	Meeting	class			
		Experiment		control	
		VIII A	VIIIC	VIIIB	VIII D
		Devide students into groups and ask them to do assinments in LKPD 1		Ask students to do assignment in LKPD1individually	
5	V	Wednesday, September 13 2023	Monday, September 11 2023	Monday, September 11 2023	Wednesday, September 13 2023
		Ask students group to represent their work and the end session give them quiz about *narrative text*		Ask many students to answer the question in front of the class and the end session give quiz about *narrative text individually*	
6	VI	Thursday, September 14 2023	Wednesday, September 13 2023	Thursday, September 14 2023	Thursday, September 14 2023
		- Delivery of material with STAD learning in experimental class And second quiz earlier		Delivery of material with conventional learning in control class And second quiz earlier	
7	VII	Wednesday, September 20 2023	Monday, September 18 2023	Monday, September 18 2023	Wednesday, September 202023
		ask students work in groups to do assinments in LKPD 2		Ask students to do assignment in LKPD 2 individually	
8	VIII	Thursday, September 21 2023	Wednesday, September 20 2023	Thursday, September 21 2023	Thursday, September 21 2023
		Ask students group to represent their work and the end session give them second quiz		Ask many students to answer the question in front of the class and the end session give quiz	
9	IX	Wednesday, September 27 2023	Monday, September 25 2023	Monday, September 25 2023	Wednesday, September 27 2023
		Ask all students do post test			
10	X	Thursday, October 4 2023	Wednesday, September 27 2023	Monday, October 2 2023	Thursday, October 4 2023
		Ask all students do final motivation questionnaire			

The data description of the experimental class includes the test scores of narrative text learning outcomes and English learning motivation of VIIIA and VIIIA students. VIII C.

Table 2: *Experimental Class Data Description*

Measurement	Learning Outcome	Learning Motivation
Percentage	76,81	81,93
Lowest Score	60	289
Highest Score	96	234
Average	76,81	262,19
Standard Deviation	9,24	15,17

The average learning outcome was 76.81 and the motivation to learn comprehension of reading narrative text in the experimental group showed a percentage of 81.93. If the value of the learning outcomes is converted to the criteria mentioned in Arikunto (2021: 245), where the value between 80% and 100% is the very good category and 70% to 79% is the good category, then it is said that the learning outcomes of reading comprehension of narrative text in the experimental group are in the good category and the motivation to learn is in the very good category.

The description of control class data includes the test scores of learning outcomes of narrative text material and motivation to learn English for students in class VIII D.

Table 3: *Control Class Data Description*

Measures	Learning Outcome	Learning Motivation
Percentage	72,25	78,86
Lowest Score	56	225
Highest Score	88	275
Average	72,25	252,34
Standard Deviation	9,14	13,96

The control group had an average learning outcome of 72.25. Additionally, their motivation to comprehend reading narrative text was at 78.86%. According to Arikunto (2021: 245), learning outcomes can be categorized as very good (80%-100%) or good (70%-79%) based on their criteria. Therefore, the learning outcomes and motivation for reading comprehension of narrative text in the control group can be classified as good.

Prior to hypothesis testing using the MANOVA test, the researchers conducted a preliminary test for data analysis. Prerequisite tests were conducted to assess normality and homogeneity. The results of the data prerequisite testing in this study indicate that the data for learning outcomes and learning motivation were normally distributed and homogeneous. The results of the hypothesis testing are presented in Table 4.

Table 4: *Results of Effects Test with Manova Test*

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Hasil_Belajar	444,083[a]	1	444,083	5,236	0,024
	Motivasi_Belajar	2067,188[b]	1	2067,188	9,456	0,003
Intercept	Hasil_Belajar	474018,750	1	474018,750	5589,458	0,000
	Motivasi_Belajar	5647838,021	1	5647838,021	25835,689	0,000
Perlakuan	Hasil_Belajar	444,083	1	444,083	5,236	0,024
	Motivasi_Belajar	2067,188	1	2067,188	9,456	0,003
Error	Hasil_Belajar	7971,750	94	84,806		
	Motivasi_Belajar	20548,969	94	218,606		
Total	Hasil_Belajar	552624,000	96			
	Motivasi_Belajar	6457731,000	96			
Corrected Total	Hasil_Belajar	8415,833	95			
	Motivasi_Belajar	22616,156	95			

The test results show that there is a difference in students' learning motivation using the STAD type cooperative learning model compared to conventional learning, with an F-value of 9.456 and a significance value of 0.003 <0.05, so it can be concluded that there is a difference in students' learning motivation using the STAD type cooperative learning model compared to learning without this model.

Table 5: *Multivariate Significance Test Results*

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	,997	17929,681[b]	2,000	93,000	,000
	Wilks' Lambda	,003	17929,681[b]	2,000	93,000	,000
	Hotelling's Trace	385,585	17929,681[b]	2,000	93,000	,000
	Roy's Largest Root	385,585	17929,681[b]	2,000	93,000	,000
Perlakuan	Pillai's Trace	,156	8,615[b]	2,000	93,000	,000
	Wilks' Lambda	,844	8,615[b]	2,000	93,000	,000
	Hotelling's Trace	,185	8,615[b]	2,000	93,000	,000
	Roy's Largest Root	,185	8,615[b]	2,000	93,000	,000

Based on the results of the multivariate significant test above, the F value is 8.615 with a significance value of 0.000 <0.05. This indicates that there is a significant difference in learning outcomes and learning motivation between students taught using the STAD learning model compared to students taught without using the STAD learning model. The results of the manova test calculation with SPSS 22.0 For Windows are shown in Table 6.

Table 6: *Recapitulation of Research Results*

No.	Conclusion	Significance Level	Criteria
1.	There is a significant difference in the motivation of students who use the STAD cooperative learning model compared to conventional learning.	0,003	*p value* 0,05 > (sig.)
2.	There is a significant difference in the learning outcomes of students using the STAD cooperative learning model compared to conventional learning.	0,024	*p value* 0,05 > (sig.)
3.	There is a significant difference in the learning outcomes and motivation of students who use the STAD cooperative learning model compared to conventional learning. Konvensional	0,000	*p value* 0,05 > (sig.)

The overall questionnaire results clearly show that the percentage of learning motivation data of the experimental group with STAD learning is 81.93%, while the percentage of motivation data of the control group without STA learning is 78.86%. Due to the significant difference, it shows that STAD model learning can provide better learning motivation when compared to learning without STAD with conventional. STAD type cooperative learning is applied with the aim that students can learn collaboratively with their friends. In this model, students are taught to respect opinions and give each other the opportunity to express their opinions. This learning emphasizes on activities and interactions between students, so that they communicate and help each other in understanding the subject matter. Students are placed in learning teams of 4-5 people with a mix of performance levels, gender, and ethnicity. The teacher delivers the lesson and students work in teams ensuring that team members understand the lesson. Group success is highly considered in this learning model, so students who have better abilities are responsible for helping their weaker friends in the group. The application of STAD type cooperative learning on reading comprehension of narrative text of class VIII students of SMP Negeri 3 Talang Semester 1 of the 2023/2024 academic year is carried out through the following steps: (1) conveying the learning objectives to be achieved, (2) presenting information to students through reading, (3) forming study groups efficiently, (4) guiding study groups as they work on tasks, (5) evaluating the learning outcomes of the material that has been learned and asking groups to present their work, and (6) appreciating the learning efforts of both individuals and groups, by giving rewards in the form of grades and appreciative praise from the teacher. The application of STAD type cooperative learning on reading comprehension of narrative text of class VIII students of SMP Negeri 3 Talang Semester 1 of the 2023/2024 academic year, there are several obstacles faced. First, students

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have difficulty in uniting opinions when discussing so that they have not been able to complete the task according to the specified time. Second, students still feel hesitant and afraid to express their opinions during discussions. Third, students lacked responsibility, especially during group discussions when there were students joking with their friends. Finally, some students are afraid to express their opinions when presenting the results of their discussions so they need help from their groupmates.

The learning outcomes of reading comprehension of narrative text of the VIII grade students of SMP Negeri 3 Talang in STAD type cooperative learning showed an average of 76.81 and the motivation to learn comprehension of reading narrative text showed a percentage of 81.93. If the value of learning outcomes is converted to the criteria as mentioned in Arikunto (2021: 245) where the value between 80% to 100% is very good category and 70% to 79% is good category, then it is said that the learning outcomes of reading comprehension of narrative text are good category and learning motivation is very good category. The implication of STAD type cooperative learning on the results and motivation of learning comprehension of reading narrative text in class VIII SMP Negeri 3 Talang Semester 1 of the 2023/2024 academic year is known from the results of hypothesis testing which has been described in the research results that (1) there is a significant difference in the motivation of students who use the STAD type cooperative learning model compared to conventional learning which is indicated by a significance value of 0.003 less than 0.05. English learning in class VIII of SMP Negeri 3 Talang in semester 1 of the 2023/2024 academic year, narrative text reading comprehension material is applied using the STAD type cooperative learning method. By using this method, students become more active in learning and the reading comprehension learning results obtained by students become better. Through the application of STAD cooperative learning, teachers can improve the learning process in a better direction so that it can improve students' reading comprehension.

CONCLUSION

The description that has been presented previously shows that there is a significant difference in student learning motivation in learning narrative text using the STAD type cooperative model with those who do not in Class VIII at SMP Negeri 3 Talang. The percentage result of learning motivation with STAD learning is 81.93% with very good criteria, while learning motivation without STAD learning is 78.86% with good criteria. This shows that

students' learning motivation in narrative text learning using STAD type cooperative model in Class VIII at SMP Negeri 3 Talang is better than without using STAD learning.

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