

Improving Students' Reading Comprehension through Narrative Text Using Student Team Achievement Division (STAD)

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ARTICLE INFO	ABSTRACT
Received: 25 March 2026	Reading comprehension is an essential skill in English language learning, yet some EFL students experience difficulties understanding texts, identifying main ideas, locating information, making inferences, and maintaining interest in reading activities. This study aimed to determine whether the Student Team Achievement Division (STAD) learning model could improve the reading comprehension of Grade IX students at SMP Negeri 2 Tondano. The study employed a quantitative approach with a pre-experimental one-group pre-test-post-test design. The participants consisted of 21 Grade IX students. Data were collected using reading comprehension tests consisting of 15 multiple-choice questions and 5 short-answer questions based on narrative texts. The students received reading instruction through the STAD model, which involved class presentation, heterogeneous team study, individual quizzes, individual improvement scores, and team recognition. The data were analyzed by comparing students' pre-test and post-test scores. The findings showed a clear improvement in students' reading comprehension after the implementation of STAD. The students' mean score increased from 71.6 in the pre-test to 82.61 in the post-test, representing an improvement of approximately 11 points. The highest score increased from 85 to 95, while the lowest score increased from 50 to 65. Furthermore, 19 students achieved the minimum completeness criterion in the post-test, compared with substantially fewer students before the treatment. The findings indicate that STAD created opportunities for students to discuss texts, exchange ideas, provide peer support, and actively construct meaning. Therefore, STAD, particularly when combined with engaging narrative texts, can be considered an effective alternative for improving EFL students' reading comprehension and promoting collaborative, active, and engaging English learning.
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1. Introduction

Language plays an essential role in communicating ideas, exchanging information, expressing feelings and needs, and constructing meaning in social and educational contexts (Liando & Lumettu, 2017). Appropriate language use enables individuals to communicate ideas and create positive impressions in social interaction (Tuilan et al., 2020). In education, language functions as a medium for delivering knowledge, processing information, self-expression, social interaction, and social control (Liando et al., 2022). Language learning therefore involves not only mastering linguistic forms but also using language meaningfully and appropriately (Brown & Lee, 2015), while meaningful activities are important for developing communicative competence (Richards & Rodgers, 2014). Consequently, English proficiency is important for accessing international communication and academic information.

Among the four English language skills, reading plays an important role in academic learning and language development (Tatipang et al., 2022). Reading comprehension requires readers to process linguistic information and connect phonological, orthographic, semantic, and syntactic representations to construct meaning (Kendeou et al., 2016; Carlson et al., 2014). It also contributes significantly to language learning and academic achievement (Amini et al., 2020). Reading comprehension involves understanding information and meaning from texts (Wood & Connelly, 2009), supported by efficient linguistic processing and meaning construction (Grabe, 2009). For EFL learners, however, unfamiliar vocabulary, grammatical structures, text organization, and cultural information may create comprehension difficulties.

Vocabulary knowledge is a significant factor in reading comprehension. Brooks et al. (2021) found that vocabulary knowledge accounted for substantial variation in reading comprehension among English additional-language learners, while Ha (2021) reported strong relationships between receptive and academic vocabulary knowledge and reading comprehension among EFL learners. Lawrence et al. (2022) similarly demonstrated a strong relationship between academic vocabulary and reading comprehension. Effective reading also enables students to learn new concepts, critically evaluate information, and apply knowledge to practical and intellectual problems (Robertson, 2017).

Students' motivation, learning environments, and active participation also influence reading achievement. Patra et al. (2022) found that e-learning improved EFL learners' reading comprehension and motivation, while Ahmed et al. (2022) reported better outcomes through MOOC-based and flipped instruction than traditional instruction. Students' personal initiative is also relevant to language performance (Liando & Lumettu, 2017). Furthermore, Liando et al. (2023) found that paired reading improved junior high school students' comprehension of narrative texts. These findings suggest that reading instruction should provide opportunities for interaction and collaboration rather than rely primarily on teacher explanation and individual tasks.

Cooperative learning provides such opportunities by organizing students into small groups where learners are responsible for their own learning and that of their peers (Li et al., 2013). Through discussion, feedback, and shared responsibility, students can actively construct meaning. This approach is particularly relevant in Indonesian EFL classrooms, where students may use available linguistic resources to facilitate communication and meaning-making (Liando et al., 2022).

One cooperative learning model is Student Team Achievement Division (STAD), which organizes students into heterogeneous teams with different academic abilities and backgrounds (Slavin, 1982). STAD emphasizes group goals and individual accountability (Slavin, 2010). Students study and practice materials collaboratively before completing individual assessments, with individual performance contributing to team achievement (Slavin, 2018). This structure is appropriate for reading instruction because students can discuss main ideas, supporting details, vocabulary, interpretations, and answers while

maintaining individual accountability.

Previous studies have demonstrated the benefits of cooperative learning and STAD. Cooperative learning has been associated with foreign language enjoyment (Zheng & Zhou, 2022), academic motivation, hardiness, and self-efficacy (Wang et al., 2023). In reading instruction, cooperative learning improved Indonesian EFL students' reading ability and motivation (Idrus & Saharullah, 2023), while Ahmed and AbdAlgane (2024) and Vö and Luu (2024) found significant improvements in EFL students' reading comprehension compared with conventional or teacher-centered instruction. Specifically, Akbarzadeh and Hosseini (2021) examined STAD in an EFL reading class, and Damanik and Handayani (2023) demonstrated that STAD could be implemented through team formation, instructional materials, team building, and individual assessment.

Despite these findings, EFL students may still experience difficulties in understanding texts, particularly because of limited vocabulary, problems identifying main ideas and specific information, difficulties making inferences, and limited interest in reading materials. STAD may address these challenges by combining collaborative interaction, vocabulary development, text comprehension, peer support, and individual accountability (Brooks et al., 2021; Ha, 2021; Lawrence et al., 2022; Idrus & Saharullah, 2023; Ahmed & AbdAlgane, 2024; Vö & Luu, 2024).

In the context of the 2013 Curriculum, Grade IX students are expected to understand and apply factual, conceptual, and procedural knowledge related to various fields and observable phenomena. However, preliminary observations through discussions with English teachers and Grade IX students at SMP Negeri 2 Tondano indicated that although students' general English ability was relatively good, some students still experienced difficulties understanding English texts and required additional explanation. They also showed limited interest in reading materials, potentially affecting their participation and achievement.

Based on these conditions, STAD is considered relevant because it enables students to collaborate in heterogeneous groups, discuss reading materials, exchange interpretations, develop vocabulary, and support one another while maintaining individual responsibility. Therefore, this study aims to examine whether the Student Team Achievement Division (STAD) learning model can improve the reading comprehension of Grade IX students at SMP Negeri 2 Tondano.

2. Method

This study employed a quantitative approach with a pre-experimental research design. A quantitative approach was selected because the study aimed to measure changes in students' reading comprehension using numerical scores obtained before and after the treatment. Specifically, the study employed a one-group pre-test-post-test design involving Grade IX students at SMP Negeri 2 Tondano. In this design, students were administered a pre-test (T1), received a treatment (X), and subsequently completed a post-test (T2). This design has been widely used in recent EFL reading research to examine the effectiveness of instructional strategies by comparing students' performance before and after an intervention (Womsiwor & Setiawan, 2021; Wiradyaningsih et al., 2022; Susanti & Putri, 2022; Husni et al., 2025). The pre-test was administered to determine students' initial reading comprehension ability before the implementation of the treatment.

The treatment involved teaching reading comprehension through narrative texts using the Student Team Achievement Division (STAD) learning model. During the treatment, students were organized into heterogeneous teams and encouraged to discuss the narrative texts, identify important information and main ideas, understand vocabulary and supporting details, and answer comprehension questions collaboratively. STAD was selected because it provides opportunities for students to learn collaboratively while maintaining individual responsibility for their learning. Previous studies have reported positive effects of STAD and

other cooperative learning strategies on students' reading comprehension (Akbarzadeh & Hosseini, 2021; Pratiwi et al., 2022; Idrus & Saharullah, 2023; Ahmed & AbdAlgane, 2024). Accordingly, the treatment was designed to encourage students to actively construct meaning from narrative texts through collaborative discussion and individual participation.

Following the treatment, a post-test was administered to measure students' reading comprehension achievement after learning through the STAD model. The pre-test and post-test scores were subsequently compared to determine whether students' reading comprehension improved after the intervention. Similar pre-experimental studies have assessed the effectiveness of reading interventions by examining differences between pre-test and post-test scores (Ramasari & Ardayati, 2022; Santika et al., 2022; Sulistyani et al., 2022). The research design can be represented as $T1 \rightarrow X \rightarrow T2$, in which T1 represents the pre-test, X represents the STAD treatment using narrative texts, and T2 represents the post-test. This one-group pre-test-post-test design follows the experimental research framework described by Creswell (2019).

Pre-Test	Treatment	Post-Test
T1	X	T2

Where :

T1 : Test before the Treatment (pre-test)

X : Treatment

T2 : The test after the Treatment (post-test)

The subjects of this study were Grade IX students at SMP Negeri 2 Tondano. The population was determined based on the characteristics and learning context relevant to the research objectives. Sugiyono (2013) defines population as a generalization area consisting of objects or subjects with particular qualities and characteristics determined by researchers for study and subsequent conclusion drawing. Data were collected through pre-test and post-test procedures. The pre-test was administered before the treatment to assess students' initial understanding and reading comprehension ability related to the learning material. The treatment was then conducted using narrative texts through the STAD learning model. After the treatment, students completed the post-test using the same general testing procedures as the pre-test. The comparison of the two sets of scores was used to determine changes in students' reading comprehension following the implementation of STAD.

The research instrument was a reading comprehension test administered as a pre-test and post-test. The test consisted of 20 questions based on two narrative texts, comprising 15 multiple-choice questions and 5 short-answer questions. The pre-test was administered before the treatment to identify students' initial reading comprehension ability, whereas the post-test was administered after the treatment to determine whether students demonstrated improvement compared with their pre-test performance. The use of both multiple-choice and short-answer questions was intended to assess students' ability to identify information, understand meaning, and demonstrate their comprehension of the narrative texts.

3. Results

After conducting research at SMP Negeri 2 Tondano, the researcher has collected the score of pre-test and post-test from students. The using of Student Teams-Achievement Divisions (STAD) as a cooperative learning model and using narrative texts as instructional material has demonstrated significant improvements in students' reading comprehension in English.

The researcher concluded that the STAD method proved effective in teaching reading comprehension. A significant improvement in students' reading comprehension is evident through the results obtained from the pre-test and post-test conducted by the students. The

average score of the students experienced a considerable increase, from 71.6 in the pre-test to 82.6 in the post-test, which reflects an increase of 11 points or about 14%. In addition, further analysis showed that the students' highest score also improved from 85 to 95, while the lowest score improved from 50 to 60. This significant improvement indicates that the application of the STAD method helped the grade IX students at SMP Negeri 2 Tondano in substantially improving their reading comprehension skills. When STAD combined with narrative texts, creates an effective learning environment that enhances both reading skills and student engagement. The findings show that this approach not only improves comprehension but also fosters positive attitudes of students toward English language learning.

Table 1. The Scores of the Students Pre- test (T-1)

Number of Student	Score	Interpretation
1	70	Incomplete
2	80	Complete
3	70	Complete
4	75	Incomplete
5	85	Complete
6	60	Incomplete
7	85	Complete
8	55	Incomplete
9	80	Complete
10	75	Complete
11	65	Incomplete
12	80	Complete
13	50	Incomplete
14	60	Incomplete
15	70	Incomplete
16	70	Incomplete
17	85	Complete
18	80	Complete
19	70	Incomplete
20	65	Incomplete
21	75	Complete
Total	1505	
Average	71.6	Incomplete
Maximal Score	85	
Minimal Score	50	

Based on the table 1, it can be seen that students highest score of pre-test was 85 and the lowest score is 50, the average score of pre-test is 71.6.

Table 2. Pre-Test Frequency

Score	Tally	Frequency	Frequency %	Cumulative Proportion	Cumulative Percentage
85	III	3	14%	21	100%
80	IIII	4	19%	19	81%
75	III	3	14%	16	67%

70	IIII	5	23%	11	44%
65	II	2	9%	9	35%
60	II	2	9%	7	26%
55	I	1	4%	5	22%
50	I	1	4%	4	21%

The pre-test score distribution reveals the academic performance of students before the implementation of the treatment. The highest frequency was observed at the score of 70, achieved by 5 students, which represents approximately 23% of the total sample. This is followed by 4 students (19%) who scored 80, and 3 students each (14%) who scored 75 and 85. Scores of 65 and 60 were each obtained by 2 students (9%), while the lowest scores 55 and 50 were recorded by only 1 student each (4%). The cumulative percentage indicates that only 44% of students scored 70 or above.

Table 3. The Scores of Students in Pre-test (T1) and Post-test (T2)

Student Number	Score (Pre-Test)	Interpretation	Score (Post-Test)	Points
1	70	Incomplete	80	Increased
2	80	Complete	90	Increased
3	70	Complete	80	Increased
4	75	Incomplete	90	Increased
5	85	Complete	95	Increased
6	60	Incomplete	75	Increased
7	85	Complete	95	Increased
8	55	Incomplete	65	Increased
9	80	Complete	90	Increased
10	75	Complete	85	Increased
11	65	Incomplete	75	Increased
12	80	Complete	90	Increased
13	50	Incomplete	75	Increased
14	60	Incomplete	70	Increased
15	70	Incomplete	80	Increased
16	70	Incomplete	80	Increased
17	85	Complete	90	Increased
18	80	Complete	90	Increased
19	70	Incomplete	80	Increased
20	65	Incomplete	75	Increased
21	75	Complete	85	Increased
Total	1505		1735	
Average	71.6	Incomplete	82.61	Increased
Max Score	85		95	
Min Score	50		65	

A significant improvement in students' reading comprehension is evident through the results obtained from the pre-test and post-test conducted by the students. The average score of the students experienced a considerable increase, from 71.6 in the pre-test to 82.6 in the post-test, which reflects an increase of 11 points or about 14%. In addition, further analysis showed that the students' highest score also improved from 85 to 95, while the lowest score improved from 50 to 60. This significant improvement indicates that the application of the STAD method helped the grade IX students at SMP Negeri 2 Tondano in substantially improving their reading comprehension skills in English.

Table 4. Post-Test Frequency

Score	Tally	Frequency	Frequency %	Cumulative Proportion	Cumulative Percentage
95	II	2	9%	21	100%
90	IIIIII	6	28%	19	91%
85	II	2	9%	13	63%
80	IIII	5	23%	11	40%
75	IIII	4	19%	6	21%
70	I	1	4%	5	17%
65	I	1	4%	4	13%

The post-test results demonstrate a noticeable improvement in student performance following the implementation of the learning intervention. The most frequent score was 90, achieved by 6 students, which accounts for approximately 28% of the total. This is followed by 5 students (23%) who scored 80, and 4 students (19%) who scored 75. Scores of 95 and 85 were each obtained by 2 students (9%), while the lowest scores 70 and 65 were recorded by only 1 student each (4%). The cumulative percentage shows that 91% of students scored 75 or higher, indicating a significant upward shift in achievement compared to the pre-test results. The concentration of scores in the higher range (80–95) suggests that the majority of students benefited from the intervention, as reflected by their improved test performance.

Table 5. Score of Pre-Test and Post-Test

Student Number	Score	Interpretation	Score	Points
	(Pre-Test)		(Post-Test)	
1	70	Incomplete	80	Increased
2	80	Complete	90	Increased
3	70	Complete	80	Increased
4	75	Incomplete	90	Increased
5	85	Complete	95	Increased
6	60	Incomplete	75	Increased
7	85	Complete	95	Increased
8	55	Incomplete	65	Increased
9	80	Complete	90	Increased
10	75	Complete	85	Increased
11	65	Incomplete	75	Increased
12	80	Complete	90	Increased
13	50	Incomplete	75	Increased

14	60	Incomplete	70	Increased
15	70	Incomplete	80	Increased
16	70	Incomplete	80	Increased
17	85	Complete	90	Increased
18	80	Complete	90	Increased
19	70	Incomplete	80	Increased
20	65	Incomplete	75	Increased
21	75	Complete	85	Increased
Total	1505		1735	
Average	71.6	Incomplete	82.61	Increased
Max Score	85		95	
Min Score	50		65	

A significant improvement in students' reading comprehension is evident through the results obtained from the pre-test and post-test conducted by the students. The average score of the students experienced a considerable increase, from 71.6 in the pre-test to 82.6 in the post-test, which reflects an increase of 11 points or about 14%. In addition, further analysis showed that the students' highest score also improved from 85 to 95, while the lowest score improved from 50 to 60.

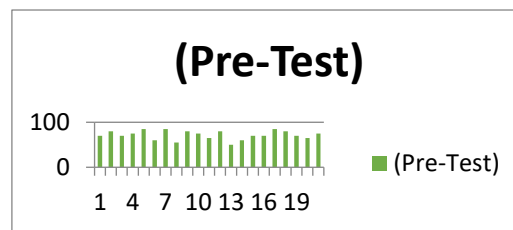


Figure 1. The Scores of Students Pre-Test

Based on figure 1, many students failed in the pre-test. It means that the students have not good reading comprehension. Based on pre-test, it knows that 10 students got failed score. The average of student's score was 71.6 and the minimum score for English at SMP Negeri 2 Tondano is 75, it means 10 students passed in the pre-test.

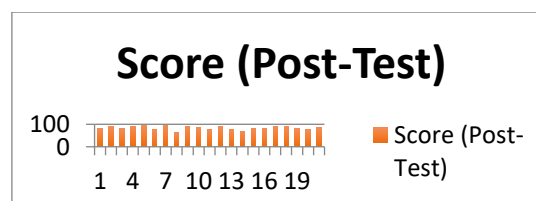


Figure 2. The scores of Post-Test

Based on the figure 2, it knows that 19 students, about 90% of their score pass the minimum completeness criteria, although there are still 2 students who have not reached the minimum completeness criteria. Overall, this learning model successfully helps the majority of students in improving their reading comprehension.

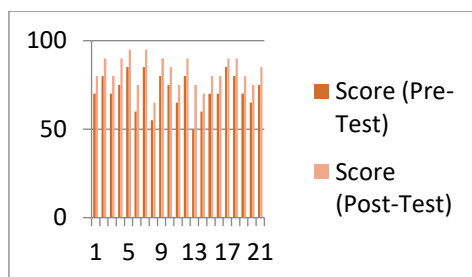


Figure 3. Score of Pre-Test and Post Test

Based on Figure 3, 19 students, representing approximately 90% of the participants, achieved scores that met the minimum completeness criteria, while only two students did not reach the required criterion. This finding indicates that the implementation of the Student Team Achievement Division (STAD) learning model was generally successful in improving students' reading comprehension. STAD is based on the principles of cooperative learning, in which students work in small, heterogeneous groups to achieve shared learning objectives. The implementation of STAD consists of five main components: class presentation by the teacher, team study sessions, individual quizzes, team recognition, and group rewards. These components provide a structured learning environment that combines collaborative learning with individual accountability.

The implementation of STAD in reading comprehension produced several important findings. First, students demonstrated improved understanding of narrative texts, particularly in identifying main ideas and supporting details, making inferences from textual information, and connecting story elements such as characters, settings, and plots. The group-based learning process enabled students to share different interpretations of texts, clarify misunderstandings through peer discussion, develop critical thinking through the exchange of ideas, and gain confidence in expressing their understanding. The collaborative nature of STAD therefore transformed reading comprehension from an individual activity into an interactive process in which students actively constructed meaning through communication and cooperation.

Second, the study revealed the importance of peer support in facilitating students' reading comprehension. Students with weaker reading abilities benefited from the assistance provided by their group members, while higher-achieving students reinforced their own understanding by explaining concepts and information to their peers. The use of mixed-ability groups created natural opportunities for peer scaffolding and modeling of effective reading strategies. Furthermore, social interaction within groups helped reduce students' anxiety about making mistakes and encouraged them to participate more actively in reading activities. Thus, peer interaction served not only as a means of providing academic assistance but also as a mechanism for developing students' confidence and reading strategies.

Third, the implementation of STAD increased students' engagement in reading activities. Students demonstrated greater participation, increased willingness to attempt challenging texts, improved attention during reading sessions, and more positive attitudes toward English reading materials. The cooperative classroom environment encouraged students to become more actively involved in discussions and learning tasks, while the recognition and reward components provided additional encouragement for students to participate and achieve the learning objectives. These findings suggest that STAD can support both the cognitive and affective dimensions of reading comprehension by creating an interactive and motivating learning environment.

In addition to academic improvement, the implementation of STAD provided psychological and social benefits for students. The reward system contributed to students' motivation by recognizing achievement, providing external incentives, establishing clear

performance expectations, making individual and group progress visible through feedback, and encouraging healthy competition among teams. Students also demonstrated improvements in social skills, including active listening, providing constructive feedback, resolving conflicts, assuming leadership and supportive roles, and engaging in collaborative problem-solving. Moreover, the supportive group environment helped students overcome their fear of failure, develop confidence in expressing their ideas, recognize the value of their contributions to group achievement, take intellectual risks when interpreting texts, and develop resilience when encountering difficult reading materials. Overall, these findings indicate that STAD not only contributed to improved reading comprehension but also fostered students' motivation, confidence, social interaction, and active engagement in the learning process.

4. Discussion

After applying the Student Team Achievement Division (STAD) learning model using narrative text as a media to improve students' reading comprehension, as well as conducting a thorough analysis of the data obtained from the evaluation results, the researcher concluded that the STAD method proved effective in teaching reading comprehension. A significant improvement in students' reading comprehension is evident through the results obtained from the pre-test and post-test conducted by the students. The average score of the students experienced a considerable increase, from 71.1 in the pre-test to 81.1 in the post-test, which reflects an increase of 10 points or about 14%. In addition, further analysis showed that the students' highest score also improved from 85 to 95, while the lowest score improved from 50 to 60. This significant improvement indicates that the application of the STAD method helped the grade IX students at SMP Negeri 2 Tondano in substantially improving their reading comprehension skills.

Students have unique interests in certain topics, and when the topic is interesting to them, teachers will realize that students become more enthusiastic in listening to or reading stories; they also tend to experience less reluctance to read. The use of narrative texts in learning not only provides an interesting context for students, but also contributes to their ability to comprehend and analyze reading materials. Narrative texts, which often contain interesting story elements, can spark students' interest and make them more engaged in the learning process. By working in cooperative groups, students can support each other, exchange ideas and clarify misconceptions that may arise. This not only helps students in understanding the text read, but also creates a more interesting and collaborative learning atmosphere. Students who initially have difficulty with the material get help from their peers, which in turn increases their confidence and understanding of the text being studied. In addition, students showed higher motivation and engagement during the lesson, as well as showing enthusiasm to participate in group discussions and answer questions related to the text they had read.

Although the study showed overall success, the researcher also observed that some students still faced challenges, especially in actively participating in group discussions or in thoroughly understanding the text. However, these problems were relatively minimal and did not diminish the positive impact of the STAD technique. The learning process that emphasized peer support and shared responsibility remained effective in improving students' cognitive skills and reading ability.

The results of this study are in line with previous research conducted by (Farizawati et al. 2022), who emphasized the importance of using fun and creative reading materials to engage students in English learning. Their findings show that effective teaching strategies, such as cooperative learning, play an important role in helping students understand texts and apply them in real-life contexts. In addition, they also emphasize that students' backgrounds should be considered when choosing teaching methods to ensure that the learning process can run smoothly and effectively.

Research conducted by Damanik and Maria Handayani (2023) also showed that the application of STAD technique significantly improved students' motivation and cognitive ability in reading comprehension. In their study, it was found that students performed better in the post-test after being taught using the STAD method, and they became more active in the classroom. The increased interaction and cooperation among students contributed to better comprehension and retention of reading material, which suggests that cooperative learning can create a supportive environment for students to learn effectively.

These findings support Slavin's (2005) theory of cooperative learning through STAD, which involves five key components: class presentations, teams, quizzes, individual improvement scores, and team recognition. In this study, these components were implemented in a systematic and structured way, as follows:

a. Class Presentation

At this stage, the teacher explains the material about narrative texts, including definitions and relevant examples, such as "The Lion King" and "The Ants and Grasshopper". This presentation aims to give students a basic understanding of what narrative texts are and how to analyze them. By providing interesting and relevant examples, students can more easily understand the concepts taught.

a. Teams

Students are divided into five heterogeneous groups consisting of students with different abilities. This division aims to encourage discussion and collaboration among students, so that they can help each other understand the material being taught. With diverse groups, more able students can help their friends who may be having difficulties, creating an atmosphere of mutual support.

b. Quizzes

After the group discussion, students are required to complete an individual quiz designed to assess their understanding of the material covered. This quiz serves as an evaluation tool to determine the extent to which students can apply the knowledge they have acquired. With the quiz, students can measure their own progress and get useful feedback.

c. Individual Improvement Scores

Teachers compare students' pre-test and post-test scores to evaluate the progress each student has made. This process is important to give students feedback on their progress in reading comprehension. By knowing the comparison between the initial and final scores, students can be more motivated to continue learning and improving their skills.

d. Team Recognition

The group that shows the highest improvement and best cooperation during the learning process will be recognized and rewarded. This recognition aims to motivate students to be more active and participate in future learning. With awards, students feel appreciated for their efforts and hard work, which can increase the spirit of learning.

In conclusion, the implementation of STAD technique in SMP Negeri 2 Tondano significantly improved students' reading comprehension. The cooperative learning environment created by STAD allows students to work together, build confidence, and be actively involved in the learning process. Supported by previous research, it is clear that STAD is an effective technique to teach reading, especially when using narrative texts to develop comprehension skills among junior high school students.

It is important to note that the successful implementation of the STAD learning model depends not only on the technique itself, but also on how the teacher manages the classroom and creates an atmosphere that supports learning. Teachers who are able to facilitate discussions, provide constructive feedback, and encourage students to collaborate will increase the effectiveness of this learning model. In addition, the selection of narrative texts

that are relevant and interesting to students also plays an important role in increasing their interest and motivation to read.

In today's educational context, where technology and information are rapidly developing, it is important for educators to continuously seek and implement innovative and effective teaching methods. The STAD learning model, with its cooperative approach, offers a solution that can help students not only in understanding texts, but also in developing social and cooperation skills that are very important in everyday life. Thus, the application of this method is expected to make a positive contribution towards improving the quality of education, particularly in the teaching of reading at the secondary school level.

The success of the STAD learning model in improving students' reading comprehension also shows that learning does not have to be individualistic, but can be done collaboratively. Students who learn in groups not only benefit from the knowledge shared by their peers, but also learn to appreciate the views and ideas of others. This is important in building mutual respect and cooperation among students, which are essential skills in an increasingly complex society.

This study not only provides empirical evidence on the effectiveness of STAD learning model in improving students' reading comprehension, but also highlights the importance of cooperative approach in learning. Hopefully, the results of this study can be a reference for educators and other researchers to continue to develop and apply learning models in classroom teaching that can improve the quality of learning in the classroom.

5. Conclusion

Based on the findings of this study, the implementation of the Student Team Achievement Division (STAD) learning model using narrative texts improved the reading comprehension of Grade IX students at SMP Negeri 2 Tondano. The students' average score increased from 71.6 in the pre-test to 82.61 in the post-test, representing an improvement of approximately 11 points. The highest score increased from 85 to 95, while the lowest score increased from 50 to 65. In addition, the number of students achieving the minimum completeness criterion increased substantially after the treatment. These findings indicate that STAD provided students with opportunities to discuss texts, exchange ideas, support one another, and develop their understanding through collaborative learning.

Therefore, STAD can be considered an effective learning model for improving students' reading comprehension, particularly when combined with interesting narrative texts. The cooperative learning process also encouraged students' participation, confidence, motivation, and peer support during reading activities. Although several students still experienced difficulties in understanding texts and participating actively in group discussions, the overall results demonstrate a positive improvement after the implementation of STAD. This study suggests that English teachers can consider STAD as an alternative strategy for creating more active, collaborative, and engaging reading instruction at the junior high school level.

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Conflict of Interest

The authors declare that they have no conflict of interest.

Authors' Contribution

Nihta Vera Frelly Liando: Conceptualization, Methodology, Investigation, Project administration, Supervision, and Writing-review & editing.

Jeane Tuilan: Data curation, Investigation, Formal analysis, and Writing-original draft.

Selly Palimbong: Data curation, Investigation, Validation, Visualization, and Writing-original

draft. All authors contributed to the manuscript and approved the final version.

Statement of the Use of AI

Artificial intelligence (AI) tools were used for language editing and improving the linguistic clarity of the manuscript. AI tools were not used for data analysis, interpretation of research findings, or generation of research results.

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Appendix

The example of the story:

1. The Ants and The Grasshopper

Once upon a time, in the summer days there live ants and a grasshopper. The ants were hardworking. They work together on a hot summer day to collect food and grains and then bring it to their homes as food reserves for the winter.

While the grasshopper was just having fun. He spent his day to singing songs and dancing under the sun. He sings from morning to night with his violin. In the autumn, the ants were still working to collect the food. But the grasshopper still did not care, one of the ants asked him “why do not you store food for winter?”, “when it’s cold you will have no food to spare” and the grasshopper just singing again and said to the ant “above us all will always be sunshine, and there always will be time to play”.

Time went by and along came the winter, and the wind gave a cold icy chill, snow fell down and there was no more sunshine. So the grasshopper went up to the hill where the ants lived, and he knocked on the door of the ant’s house. And he said “I am cold, I am wet, I am hungry, and I am sorry I didn’t hear you, I just play with my violin and sing all day. He felt cold, embarrassed, and sad in that time. But the ants told him that he was welcome, then the grasshopper thanked them and really felt glad. And the grasshopper said “the future seasons work comes first and I will have time to play”. And finally ants and grasshoppers work together to gather food.

2. The Lion King

In the Pride Lands of Africa, a lion ruled over the animals as a king. The birth of King Mufasa and Queen Sarabi’s son Simba created envy and resentment in Mufasa’s younger brother, Scar, who knew his nephew now replaced him as heir to the throne. After Simba had grown into a young cub, Mufasa gave him a tour of the Pride Lands, teaching him the responsibilities of being a king and the Circle of Life. Later that day, Scar tricked Simba and his best friend Nala into exploring a forbidden elephant graveyard, despite the protests of Mufasa’s hornbill majordomo Zazu. At the graveyard, three spotted hyenas named Shenzi, Banzai, and Ed attacked the cubs before Mufasa, alerted by Zazu, saved them and forgave Simba for his actions. That night, the hyenas, who were allied with Scar, plot with him to kill Mufasa and Simba.

The next day Scar lured Simba to a gorge and told him to wait there while he got Mufasa. On Scar’s orders, the hyenas stampeded a large herd of wildebeest into the gorge. Mufasa saved Simba, but as Mufasa tried to climb up the gorge’s walls, Scar threw him back into the stampede, where he was trampled to death. After Simba found Mufasa’s body, Scar convinced him he was responsible for his father’s death and advised Simba to flee the kingdom. As Simba left, Scar ordered Shenzi, Banzai, and Ed to kill the cub, but Simba escaped. That night, Scar announced to the pride that both Mufasa and Simba were killed in the stampede and stepped forward as the new king, allowing a pack of hyenas to live in the Pride Lands.

After running far away, Simba collapsed from exhaustion in a desert. Timon and Pumbaa, meerkat and a warthog, found him and nursed him back to health. Simba subsequently grew up with them in the jungle, living a carefree life with his friends under the motto “Hakuna Matata” (“no worries” in Swahili). When he was a young adult, Simba saved Timon and Pumbaa from a hungry lioness, who turned out to be Nala. She and Simba reconciled and fell in love. Nala urged Simba to return home, telling him the Pride Lands had become a wasteland with not enough food and water. Feeling guilty over his father’s death, Simba refused and stormed off, leaving Nala disappointed and angry. As Simba exited the jungle, he encountered Mufasa’s mandrill friend and advisor, Rafiki. Rafiki told Simba that Mufasa was “alive” and took him to a pond. There Simba was visited by the ghost of Mufasa in the sky, who told him he took his rightful place as the king of the Pride Lands. Simba realized he could no longer run from his past and went home. Nala, Timon, and Pumbaa joined him and agreed to help him.

At the Pride Lands, Simba saw Scar hit Sarabi and confronted him, but Scar taunted Simba over his “part” in Mufasa’s death. However, when Scar pushed Simba to the edge of Pride Rock, here revealed that he killed Mufasa. Enraged, Simba roared back up and forced Scar to reveal the truth to the pride. Timon, Pumbaa, Rafiki, Zazu, and the lionesses fended off the hyenas while Scar, attempting to escape, was cornered by Simba at the top of Pride Rock. Scar begged Simba for mercy, insisting that he was

family and placing the blame on the hyenas. Simba no longer believed Scar but spared his life on the grounds of forever leaving the Pride Lands. Scar appeared to comply but then attacked his nephew. After a fierce fighting, Simba threw his uncle off Pride Rock. Scar survived the fall but was attacked and eaten alive by the hyenas, who overheard his attempted to betray them.

With Scar and the hyenas gone, Simba ascended to the top of Pride Rock and took over the kingdom as the rain fell again. Sometime later, with Pride Rock restored to its former glory, Simba looked down happily at his kingdom with Nala, Timon, and Pumbaa by his side; Rafiki presented Simba and Nala's new born cub to the inhabitants of the Pride Lands, and the Circle of Life continued.