Comparative Study: Enhancing Students' Reading Comprehension Ability through Ing Ngarsa Sung Tuladha and Student Teams Achievement Division (STAD) Learning Models

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Abstract

Cooperative learning is considered to be effective to enhance students' English skills. This study utilizes two learning models under cooperative learning: Ing Ngarsa Sung Tuladha and Student Teams Achievement Division (STAD). This study aims to find out whether there is a significant difference between those two learning models in enhancing students' reading comprehension ability. The instrument of this study is the reading test which was piloted before distributing it to the actual respondents. The results of this study show that after comparing the two learning models, there is a significant difference in students' reading comprehension ability. Additionally, in this study, the author seeks respondents' response towards both learning models and it is found that the respondents' response falls under *really like* category; which means, they really like the two learnings models to be utilized in the classroom to enhance their reading comprehension ability.

Keywords: Reading Comprehension Ability, Ing Ngarsa Sung Tuladha, STAD, Cooperative Learning models.

Introduction

This study focuses on increasing English learners' reading comprehension ability. Therefore the researcher conducted a comparative study with a purpose to compare two learning models: Ing Ngarsa Sung Tuladha and Student Teams Achievement Division (STAD) to enhance students reading comprehension ability. Burns and Richards (2012) stated that reading provides the foundation of successful language and academic learning. Additionally, Assaly and Smadi (2015) said that reading is a basic knowledge thus learners should enhance their reading comprehension ability because comprehension is a core of the teaching-learning process. Moreover, Duke and Pearson (2001) stated that in order to become good readers, learners should be able to gain information about what they read and be able to make a prediction about what the reading is all about.

This study is conducted due to the issues that some English learners have a low level of ability in comprehending texts their read, integrating text information, and constructing ideas on the written text. Reading comprehension actually depends on how the readers are able to cover the text rapidly without losing the senses of what they read (Djamal et.al. (2006). Therefore the problem that occurs in reading is that English learners tend to focus on the word accuracy instead of understanding what they read (Assaly and Smadi, 2015). They lack identifying the concepts and selecting the main ideas of the passages; wherein, to comprehend a text, learners must have

broad learning concept (Khusniyah and Lustyantie, 2017). Moreover, when a learner consider a text is hard to comprehend and it does not suit them, gradually they will lose interest in reading (Lestari, 2014). Therefore, as Indonesian students have already encountered problems with reading comprehension in Indonesian, the language that they've acquired and learned, they also find it way more difficult to read and comprehend reading in English, the foreign language that they do not acquire and learn it barely for a short time (Siagian & Katemba, 2016). "Usually students face many problems in reading text. For example: difficult words, comprehension of sentences, how to read the word or sentence correctly, and etc. In reading class, most of the reading activities are focused on reading for comprehension". (Katemba, C., Samuel. 2017).

In order to assist English learners not losing interest in reading and enhance their reading comprehension ability, the researcher decided to compare two learning models: Ing Ngarsa Sung Tuladha and STAD. These two models are under cooperative learning. The concept of Ing Ngarsa Sung Tuladha learning model is to choose a leader to help, guide and direct their group members to achieve certain indicators. The proponent of this theory is Ki Hadjar Dewantara, a well-known father of education. He emphasized Ing Ngarsa Sung Tuladha carries humanism concept, wherein through education, a leader is born. Mujito (2014) stated Ing Ngarsa Sung Tuladha has cooperative leadership concept which requires a group to have the leader. Meanwhile, STAD learning model was founded by Slavin (1995) and his partners, this learning model has similarity to Ing Ngarsa Sung Tuladha learning model, wherein students learn cooperatively with their group. Katemba and Sitompul (2018) stated that STAD is the role model of cooperative learning and the simplest learning model. According to Karaçöp (2016), STAD has been used and proven in enhancing students' achievement in various subjects such as language, art, math and many more. The score is not taken by personal intelligent itself, but also on how they can work on a team and motivate each other to achieve the target. Based on the purpose of the study and the problem stated, the following research questions were raised: (1) What is the achievement of students who were taught using Ing Ngarsa Sung Tuladha and those who were taught using STAD? (2) Is there any significant difference between students who were taught using Ing Ngarsa Sung Tuladha and those who were taught using STAD? (3) What is the response of the students after being treated?

Relevant Literature
Reading is central of teaching-learning and it can be enjoyable and inspiring when a written message is able to understand because text can give a different perspective and create students' imagination (Khusniyah and Lustyantie, 2010). Yusuf, Natsir, and Hanum (2015) said that reading is a skill to understand the content of the text and expand the reader's knowledge. The teacher should create a creative way to be able to teach the students and make sure they reach the learning objectives. To become good readers, students not only must good in vocabulary but also, they should be able to understand unfamiliar words, get a piece of information, through combining the information that they get from the text and their knowledge of what they have read (Juliana, 2018). Forgan (1989) mentioned that there are nine teacher's responsibilities in order to teach reading: 1) Selecting materials (include the content, aids available for students, and the readability), 2) Matching materials to students, 3) Differentiating reading assignments, 4) Teaching specialized vocabulary, 5) Helping students comprehend printed text, 6) Teaching study strategies, 7) Helping students pronounce difficult words, 8) Motivating reluctant readers, and 9) Helping problem readers. On the other hand, the teacher should remember, that students enhance their knowledge of vocabularies in order to help them to read and understand the meaning of the words that they found (Zhong, 2012).

Many studies have been conducted to increase learners' reading comprehension ability due to reading challenges that English learners often encounter. Sase (2014) stated that reading comprehension is a difficult process because it involves various factors such as word choice, reading fluency, a particular culture, and familiarity with the topic. Mikulecky (1990) added that most cases found that academic students tried to make sense of what they read, but actually the purpose of reading should avoid non-meaningful reading. Nurie (2017) said that the other difficulty that academic students face is they have underprepared for reading demands and lack of literacy skills. Furthermore, Rubin (1985) said that even though students have good habits on learning, but if they lack concentration, it becomes an obstacle for them such as, not feeling well, hungry, tired, the situation is not supported you to read and etc. He also suggested the readers make sure that the text that they read are organized and not jumping from one idea to another idea. In this research study, the researcher used two (2) cooperative learning models that hopes can help the students to enhance their reading comprehension ability, they are: Ing Ngarsa Sung Tuladha and STAD

Ing Ngarsa Sung Tuladha Learning Model

Ing Ngarsa Sung Tuladha was founded by Ki Hajar Dewantara, well-known as a father of education. Ki Hajar Dewantara emphasized that education is not just about the cognitive skills, but also on how the students may reach their perfections in their life with an order and peace method. Humanism education is important because through humanism education, help to develop human with strong character to expand their existence and build up themselves. According to Mustaqim (2006), human's potential should be conducted to develop their intellectual, have a certain character and enhance their ability to be used on their environment. He said that the problem in this country is the measurement for the successful education only through the intellectual skill and almost never take attention from the other aspect.

Syaikhudin (2012) states that Ing Ngarsa Sung Tuladha itself has a meaning: Ing Ngarsa: in front of; Sung: "Ingsung": me; Tuladha: model, example. Therefore, those meanings are "I should become a model". Ing Ngarsa Sung Tuladha learning model is a model that ask the students to work in a group with a leader (called as Tuladha) to guide and direct them to the purpose of the study. The concept of this learning model is to train the students to be a good leader, be responsible for their job and as a role model for their environment. The leader that will be chosen should be able to be a leader for themselves because a man who cannot lead themselves, cannot lead others and the worst is they just be used of other for their importance only. Lead ourselves means having a purpose of what is to be reached (Qomaruzzaman, 2011). Leadership itself has a meaning as a process to guide, create something, influence the members and find out the way to create something. The emotional of the leader can affect their members, that is why a leader should be able to aware of their emotion, manage the emotion and feeling, motivate themselves, knowing others' emotions and manage a relationship with the members (Wartono, 2013).

Leadership ability may improve their social shrewdness. A good leader is a person who can think of others first, rather than think of themselves and be ready to listen of critics from others to make them be a better one (Suyono, 2007). This leadership model providing the model and the function of taking care of others that expected to enhance students' achievement. This model needs a leader as a model so that the teaching-learning process can be successful. The leader should be able to

empower their members by letting each of them represent their opinion. The leader will be chosen by the questionnaire that includes IQ and EQ that will be given by the teacher, so cognitive skills not the one and only requirement.

Student Teams Achievement Division (STAD) Learning Model

Cooperative learning model, according to Khan and Inamullah (2011) is a method used by the educators that help students to develop their social skill. Cooperative learning has many types, one of them is STAD (Student Teams Achievement Division). STAD is good interaction among students and helps them to improve their positive attitude through subjects. STAD is the oldest cooperative learning model according to Slavin (cited in Lalihatu, 2012). STAD helps students achieve their goals of learning, build positive attitudes and social interaction (Wyk, 2012). According to Tiantong and Teeemuangsai (2013), STAD is a collaborative study which small groups that consist of different ability level and learn together to reach the learning goals, where the teacher presents the lessons and the group work together and make sure that all members understand the topic. The supporting statement was given by Yusuf, Natsir, and Hanum (2015) by saying that STAD is a learning model that ask the students to share the information they have and take responsibility on their tasks and is able to improve their motivation on learning so that their achievement on learning will be improved.

Furthermore, Al-Munawwarah (2013) said that STAD helps students practice actively what will they learned and able to solve a problem in text comprehension, since they want to follow teacher's instruction and participate confidently. Lestari and Yudhanegara (2017) stated that STAD is a cooperative learning model through group work study, that stands for around 4-5 persons in each group. Then, each group will consist from the slower and faster learner. There are four procedures to do STAD learning model, first, make a group stands for 4-5 person each group. Second, give 10 seconds for each group to choose their group's name (the name of the group should have a relation with English). Third, give tasks and answer sheet to each group. Last, guide the students to work together as a group.

Methodology

This is a quantitative study, utilizing comparative research design. It involves two learning models to be compared. The population of this study is seventh graders from all schools in West Bandung Regency and the samples of this study were taken from SMPN 5, Lembang. The respondents were divided into two classes: Class VII C and VII E. Class C were treated using STAD learning model meanwhile Class VII E was treated using Ing Ngarsa Sung Tuladha. The researcher conducted this study from October to November 2018. Each treatment was about 2 hours per meeting. The total meetings of the treatment were 10 meeting, excluding pre-test and post-test sessions. The research instruments are reading comprehension ability test and respondents' response questionnaire. The research procedure of this study is divided into four (4) stages: Preparation stage, Treatment stage, Data Analysis Stage and Conclusion Stage.

Preparation Stage

The researcher process letter of statement to conduct the research. Then after receiving approval, she prepared lesson plans, pilot test, respondents', and response questionnaire. Afterward, find a research location to conduct the research, then arrange a letter of permission with the school.

Before giving the treatment to the actual respondents, the researcher conducted a Pilot Test with a purpose to validate the test.

Treatment Stage

Two classes were formed: Class VII C was treated using Ing Ngarsa Sung Tuladha and Class VII E was treated using STAD. Each of the class was given pre-test before the treatment. Then the researcher implemented the learning models. After treating the respondents, she distributed response questionnaire to the respondents.

Data Analysis Stage

In this stage, the researcher calculated the description data from both classes. Then she analyzed the normalized gain from both classes to test the hypothesis. Afterward, she analyzed the normalized gain, normality test, homogeneity test, and independent sample test. The last part was to analyze the response questionnaire.

Conclusion Stage

In this stage, the researcher drew a conclusion from the results of the study. Hopefully, that from the conclusion, a future researcher could do an in-depth study on both learning models: Ing Ngarsa Sung Tuladha and STAD.

Results

In order to obtain results from this study, the researcher calculated the data of pre-test, post-test and normalized gain from both learning models: Ing Ngarsa Sung Tuladha and STAD. The following is the table:

Table 4.1 Pre-test, post-test, normalized gain data

	STAD		Ing Ngarsa Sung Tuladha	
	Mean	**St. Deviation**	**Mean**	**St. Deviation**
Pre-test	50.00	8.567	53.96	7.855
Post-test	61.76	4.073	68.92	6.344
Normalized Gain	0.2208	0.10587	0.3157	0.13854

As it is seen from the above table, the mean shows that there is increasing scores from both models. Respondents who were taught using Ing Ngarsa Sung Tuladha achieved higher scores, the mean of the pre-test is 53.96 then the mean of the post-test is 68.92, and the result of the normalized gain is 0.3157. It shows that the students' reading comprehension for those who were taught using Ing Ngarsa Sung Tuladha learning model is increased on a moderate level. Meanwhile, the respondents who were taught using STAD achieved lower scores than those who were taught using Ing Ngarsa Sung Tuladha. The pre-test means 50.00 and the post-test mean is 61.76, while the normalized

gain is 0.10587. It shows that respondents' reading comprehension ability is increased; however, it falls on the low category.

In order to find out whether there is a significant difference between the two learning models, the researcher conducted a normality test. The purpose of the normality test is knowing whether the data population of pre-test is normally distributed or not. After that, the researcher did the homogeneity test in order to know whether the populations are homogenous or not

Table 4.2 The Normality Test Result for Normalized Gain Score

Label gain	Shapiro-Wilk		
	Statistic	Df	Sig.
STAD	.934	21	.166
Ing Ngarsa Sung Tuladha	.921	25	.055

Based on the table above, it can be concluded that the population of the data is normally distributed for both classes with the significant value for STAD class was $0.166 > \alpha$ (0.05) and significant value for Ing Ngarsa Sung Tuladha class was $0.055 > \alpha$ (0.05). Since the data are normally distributed, then the researcher used Independent Sample T-test.

Table 4.3 Independent Sample T-test

	F	Sig.	T	Df	Sig. (2-tailed)
Gain equal variances assumed	.834	.366	-2.569	44	.014

From the above table, the significant value of the gain is $0.014 \leq \alpha$ (0.05), H_0 is rejected; which means there is a significant difference between students who were treated using Ing Ngarsa Sung Tuladha and STAD.

Aside from calculating the data, the researcher distributed the questionnaire to both classes in order to gain information toward the two learning models. The results show that most of the students agreed for both models, STAD (85%, 84,6% and 96% based on table 4.7, 4.9 and 4,10) and Ing Ngarsa Sung Tuladha (85%, 92,96%, 88,5% based on table 4.8, 4.9 and 4.10) in enhancing their reading comprehension ability. Below are the results of the response questionnaire:

Table 4.4. Students Response for STAD Learning Model

No.	Statement	Answer				Average of Respondents' positive response	Category
		Strongly Agree	Agree	Disagree	Strongly Disagree		
1	-	0%	43%	57%	0%	85%	Really Like
		43%		57%			
2	+	46%	50%	1%	0%		
		96%		1%			
3	+	39%	60%	0%	0%		
		99%		0%			

Table 4.4. Students Response for Ing Ngarsa Sung Tuladha Learning Model

No.	Statement	Answer				Average of Respondents' positive response	Category
		Strongly Agree	Agree	Disagree	Strongly Disagree		
1	-	0%	37%	62%	0%	85%	Really Like
		75%		62%			
2	+	18%	67%	11%	3.7%		
		85%		14.7%			
3	+	22%	78%	0%	0%		
		100%		0%			

Conclusions

According to Zare and Othman (2013), reading is a complex and crucial matter for gaining information, where most students have struggled with text. In order to have good reading comprehension, students should be able to understand the concept of what they read and they also should be able to get information on what they read. In this study, the students' enhancement in reading comprehension ability between the two learning models: Ing Ngarsa Sung Tuladha and STAD have shown a significant difference. Additionally, learners liked being taught the two learning models. Consequently, the researcher recommends that future researcher to conduct an in-depth study on Ing Ngarsa Sung Tuladha since this learning model is providing ways for learners to become a good leader. In addition to that English teachers are suggested to implement cooperative learning models in teaching English especially in enhancing reading comprehension ability because learners are more comfortable when they have their friends helping them.

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