Examining the Impact of Teaching Strategies and Reading Habits on Students' Reading Comprehension

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ABSTRACT

This study investigated the impact of two teaching strategies of cooperative learning; Teams Games Tournaments (TGT) and Student Team Achievement Divisions (STAD) on reading comprehension achievement of Junior High School students with different reading habits. After 34 students in experimental and control class did a pre-test, they were treated by using TGT and STAD. The students were also assigned into two group reading habits; high and low. The experimental group received treatment of TGT whereas the control group was treated by STAD. Then, a post-test was administered, and its results were analyzed through two-way ANOVA. The results revealed that TGT and STAD are effective in improving students' reading comprehension where F ratio (28.846) > F table (3.99), but on the other side, students' reading habit, both high and low, cannot affect students' reading comprehension. It was also concluded that there was no interaction effect between teaching strategies and reading habits on students' reading comprehension.

Keywords: teaching strategies, TGT, STAD, reading habit.

ABSTRAK

Penelitian ini meneliti dampak dari dua strategi pembelajaran kooperatif, Teams Games Tournaments (TGT) dan Student Team Achievement Divisions (STAD) pada pemahaman membaca siswa SMP dengan kebiasaan membaca yang berbeda. Setelah 34 siswa di kelompok eksperimen dan kontrol mengerjakan pre-test, mereka diajar mengunakan TGT dan STAD. Para siswa juga dibagi ke dalam dua kebiasaan membaca, tinggi dan rendah. Kelompok eksperimen diajar menggunakan TGT sedangkan kelompok kontrol dengan STAD. Kemudian, post-test diberikan, dan hasilnya dianalisis melalui ANOVA dua arah. Hasil penelitian menunjukkan bahwa TGT dan STAD efektif dalam meningkatkan pemahaman membaca siswa dimana F-rasio (28.846) > F table (3.99), akan tetapi pada sisi lain, kebiasaan membaca

peserta didik, baik tinggi maupun rendah, tidak dapat mempengaruhi pemahaman membaca peserta didik. Hasl penelitian juga dapat disimpulkan bahwa tidak terdapat pengaruh interaksi antara strategi pembelajaran dan kebiasaan membaca pada pemahaman membaca peserta didik.

Kata kunci: *strategi pembelajaran, STAD, TGT, kebiasaan membaca.*

INTRODUCTION

English learning at junior high school level aims to provide learners' learning experience in using English text in factual, conceptual, and procedural related to daily communication. The important purpose of reading is the communication efficacy between the ideas and the readers (Pilten & Kuralbayeva, 2018) which require students to have reading skills and strategies to obtain information from printed text. Reading has been claimed as the most important academic language skill for all second and foreign language learners where students learnt new information and become more competent in their subject matter through reading (Akarsu & Darıyemez, 2014:94).Reading could be defined as the ability to get the understanding from written text (Zarei & Keshavarz, 2011). Reading in a foreign language is an active process (Olsson, 2009:13), a complex skill which requires students to extract meaning textually through cognitive skills (Huang & Yang, 2015:382), and the ability to get understanding from written text (Gupta & Ahuja, 2014). It is also the ability to draw meaning from the printed page and interpret this information appropriately (Grabe & Stoller, 2002). It needs critical thinking; the abilities to find out the problem and then provide the solution (Li & Yang, 2014). Therefore, foreign language reading could be understood as a combination of skills and abilities which students have as they begin to read.

The question arises, then, whether the students of junior high school have good reading skills or not. To answer this question, it is actually teacher's responsibility to give instruction to make them possess the expected skill. English teachers of junior high school have to be able make reading activities more interesting and engaging by implementing specific teaching and learning strategies. This is important since fun learning activities will engage students with their learning. However, most of teachers rarely did it in their classroom. They still set their classroom in traditional setting in teaching reading. Teachers usually stand in front of the classroom and read a text from the textbook while the students take notes of some difficult words. After that, they will ask the students to answer questions related to the text. Thus, it makes the students bored with the teaching and learning process of reading. Consequently, they do not pay

attention to the lesson and they do not absorb any of the information that the teachers give them.

To make students interested in what the teachers teach them, the teachers must make the teaching and learning process more interactive and get the students involved in everything that the teachers teach by implementing enjoyable teaching strategies. Students Team Achievement Divisions (STAD) and Team Games Tournaments (TGT) are two teaching strategies that teachers can do to keep the class interested and engaged.

STAD and TGT are part of student team learning methods. They are cooperative learning techniques which emphasize the use of team goals and team success that can be reached if they work together to learn (Slavin, 1995). They can be used to all subjects including English from grade two to college and proved to be effective to enhance students' achievement (Gencosman & Dogru, 2009; Harmandar & ÇÝL, 2008; Ibraheem, 2011; Shafiee & Branch, 2017; Wodarski & Feit, 2011). Slavin (1995) mentioned that in STAD and TGT, the teacher has to divide students into some groups consisting of 4 students and the members of the groups should be heterogonous. Teachers have to follow cycle of teaching started from presenting the lesson, and ask the students to work in their teams. All members of the groups must make sure that they have mastered the materials explained by the teachers. Then, in STAD, students take an individual assessment, while in TGT they compete in a tournament with members of other teams.

Studies on TGT have proved to be successful in improving students' achievement of reading. An experimental study of the effect of two cooperative learning techniques, STAD and GI, conducted by Jalilifar (2010) revealed that STAD was more effective in enhancing achievement of EFL reading comprehension. Another study conducted by (Ferina, 2015) showed that the use of STAD was also effective in teaching reading comprehension of junior high school students since it could improve students' reading achievement.In addition, TGT also can be used to teach reading. Pangestuti, Corebima, & Zubaidah (2015) combined Reading-Concept Map and TGT to improve students' interest in reading. They argued that the implementation Remap-TGT technique was able to increase students' interest in reading especially entertainment materials. A study on the effectiveness of STAD and TGT was also conducted by Hastuti & Yuliasri (2015) which the strategies affected significantly the reading comprehension achievement of narrative text.

In reading activities, reading habit plays a fundamental role in enhancing students' academic achievement of reading. Students' reading habits are students' attitude towards reading (Alexander and Filler, 1976 in

Quadir & Chen, 2015) and behavioral patterns (Ouellette and Wood, 1998 in Quadir & Chen, 2015) with respect to the frequency and regularity of reading. (Genc, 2017) explained that reading habits is useful to improve students' inquisitiveness and self-confidence. The students will have the ability to question, to recognize different perspectives, and to anticipate many possible conclusions rather than demanding a single correct answer in which they are important in reading. As a consequence, students who keep more often in reading activities will have higher reading performance.

From synthesizing the need of the junior high schools students to have a good reading skill and the importance of teaching strategies and reading habits, the researchers chose two of the reading teaching strategies, STAD and TGT, and reading habits give significant impact to the reading comprehension of Junior high school students with different reading habits. After getting the result, we can get some information about the impact of teaching strategies and reading habits on reading comprehension of junior high school students.

METHOD

This study used factorial design of experimental research. Factorial design investigates the effect of independent, moderator, and dependent variables on the mean value. It also refers to a true experimental design with more than one independent variable or it is called as moderator variable which is included to the treatment variables.

The participant of this study was eight grade students of SMP N 1 Tahunan Jepara with the total of 220 students. The sampling used in this research was simple random sampling as proposed bySugiyono (2010). In the sampling used, it was obtained class VIII F consisting of 34 students and VIII G consisting of 34 students as sample classes.

In this study, there were two independent variables and one dependent variable. The first independent variable referred to the experimental or treatment variables, namely team game tournament (TGT) and student team achievement division (STAD). The second independent variable was students' reading habits, which was divided into two categories; high and low habit. The dependents variable was an indication that arose because of the implementation of an experiment and was also called the effect variable in this study, the dependent variable was the reading skill of the eight grade students of SMP N 1 Tahunan Jepara.

Students in class VIII F were taught by using team-game tournament teaching strategy (TGT) or also called experimental group while students in

class VIII G were taught by using student team achievement division (STAD) teaching strategy or also called control group. Students in both classes were grouped with high and low reading habits. Prior to the treatment, they were tested firstly in the form of pre-test whose results would be used as a basis for evaluating the changes that occurred and illustrating that students were homogeneous before the treatments were performed. After that they were given treatments and then they were tested again in the form of post-test to know their reading skill after being treated. It could be concluded that the design of this study was 2 by 2 (2 x 2) factorial design. It meant that there were four subject groups. Each group of subjects who had two reading habits was given two treatments. The design could be described in Table 1:

Table 1:
Factorial Design

Reading Habits	Teaching Strategies		Total
	TGT (B1)	STAD (B2)	
High (A1)	μ A1B1	μ A1B2	μ A1
Low (A2)	μ A2B1	μ A2B2	μ A2
Total	μ B1	μ B2	

To achieve the goal of the research, this study used two instruments, namely questionnaire and test. Questionnaire was used to determine the students' reading habit; high or low. The questionnaire was consisted of fifteen statements which represented the indicators of 1) quantity of reading, 2) reading perception, 3) reading purpose, and 4) type of reader. Based on the results of the questionnaire, it was found that there were 17 students with high reading habits and 17 students with low reading habits in each class.

Test was used to examine the students' ability in reading. Pretest and posttest used in this study were objective tests in the form of multiple choices which was consisted of 25 questions after being tried out. Based on the calculation of the validity of the test item, it is found that there were 25 questions out of 30 tried out questions was good at statistical calculation which showed the significant correlation at 0.05 level by using product moment.

To test the hypothesis, this study used two ways Anova (multifactor analysis of variance) by using F-test at 0.05 significance level to find out the significant difference between the score of both groups; experimental and control group. Before calculating the pattern, the first step to be conducted was counting homogeneity test which was used to examine out whether the sample variance was homogenous or not. To find out the homogeneity of variance, Levenes test was used. The result of the output of homogeneous

subsets by Levenes' test for posttest could be seen in Table 2:

Tabel 2:
Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
1.233	3	64	.305

Based on the above table, it was known that the F test was 1.233 with a probability value of 0.305. Since the probability number was greater than 0.05, the null hypothesis (Ho) was accepted and the alternative hypothesis (Ha) was rejected because of the probability of 0.305> 0.05. This meant that the variant of the bound variable was same (homogeneous) with the variant of the independent variable.

The students in experimental group were taught by using team-game tournament teaching strategy, while the students the control group were taught by using students team achievement division. Learning activities in TGT and STAD followed the steps that had been exposed by (Slavin, 1995). The first stage of TGT in this research was a class discussion where the teacher explained about learning materials (reading text). Then the next stage was group discussion. At this stage, each student with their team members discussed about the material that the teacher had explained. Each group member had a work sheet and answer sheets that they could use to practice the skills taught and assess themselves and their teammates. The results of their discussions were then presented to the front of the class.

Furthermore, what distinguishes between STAD and TGT activities is in the fourth stage. In STAD, the students worked on individual quizzes. They were not allowed to help each other to measure their understanding individually. Meanwhile in TGT students did tournament, where in this game students were given some questions to test the knowledge gained from students' activities in class presentation and group learning. Students must choose numbered cards and tried to answer questions that matched the number. Then, the students who answered correctly the question would get a score.

The last was the reward for each group. At this stage, the teacher calculated the score of each individual to add up the score of their team members and then the winning group is announced. Each team would get a certificate or prize if the average score met the criteria specified.

FINDINGS AND DISCUSSION

The purpose of this study was to investigate whether there were significant difference in reading ability between experimental and control group for students with high and low reading habit. There were three hypotheses in this study. Those were:

1. Hypothesis Test for Teaching Strategies
   Ho = There was no significant effect of TGT and STAD as teaching strategies on students' reading ability.
   Ha = There was a significant effect of TGT and STAD as teaching strategies on students' reading ability.

2. Hypothesis Test for Reading Habits
   Ho = There was no significant effect of students reading habits (high and low) on students' reading ability.
   Ha = There is a significant effect of students reading habits (high and low) on students' reading ability.

3. Hypothesis Test for Interaction between Teaching Strategies and Reading Habits on Reading Ability
   Ho = Students 'reading ability because of reading habit did not depend on teaching strategies and students' reading ability because of teaching strategies did not depend on students reading habits.
   Ha = Students 'reading ability because of reading habits depended on the teaching strategies and students 'reading ability because of teaching strategies depended on the students reading habits.

Before treatments were done to both groups, the first step was conducting pretest to know the initial level of the student reading ability. The result of pretest calculation was elaborated like the following:

Table 3:
Descriptive Statistics of Hypothesis Test

Dependent Variable: Score				
Habits	Strategies	Mean	Std. Deviation	N
High	TGT	64,0000	16,60949	17
	STAD	58,5294	10,29027	17
	Total	61,2647	13,88548	34
Low	TGT	64,0000	17,88505	17
	STAD	62,8235	10,95579	17
	Total	63,4118	14,61655	34
Total	TGT	64,0000	16,99554	34
	STAD	60,6765	10,69047	34
	Total	62,3382	14,19019	68

Table 03 above showed means score before the treatment implemented for both groups. The mean scores of high reading habit for experiment students was higher than control students. On the other hand, students who had low reading habit in experimental got higher score than control group. In addition, the total means of students with high and low reading habit in experimental and control group were 64 and 60,6765. It indicated that any reading habits of students when they were taught by using TGT, would get the same score. It meant that there was no average difference between students with high and low reading habits. On the other hand, students with low reading habit gained good result if they were taught by using STAD rather than those who had high reading habit.

Table 04:
Tests of Between-Subjects Effects

Dependent Variable: Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	344,515[a]	3	114,838	,559	,644
Intercept	264251,779	1	264251,779	1286,415	,000
Habits	78,368	1	78,368	,382	,539
Strategies	187,779	1	187,779	,914	,343
Habits * Strategies	78,368	1	78,368	,382	,539
Error	13146,706	64	205,417		
Total	277743,000	68			
Corrected Total	13491,221	67			

a. R Squared = ,026 (Adjusted R Squared = -,020)

The table 04 showed that there was no difference between students who were taught by using TGT and those who were taught by using STAD where F ratio was lower than F table (0,914 <3.99). This means that Ho was accepted and Ha was rejected which implied that students' reading comprehension was not affected by teaching strategies. There was also no significant different between students with high or low reading habits where F ratio (for habits variance) was lower than F table; 0,382 <3.99. So, in second hypothesis as shown by table 04, Ho was accepted and Ha was rejected which meant that students reading habit did not influence students' reading comprehension. Meanwhile, for third hypothesis, Ho was accepted and Ha was rejected where F ratio for habits and strategies variance was lower than F table (0,382<3.99). Table 04 indicated that both of groups (experimental and control group) had the same initial condition in reading ability before getting treatments.

After performing pretest to know students initial level of reading ability, treatments were implemented for both group. Experiment students were treated by using team game tournament (TGT) while control students were treated by using student team achievement division (STAD). The result of the test performed after treatment was depicted like the following:

Table 5:
Descriptive Statistics of Hypothesis Test

Descriptive Statistics				
Dependent Variable: Score				
Habits	Strategies	Mean	Std. Deviation	N
High	TGT	79,5294	7,69836	17
	STAD	68,8235	5,63732	17
	Total	74,1765	8,58282	34
Low	TGT	76,2353	7,13731	17
	STAD	69,1176	6,72572	17
	Total	72,6765	7,72529	34
Total	TGT	77,8824	7,49854	34
	STAD	68,9706	6,11251	34
	Total	73,4265	8,13930	68

As it was known that the experimental group was a class which treated by using team-game tournament (TGT) and control group was a class that was treated by using student achievement division (STAD) teaching strategy in English learning. Based on the above table, the mean score of students with high reading habits in the experimental group was 79.5294 and the mean score of students with low reading habits in the experimental group was 76.2353. There was a range of mean scores of 3.29 between students with high reading habits and students with low reading habits. While the mean score in the experimental group of both students with high and low reading habit was 77.8824 with a standard deviation of 7.49854. The table showed that students with high reading habit got good results when taught by using TGT rather than students with low reading habits.

Furthermore, the mean score of students with high reading habits in the control group was 68.8235 and the mean score of students with low reading habits in the control group was 69.1176. There was a range of values of minus 0.3 between students with high reading habits and students with low reading habits. While the average value in the control group of students with high and low reading habits was 68.9706 with a standard deviation of 6.11251. It indicated that students with low reading habit gained good result if they were treated by using STAD rather than those with high reading habit.

Table 05 also showed that there was a difference between students who had high reading habits in experimental group with students in the control group, where the experimental group average (79.5294) was higher than the control class average (68.8235). Similarly, there was a difference between students who had low reading habits in experimental group with students in the control group, where the experimental group average (76.2353)was higher than the control class average (69.1176). It indicated that team-game tournament (TGT) as teaching strategy was more effective than student team achievement division (STAD) to be implemented for those who had high or low reading habits.

In relation to the main effect of students' reading habits on students reading ability, it showed that the mean score for students with high reading habit was 74,1765 and 72,6765 for those with low reading habit. It was clear that there was a considerable distance between two groups of 1.5. This indicated that students with high reading habit, regardless the teaching strategies used whether TGT or STAD. Students with high reading habits which was given treatments by using TGT or STAD could performed reading activities and tasks better than students with low reading habits. Therefore, it could be concluded that team game tournament (TGT) and student team achievement division (STAD) was good at enhancing students' reading ability for students with high reading habits.

The following table is the result of hypothesis test calculation by using two ways Anova. The table was used to read the impact tests raised by each subject.

Tabel 6:
Tests of Between-Subjects Effects

Dependent Variable: Score					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1443,103[a]	3	481,034	10,277	,000
Intercept	366618,368	1	366618,368	7832,864	,000
Habits	38,250	1	38,250	,817	,369
Strategies	1350,132	1	1350,132	**28,846**	,000
Habits * Strategies	54,721	1	54,721	1,169	,284
Error	2995,529	64	46,805		
Total	371057,000	68			
Corrected Total	4438,632	67			
a. R Squared = ,325 (Adjusted R Squared = ,293)					

The result of two ways Anova testing of the table 05 above showed that the combined effect of two teaching strategies (team game tournament and student team achievement division) and reading habits (high and low reading habits). From table 05, it could be found that F ratio for the strategies factor was 28.846. If this F ratio was confirmed with F table with significance level of 0.05 (5%), where the degree of freedom was 1for numerator and 64 for denominator was 3.99. This showed that F ratio was bigger than F table where 28.846> 3.99 then Ho was rejected and Ha was accepted. This meant that teaching strategies (TGT and STAD) affected students' reading ability. At least one of the two teaching strategies affected the students' reading ability.

Besides that, it was also found that F ratio for the habits factor was 0,817. If this F ratio was confirmed with F table with significance level of 0.05 (5%), where the degree of freedom was 1for numerator and 64 for denominator was 3.99. This showed that F ratio was lower than F table where 0.817< 3.99 then Ho was accepted and Ha was rejected. This meant that students reading habits (high and low) did not affect students' reading ability. Students who had high reading habit did not guarantee to get good result in reading, while students who had low reading habit did not guarantee to get bad result in reading. It was also proven with the data in table 05 where groups who had high reading habits had gained a combine mean of 74,1765as compared with a combined mean of 72,6765 for those who low reading habits. The range of combined mean between two groups was 1,5.

For the interaction between habits and strategies showed that F ratio is1,169. If this F ratio is confirmed with F table with significance level of 0.05 (5%), where degree of freedom is 1 for numerator and 64 for denominator is 3.99, the result shows that F ratio is smaller than F table where 1,169< 3.99 then Ho is accepted and Ha is rejected. This means that teaching strategies and student reading habits together do not affect students' reading ability. Therefore, Ha which claims "students 'reading ability because of reading habits depended on the teaching strategies and students 'reading ability because of teaching strategies depended on the students reading habits" is rejected. While Ho, which reads "students 'reading ability because of reading habit did not depend on teaching strategies and students' reading ability because of teaching strategies did not depend on students reading habits" accepted. It means F tabel indicated there was no interaction between teaching strategies and reading habits on students' reading ability.

Graphic 1:
Graphic Format
Estimated Marginal Means of Score
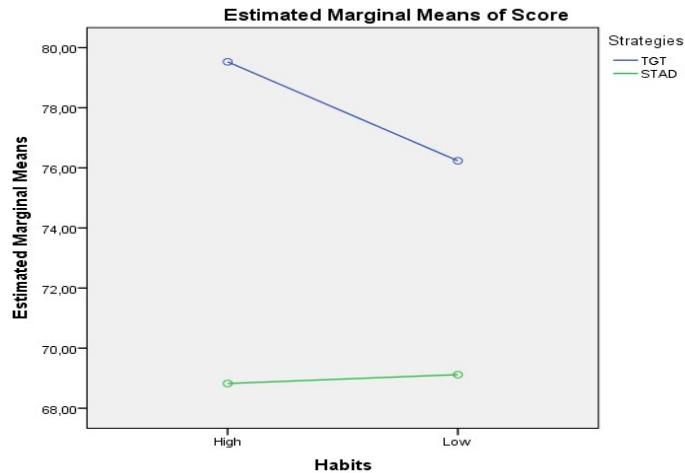
The graph above shows that there is no interaction between reading habits of students with teaching strategies. Students with high reading habits get good grades by using TGT compared with students with low reading habits. This is inversely proportional to students with high reading habits getting lower grades when taught by using STAD than those with low reading habits.

Results shows that STAD and TGT are effective in enhancing reading comprehension of junior high school students, which confirms the findings by Ferina (2015); Hastuti & Yuliasri (2015); and Jalilifar (2010) who stated the same results as this study. The significant improvement was due to the characteristics of TGT and STAD which gave reward to the best team. The rewards aroused the students' motivation to learn. However, in relation to the students' reading habits, high and low, they do not affect their reading comprehension.

CONCLUSION

Based on the above findings and discussion, it can be concluded that 1) the use of TGT and STAD as teaching strategies can affect students' reading ability. This is proven by F ratio > F table where 28.846> 3.99 then Ho is rejected and and Ha accepted. This means that teaching strategies (TGT and STAD) affect students' reading ability. 2) Students' reading habit both high and low students cannot affect students' reading ability. This is proven by F ratio <F table where where 0.817< 3.99 then Ho accepted and Ha rejected. This means that reading habits do not affect students' reading

ability. 3). Teaching strategies (TGT and STAD) and students 'reading habits (high and low) do not simultaneously affect students' reading ability. This is evidenced by F ratio <F table where where 1.169< 3.99 then Ho is rejected and and Ha accepted. This means that students' reading ability due to reading habits does not depend on learning strategies and students' reading abilities because learning strategies are not dependent on reading habits. The use of both strategies in the cooperative learning approach is able to provide more learning opportunities for students than conventional strategies due to the award. Although there are awards in TGT and STAD, students are more interested in participating in the learning process by using the TGT strategy because there are tournaments in their learning steps. To confirm the results of this study, other researchers can use different variables such as high and low motivation and interest in reading.

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